

Please note that English (UK) spelling is used in this document

ILET Overview and Objectives

Overview of the project

The crucial role of new technology to provide access to vocational and higher education for today's global society is widely recognised. Institutions now have services to support faculty use of open and distance learning technologies and technology has recently become mandatory for most teacher preparation programs. The missing component is sensitivity to diversity of culture and language. Teachers need pedagogical support to develop strategies appropriate to intercultural learning, where technology is used to link diverse student groups within and beyond the EC and US. This omission has serious implications for our profession, the quality of higher education, and EC-US cooperation.

The ILET project proposes to engage experts in multimedia and pedagogy to correct this omission within and across six degree programs, and in the process to create innovative multidisciplinary open and distance learning and resources for study abroad that reinforces knowledge about Europe and the US. Professional and private organisations will partner to promote the diffusion of Intercultural Educational Technology into programs that prepare technology using teacher educators and technology services for faculty across Europe and the US, while also ensuring peer review. The project will broaden the impact of the EC and US cooperation by 'training the trainers' of faculty involved in open and distance learning.

The integration of these professional and commercial networks into educational technology degree programs is both innovative and essential. In addition to the six leading universities, this consortium incorporates expertise and resources of the largest international professional association for technology-using teacher educators (the Society of Information Technology in Teacher Education, with an award-winning international fellowship of technology-using teachers (MirandaNet), and a multinational software corporation that has made a promise to serve education (the Oracle Corporation). The consortium will pool expertise and complementary cultural, linguistic and technical resources with professional networks.

ILET project objectives

Project objectives have been organised into four categories to assist explanation:

Cognitive objectives for students and faculty: Knowledge of educational technology systems, policies and applications, in the US (and its subcultures) and in European countries, particularly in teacher education; knowledge of theoretical perspectives from anthropology, intercultural communication, comparative education, and second language acquisition, especially as they apply to the education of minority groups, promoting understanding and appreciation of other cultures, educational exchange, and designing culturally sensitive distance education programmes; and understanding of how pedagogical approaches such as student-centred learning, problem based group project work, and action research might be applied in different cultural settings using computer-mediated distance learning.

Behavioural objectives for students and faculty: The ability to work on complex tasks in diverse international groups, face to face and when separated in time and space; experience learning and communicating in a second language, for both face to face and through technology; and experience of social integration during study abroad with fellow students and faculty, supplemented by ongoing web-based community interaction.

Technological objectives for faculty and students: Further development of technical skills for the variety of international environments, e.g. an ability to adapt to different computer platforms and software; and collaborative development of innovative e-learning environments, including an appreciation of issues related to software development across cultures.

Organisational objectives: Create and formally accredit a shared certificate of *Intercultural Educational Technology (IET)* integrated with the doctoral programs of 6 transatlantic universities; establish quality assurance and intercultural internships; establish a robust funding base with successful recruitment and expanding partnerships; and create

an international education doctoral community (a network of people and organisations who share a common goal/interest/experiences) on the web, linking with professional associations commercial organisations in the EC and US.

Strategies for achieving objectives

The ILET consortium will employ overarching strategies to accomplish project objectives. During the three year period of funding interdisciplinary working groups made up of faculty and staff from at least two partner universities (one from each side of the Atlantic) will accept responsibility for specific project tasks as described later under faculty and staff exchanges.

Year 1 Priority: Organizational frameworks, curriculum and evaluation planning

- Planning workshop for all teams in London; Establish web sites for project management, learning, recruitment and dissemination; Survey access to communications technologies by staff and students; collaboratively edit together student service handbooks for the consortium; negotiate agreements and experimental course permissions; publish professional paper on the project curriculum and organizational planning; Pilot first team teaching.

Year 2 Priority: Piloting of recruitment, mobility, and course delivery with formative evaluation

- Curriculum workshop at SITE conference for IET team including pilot of intensive course; individual staff exchanges; pilot student mobility, courses and internships with formative evaluation; improve recruitment and needs analysis and publish progress to date.

Year 3 Priority: Consolidation, quality appraisal and dissemination

- Quality assurance by internal and external evaluators; workshop on mature procedures and policies for ILET consortium; revision of doctoral programs to remove experimental status of the IET shared certificate and courses; update IET handbooks and improve course materials; high profile celebration of ILET successes at Universal Forum of Cultures in Barcelona and on the web.

All years: Advisory Board meeting; EC-US conference; Reporting; Dissemination of project in professional conferences for technology-using teacher educators and international officers; Submit a proposal for funding each year (year 1: commercial; year 2 foundation; year 3 World Bank).

Expected results and outcome of the ILET project

The major planned result is the collaborative creation of a model certificate program that establishes the importance of an intercultural dimension in the preparation of teachers and faculty services. Success will be shown by uptake of resources, approaches to pedagogy and in acceptance of associated refereed papers and awards. Outcomes are each year are:

Year 1: Memoranda of Understanding (MOU) between consortium partners for the common specialisation, related activities and mobility; advertising brochures and recruitment advertisement on the web and registered with key search engines; collaborative student centred project handbook on the web with information about study abroad. Student recruitment commences and they start to prepare for study abroad.

Year 2: Archive of web-based learning and team-teaching, including course syllabi; formative evaluation of IET courses; development and pilot of flexible and distance learning of English (US & UK), Danish and Catalan on site and on the web; a set of interlinked web-based learning environments to promote intercultural learning; and a pilot intensive international course with its presentations to professionals of EC and US at the SITE conference. Students take the first foundation IET course and study abroad commences.

Year 3: Successful recruitment to this program (transfer of 6 students from existing programs and 18 students recruited specifically to this specialization); Students' successful completion and progress through the IET courses, with first graduation; and a Publicly accessible database of case studies of good practice and scholarship in IET, plus professional and scholarly publications (at least 6 case studies, 1 dissertation, 6 papers). Students learning portfolios start to provide models of good practice in intercultural education. The first IET certificates are awarded and the first student graduates.

Formats and Activities—Consortia Implementation Project

The development and dissemination of international curricula

The ILET project will develop a shared certificate in 'Intercultural Educational Technology' (IET), which will be integrated within all six university consortium PhD programs. The six doctoral programs have excellent reputations for the preparation of teacher educators, instructional and information technology specialists and designers of educational services with particular expertise in educational technology. Graduates from these doctoral programs take up posts: (1) as teacher educators in universities all over the world; (2) as personnel working in instructional support centres within universities and colleges; (3) as consultants and designers in commercial organisations developing educational services; (4) with non-governmental educational agencies; and (5) with government services to education. Education has low participation in study abroad and professional preparation for these important posts does not currently include an international dimension.

Based on previous research and curriculum development, plus negotiations and visits, the following proposed program for the shared certificate in '*Intercultural Educational Technology*' has been identified. Each course will draw upon expertise from more than one university. These courses will be integrated into each university's target doctoral program:

1. *Foundation for intercultural educational technology*: Study of educational technology systems, pedagogy, educational applications and policy issues in Europe and the USA to establish intercultural understanding.
2. *Cultural preparation and linguistic preparation for study abroad*: language preparation to European English and American English, plus intensive Danish or Catalan for some students; and an introduction to the cultures and contexts of education and technology in Europe and the USA.
3. *International collaborative project work* that aims to reduce cultural and digital divides. This will be 'service learning' undertaken through internships and international team projects supported by web-based learning environments, described later.
4. *Intensive international course*: a workshop integrated into a major professional conference (normally SITE) for an annual cohort of students. Team teaching by the consortium will include briefing of a carefully selected group of expert presentations within the conference and collaborative presentations by students.

Students will also be encouraged to develop their studies by selecting additional optional courses provided by partner universities, and many will also undertake a dissertation in this area. The mutual recognition of credit will permit individual doctoral programs to expand program offerings.

Students will begin to study and graduate from their home university, using the first year to undertake basic doctoral training, the foundation course in IET and to begin their language and cultural preparation. They will study abroad at a transatlantic partner university during the second or third years (or equivalent for part time students). They will also undertake the intensive international course in one of these years.

The dissemination of these international curricula is an integral part of the approach. It will take place through highly visible web sites with publicly accessible resources derived from the curricula, through major international conferences for this profession and for international education, and through professional and scholarly articles.

Development of organisational frameworks for student mobility

A project working group will set up the organisational frameworks for student mobility during the first year of the project. This collaborative work will include:

- **Formal agreements**: Each University will bring a draft Memoranda Of Understanding (MOU) to the first year's project workshop where the consortium will negotiate amendments. All will work to have all MOU signed by the end of the first year. The matrix of students to be sent and received will also be confirmed at the first workshop.
- **Collaborative improvement of services and resources**: The first workshop will also permit partners to start sharing individual approaches to sending and receiving students as well as existing materials, including multimedia, and to plan the adaptation of handbooks to promote student mobility across the consortium. The adapted handbooks for faculty and students will be published on the web. In years 2 and 3 these handbooks will be piloted, evaluated and updated.

- **Collaboration on quality assurance:** Partners will work to develop procedures for quality assurance for study abroad and e-learning. An ILET project Advisory Board will hold a web-based meeting each year to provide guidance for the common IET certificate. The preliminary membership is detailed in the section on personnel.

ILET internships and work placements

Internships will be a paraprofessional experience where students use the theories and developing competences in a real work context, such as with a member of faculty (teaching or researching) or in a service supporting teaching or developing educational technology tools. All students will be required to negotiate paraprofessional experience, at home or during study abroad. Internships will be for 1-3 months, with induction supervision and evaluation by the local project, faculty or service supervisor, plus ongoing personal advising by the student's major professor/supervisor (using the Internet when abroad). Many internships will be within consortium universities and the major types envisaged are: research or design assistant, faculty mentoring, workshop teaching, and work on a help desk. The internship project report will often develop into a major aspect of a student's dissertation, with ongoing supervisory support from faculty advisers at home and abroad, as well as publications and/or curriculum material. Experience shows that graduates with internships are highly sought after.

Opportunities to engage in cutting-edge research and development will often be available and act as a recruitment incentive for the ILET project. Current outstanding examples of work placement opportunities include:

- AAU is home to the E-Learning Lab, which was established in March 2001 with a grant from Northern Jutland to give educational institutions and commercial companies easy access to the latest technology and consultants. The Virtual Learning Environments and Learning Methods project includes 11 distance education projects and 3000 students. ILET interns would join the E-Learning Lab staff.
- The Education Project of the Universal Forum of Cultures in Barcelona in 2004 has already commenced activities and will collaborate with ILET, especially UB, to provide internship opportunities associated with virtual projects, which underpin the Forum and are a major objective (see Vivancos resume and <http://www.barcelona2004.org>).
- ISU Center for Technology in Learning and Teaching employs 20 graduate assistants annually and there are more than 10 more working with major projects (<http://www.ctlt.iastate.edu>), some in the National Center for Foreign Language Teaching. Interns would join the CTLT team. In addition, CI610 is a course through which interns assist faculty to develop their use of new technology.
- UVA is leading the creation of 'Technology transfer classrooms', which will pilot advanced applications of new technology in classrooms that will also be open to observation and an opportunity to ask questions through communication technologies. Interns may join the development team.

Student mobility plans

The Student Mobility Chart shows the exchanges of 30 students: 12 in year 2 and 18 in year 3 of the project. There is no student mobility planned for the first year. The plan for each student's period of study is for a semester or a term, depending on the courses and/or internship selected. In rare exceptions a 4 week study abroad may be permitted, which would include the intensive course with a short visit to a partner university backed up by web-based learning. Such students will be required to return (without travel support) for a second transatlantic study visit. One example might be for a student who planned to gather evidence relating to his or her dissertation research across 2 years.

The majority of students travelling to the US will attend the intensive course at the SITE conference along with US students studying at home at that time. In addition, the majority of students in Barcelona and those studying abroad in Barcelona in 2004 (year 3) will take part in the Universal Forum of Cultures, acting as ambassadors for the ILET project as part of their internship.

Plans for student recruitment

The evaluation report for the EC-US initiative showed that web sites were more successful than costly advertising or brochures (The Circa Report, p76). The project will set up a public web site, which will evolve with time archiving an increasing range of representative course material and outstanding student work. It will be registered with key web sites

including <http://gradschools.com>; the planned AACE Career Center, and European associations. Advertisements will also be linked into partner university doctoral program information on the web and in print. The digital library that will be collected together across the partner universities will also be made public and promoted through partners including the Association for the Advancement of Computers in Education (AACE). A small budget has also been set aside for small advertisements in the special issues of *Times Educational Supplement* and the *US Chronicle of Higher Education*, which are dedicated to opportunities for graduate studentships. Advertisements will also be placed on notice boards available at professional conferences at no cost.

Protocols for responding to student enquiries and for interviewing students will be shared across the consortium. Students will be encouraged to nominate both a home and a transatlantic university in their application. The home university will handle the application, usually with an extended form of their normal procedures plus consultation with the transatlantic university. The details of these procedures will be worked out during the first workshop. Students will be required to have the equivalent of a relevant Masters degree. Recently graduates with Masters degrees have increased in response to regional and national initiatives to improve information technology in education. The target group also includes existing doctoral candidates enrolled in the partner universities, and some have already expressed an interest in the IET certificate.

Equity: The project will promote equity of access regardless of gender, race, national origin, colour, disability or age. The international partnership will collaboratively generate recruitment information in at least two languages (English and Spanish). Web site design will be compliant with standards that ensure accessibility to people who are blind. Universities have been equipped for handicapped access and include student services for students with disabilities. Additional support will also be sought for students challenged financially and used to encourage wider participation of less represented groups.

Each university coordinator will facilitate student awareness of relevant courses and projects within their university and region. The IET foundation course will include presentations (similar to a 'visiting speaker' in a seminar program) by International Officers as well as experts in educational technology and intercultural studies. These visiting speakers in the IET course will act as a second level of the recruitment process to promote study abroad. They will be supported by further information on projects through the project web site.

Agreements on tuition and fees

All universities have agreed to facilitate student mobility. Individual wording of supporting letters has been carefully negotiated with senior colleagues. The precise details for Memoranda of Understanding will be determined in the first workshop, to which partners will bring draft MOU to assist negotiation. The MOU, which will be finalised by the end of the first year, will normally make agreements on tuition and fees explicit, as well as credit recognition and protocols for study and internships abroad. The aim is for students in the IET program to have enriched studies, including student services, library and laboratory facilities, but not to incur additional fees nor to lengthen their studies due to study abroad.

Recognition of periods of study and internship

All universities have provided assurances that they will support negotiations for reciprocal recognition for study abroad, including internships. An important aspect of the work during the first year will be to set up strategies for quality assurance for the consortium IET concentration. Each university's team leader will do this in collaboration with the evaluation team. Universities will pool their experience of credit transfer, using ECTS material and other guidance. Collaboration will take place in the project's web space and during the first workshop where an ECTS expert will act as a consultant to the consortium. In addition, the consortium has recruited two senior external assessors of repute in the EC and US to provide an expert view for quality assurance purposes during the project's final year. (see Plomp and Ely in personnel section)

Provision of student services

All universities have undertaken to provide student services for study abroad, which will be enhanced by the ILET project's web-based student services. The constructivist approach to pedagogy will also result in student and faculty

contributions to the resource collection and consortium digital library (see web section later). Each university will nominate an International Officer who takes responsibility for orientation and on site assistance (including housing). In most cases students will be housed alongside other doctoral students, including host families. The rich professional network of International Officers has already supported project negotiations and planning, including a short exchange between ISU and AAU. IT and library access will be ready for study abroad students on arrival. Each student will normally be mentored by a local student during study abroad, whom they will have 'met' and possibly worked with on-line. Student associations will facilitate social and cultural interaction; for example, the Erasmus Student Network has branch associations at many universities in Europe, including AAU.

Academic advising/personal mentoring will be led by the students' major professor/supervisor with support from the relevant academic study abroad officer. ILET will use the good practice recommended by the ECTS guidelines: every home and study abroad university will have an information package, students will sign a learning agreement, ECTS or similar credits will be agreed, and ECTS recommendations on academic transcripts will be adapted to ILET.

AAU has extensive experience in advising students about internships. Each year more than 175 AAU students work for 3-5 months as trainees to fulfil requirements for their master's degrees. AAU's Faculty of Humanities also helps arrange internships for guest foreign students who are nominated by partner universities. (For information about existing internship opportunities, see www.sprog.auc.dk/ecsp/intern the password needed to enter the internship database is intern99).

The development of adequate language and cultural preparation and assessment

Language and cultural preparation and assessment will occur at three stages: Prior to the study abroad; upon arrival; and upon the student's return to his/her home university. ILET's goal is to create flexible learning modules that meet the needs of individual students, yet assure that all students develop an agreed-upon level of language competency and cultural understanding.

English language and culture (American/British): Most components of the shared IET certificate will be conducted in English, so all participants from all partner universities will be required to demonstrate a high level of English language proficiency, by providing a TOEFL test score of 500, at the time of their admission to a PhD program or prior to their study abroad, unless they have already successfully studied in English in their home university.

In the semesters prior to their study abroad, ILET doctoral students will undertake English language and culture study at their home universities, depending on the student's individual language needs. The home campus language study will be supplemented by a computer-mediated instructional package that compares and contrasts American and British English language and culture. One semester prior to study abroad, US-based ILET students and London-based ILET students will be paired as conversational partners and will be encouraged to "chat" with one another, both in writing and orally, using NetMeeting technology. Students will also find information about their host universities on the ILET website. In the final weeks before departure, a 30 minute discussion conducted in the target language about topics introduced in the instructional package and on the website will be recorded. This discussion will be archived and compared to a similar taped discussion that will be made upon the student's return.

Generally, the period of study and/or internship abroad will be seen as a chance for ILET students to improve their English language proficiency and cultural understanding through daily use and contact with the local population. (Remedial English language classes available to degree students will be made available to ILET students, if needed.) ILET students will continue to meet regularly with their student mentors, who will function as local cultural informants. Local informants will also help their counterparts explore and experience aspects of the host culture that are of particular interest to them. Students will be encouraged to keep a journal of their experiences.

Upon their return to their home universities, ILET students will be asked to serve as mentors and local informants for ILET students from partner universities. They will also be invited to make additions to the ILET website and to publish revised entries from their journals. Students will themselves design any follow-up English language study they believe is necessary.

Danish and Catalan language and culture: All students will be encouraged to gain an appreciation of Danish and Catalan culture through collaborative group work during the IET certificate. In addition, special arrangements will be made to prepare students for study abroad at Aalborg, Denmark, and Barcelona, Spain, because Danish and Catalan are not taught at the ILET partner universities in the U.S. Some proficiency in spoken Danish and Catalan will ease social integration and make available a wider range of internship and project work opportunities, but we do not anticipate that ILET students who study Danish and Catalan will achieve the same level of proficiency as those who study English as a second language. We will concentrate on developing proficiency in listening comprehensive, pronunciation and conversation, after introducing basic structural language patterns. It should be noted that the doctoral programme in Human Centered Informatics at Aalborg University is conducted entirely in English, and that ILET students who are proficient in Spanish may also use that language in Barcelona.

By the second year at least two ILET students will study and/or intern at AAU and BU each year. Upon arrival they will enroll in an intensive Danish or Catalan language and culture course. (Note: A course for all PhD students who do not speak Danish is currently being planned and is expected to be available in AAU by Spring Semester 2002.) Students will also be encouraged to maintain a journal and meet regularly with their AAU student mentors. For the first year it is proposed to exchange a native Danish speaker from the AAU language teaching program to tutor students on site in ISU and via Internet in UVA and UF, using resources outside the ILET project. A similar strategy may prove possible for Catalan. Upon return to their home campuses, students will follow a similar procedure to that for English above.

Faculty and staff exchanges related to the project

Work will take place through project meetings, exchanges and in the web-based environments. Although much of the working group activities will take place in the ILET web environments, there will be one ILET face-to-face workshop each year for faculty and staff. Participants also recognise the need for faculty and staff to experience the international cultures, languages and organisational contexts.

In order to expand opportunities for travel for partners within Europe and the USA and to enhance dissemination, the project workshops will normally take place before or after an academic conference. Two participants from each university and one from other partners will attend this 3-day meeting which, with the associated conference (at least 1 week). Participants who travel across the Atlantic will be encouraged by partners to extend their stay and remain with one of the partner universities to expand curriculum development etc. The first January 2002 meeting is planned to take place in London at the IOE alongside the international BETT exhibition and seminar. In 2003 and 2004 the workshop will take place alongside the SITE conference in the USA (venues yet to be decided).

Four longer exchanges (2-8 weeks) are also planned between: AAU to ISU to work on FLC; IOE to work with UF on IET; UVA to work with IOE on SS; ISU to work with UB on web. Niki Davis will continue to work for 2 months each year in the IOE (ISU to IOE). Senior representatives will visit partner universities to formally agree MOU where practical. The Dean of Education has already planned a visit between ISU and IOE for November 2001. Two external assessors will visit consortium universities in 2004. Each partner plans to send a representative to the final meeting in Barcelona in 2004, although the funding source has yet to be confirmed for this and it is not essential to the project.

Faculty and staff will be organised into 5 working groups led by specific partners with a second transatlantic partner (*lead* and support given in brackets) shown below:

1. **IET** development and dissemination of concentration within doctoral programs:
 - An introductory course Intercultural Educational Technology (IET) will be offered across all partner universities and will involve collaborative classrooms in at least two of the transatlantic partner universities (*lead*: ISU CTLT; other members: all universities)
 - Building networks with professional associations and commercial agencies, and supervision of the development of an intensive international course on intercultural educational technology to be presented at an annual international conference. (*lead*: IOE, other members: all)

2. **FLC**: Development of theoretical, behavioural, and technological learning and research activities for second language learning and promoting cultural understanding and preserving cultural heritages (lead: (AAU/ISU/UB); other members: all)
3. **SS**: Establish a framework for student services and mobility, including identification of optional courses and relevant international collaborative project work or service learning/internships. Negotiation and signing of MOU etc. Annual project workshops and structured exchanges and teaching assignments for teachers, administrators, technology services, library services, and international student services. (Lead ISU/IOE, other members: all universities)
4. **Web** development and dissemination of innovative appropriate web-based environments and pedagogic approaches, including collaborative classrooms, digital libraries and other student services. Also a web site to enhance structured exchanges and project management. (Lead: *IOE/Oracle/ISU* for asynchronous; *UF/UVA* for synchronous, Other members: all partners)
5. **Evaluation** and dissemination of the project and original scholarship relating to intercultural educational technology, in the form of collaborative reports, papers and dissertation research by ILET faculty and students (lead: *ISU RISE*; other members: all universities and external assessors).

Describe how you will use web-based and other computer-based technologies

One goal of this project is to establish a flagship approach to open and distance learning globally with respect to: pedagogy, quality appraisal, and service across digital and cultural divides. Partners are convinced that their teaching should model good practice for education, technology and intercultural learning. The main collegial learning and teaching environment for staff and students in the doctoral program will be established with web-based tools rich in multimedia and well connected to professional learning communities. The ongoing scholarly online community will be energized and focused by high intensity experiences for individuals traveling in person and through synchronous 'live' audio and videoconferences. Innovative pedagogies will result in the creation of multimedia 'content', using problem-based learning and learning portfolios (see Davis and Sorensen resumes and recent developments in think.com). Students' learning portfolios will become increasingly rich and accessible on the web, thus facilitating the international collaboration.

Project partners bring a range of relevant multimedia developed from current courses, EC and US projects. For example, the EC Telematics Programme project T3 (see Davis resume) still provides an international showcase of models of good practice with communications technologies developed across seven European countries (<http://telematics.ex.ac.uk/T3>); UB has collaboratively developed a range of multimedia that will be valuable to the IET course, as well as the experience gained through the *International Masters of ICT and Language Learning* through the EC Lingua program. UVA's rich CaseNex library of international cases in education will also be used to provide full multimedia case studies of educational dilemmas, including third world cases (<http://www.casenex.org>). Partners also bring with them key digital library resources including scholarly journals that are on-line (2 European and 2 in the US); the Information Gateway for the Social Sciences led by the IOE; UVA and ISU bring the innovative journal *Current Issues in Technology and Teacher Education* (<http://www.citejournal.org>), funded through the US PT3 initiative. Most importantly MirandaNet, AACE and the Oracle's Think.com project have fast developing web sites, which will be integrated into the studies for the common IET certificate. University partners are eager to collaboratively explore these fast developing professional opportunities provided by the partners outside higher education, which are will result in innovative e-learning within and beyond the project.

The Coalition of IT in Teacher Education, a subset of the university partners, has recently developed new approaches to synchronous 'live' collaborative classrooms (see Bull and Dawson resumes). The coalition has set up collaborative classrooms that use simultaneous computer, audio, video conferencing connected over Internet 2 in such a way that on several occasion classes linked together have commented that they felt they were in the same room. Although the addition of the transatlantic distance and technical protocols will be challenging, the T3 project proved the success of reducing communication to a phone and shared Internet screen. This will be the early form of intensive simultaneous teaching across classrooms.

The ILET consortium activities will be sustained at the end of the three-year project as follows. The ILET lead institutions, Iowa State University and the University of London Institute of Education, will assume responsibility for maintaining shared web-based platforms in cooperation with MirandaNet, Oracle, and AACE; coordinating the intensive international course at a relevant international conference each year; organizing an annual meeting of ILET partner universities (usually in conjunction with attendance at an annual conference); and spearheading efforts to expand the programme and seek additional external funding. A consortium membership fee may be instituted. In addition, each partner university will accept responsibility for such tasks as recruiting students to their doctoral programs; orienting exchange students from partner universities and integrating them into relevant project work and internships; offering pre-departure and upon-arrival second language training, as needed; participating in relevant professional associations and sharing their evaluations of IET at an annual meeting.

Dissemination of the ILET project products and outcomes and results is integrated within the project strategically in many ways, including:

- The project's web site will disseminate the project, promote recruitment for the shared certificate, and the products of the project including exemplary student work, press, professional and academic publications on the curricula. The web site will be linked across partner institutions and registered with key search engines.
- Partnership with professional associations will bring the IET certificate into direct contact with over 2000 members in more than 50 countries. The intensive course within the SITE conference will be highly visible and also result in many presentations and academic papers. Conference notice boards and web sites will advertise recruitment information.
- All partners (university, professional and commercial) will work with their publicity personnel to raise the profile of the IET certificate within their communities, nationally and internationally. In addition, all academics will be encouraged to collaborate on the publication of academic papers relating to development of the common certificate for international educational journals (International Educator and the Journal of Studies in International Education) as well as journals in educational technology, many of which are edited by project participants.
- The Universal Forum of Cultures (UFC) Education Project will provide a community platform for the ILET project to disseminate its 'service learning' across digital and cultural divides on the web and in Barcelona in 2004 and so bring curricula to the attention of bodies including UNESCO and national agencies.
- The students themselves will provide the strongest dissemination as they move into strategic positions within higher and vocational education worldwide. It is notable that ISU, among others, welcomes more than 10 teacher educators from central and eastern Europe into its Curriculum and Instructional Technology program each year and leads a major technology and teacher educational reform project in the Ukraine (see Willis resume).

Strong evaluation plan

A comprehensive evaluation plan, which is a central feature of this project, will be based on project goals and objectives. The evaluation will consider the resources, techniques, procedures, and strategies employed to accomplish these goals and objectives, as well as the outcomes of the activities and their impact on participants. The evaluation will include both quantitative and qualitative methodologies to provide information for both formative and summative purposes. Formative data will be collected and reported to program leaders to inform program direction throughout the project period. Summative information will be gathered to describe the final results of the project. In addition, faculty and students will undertake action research on specific parts of the project.

Marie Kemis of ISU's Research Institute for Studies in Education (RISE) will lead the ILET project evaluation. The research assistants in ISU and IOE will work under her direction. In addition, two prestigious external experts will be employed to assess the quality of curriculum and organizational development. Evaluation resources, workshops and products will be accessible through the ILET project web site. Marie Kemis' evaluation plan is based on an approach that examines accountability, effectiveness, and impact:

- **Accountability** is determined by asking whether the project activities were conducted as intended and in a timely manner. Completion of each goal, objective, and activity will be documented, with information such as number and characteristics of student and faculty participants, types and numbers of activities held or conducted, establishment of technology connections with collaborating sites, documentation of materials produced, number of web site use, number and type of presentations and publications, number and type of requests for information about ILET and the applicability of IET shared certificate elsewhere.
- **Effectiveness** examines the process of implementing the curriculum and the project as a whole by both participants and evaluators. Data collected will include, but not be limited to, measures of effectiveness, satisfaction, and usefulness of the annual planning, collaborating, and on-site workshops, any follow-up training, seminars, and student group work; and use of distance technologies.
- **Impact** examines the extent to which the activities and the program have made a difference in changing attitudes, knowledge, behaviors, skills, and practices. Data will include measures of change for participants, through activities including the common IET certificate and study abroad, plus recruitment and retention of students. Strategies used to disseminate the curricula to a broad audience, organizational factors and unanticipated outcomes will also be examined to help explain the impact of the project.

Faculty staff and students will be encouraged to engage in their own evaluation projects. The majority will use action research to guide the curriculum and organisational development with student centred-learning. Somekh & Davis (1997) describe this successful strategy for evaluation of new technology into UK initial teacher training and Veen et al (1999) developed it further for the T3 project across 7 European countries, which was led by Niki Davis who is the US project leader (see <http://telematics.ex.ac.uk/T3> for this project). Resources from those projects will be made available to ILET participants to encourage similar high quality practice and publication of the results. The acceptance and publication of academic papers in journals for educational technologists and international educators will provide additional peer review of project outcomes.

In addition, Niki Davis, Dennis Peterson and the Deans of Education in ISU and IoE have submitted a proposal to the Association for International Educational Administrators (AIEA) for funding to evaluate the organisational change with the project's development of international education and study abroad using a technique recently developed for study of organisational change with new technologies (see Davis resume). The planned study of ISU and IoE will be expanded to other partners who choose to collaborate if both proposals are successful

This is to certify that this proposal narrative is identical to that submitted to FIPSE/EC

Signature of the EC Project Leader	Date
	28 May 2001
Signature of the US Project Leader	Date
	May 28, 2001