



SEIZING THE FUTURE

VIRTUAL CLASSES AND COLLABORATIVE LEARNING

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JULY 2005 - CONFERENCES in MELBOURNE and SYDNEY AUSTRALIA

AUSTRALIAN FEDERATION OF MODERN LANGUAGE TEACHERS' ASSOCIATIONS
LYCEE L'OISELET à BOURGOIN-JALLIEU - ACADEMIE DE GRENOBLE

ABSTRACTS.

- Tuesday July 5th 2005 : V.C.A.A. The Treasury Theatrette in MELBOURNE AUSTRALIA :

THE WKTO PROJECT. English language : Film + Slide show + 30 minute question time :
Abstract : The WKTO mobile collaborative learning project involves students from 30 schools in 20 countries. The students are divided into 100 VIRTUAL CLASSES of about 10 students each, and supervised by an international pluridisciplinary team of 45 teachers. The WKTO project develops activities in the English, German, Italian and Spanish languages. There will be an explanation of virtual learning environments. The organization and teaching of virtual classes will be clarified.

- Thursday July 7th 2005 : A.F.M.L.T.A. Promenade Hotel in MELBOURNE AUSTRALIA :

WHAT ARE VIRTUAL LEARNING ENVIRONMENTS ? English language : Slide show : Abstract : What we call virtual learning environments is a special software installed on a server and designed to support all school activities. With virtual learning environments students who live in different areas or different countries can work together in the asynchronous and/or the instant communication mode.

- Friday July 8th 2005 : A.F.M.L.T.A. Promenade Hotel in MELBOURNE AUSTRALIA :

L'APPRENTISSAGE COLLABORATIF EN RESEAU : LA PRESENTATION DU PROJET WKTO. Dedicated to the teachers of French language. Film + Diaporama : Abstract : Le projet WKTO mobile collaborative learning accueille des élèves en provenance de 30 établissements scolaires de 20 pays. Les élèves sont répartis au sein de 100 CLASSES VIRTUELLES de 10 personnes environ et sont accompagnés par une équipe pédagogique pluridisciplinaire internationale de 45 professeurs.

- Saturday July 9th 2005 : A.F.M.L.T.A. Promenade Hotel in MELBOURNE AUSTRALIA :

DESIGNING AND MANAGING A COLLABORATIVE PROJECT WITHIN A FIXED NETWORK. English language : Slide show : Abstract : I shall present the 2004-2005 schoolyear, consider the system and organization to enable successful results in setting up an international network activity to engage students. Next, I shall define the role of the teacher in charge of the project as designer, activity leader and counsellor and finally I shall put forward a second generation project idea to be launched in September 2005.

- Friday July 15th 2005 : A.F. in SYDNEY AUSTRALIA :

WHY VIRTUAL LEARNING ENVIRONMENTS ALLOW TEACHERS TO TEACH DIFFERENTLY ? English language :
Session 1 : The Story of WKTO. Abstract : The WKTO mobile collaborative learning project involves students from 30 schools in 20 countries. The students are divided into 100 VIRTUAL CLASSES of about 10 students each, and supervised by an international multidisciplinary team of 45 teachers.
Session 2 : What Are Virtual Learning Environments ? Abstract : What we call virtual learning environments is a special software installed on a server and designed to support all school activities. With virtual learning environments students who live in different areas or different countries can work together in the asynchronous and/or the instant communication mode.
Session 3 : Designing And Managing A Collaborative Project Within A Fixed Network. Abstract : This session will focus on the collaborative project undertaken during the 2004-2005 school year. It will highlight the system and organization to enable successful results in setting up an international network activity to engage students. It will look at the role of the teacher in charge of the project as designer, activity leader and counselor and finally present a project idea of the second generation to be launched in September 2005.

SUMMARY.

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SEARCH ENGINE KEYWORDS : La pédagogie électronique - WKTO mobile collaborative learning - Lycée l' Oiselet à Bourgoin-Jallieu - Académie de Grenoble - Espaces Numériques de Travail animés par une équipe pédagogique pluridisciplinaire internationale - Projet pédagogique expérimental - Les nouvelles technologies de l'information et de la communication permettent d'ouvrir la classe sur l'extérieur, sur d'autres cultures, pour travailler et coopérer – Monograph : What will school be like in 2010 ? - Digital workspaces – Conference paper : Collaborative learning within a network - ENT : Environnements Numériques de Travail - VLEs : Virtual Learning Environments - Plate forme de communication - Espace numérique de travail - Digital workplaces - Multilingual Learner award winner Stockholm + Nets d'Or @ l'Ecole award winner Paris + Netdays Europe labeled project Bruxelles + European labeled for innovative projects in language teaching and learning (label européen des langues) Bordeaux - TICE - ICT Information and Communication Technology - CLIL : Content and Language Integrated Learning – Virtual classes – Classes virtuelles - eTwinning -

PHOTO GALLERY.



Dominique de Gasquet, Bernard Garcin and Adrienne Horrigan.



AFMLTA conferences in Melbourne.



Roberta Salermo and Stephen Harris introducing the conference in Sydney.



Dominique de Gasquet from the Ambassade de France introducing the presentation of the WKTO project.



The logo of the Seizing the Future AFMLTA conference.



Adrienne Horrigan and Jacqueline Love from the AFMLTA, Australian Federation of Modern Language Teachers' Associations, discussing with Bernard Garcin.



Learning the slide show keywords before the conference in Sydney.



VCAA conference in Melbourne.



The virtual class concept is the keystone of the WKTO organization.



The students of the BTS NRC class in Lycée l'Oiselet in Bourgoin-Jallieu presenting a paper online in March 2005.



Students from virtual class vtc012 writing their introduction.



The managing team of the WKTO project in Brussels in January 2005.

VIRTUAL CLASSES AND COLLABORATIVE LEARNING

INTRODUCTION.

The growing complexity of the technologies required to achieve an objective means that people tend to constitute working groups composed of members chosen for their competence in the different specialities required for the task and to set up a collaborative network using appropriate software programs.

These working methods are now taught as part of the school curriculum.

In 1998 we decided to study the possibility of organizing a real-life situation enabling our students to take part in an international collaborative project. This is how the first WKTO project came to life in September 1999.

The aim was not to use internet possibilities to organise school correspondence or chat lines, but to develop class projects using virtual learning environments. We decided that the students' work would culminate in a report which would be graded by the teachers involved.

Today, the WKTO mobile collaborative learning project involves students from 30 schools in 20 countries : Belgium, Brazil, Czech Republic, Finland, France, Greece, Italy, Japan, Lithuania, Mexico, Norway, Poland, Portugal, Romania, Russia, Slovakia, Singapore, Spain, Sweden and the United States of America. The students are divided into 100 virtual classes of about 10 students each, and supervised by an international pluridisciplinary team of 45 teachers. The WKTO project develops activities in the English, German, Italian and Spanish languages.

Will the virtual learning environments be used to turn books and school material into electronic online material or will they allow teachers to teach differently, to improve their work quality and to organize new activities ?

In the first part, we are going to present the story of the WKTO project.

Secondly, we are going to present the asynchronous and the synchronous virtual learning environments.

Thirdly, we will give an example of what can be done and explain how we design and manage this collaborative project within a fixed network.

Finally we shall discuss the advantages and limits of a collaborative project.

WELCOME TO THE STORY OF WKTO

1. WELCOME TO THE STORY OF WKTO.

We work in a school which has always been outward-looking and we have been used to organizing activities with other schools.

We are going to tell the story from the beginning and present the pedagogical principle.

1.1. THE LYCEE L'OISELET.

The Lycée l'Oiselet is a state secondary school catering for 15 to 20 year-olds. The school has both day pupils and boarders. It is situated in Bourgoin-Jallieu which is in South-East France between Grenoble and Lyon, not far from Saint-Exupéry international Airport. Although it is a small town (23,000 inhabitants), its top-class rugby club has made the town famous throughout France and beyond.

Opened in 1963, the school employs 160 teachers today, and has a roll of 1700 students. For the use of pupils there are a total of 400 computers in three distinct networks with internet access.

The school prepares students for the French baccalaureate in both general and technical subjects. There are further education courses in 3 sectors : Industrial Maintenance, Accountancy, Sales and Marketing.

1.2. WKTO IS A TOTALLY UNIQUE EXPERIMENT.

In 1998-1999 our goal was to set up a significant school project involving ICT. The project was to be fully operational by January 1st 2000 !

We had noted that industrial companies were developing pluridisciplinary projects, that the different partners organized themselves in a network and that they frequently called for international cooperation.

The aim of these industrial projects was to develop new projects, to lead an international sales team or to write a joint report.

Our desire was to place our students in a situation as near as possible to what they would find in a commercial firm. We were to teach them to use the appropriate procedures and software, and to work in a team with people from different cultures that they would only meet in a virtual environment.

The consequences would be to stress the importance of ICT, to encourage cross-curricular activities, to show the usefulness of a good command of a foreign language, to teach the students team-management via role-play, and finally to produce a joint report.

Six years ago the situation was rather different from today with the price of Brent crude oil at an all-time low : between 1996 and 1999 the price of a barrel (159 liters) fell from US\$24 to US\$10. We were not yet concerned with the rising cost of transport; at the same time it was just the start of the internet explosion which allows us to organize online meetings.

Today the situation is quite different with Brent crude oil at US\$58 a barrel ; internet communication has grown exponentially as the price has dropped and the speed increased.

1.3. THE HISTORICAL LANDMARKS OF WKTO.

- September 1998 : Thinking about an ICT school project.
- September 1999 : Mr Claude Desroche, the head of the school, gave his agreement. We started with one class of Higher Vocational Certificate in Negotiation and Client Relations (BTS).
- September 2000 : First effective partnership with Japan : Mr. Atsushi Hirano.
- May 2001 : Quickplace is set up at the C.R.D.P. of Grenoble.
- November 2001 : Les Nets d'Or @ l'Ecole Paris.
- May 2002 : The Cartable Electronique.
- September 2002 : Mrs Roseline Espié, the head of the school, gave her agreement.
- May 2003 : Multilingual Learner Award Stockholm.
- September 2003 : The European class from Lycée l'Oiselet join the WKTO project.
- January 2004 : 100 virtual classes.
- September 2004 : European Labeled for Innovative Projects in Language Teaching and Learning <http://www.socrates-leonardo.fr> Bordeaux.
- November 2004 : The WKTO project is selected by the regional education department commission presided over by Mme Anne-Monique Petitjean, Director of the Grenoble Regional Educational Centre.
- September 2005 : Launching the projects of the second generation.

1.4. THE PARTNERS DURING THE SCHOOL YEAR 2004-2005.

We have about 30 partners worldwide : 1 in Belgium, 1 in Brazil, 1 in Czech Republic, 1 in Finland, 1 in Greece, 7 in Italy, 1 in Japan, 2 in Lithuania, 1 in Mexico, 1 in Norway, 2 in Poland, 2 in Portugal, 3 in Romania, 1 in Russia, 1 in Singapore, 1 in Slovenia, 2 in Sweden and 2 in the USA.

1.5. THE PEDAGOGICAL PRINCIPLE.

We have chosen to use one language only in each project. Let's take as an example French students who are studying English.

If you ask a teacher in England to work with you he is not interested because there is no profit for his students.

We have chosen the solution which consists in finding several partners in countries where the native language is NOT the project's language (in our example it is English), such as Japan, Russia, Romania, Brazil or Sweden. In this case, ALL the students communicate in English.

This formula works well for four reasons :

- the fact that all the students express themselves in the same language (which is a foreign language for all of them) means that they will all get practice in reading the language as well as writing it. Moreover **they are all faced with the same difficulty in writing, they are all equal.**
- All groups actually function well because **the few inactive students are lost in the crowd of those eager to participate.**

| | VIRTUAL CLASS 1 | VIRTUAL CLASS 2 | VIRTUAL CLASS 3 | VIRTUAL CLASS 4 |
|----------|-------------------|-----------------|-------------------|-------------------|
| SCHOOL 1 | inactive students | active students | active students | active students |
| SCHOOL 2 | active students | active students | inactive students | inactive students |
| SCHOOL 3 | active students | active students | active students | active students |
| SCHOOL 4 | active students | active students | active students | inactive students |

- this solution allows us to take on several schools, which means that every time the students open the communication area, they are likely to discover a new contribution.
- the notion of pride plays an important part. When students receive an interesting text written by another group, **their pride incites them to try to do as well as their peers.**

Consequently all our partners are very precious to us.

1.6. THE ORGANIZATION OF THE VIRTUAL CLASSES.

Each class in the school is divided into 8 to 10 groups of 2 to 4 students. They are mixed with other students : 2 from Italy, Romania, Sweden, France, Japan in a multilingual virtual class. They communicate and work together using the same language and digital workspaces.

Example of the virtual class 024 : Fabrizio.Roma ; Marco.Roma ; Sri Lekha.Singapore ; Reetha.Singapore ; Natsumi.Tokyo ; Hiroki.Tokyo ; Sei.Tokyo ; Luisa.SaoPaulo ; Guilherme.SaoPaulo ; Alexandr.Azov ; Vladimir.Azov ; Misa.Tabor ; Aneta.Tabor ; Martine.Bourgoin ; Pierre.Bourgoin ; Sandra.Utena ; Mindaugas.Utena ; Ruta.Utena ; Mihaela.Pitesti ; Sanziana.Pitesti ; Ioana.Pitesti ; Diego.Iglesias ; Francesca.Iglesias ; Inês.Lisboa ; Diogo.Lisboa

1.7. EVOLUTION IN TECHNOLOGIES.

We started working with our class of students working for their Higher Vocational Certificate in Negotiation and Client Relations (BTS NRC) together with a partner from northern Europe. The first project (1999-2000) was not a great success.

In September 2000 came the turning point thanks to our virtual meeting with Mr. Atsushi Hirano, teacher of marketing and accounting at Shiba Commercial High School in Tokyo. That is when the project really took off and demonstrated its worth. The second project focussed on businesses in the different countries : Canada, Denmark, Finland, France, Japan and Sweden. The students had to describe sales methods in their own country and then compare them with the others. The project was based on an e-mail exchange. There were 8 virtual classes involving 193 students. The business activities observed were food stores, adverts for softdrinks, sport equipment stores, general & department stores, books and CD music stores, car dealers, computer stores and clothes shops. The information which had been collected was posted on a web-site. The e-mail exchange got rapidly bogged down with numerous mix-ups between messages sent and received. In addition the time spent by the coordinating teacher in posting student contributions was considerable and so could not be considered as a viable option.

For the third session (September 2001) we were fortunate to obtain an agreement to use the French version of the Quickplace communication software. This solution allowed us to solve our two problems : all messages from the members of a virtual class could be published on the same page and the students could insert their own texts and photos directly on the Quickplace page. But we then discovered new difficulties : it was necessary to have a rapid internet connection for the system to function correctly, but at that time not all our partners were equipped with one. Secondly the software was in French, which meant that when a Swedish or Japanese student, for example, made a mistake the error message was in French. Neither the student nor his teacher could understand what to do. Our new aim was to obtain an English or multilingual version of the software.

For the fourth session (September 2002) we used the first generation of the Electronic Schoolbag (recognisable thanks to its yellow background). This tool was very efficient as it didn't depend on a high-speed connection. However it was only available in the French version, which didn't solve the problem of understanding the error messages. We started using the NetMeeting video-conferencing system with the students in Tokyo. The conferences were scheduled at 8:15 am in France, which was 4:15 pm in Tokyo. There are enormous technical difficulties in using this software because of the firewalls installed in school networks.

For the fifth and sixth sessions of the WKTO project, in September 2003 and 2004 we used the second version of the electronic Schoolbag which has a language selector which allows us to read the instructions in English. This is a very satisfactory solution for international collaborative work and it is the one we will continue to use in September 2005. We are starting to experiment with a synchronous platform which adds sound and a picture alongside a slideshow. This system could replace the videoconference.

1.8. THE 7 PROJECTS OF THE YEAR 2004-2005.

- Mary Vernet, François Ducreux, Bernard Garcin : Project WKTO-EN20 : English : BTS NRC classes.
- Katy Duperner : Project WKTO-EN15 : English : Lower Sixth form European class.
- Barbara Dieu, Eila Keranen, Murielle Rialt : Project WKTO-EJ19 : English : Lower Sixth form European class.
- Jean-Claude Orsoni : Project WKTO-DE15 : German : Lower Sixth form European class.
- Asuncion Cosentino, Ida Gomez : Project WKTO-ES15 : Spanish : Middle Sixth form, business class.
- Catherine Malcotti : Project WKTO-IT15 Italian : mixed Middle Sixth form classes.
- Bernard Garcin : Project WKTO-P+OL : « Presentation + On Line » : A usable course system in presentation and on-line forms. Creation and use of slideshows, class coaching and programmed exercises. BTS NRC classes.

1.9. ORGANIZATION OF A PROJECT.

6 major steps are followed :

- 1- The teacher translates the Good Conduct Charter into the pupils' own language and asks them to agree to it.
- 2- Students get acquainted with the digital workspaces and do a test entry on the training page.
- 3- Each student submits a short text to introduce himself/herself.
- 4- Students are invited to work together on subjects decided by the teachers. Their texts may be accompanied by photos.
- 5- Finally, the results of these activities are recorded on the internet page of each virtual class.
- 6- Students say good bye to their partners.

1.10. THE VISIBILITY OF THE ACTIVITY WKTO MOBILE COLLABORATIVE LEARNING.

The WKTO project has been the object of numerous articles on education sites in France, in Europe and Japan. It is visible on French and foreign search engines such as Yahoo, Google, Altavista, Lycos, MSN or Alltheweb.

1.10.1 WKTO IS PRESENT ON SEARCH ENGINES.



1.10.2. THE NETS D'OR @ L'ECOLE.

The WKTO website won first prize in the High School category of the Nets d'Or @ l'Ecole. France Telecom organizes the contest to reward and publicize the best teaching applications of Internet achieved by schools.



1.10.3. THE MULTILINGUAL LEARNER AWARD.

The Swedish National Agency for School Improvement has awarded the website WKTO mobile collaborative learning the Multilingual Learner award ! The Multilingual Learner Award is the first international honours for achievements in web based multilingual educational creativity.

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News > Collaboration > Culture, literature and economics in an 'electronic schoolbag'

Culture, literature and economics in an 'electronic schoolbag'

Author: Yong Chui Hsia

The WKTO Virtual Learning Environment - also known as the International electronic schoolbag (IESB) - is a programme that enables pupils from 15 to 20 years old to work together in an online environment. It has recently been awarded the Multilingual Learner Award 2003 by the Swedish National Agency for School Improvement.



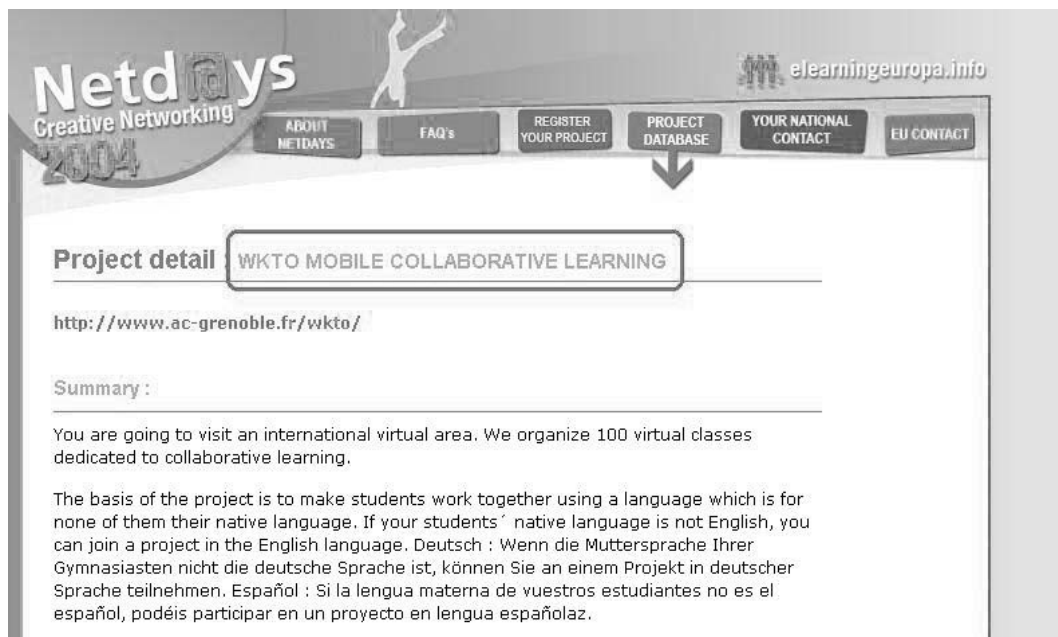
This year's IESB theme is 'sustainable development'. In a special online environment called the 'electronic schoolbag', pupils from different countries share resources, communicate with each other and develop a project together. Within the topic of sustainable development, there are five project areas to choose from:

1. culture and economics, in English (project E20)
2. culture and literature, in French and English (project FE15)
3. culture and literature, in English (project E15)
4. culture and literature, in German (project D15)
5. culture and literature, in Italian and French (project IF15)

A class of pupils is divided into small groups, and each group works

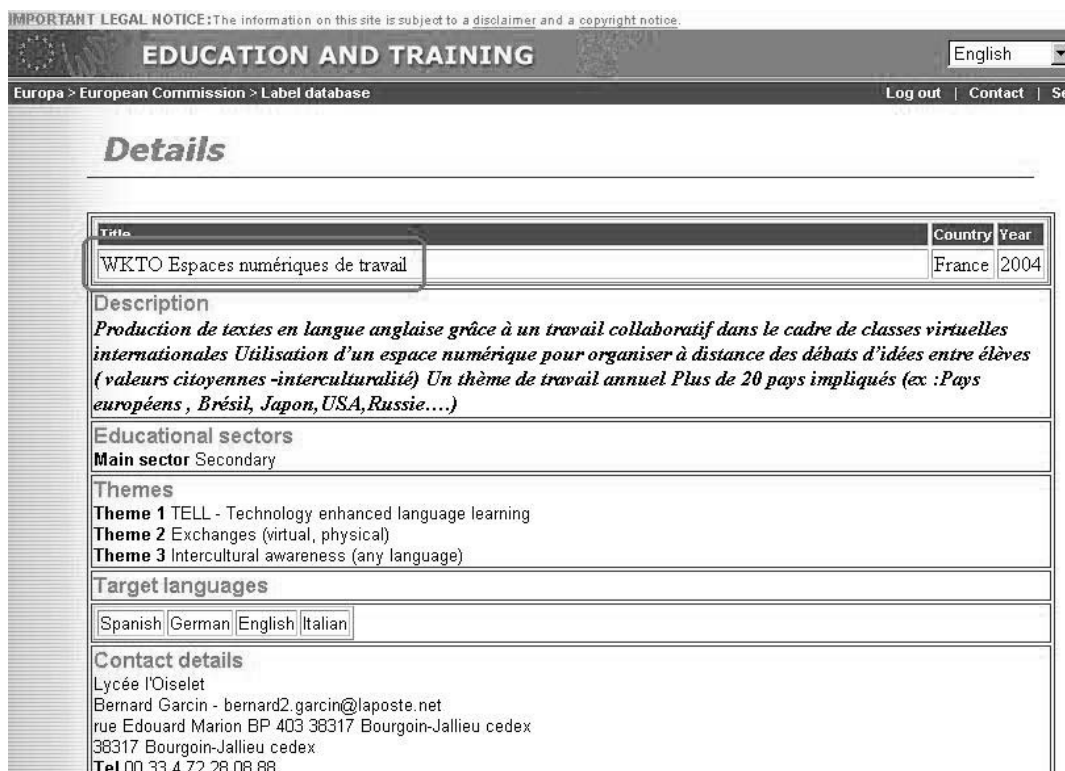
1.10.4. THE NETDAYS.

The WKTO mobile collaborative learning project is a Netd@ys labeled project, European Commission Brussels.



1.10.5. THE EUROPEAN LABEL FOR INNOVATIVE PROJECTS IN LANGUAGE TEACHING AND LEARNING.

The WKTO mobile collaborative learning project is European labeled for innovative projects in language teaching and learning and can be found in the European Commission Brussels Label Database.



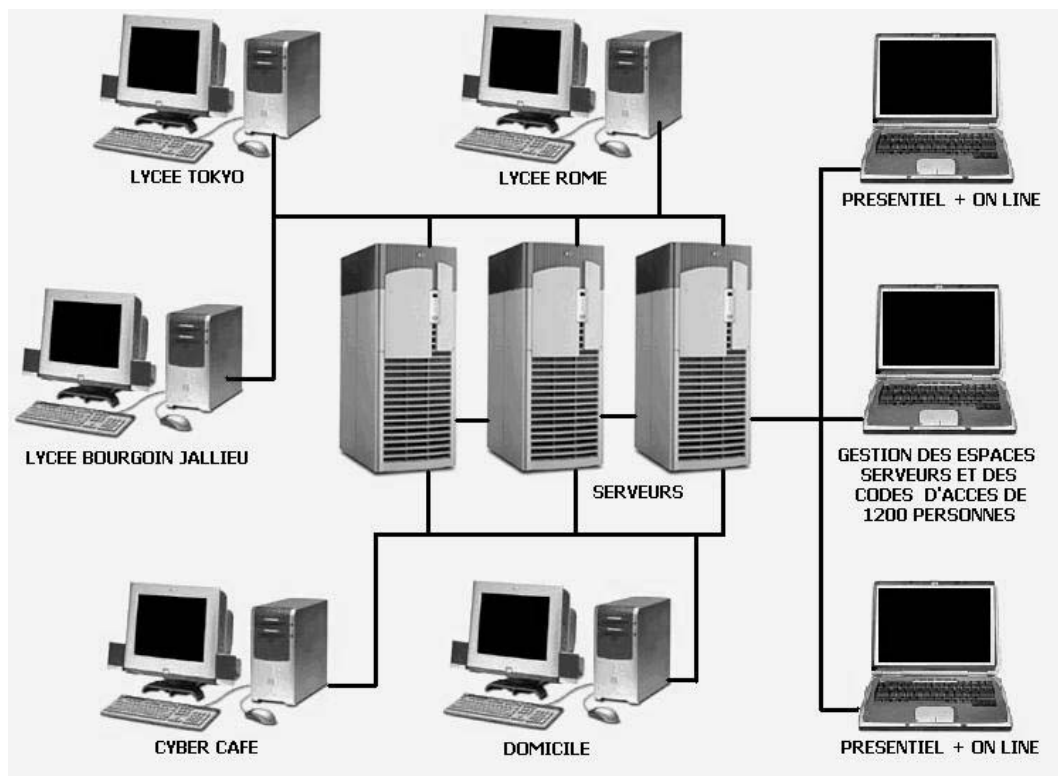
WHAT ARE VIRTUAL LEARNING ENVIRONMENTS ?

2. WHAT ARE DIGITAL VIRTUAL LEARNING ENVIRONMENTS ?

What we call virtual learning environments is a special software installed on a server and designed to support the school activities. The virtual learning environments can be accessed from everywhere the Internet is available : from computers at school, from home computers of some of our students and from teachers' home computers.

We use 5 tools : a file-storage space, a collaborative space for each virtual class, an online paper presentation system, an electronic diary and a tutoring system. The students must only use these tools for school assignments ; they are not for personal use. The work submitted on the virtual learning environments is graded and so the teacher necessarily opens the students' workspaces regularly.

All our virtual learning environments on the internet are private, a login and password are necessary for access.



We use three different modes in the virtual learning environments : asynchronous mode, synchronous mode and online lectures.

In asynchronous mode the students work at different times. One student, for example, will post a contribution on Tuesday and another member of the virtual class will add his on Thursday, and so on. This system is very suitable for international collaborative work as there is no problem with time zones or holidays falling at different times.

In synchronous mode the students work simultaneously. The most common example is the videoconference.

2.1. THE ASYNCHRONOUS MODE.

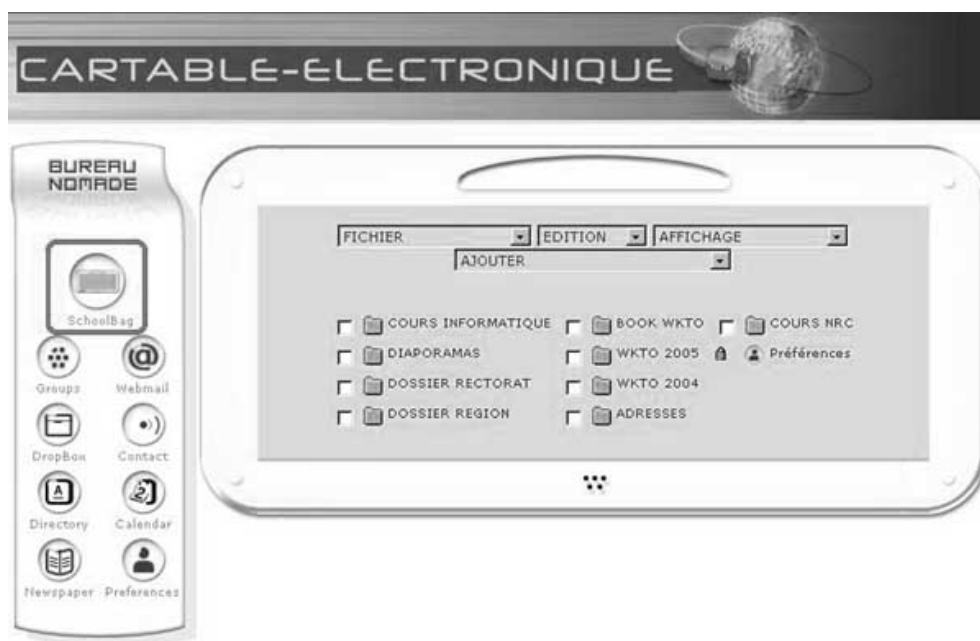
We use the Cartable Electronique (Electronic Schoolbag software). The system is composed of a directory and a virtual office. As the project develops, students will have a working area enabling them to organize their work group activities, a storage space for their documents and an electronic diary.

Each teacher has a login and a password and access to all the digital workspaces including the students' working areas.

Each student has a login + a password to access his virtual class and his personal virtual area.

The system is multilingual so that our foreign partners have better working conditions.

2.1.1. FILE STORAGE SPACE.

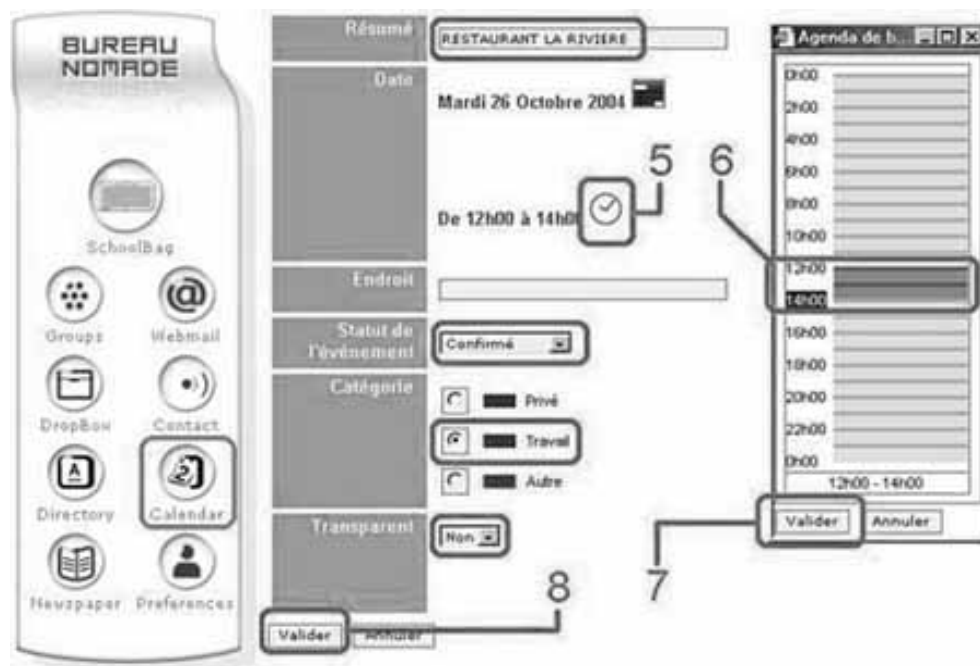


The Electronic Schoolbag allows us to store folders which contain files. The students can put in these folders their school documents that they can then open and modify at school or at home or anywhere where there is internet access.

The Electronic Schoolbag software will store files using Word, Excel, Powerpoint, .pdf.

This is particularly useful for writing reports which are started in school and then completed at home with the assistance, if necessary, of the teacher who can intervene at any time. The Electronic Schoolbag is thus just as suitable for individual work as for collaborative assignments.

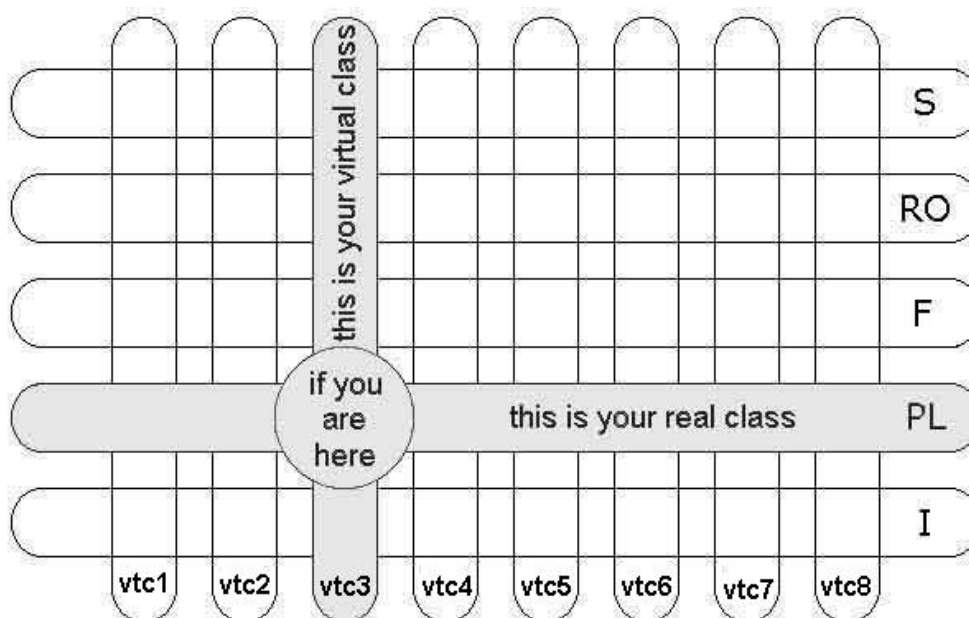
2.1.2. THE ELECTRONIC DIARY.



The electronic diary is made available to the students so that they become familiar with this online organisation of time and space so commonly used in companies.

2.1.3. THE COLLABORATIVE WORKSPACE AND VIRTUAL CLASSES.

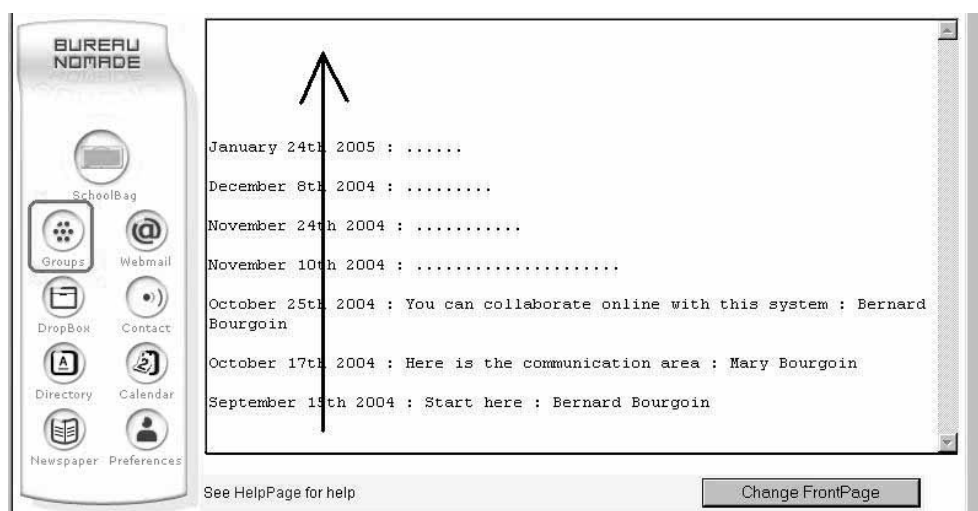
This is the keystone of our collaborative network organization.



The real class, for instance the class in PL (Poland) is divided into 8 groups. The virtual class, for instance VTC3, is composed of students from different real classes who use the target language (English or German or Italian or Spanish) to work on the project.

In each virtual class one student is the class manager, another is the technical officer, responsible for maintaining the page correctly by checking that all the contributions are dated and signed and are in the right order by date starting at the bottom of the page ; a third student is the secretary who keeps the minutes of the meetings.

Each virtual class (10-15 students) has its own collaborative work page :



Each student will use this space to work with the other members of the class. The final objective is to write a report on a subject determined by the teachers.

First of all, the students open their virtual class by clicking on “Groups”.

Then the students click on “Edit this page”, they type their contribution and save their text. Students and teachers can type a text or intervene anywhere on the working page.

We work from the bottom to the top of the page in order to see the latest contribution on opening.

This system is far better than an email exchange because the whole text from the beginning of the project is available on opening.

Video-conferencing for oral communication and the digital workspaces for written work give a new dimension to the class. Students are encouraged to be outward-looking, to share their digital culture and to imagine their digital future.

The virtual classes also have a photo page which operates on the same principle.

This system is reliable and works well.

The only drawback in asynchronous mode : two students cannot work at the same time on the same collaborative work page.

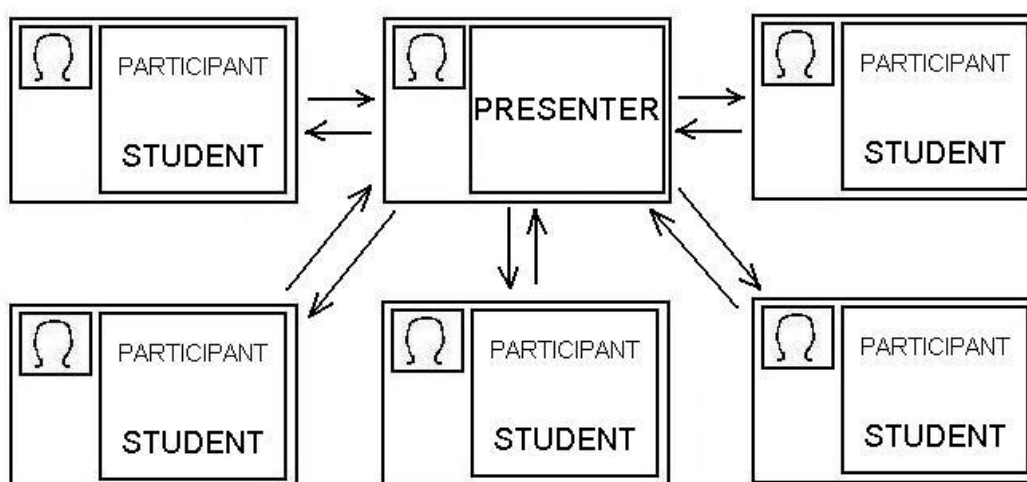
As far as preparing our students for the workplace is concerned, the asynchronous mode corresponds to the need for collaborative time and space management, for a virtual office and for collaborative report-writing.

2.2. THE SYNCHRONOUS MODE.

We use Centra. The screen is divided into different areas. There is a large area which can be used as a white board or to present a slideshow. The sidebar is composed of the picture of the person speaking and also a number of communication icons as well as an instant survey.

Each teacher, each student has a login and a password to access the virtual learning environments.

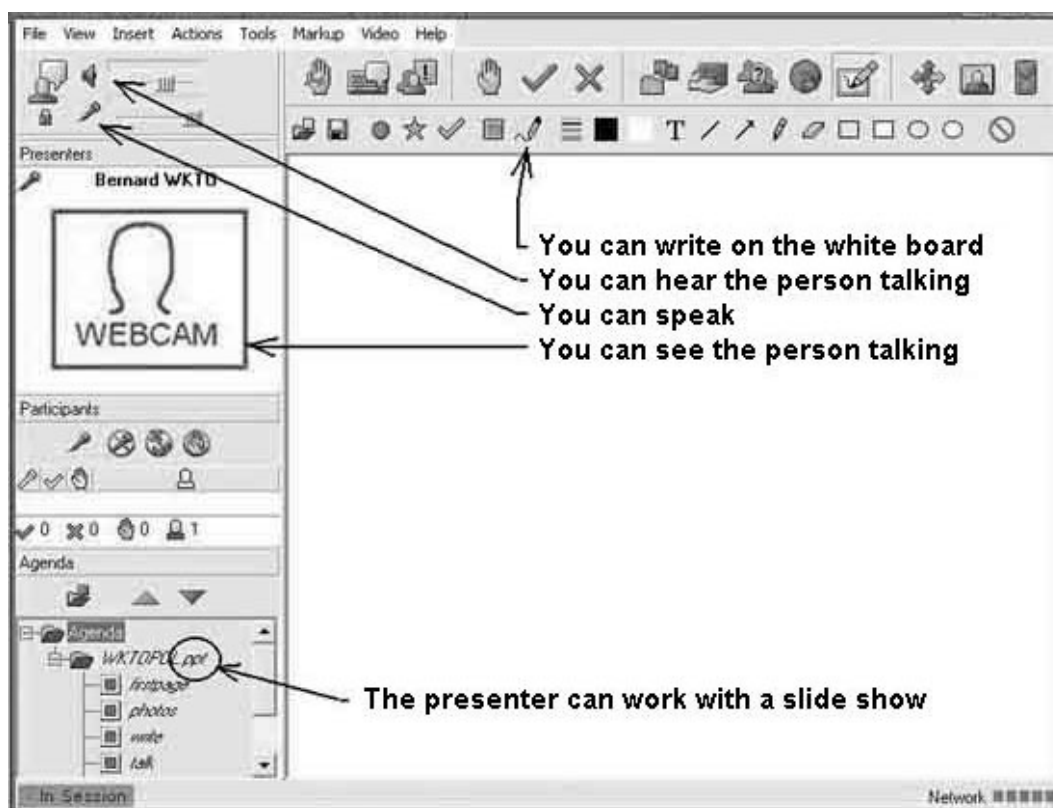
The system is multilingual so that our foreign partners have better working conditions.



The presenter is a teacher in the case of an online lesson.

In the WKTO project the presenters are students who present their paper to their class-mates and online at the same time. This activity places them in the real-life situation of addressing an online meeting.

We use a face-tracking webcam with an incorporated microphone.



We have not experienced any problems in home to home communication but some adjustments are necessary to obtain a network to network connection in schools because of the protective firewalls.

For students preparing to join the workplace, the synchronous system prepares them for online meetings between members of a team under the direction of a superior.

2.3. THE ONLINE LECTURES.



We have started to develop an online tutoring system. It can also be used as a slideshow presentation in class. It is based on Flash software.

For students preparing to join the workplace, this activity represents an introduction to the use of an online training program.

2.4. STUDENTS' ATTITUDE.

The students' attitude is extremely positive. We have suffered no damage whatsoever to hardware and only minimal deterioration of software.

The system of virtual classes works well and the presentation of papers simultaneously to the class and online allows better containment of more difficult classes.

2.5. THE CHOICE OF A PLATFORM AND ITS MAINTENANCE.

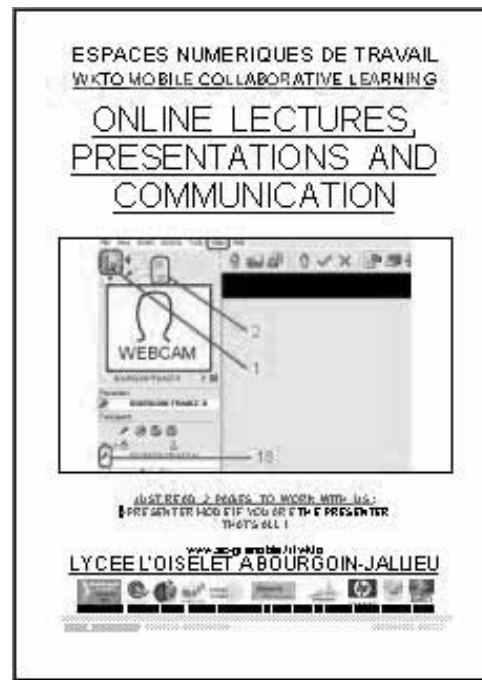
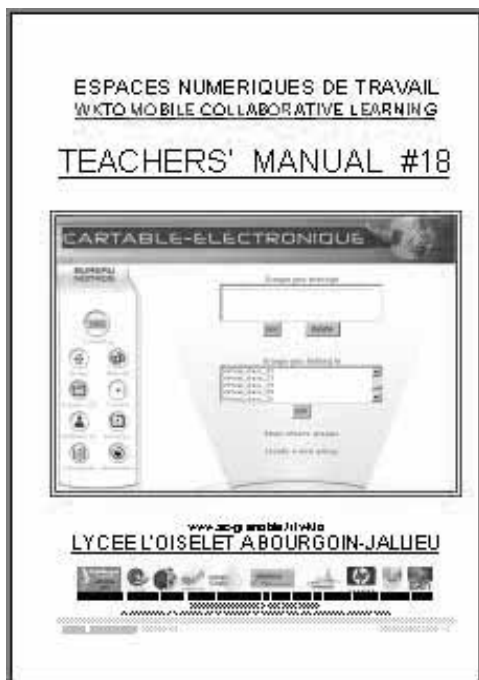
For the maintenance of the server, it must be kept in mind that, given the different time zones and holiday periods which vary from one country to another and from one continent to another, it is necessary for the system to be in working order 24 hours a day, 365 days a year.

Another problem is stability. A teacher who joins a virtual learning environments project is going to have a large extra workload to prepare his work. **So it is important for him to be able to re-use this preparation over a period of 5 years to make his personal investment worthwhile.**

For an international project it is important that the platform has English as an option. For when a Swedish or Brazilian student makes a mistake or hits the wrong button, he calls his teacher. If the platform uses another language even the teacher is unlikely to know what to do and the student will take advantage of his predicament. However, if the platform has an English option the teacher is much more likely to be able to sort the problem.

2.6. TRAINING.

It is of utmost importance to train teachers properly in the use of virtual learning environments. We have written handbooks or training manuals for this purpose.



DESIGNING AND MANAGING A COLLABORATIVE PROJECT WITHIN A FIXED NETWORK

3. DESIGNING AND MANAGING A COLLABORATIVE PROJECT WITHIN A FIXED NETWORK.

After six years of activity, and with a wish to improve the quality of our projects, we have decided to write a guide for teachers in charge of online projects. This document which builds on successful ideas, will help all to move forward in designing and organising cross-discipline network projects. Our aim is not to use internet possibilities to organise school correspondence or chat lines, but to develop class projects using digital workspaces.

3.1. THE CHARTER OF GOOD CONDUCT.

First of all, we explain to the students that the project is a part of their course work, that it will culminate in the writing of an international collaborative report. The students must use virtual learning environments exclusively for school assignments, not for any personal purpose. The work produced on the virtual learning environments is graded by the teacher who therefore regularly visits the workspace managed by each student.

CHARTER :

Before using the secret login and password to join the WKTO mobile collaborative learning project, the teacher must translate the charter in the students' native language, read the charter with the students and ask the students for a written agreement to the following conditions :

- The project is designed so that people from different countries, sometimes very distant, get to know each other better, learn how to understand each other, to respect each other and to exchange their ideas on subjects concerning culture, literature and economics. These are the reasons why we ask the teachers and the students who take part in this project to comply with the following rules :
- Please read the students' assignment.
- Only include photos, drawings and writings in direct connection with the students' assignment.

- Do not include any material which is indecent or which could shock in any way.
- Students are not allowed to insert links to web pages in the Communication Area.
- Photos must be inserted in the photos area.
- Be in accordance with the law in your country. For instance, in France you need the written agreement of a person to depose her/his photo on the Internet plus the written agreement from the parents if under 18.
- Do not type the family names of students, just their first names.
- Do not divulge your secret login and password to anybody. Do not save your password on a computer.
- As a teacher, you are responsible for supervising the activity of your students on the WKTO virtual learning environments. Your students are not allowed to open discussion concerning illegal or regulated activities. With your teachers' login, you can open and modify the texts in all the different virtual classes. A teacher has a moderating role to play : she (he) may intervene to modify the texts written by students so that they conform to the charter.
- On special occasions such as the start of a vacation, Christmas or New Year holidays, or a sports event like the Olympic Games, students can exchange messages in the Communication Area as long as they comply with the Charter of Good Conduct.

3.2. THE ORGANIZATION OF THE PROJECT.

From our 6 years experience, we can say that an INTERNATIONAL OPINION POLL is a GOOD BASIS for communication and collaborative working. Students need information from their peers to comply with the students' assignment.

The right size for this kind of project is 6 MONTHS.

This is how the activity unfolds :

Stage A : A group of teachers decide to organize a project. They choose a subject, make a diary and insert the schedule on a webpage.

Stage B : The teachers ask other schools worldwide to find teachers interested in taking part in this project with one of their classes.

Stage C : In the partners' schools each teacher checks the availability of materiel (i.e. : computer room and internet access) and the access to the digital workspaces.

Stage D : Teachers translate the charter of good conduct to the students and make sure they agree to follow it by asking for a written agreement.

Stage E : Teachers divide the class in groups to join their virtual classroom.

We organize our work in virtual classes. What we call a virtual class is a group of students from different countries who work together on a project. In a virtual class there will be, for example, 3 Japanese students, 2 Romanian, 2 Lithuanian, 2 Italian, 2 Swedish, 2 Brazilian and 2 French students. These students work on their project asynchronously in the virtual learning environments.

Here is an example of a virtual class :

vtc041 : Anna.Caravaggio ; Elena.Caravaggio ; Ewelina.Mielec ; Pawel.Mielec ;
Martynas.Siauliai ; Edvinas.Siauliai ; Margarita.Athens ; Stella.Athens ; Fabio.Cividale ;
Luca.Cividale ; Oana.Pitesti ; Cristina.Pitesti ; Pierre.Bourgoin ; Martine.Bourgoin ;
Ang.Singapore ; Jasmin.Singapore ;

Stage F : Teachers introduce themselves in the virtual staff room.

Stage 1 : Students read the student's manual and do a test in the training area.

In each virtual class one student is the class manager responsible for maintaining the page correctly by checking that all the contributions are dated and signed and are in the right order by date, starting at the bottom of the page; he also inserts photos and saves a copy of the communication area in a Word file every fortnight.

Stage 2 : Students prepare a personal introduction of about 100 words and type it out in the communication area.

Stage 3 : Teachers submit the reference text of the year to the students and discuss it.

Stage 4 : Students write a 100-word text to their virtual classmates about the reference text and discuss it. It is also recommended to remind to the students that they can, of course, on top of their assignment talk about other topics (Christmas, New Year, special event, sports events ...) always keeping the good charter of conduct in mind.

Stage 5 : Students receive a one page questionnaire in English with numbered questions. The questionnaire has no open questions, as they are too difficult to process. In each country the teacher gets his students to translate the questionnaire into their native language. The teacher makes 10 copies for each student to administer.

Stage 6 : The students carry out their survey in their country.

Stage 7 : While waiting for the results of the survey coming from all the countries, the students will describe their environment (school, city, region, country).

Stage 8 : All the questionnaires are collected and results are sorted out by students, then teachers submit the results to the project leader.

Stage 9 : The project leader publishes the results, country by country. The students in each virtual class read and analyse the results and write a 200-word report which they publish in the COMMUNICATION AREA of their virtual class.

Stage 10 : Students discuss the results within their virtual class in the COMMUNICATION AREA or at a video conference.

Stage 11 : In each country students can present their work to the school heads, press and TV.

Stage 12 : Students say “good-bye” to each other.

Teachers can discuss the outcome of the project and prepare the coming new school year.

This kind of study work is close to benchmarking, which is studied in economics.

3.3. EXAMPLE OF THE 2004-2005 SURVEY PREPARED AND ADMINISTERED BY THE STUDENTS.

3.3.1. THE STUDENTS' INTRODUCTION.

Each student will introduce her/himself (6/7 lines = 100 words). Please write your first name, the name of your country and ANNOUNCE IF YOU ARE A WOMAN OR A MAN BECAUSE YOUR FIRST NAME IS CERTAINLY UNKNOWN IN THE OTHER COUNTRIES. Optional : students can also ask their teacher to insert one small sized photo (60 to 90ko in .jpg or .gif) of your group or of your class. Introducing yourself is a significant moment and an opportunity to establish new contacts, for this reason, write your text with much care, giving details.

3.3.2. THE CHOICE OF SUBJECT.

We conduct 5 to 8 different projects each school year. There are projects in the German, Spanish, Italian and English languages.

For each project, there is a TEACHER IN CHARGE OF THE PROJECT. He writes the agenda and manages the organization.

The subject must be in accordance with the Good Conduct Charter. The final decision is the responsibility of the teacher in charge of the project.

It is essential to choose well. For example an opinion poll encourages communication because in each country the same questionnaire is administered, the teams publish their results and take part in the analysis of the results. Another advantage is that **the students search for information that they will only get by corresponding with the students in other countries. This allows them to understand the usefulness of software dedicated to collaborative work.**

The subject for the opinion poll for the schoolyear 2004-2005 was :

SUSTAINABLE DEVELOPMENT, ENERGY FOR TOMORROW

We had a reference text to present the situation worldwide in order to make the students think about the subject :

We live together on this earth and we note that the energy we use to heat our homes in winter, to fuel our transport, and to allow our factories to produce the goods we need, are all produced from oil, gas, coal and uranium. There are two associated problems : first of all these resources are not unlimited, and secondly, the use of these energies causes pollution. Energy is essential to man's development. The experts think that energy is the most important of all issues in the sustainable development programme. The power that we use today worldwide is :

- from oil : 39%
- from coal : 25%
- from natural gas : 24%
- from uranium : 6%
- hydraulic : 5%
- geothermic and solar : 1%

The students will translate this reference text into their native language, make a small research to find the origin of the power that is used today in their country with the percents pro type of energy and summarize : 4/5 lines = 60 words.

3.3.3. THE SURVEY.

The students will be given a short questionnaire concerning energy and sustainable development.

They will translate this questionnaire from English to their own language.

The teacher will make photocopies of the questionnaire : each student will question 6 to 10 people in this survey.

The students will ask their teacher to send the results of their survey to be inserted on an excel page available online.

The students will then be able to write a collaborative report concerning the results, one report in each virtual class. In this report they will outline the conclusions they have drawn from the survey and give one idea (just one) to improve the situation.

THE QUESTIONNAIRE.

Please note that there are NO OPEN QUESTIONS IN THE QUESTIONNAIRE, only questions to be answered by " TICK ONE BOX ".

Hello, We are students working on an international project and have an assignment to carry out. Would you mind answering a few questions, please ?

- Man needs power to enable factories to function, to heat homes, to travel :

1. Among the energy sources used to enable factories to function, to heat homes and to travel, which in your opinion are the two most frequently used ? **tick 2 boxes** :

- | | | |
|---|--|---|
| <input type="checkbox"/> q11 coal | <input type="checkbox"/> q13 geothermic and solar | <input type="checkbox"/> q15 hydraulic |
| <input type="checkbox"/> q12 natural gas | <input type="checkbox"/> q14 oil | <input type="checkbox"/> q16 uranium |

2. Do you agree that there is a link between energy consumption and the state of the planet ? **tick one box** :

- | | | |
|---|--|--|
| <input type="checkbox"/> q21 Strongly disagree | <input type="checkbox"/> q23 Agree | |
| <input type="checkbox"/> q22 Disagree | <input type="checkbox"/> q24 Agree completely | <input type="checkbox"/> q25 Don't know |

3. In your opinion, which type of energy pollutes the least ? **tick one box** :

- | | | |
|---|--|---|
| <input type="checkbox"/> q31 coal | <input type="checkbox"/> q33 geothermic and solar | <input type="checkbox"/> q35 hydraulic |
| <input type="checkbox"/> q32 natural gas | <input type="checkbox"/> q34 oil | <input type="checkbox"/> q36 uranium |

4. In your opinion which type of energy pollutes the most ? **tick one box** :

- | | | |
|---|--|---|
| <input type="checkbox"/> q41 coal | <input type="checkbox"/> q43 geothermic and solar | <input type="checkbox"/> q45 hydraulic |
| <input type="checkbox"/> q42 natural gas | <input type="checkbox"/> q44 oil | <input type="checkbox"/> q46 uranium |

5. For you, which is the most suitable energy for the future ? **tick one box** :

- | | | |
|---|--|---|
| <input type="checkbox"/> q51 coal | <input type="checkbox"/> q53 geothermic and solar | <input type="checkbox"/> q55 hydraulic |
| <input type="checkbox"/> q52 natural gas | <input type="checkbox"/> q54 oil | <input type="checkbox"/> q56 uranium |

6. Do you agree with this statement : "On the whole satisfactory progress has been made in the field of sustainable development in the last five years." ? **tick one box** :

- | | | |
|---|--|--|
| <input type="checkbox"/> q61 Strongly disagree | <input type="checkbox"/> q63 Agree | |
| <input type="checkbox"/> q62 Disagree | <input type="checkbox"/> q64 Agree completely | <input type="checkbox"/> q65 Don't know |

7. How often do you hear sustainable development being discussed ? **tick one box** :

- | | |
|--|---|
| <input type="checkbox"/> q71 once a year | <input type="checkbox"/> q73 once a week |
| <input type="checkbox"/> q72 once a month | <input type="checkbox"/> q74 once a day |

8. What is your age ? **tick one box** :

- | | | |
|--|--|---|
| <input type="checkbox"/> q81 under 20 | <input type="checkbox"/> q83 30 to 40 | <input type="checkbox"/> q85 over 50 |
| <input type="checkbox"/> q82 20 to 30 | <input type="checkbox"/> q84 40 to 50 | |

9. Status ? : **tick one box** :

- | | |
|--|--|
| <input type="checkbox"/> q91 Female | <input type="checkbox"/> q92 Male |
|--|--|

10. Date..... Name of the student who asked the questions :.....

In each partner country, the students translate the questionnaire from English to their native language :

Dobrý den. Jsme studenti účastníci se mezinárodního projektu a máme za úkol zpracovat dotazník. Mohli/a byste nám odpovědět na několik otázek?

- Člověk potřebuje energii pro továrny, aby mohly fungovat, pro vytápění domovů, pro cestování:
1. Mezi energetickými zdroji využívanými továrnami, domovy nebo při cestování, které dva jsou pole Vašeho názoru nejčastěji používané? **Vyberte dvě možnosti :**

☐ q11 uhlí ☐ q13 geotermální a sluneč. e. ☐ q15 voda
☐ q12 zemní plyn ☐ q14 ropa ☐ q16 jádro /uran/

2. Souhlasíte, že existuje spojení mezi spotřebou energie a stavem planety? **Vyberte jednu možnost:**

☐ q21 Rozhodně nesouhlasím ☐ q23 Souhlasím ☐ q25 Nevím
☐ q22 Nesouhlasím ☐ q24 Zcela souhlasím

3. Podle Vašeho mínění, který typ energie zněčíš nejmenší? **Vyberte jednu možnost:**

☐ q31 uhlí ☐ q33 geotermální a sluneč. e. ☐ q35 voda
☐ q32 zemní plyn ☐ q34 ropa ☐ q36 jádro /uran/

4. Který typ energie zněčíš, podle Vašeho mínění, nejvíce? **Vyberte jednu možnost:**

☐ q41 uhlí ☐ q43 geotermální a sluneč.e. ☐ q45 voda
☐ q42 zemní plyn ☐ q44 ropa ☐ q46 jádro /uran/

5. Která energie je podle Vás nejhodnější pro budoucnost? **Vyberte jednu možnost:**

☐ q51 uhlí ☐ q53 geotermál. a sluneč. en. ☐ q55 voda
☐ q52 zemní plyn ☐ q54 ropa ☐ q56 jádro /uran/

6. Souhlasíte s tímto tvrzením: "Za posledních pět let bylo dosaženo uspokojivého vývoje na poli udržitelného rozvoje." ? **Vyberte jednu možnost:**

☐ q61 Rozhodně nesouhlasím ☐ q63 Souhlasím ☐ q65 Nevím
☐ q62 Nesouhlasím ☐ q64 Zcela souhlasím

7. Jak často slyšíte, že se hovoří o udržitelném rozvoji? **Vyberte jednu možnost:**

☐ q71 jednou za rok ☐ q73 jednou za týden
☐ q72 jednou za měsíc ☐ q74 každý den

8. Kolik je Vám let? **Vyberte jednu možnost:**

☐ q81 méně než 20 ☐ q83 30 až 40 ☐ q85 nad 50
☐ q82 20 až 30 ☐ q84 40 až 50

9. Pohlaví? **Vyberte jednu možnost:**

☐ q91 Žena ☐ q92 Muž

10. Datum..... Křestní jméno studenta, který se ptal

Sveiki, mes esame studentai, dirbantys tarptautiniame projekte ir turime atlikti užduotį. Ar galėtumėte atsakyti į keletą klausimų?

Žmonėms reikia energijos gamyklų funkcionavimui, namų šildymui, keliavimui:

1. Kurie iš energijos šaltinių, Jūsų nuomone, yra labiausiai naudojami? **Pažymėkite du:**

☐ q11 anglis ☐ q13 geoterminė ir saulės ☐ q15 vandens
☐ q12 gamtinės dujos ☐ q14 nafta ☐ q16 atominė

2. Ar sutinkate, kad yra ryšys tarp energijos sunaudojimo ir planetos būklės? **Pažymėkite vieną:**

☐ q21 Visiškai nesutinku ☐ q23 Sutinku ☐ q25 Nežinau
☐ q22 Nesutinku ☐ q24 Visiškai sutinku

3. Jūsų nuomone, kuri energijos rūšis teršia mažiausiai ? **Pažymėkite vieną:**

☐ q31 anglis ☐ q33 geoterminė ir saulės ☐ q35 vandens
☐ q32 gamtinės dujos ☐ q34 nafta ☐ q36 atominė

4. Jūsų nuomone, kuri energijos rūšis teršia labiausiai ? **Pažymėkite vieną:**

☐ q41 anglis ☐ q43 geoterminė ir saulės ☐ q45 vandens
☐ q42 gamtinės dujos ☐ q44 nafta ☐ q46 atominė

5. Kuri energijos rūšis, jūsų nuomone, labiausiai tinka atečiai? **Pažymėkite vieną:**

☐ q51 anglis ☐ q53 geoterminė ir saulės ☐ q55 vandens
☐ q52 gamtinės dujos ☐ q54 nafta ☐ q56 atominė

6. Ar sutinkate su šiuo teiginiu : "Visumoje buvo atliktas patenkinamas darbas gamtos apsaugos sferoje per paskutinius 5 metus."? **Pažymėkite vieną:**

☐ q61 Visiškai nesutinku ☐ q63 Sutinku ☐ q65 Nežinau
☐ q62 Nesutinku ☐ q64 Visiškai sutinku

7. Kaip dažnai Jūs girdite šį teiginį aptariant? **Pažymėkite vieną:**

☐ q71 kartą į metus ☐ q73 kartą į savaitę
☐ q72 kartą į mėnesį ☐ q74 kartą į dieną

8. koks Jūsų amžius ? **Pažymėkite vieną:**

☐ q81 virš 20 ☐ q83 nuo 30 iki 40 ☐ q85 virš 50
☐ q82 nuo 20 iki 30 ☐ q84 nuo 40 iki 50

9. Lytis ? : **Pažymėkite vieną:**

☐ q91 Moteris ☐ q92 Vyras

10. Data..... Mokinio, kuris vykdė apklausą.....

はじめまして。私たちは国際的なプロジェクトに参加している生徒で、ある研究課題に取り組んでいます。よろしければこのアンケートにご協力下さい。

-私たちは人類は工場稼働、家庭の暖房や交通機関などのために動力を必要としています。

1. あなたの見解で、以下のエネルギー源のなかで、工場の稼働、家庭の暖房や交通機関などのためにもっともよく使われているものは何だとお考えですか？ **2つチェックして下さい。**

☐ q11 石炭 ☐ q13 地熱および太陽光 ☐ q15 水力
☐ q12 天然ガス ☐ q14 石油 ☐ q16 原子力

2. あなたはエネルギーの消費と地球の状況はつながっていると思いますが？ **1つチェックして下さい。**

☐ q21 全くそう思わない ☐ q23 そう思う ☐ q25 わからない
☐ q22 そうは思わない ☐ q24 間違いなくそう思う

3. あなたの意見では、どのタイプのエネルギーが最も汚染が少ないと思いますが？ **1つチェックして下さい。**

☐ q31 石炭 ☐ q33 地熱および太陽光 ☐ q35 水力
☐ q32 天然ガス ☐ q34 石油 ☐ q36 原子力

4. あなたの意見では、どのタイプのエネルギーが最も汚染が多いと思いますが？ **1つチェックして下さい。**

☐ q41 石炭 ☐ q43 地熱および太陽光 ☐ q45 水力
☐ q42 天然ガス ☐ q44 石油 ☐ q46 原子力

5. あなたにとって、どのエネルギーがこれからの未来にもっともふさわしいと思いますか？ **1つチェックして下さい。**

☐ q51 石炭 ☐ q53 地熱および太陽光 ☐ q55 水力
☐ q52 天然ガス ☐ q54 石油 ☐ q56 原子力

6. あなたは「全体的に見て環境維持開発（持続可能な発展）の分野では、過去5年間に十分な進歩があった。」という意見についてどう思われますか？ **1つチェックして下さい。**

☐ q61 全くそう思わない ☐ q63 そう思う ☐ q65 わからない
☐ q62 そうは思わない ☐ q64 間違いなくそう思う

7. あなたはどれくらい環境維持開発（持続可能な発展）という言葉に耳にしますか？ **1つチェックして下さい。**

☐ q71 1回 ☐ q73 週1回
☐ q72 月1回 ☐ q74 毎日1回

8. あなたの年齢はおいくつですか？ **1つチェックしてください。**

☐ q81 20才未満 ☐ q83 30才以上 40才未満 ☐ q85 50才以上
☐ q82 20才以上 30才未満 ☐ q84 40才以上 50才未満

9. 性別、

☐ q91 女性 ☐ q92 男性

10. 日付：..... あなたにアンケートをお願いした生徒の名前：.....

Привет, мы студенты работающие над международным проектом и имеем задание, которое мы должны выполнить. Не могли бы вы ответить на несколько вопросов ?

- Человеку требуется энергия, чтобы функционировали фабрики, обогревались дома, чтобы они могли путешествовать:

1. Среди всех энергетических ресурсов используемых для работы фабрик, обогрева домов и передвижения, какие две, по-вашему мнению, наиболее используемые? Выберите 2 ответа:

☐ уголь ☐ геотермическая и солнечная ☐ вода
☐ природный газ ☐ нефть ☐ уран

2. Вы согласны, что существует связь между использованием энергии и состоянием планеты? Выберите 1 ответ:

☐ полностью не согласен ☐ согласен ☐ не знаю
☐ не согласен ☐ полностью согласен

3. По вашему мнению, какой тип энергии загрязняет меньше всего? Выберите один ответ:

☐ уголь ☐ геотермическая и солнечная ☐ вода
☐ природный газ ☐ нефть ☐ уран

4. По вашему мнению, какой тип энергии загрязняет больше всего? Выберите один ответ:

☐ уголь ☐ геотермическая и солнечная ☐ вода
☐ природный газ ☐ нефть ☐ уран

5. По вашему мнению, какая энергия является наиболее перспективной для будущего? Выберите один ответ:

☐ уголь ☐ геотермическая и солнечная ☐ вода
☐ природный газ ☐ нефть ☐ уран

6. Вы согласны с утверждением: «В целом, за последние пять лет была проделана удовлетворительная работа в области развития альтернативных источников энергии».

Выберите один ответ:
☐ полностью не согласен ☐ согласен ☐ не знаю
☐ не согласен ☐ полностью согласен

7. Как часто вы слышите обсуждение развития альтернативных источников энергии? Выберите один ответ:

☐ один раз в год ☐ один раз в неделю
☐ один раз в месяц ☐ один раз в день

8. Каков ваш возраст? Выберите один ответ:

☐ моложе 20 ☐ от 30 до 40 ☐ старше 50
☐ от 20 до 30 ☐ от 40 до 50

9. Пол. Выберите один ответ:

☐ женский ☐ мужской

10. Дата.....

Имя студента, проводившего опрос

3.3.4. WHILE WAITING FOR THE RESULTS COMING FROM ALL COUNTRIES.

While waiting for the results of the survey coming from all the countries, the students will describe their environment : Students can talk about what they like to do, speak about the way they live, they can explain the sport they like to practice or the landscape in their country or the town where they live or the season they like the most ... Just be in accordance with the charter of good conduct. 6/7 lines = 100 words report to be included in the communication area of their virtual class.

RESULTS :

| FROM : | CdeMX | BERG | TABO | ROMA | AZOV | CRAI | BOUR | TOKY | UTEN | SING | LISB | PIRE | IGLE | total | % |
|-------------|-------|------|------|------|------|------|------|------|------|------|------|------|------|-------|----|
| Completed : | 75 | 29 | 170 | 128 | 100 | 102 | 423 | 445 | 129 | 227 | 71 | 208 | 25 | 2132 | |
| Q11 : | 18 | 5 | 109 | 30 | 44 | 61 | 115 | 134 | 86 | 128 | 8 | 115 | 7 | 860 | 22 |
| Q12 : | 31 | 1 | 46 | 88 | 65 | 83 | 165 | 122 | 50 | 87 | 23 | 148 | 8 | 917 | 23 |
| Q13 : | 8 | 12 | 8 | 10 | 5 | 5 | 45 | 90 | 10 | 54 | 1 | 8 | 0 | 256 | 6 |
| Q14 : | 50 | 14 | 60 | 108 | 68 | 49 | 311 | 306 | 69 | 119 | 19 | 133 | 25 | 1331 | 33 |
| Q15 : | 6 | 11 | 26 | 9 | 13 | 4 | 67 | 94 | 11 | 30 | 2 | 25 | 2 | 300 | 8 |
| Q16 : | 1 | 2 | 46 | 6 | 5 | 0 | 123 | 76 | 29 | 18 | 7 | 5 | 6 | 324 | 8 |
| Q21 : | 0 | 1 | 7 | 3 | 2 | 5 | 32 | 22 | 17 | 9 | 3 | 7 | 0 | 108 | 5 |
| Q22 : | 3 | 0 | 24 | 9 | 8 | 4 | 53 | 56 | 11 | 6 | 3 | 21 | 2 | 200 | 9 |
| Q23 : | 21 | 14 | 68 | 53 | 49 | 51 | 134 | 211 | 37 | 119 | 15 | 114 | 11 | 897 | 42 |
| Q24 : | 32 | 7 | 48 | 52 | 25 | 42 | 144 | 87 | 53 | 52 | 19 | 76 | 9 | 646 | 30 |
| Q25 : | 24 | 6 | 23 | 12 | 18 | 0 | 62 | 67 | 12 | 37 | 7 | 0 | 4 | 272 | 13 |
| Q31 : | 4 | 0 | 6 | 6 | 9 | 5 | 17 | 17 | 1 | 14 | 2 | 0 | 0 | 81 | 4 |
| Q32 : | 6 | 0 | 21 | 8 | 13 | 2 | 51 | 43 | 17 | 22 | 3 | 8 | 0 | 194 | 9 |
| Q33 : | 37 | 23 | 78 | 80 | 43 | 57 | 259 | 250 | 72 | 129 | 23 | 118 | 18 | 1187 | 56 |
| Q34 : | 0 | 7 | 8 | 1 | 7 | 4 | 19 | 24 | 4 | 21 | 2 | 7 | 0 | 104 | 5 |
| Q35 : | 19 | 0 | 44 | 34 | 27 | 25 | 65 | 84 | 32 | 25 | 17 | 44 | 9 | 425 | 20 |
| Q36 : | 7 | 0 | 13 | 0 | 3 | 9 | 16 | 29 | 3 | 14 | 3 | 39 | 0 | 136 | 6 |
| Q41 : | 22 | 12 | 82 | 16 | 14 | 50 | 53 | 52 | 31 | 101 | 0 | 72 | 3 | 508 | 24 |
| Q42 : | 5 | 1 | 11 | 2 | 35 | 3 | 29 | 54 | 12 | 21 | 2 | 26 | 0 | 201 | 9 |
| Q43 : | 0 | 3 | 6 | 2 | 6 | 1 | 25 | 29 | 21 | 31 | 1 | 5 | 0 | 130 | 6 |
| Q44 : | 40 | 0 | 32 | 61 | 48 | 28 | 227 | 166 | 28 | 42 | 21 | 68 | 11 | 772 | 36 |
| Q45 : | 3 | 9 | 5 | 0 | 1 | 4 | 13 | 32 | 6 | 18 | 2 | 2 | 0 | 95 | 4 |
| Q46 : | 5 | 5 | 28 | 47 | 21 | 16 | 80 | 110 | 34 | 30 | 17 | 41 | 15 | 449 | 21 |
| Q51 : | 0 | 3 | 4 | 3 | 5 | 1 | 17 | 12 | 8 | 20 | 2 | 3 | 0 | 78 | 4 |
| Q52 : | 5 | 1 | 17 | 13 | 10 | 10 | 43 | 56 | 24 | 15 | 3 | 10 | 1 | 208 | 10 |
| Q53 : | 39 | 12 | 88 | 72 | 47 | 60 | 241 | 251 | 54 | 115 | 27 | 131 | 22 | 1159 | 54 |
| Q54 : | 0 | 8 | 8 | 7 | 12 | 11 | 29 | 39 | 13 | 14 | 1 | 6 | 0 | 148 | 7 |
| Q55 : | 7 | 1 | 31 | 23 | 15 | 18 | 52 | 52 | 20 | 36 | 7 | 42 | 2 | 306 | 14 |
| Q56 : | 24 | 5 | 22 | 11 | 19 | 2 | 46 | 31 | 11 | 21 | 5 | 68 | 0 | 265 | 12 |
| Q61 : | 4 | 3 | 8 | 5 | 9 | 7 | 97 | 48 | 10 | 28 | 6 | 17 | 5 | 247 | 12 |
| Q62 : | 8 | 7 | 39 | 31 | 38 | 34 | 104 | 101 | 24 | 34 | 9 | 70 | 9 | 508 | 24 |
| Q63 : | 25 | 10 | 56 | 45 | 18 | 54 | 96 | 100 | 44 | 86 | 12 | 99 | 4 | 649 | 30 |
| Q64 : | 1 | 6 | 14 | 6 | 18 | 7 | 48 | 40 | 23 | 8 | 2 | 26 | 0 | 199 | 9 |
| Q65 : | 37 | 3 | 51 | 41 | 22 | 0 | 84 | 172 | 26 | 69 | 12 | 0 | 8 | 525 | 25 |
| Q71 : | 32 | 16 | 74 | 54 | 49 | 20 | 242 | 191 | 59 | 114 | 31 | 69 | 11 | 962 | 46 |
| Q72 : | 13 | 6 | 70 | 49 | 30 | 42 | 115 | 120 | 44 | 54 | 2 | 84 | 3 | 632 | 30 |
| Q73 : | 20 | 4 | 20 | 21 | 13 | 34 | 24 | 82 | 19 | 37 | 1 | 50 | 4 | 329 | 16 |
| Q74 : | 6 | 3 | 5 | 4 | 6 | 6 | 44 | 50 | 7 | 22 | 4 | 14 | 2 | 173 | 8 |
| Q81 : | 51 | 8 | 36 | 28 | 50 | 44 | 120 | 319 | 51 | 120 | 69 | 89 | 4 | 989 | 46 |
| Q82 : | 18 | 10 | 45 | 25 | 19 | 29 | 116 | 44 | 25 | 39 | 2 | 38 | 7 | 417 | 19 |
| Q83 : | 11 | 4 | 41 | 21 | 18 | 11 | 87 | 16 | 23 | 33 | 0 | 36 | 2 | 303 | 14 |
| Q84 : | 3 | 4 | 32 | 29 | 9 | 16 | 70 | 39 | 24 | 19 | 0 | 30 | 10 | 265 | 13 |
| Q85 : | 2 | 3 | 16 | 25 | 6 | 2 | 32 | 27 | 6 | 15 | 0 | 24 | 2 | 160 | 7 |
| Q91 : | 38 | 15 | 93 | 57 | 45 | 58 | 203 | 266 | 81 | 115 | 40 | 104 | 15 | 1130 | 53 |
| Q92 : | 37 | 14 | 77 | 71 | 55 | 44 | 220 | 179 | 48 | 112 | 31 | 104 | 10 | 1002 | 47 |

3.3.5. IN EACH COUNTRY STUDENTS CAN PRESENT THEIR WORK TO THE SCHOOL HEADS, PRESS AND TV.

The students present their international report concerning sustainable development to their school authorities and to the media.

3.4. INTEGRATING A NEW TEACHER.

When a new teacher agrees to join the WKTO project with his class he must be helped to discover the working method in three stages.

3.4.1. THE FIRST STAGE.

We inform the new teacher that the next session of the project will start in September, that it is easy, there is a charter to agree, it is free and there is no software to download.

We ask the coming teacher for information concerning himself, his students (age) and his school.

3.4.2. THE TEST OF THE VIRTUAL LEARNING ENVIRONMENTS.

The specificity of a collaborative work page is that any member can intervene at any time. A student or a teacher can add text or modify text that has been written by someone else, but he can also ACCIDENTALLY DESTROY / DELETE THE WHOLE PAGE.

Thus it is important to make newcomers aware of the risks, to incite them to exercise great care.

We ask the newcomer to print the teachers' manual and to write some words in the discovery area of the Cartable Electronique (Electronic Schoolbag) as a test.

3.4.3. THE ORGANIZATION OF THE VIRTUAL CLASSES.

We manage 100 virtual classes dedicated to collaborative learning. The teacher is asked to divide his class into 10 groups and to send the firstnames of the students, virtual class pro virtual class to the teacher in charge of the project.

Then the teacher in charge of the project can send the different logins and passwords for the teacher and the students.

With a students' secret login+password, students can visit and work in their virtual class.

There is a students' manual online to explain the use of the virtual learning environments.

The students will read the students users' manual and open the TRAINING AREA of their virtual class in order to learn how to use the digital workspaces without damaging someone's else contribution. Students will write the date, the name of their school, their firstname and the town where they live.

3.5. THE PROJECTS OF THE SECOND GENERATION TO BE LAUNCHED IN SEPTEMBER 2005.

At present we have one strong point : the students get a lot out of these projects ; and two problems : the time required for the teachers to organize the system and also the difficulty in keeping our partners from one year to the next.

In September 2005 we are going to make a few modifications : we will increase our capacity and encourage our partners to stay with us by inviting them to take part in the decision-making process in March concerning the projects to start in September.

3.5.1. INCREASING CAPACITY.

To achieve the best correlation with our partners in terms of capacity, we have found it preferable to involve 3 classes from our school (Lycée l'Oiselet) in the same project.

| | | | | |
|---------|-------------|---------------|--------------------|---|
| class 1 | 30 students | = 90 students | 30 virtual classes | = 2/4 students from each country involved in each virtual class |
| class 1 | 30 students | | | |
| class 1 | 30 students | | | |

It is better have a project manager in charge of a large capacity project than have this same teacher involved in several different projects.

This new organization will allow us to integrate more foreign partners while reducing the workload concerning the organization and management of the teams and the site. The project will involve 450 to 600 students in 30 virtual classes.

3.5.2. KEEPING PARTNERS.

The second problem to be solved is keeping partners from one year to the next. In the new formula, all teachers will be involved in the decision process from March which will ensure continuity.

3.5.3. THE SUBJECT : THE ART OF PAINTING.

We are going to work with paintings from all over the world.

This project is connected to economics because the students will learn how to organize an international survey, to culture because we are going to talk about the art of painting and to I.C.T. - Information and Communication Technologies - because the students will practise collaborative working using specialized software.

The students' assignment is accessible online for the students to consult :
Just open <http://www.ac-grenoble.fr/wkto/> ; then click on "virtual learning environments" ; then click on "Project EN20 English".

REFERENCE : The teacher will send us the name of a very famous painting from their country, the name of the painter of this painting, the name of the museum in which this painting is exhibited and a small sized photo of this painting.

We will insert the photos of the different paintings in a webpage.

The students will be invited to observe these paintings and to find the country of origin of each painting from the list : Brazil, Czech Republic, France, Greece, Hungary, Italy, Japan, Lithuania, Poland, Portugal, Romania, Russia, Singapore, Sweden, the name of the painting, the name of the painter and the name of the area (museum or else) where this painting is exhibited.

Then the students will be given a short questionnaire concerning the art of painting.

They will translate the questionnaire from English to their own language.

The teacher will make photocopies of the questionnaire : each student will question 6 to 10 people in this survey.

The students will write a collaborative report concerning the results.

3.6. A SYSTEM THAT INVOLVES ALL SUBJECTS TAUGHT IN SCHOOLS.

ECONOMICS AND BUSINESS STUDIES : The project that we have shown you is based on the economics and business studies curriculum with an international opinion survey. It is cross-curricular as the teachers of IT and EFL (English as a Foreign Language) take part in this activity.

GEOGRAPHY : It is possible to organize a project which would involve the comparison of different landscapes. Students from the Alps could present snow-covered mountains while African students could describe savannas and Northern Europeans could talk about their extensive forests.

HISTORY : In Europe it is possible to articulate a project that allows students from countries formerly at war with each other to discuss what happened on either side with a view to fostering better understanding and tolerance.

MOTHER TONGUE : A collaborative creative writing project allows students from different schools within the same country to write a story together.

3.7. THE PART PLAYED BY THE PROJECT LEADER IN THE MANAGEMENT OF AN INTERNATIONAL NETWORK ACTIVITY.

The project leader is a manager. Managing means showing the way, fixing the goals, informing, encouraging, communicating regularly, making sure that all the deadlines are observed, and intervening if the project seems to be going off the rails.

Without regular signs of recognition from the outside world, that is to say from the manager, the partners may lose interest in the project. So he must send positive strokes.

The project leader sets an example so that, in each country, the other teachers, as well as the students, understand what is expected of them. The best way to achieve this goal is always to be slightly ahead of the schedule : thus at each new step his pupils will always be the first to make their contribution.

He sets the pace : at each new step, he sends an e-mail to all the teachers in the group project to inform them, for example :

« It's time to start with step 2 Student's introduction ».

He encourages communication between the participating teachers by sending a message such as :

What is the situation in your country ?

You are invited to address correspondence to all the teachers involved in the group.

If you need information, you are welcome.

The teacher in charge of a project is in fact a group leader who carefully reads all the e-mail messages he receives and replies promptly (which implies that he has to open his mail-box at least three times a week.)

One of the keys to success is a personalized response : the teacher in charge of a project reassures and consoles as well as playing the vital role of moderator in order to ensure compliance with the good conduct charter. He points out, but forgives, any accidental damage such as the wiping out of other people's texts. He visits the teachers' room regularly to leave messages.

The teacher in charge of a project makes sure that the correct procedure is followed in the communication area of the virtual classes by all participating members. If necessary he intervenes to move contributions that are not in the right place.

He takes into account the cultural differences that may exist between different partners.

The teacher in charge of a project gives a new impetus to the project in January by sending New Year greetings. This avoids the "wait-and-see" attitude so frequent at the start of a new year. He stays in contact during the slack season, in preparation for the coming year (in April, May, June, July).

The teacher in charge of a project knows how difficult it is to recruit partners from other countries and that it is easier to keep our present partners than to find new ones. He fosters friendly relations between partners which will encourage them to stay in the project. He notes which partners are active and is particularly considerate toward those partners who are the pillars of the project and who guarantee its future. You all know already that you have to expend vast amounts of energy in the direction of both your students and your partner teachers in order to make a success of an international project in which people work together without ever actually meeting.

We know that electronic messaging has flaws. Sometimes providers are incompatible with each other. For example, when I send an e-mail to our partner in Sundsvall, Sweden using my @first.net address, the message does not arrive, where as if I use @second.net address it arrives without any problem. It is therefore important to check the compatibility between the electronic mail-boxes of the members of your group.

In spite of all these precautions, and perhaps also because the work has to be graded, some teachers don't manage to go through with their commitment to an international collaborative project, there are a number of withdrawals at the beginning of the project.

ADVANTAGES AND LIMITS OF A COLLABORATIVE NETWORK PROJECT

4. ADVANTAGES AND LIMITS OF A COLLABORATIVE NETWORK PROJECT.

Virtual learning environments and virtual classes are an opportunity to open the windows of the classroom and to organize collaborative learning with students from worldwide.

The first thing to note is the positive change in the behaviour of those students who adhere to the cooperative spirit and who make their contribution to the project because it is eagerly awaited by people of their own age and not by a teacher.

We have also noted that by using virtual learning environments students have the opportunity to reread and improve their text several times. This reinforces the advantages of a word-processor over writing by hand, as modifications are easy to make and, moreover, their work can be accessed from any computer with an internet connection. Some students have thus produced remarkable pieces of work.

The teachers involved in the WKTO project all agree that their students read and write an impressive quantity of text in a foreign language and that it would be difficult to achieve the same result with traditional methods.

However, it must be said that the ease with which students can obtain information from the internet has led a small number of them to make a patchwork of documents copied and pasted directly from the internet. The teacher then finds himself in the position of having to grade a text that the student has not written, and sometimes that he has not even read ! For example, when students were asked to describe their own home town, some merely copied parts of the official municipal site.

When students work on computers organized in a local network, a student who doesn't want to do the assignment of the day can get hold of the work of another student, change the font, the titles, the beginning of each paragraph, or a few figures. It is very difficult for the teacher to know who did what. A student who regularly avoids doing the assignment in this way will inevitably lag behind and fail to make the grade without the teacher realizing it.

The problem faced by the teacher in charge of a WKTO project is that although he notes an improvement in the quality of the work produced within the project, he himself has not increased his productivity : the time spent planning, organizing and moderating this activity cannot be reduced and it remains greater than the time required to organize traditional course work.

The critical size below which it is difficult to operate a system of virtual classes is 4 partners, that is to say 4 classes from 4 different schools. Because of the school holiday dates, it is wiser to search for partners in your hemisphere first (Northern or Southern).

To redeem the time spent by a project manager on organization and preparation the project has to last five years.

The determining factor in a collaborative activity is the partners. It is very difficult to recruit partners when you launch an activity because you cannot show them an example of your work. And it remains difficult : you must contact 1000 people to have 10 answers expressing interest, to end up with ONE person actually joining the project. That explains why they are so precious and why you must hold on to them.

As already mentioned, virtual learning environments allow users to improve work quality, use written material and approach learning differently. It enables pupils to reactivate skills gained in their leisure activities, (electronic games). Such previously impossible tasks as online work at an international level can now be achieved via virtual learning environments. Furthermore it generates enthusiasm amongst the learners, a continuity for tasks in a new but extended pedagogical context and it encourages creativity in the user teaching teams. All this can be achieved without any constraints of location.

CONCLUSION.

We are moving towards a school that functions in an international network with pupils from a number of cultures doing a part of their learning together.

Virtual learning environments enable us to teach differently, to improve work quality and to develop new activities that were not possible in the past. The system of international virtual classes is motivating for the students and a feeling of pride stimulates them in their efforts as they know that their online contribution is going to be read and appreciated by students from vastly different cultures. The WKTO mobile collaborative learning project conforms to the French Education Department's instructions on this point.

The students practice a working method, learn how to collaborate in a group, how to write a report and how to present their work to the media. They read and write an impressive quantity of text in a foreign language because they don't work for their teacher but they add their contribution to the work done by students from other cultures. This positive attitude could be described as a step towards becoming citizens of the world.

This formula works well for four reasons : The students express themselves in the same language which is a foreign language for all of them, the few inactive students are lost in the crowd of those eager to participate, every time the students open the communication area, they are likely to discover a new contribution and when students receive an interesting text written by another group, their pride incites them to try to do as well as their peers.

It can in no way be considered as a simple exchange of correspondence or a chat-room. It is a real collaborative project, the work produced collectively is supervised and graded by an international team of teachers.

The critical size below which it is difficult to operate a system of virtual classes is 4 partners, that is to say 4 classes from 4 different schools, **plus the availability of a virtual learning environments software for 5 years**. Please keep in mind that our most precious resource is our partner teachers.

This activity requires an important personal investment in time and energy on the part of each teacher.

We are going to imagine, develop, test, improve models and to create scenarios of collaborative activities that will pave the way for online relationships in the working world of tomorrow.

Once videoconferencing is more readily accessible the project will evolve with online presentations which, just like the text contributions, will stimulate the students to take pride in producing quality work for their peers from different cultures.

WKTO is a project that functions well. Virtual learning environments allow us to work differently ; this corresponds to the expectations of the students and also to the latest methods used in commercial companies. The quality of the work produced is better and it is possible to organize new activities based on benchmarking when the international network involves a large number of schools.

Bernard Garcin
WKTO Coordinator
Teacher of marketing

Mary Vernet
WKTO staff member
Teacher of English

Roseline Espié
Head Teacher of Lycée l'Oiselet
WKTO publishing director

SCHOOLS INVOLVED IN 2004-2005.

- BELGIUM : HANDELSSCHOOL SINT NIKLAAS
- BRAZIL : LYCEE PASTEUR SAO PAULO
- CZECH REPUBLIC : OBCHODNI AKADEMIE TABOR
- FINLAND : HEINÄVEDEN LUKIO HEINÄVESI
- FRANCE : LYCEE L'OISELET BOURGOIN-JALLIEU
- GREECE : 1ST ENIAIO LYKEIO VRILISSION VRILISSIA-ATHENS
- ITALY : CONVITTO NAZIONALE "P. DIACONO" CIVIDALE DEL FRIULI
- ITALY : IPSIA "GALILEO FERRARIS" IGLESIAS
- ITALY : ISTITUTO DI ISTRUZIONE SUPERIORE CORRIDONI-CAMPANA OSIMO
- ITALY : ISTITUTO SECONDARIO SUPERIORE "GIOVANNI FALCONE" LOANO
- ITALY : ITIS STANISLAO CANNIZZARO ROMA
- ITALY : LICEO GALILEI SITUE A CARAVAGGIO
- ITALY : LICEO SCIENTIFICO F. CECIONI LIVORNO
- JAPAN : SHIBA COMMERCIAL HIGH SCHOOL TOKYO
- LITHUANIA : RADVILISKIO SIAULIAI
- LITHUANIA : UTENOS ADOLFO SAPOKOS GIMNAZIJA UTENA
- MEXICO : INSTITUTO THOMAS JEFFERSON CIUDAD DE MEXICO
- NORWAY : SONANS VIDERGÅENDE SKOLE BERGEN
- POLAND : I LICEUM OGOLNOKSZTALCACE MIELEC
- POLAND : IV LICEUM OGÓLNOKSZTAŁCĄCE IM. MIKOŁAJA KOPERNIKA RYBNIK
- PORTUGAL : ESCOLA SECUNDARIA DE DONA LUISA DE GUSMÃO LISBOA
- PORTUGAL : ST. JULIAN'S SCHOOL CARCAVELOS
- ROMANIA : COLEGIUL NATIONAL `STEFAN CEL MARE` SUCEAVA

- ROMANIA : GRUP SCOLAR IND.DE CHIMIE "C.D.NENITESCU" CRAIOVA
- ROMANIA : NATIONAL LICEAL ZINCA GOLESCU PITESTI
- RUSSIA : AZOV INSTITUTE OF TECHNOLOGY AZOV-ROSTOV
- SINGAPORE : YIO CHU KANG SECONDARY SCHOOL
- SLOVENIA : STREDNÁ POLNOHOSPODÁRSKA ŠKOLA ŠURANY
- SWEDEN : SKOLOR VALLENTUNA BROTTBY
- SWEDEN : SKVADERNS GYMNASIESKOLA SUNDSVALL
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SCHOOL.

LYCEE L'OISELET
53, rue Edouard Marion
38300 BOURGOIN-JALLIEU
FRANCE

CONTRIBUTOR.

Bernard Garcin, teacher of marketing and management and coordinator of the WKTO project at Lycée l'Oiselet in Bourgoin-Jallieu. FRANCE. Knight in the Order of the Academic Palms.

1992-2005 : Teacher of marketing and management for a sales force programme. Research activities : Virtual classes dedicated to collaborative learning and distance learning : Coordinator of an international electronic school bag. We develop a collaborative learning method. This system has been labelled "European Commission's Brussels Netd@ys Europe", was the Gold Award Winner of the First National Web Site Contest "Nets d'or @ l'école" Paris, has been European Labeled for Innovative Projects in Language Teaching and Learning and received the "Multilingual Learner Award" from the Swedish National Agency for School Improvement Stockholm.

1990-1992 : Marketing manager of Pecam International (FDG group). This company works with 4500 different products.

1985-1990 : Marketing manager France for Bama Werke Germany. Specialist in merchandising technologies, I developed a computer aided system which received the "mètre d'or du merchandising".

1975-1985 : Marketing manager of a division of Allibert. During this period I studied supermarkets worldwide to find new ideas : Europe, Japan, United States, learned Japanese working methods and visited Sharps and Hitachi in Tokyo. I developed a magnetic simulator which received the "mètre d'or du merchandising".

1974 : Worked for Timberidge at Selinsgrove, Pennsylvania. I studied American working methods.