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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Belinda Steinhuber
Institution	CEBS
E-mail address	belinda.steinhuber@cebs.at
Title of ECML project	Mediation in Teaching, Learning and Assessment (ME.T.LA)
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/Mediationinteachingandassessment/tabid/4305/Default.aspx
Date of the event	18th – 19th May 2021
Brief summary of the content of the workshop	<p>The workshop was divided into two parts. The first day provided an overview of the project itself – its aims, target audience and outcomes, with a particular focus on the teaching guide that was developed. The project team also covered important background information, such as considerations with regard to teaching and assessing mediation in the field of foreign language education and the role of the learner as mediator. Finally, the philosophy behind the cross-linguistic mediation tasks (designed for teaching purposes, not for testing) and their characteristics as well as some examples of tasks were presented. On the second day, after a short introduction, the participants had the opportunity to develop their own mediation tasks in small groups, which were then presented and discussed.</p>
What did you find particularly useful?	<p>I would like to emphasise first of all that the whole project is extremely valuable. The teaching guide as well as the examples of tasks will be enormously helpful in promoting mediation and supporting teachers who want to integrate cross-linguistic mediation into their work in the classroom.</p> <p>All the information provided was useful but trying to design cross-linguistic mediation tasks in small international teams was challenging and highly motivating at the same time. It is this hands-on experience that brings theory to life and creating their own tasks is the skill that teachers need to develop. Working together with participants from different backgrounds was inspiring and the vivid exchange of ideas was enriching.</p>
How will you use what you learnt / developed in the event in your professional context?	<p>Plurilingual approaches to teaching, learning and assessment are a main focus of the team I am part of (CEBS), and so is mediation. I will make use of what I learnt when we continue to develop our own plurilingual tasks and support materials for</p>

	teachers, which will address both teaching and assessment. As I am a teacher myself, it will also directly influence my work in the classroom. In addition, it will inform other projects that I am involved in on a national and local level.
How will you further contribute to the project?	As mentioned above, my team and I will develop cross-linguistic mediation tasks. Furthermore, assessing mediation in the context of plurilingual exams is a strong interest of ours, and I will share our considerations and any documents we create.
How do you plan to disseminate the project? <ul style="list-style-type: none"> - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other 	I will disseminate the project <ul style="list-style-type: none"> - within the CEBS team - on our CEBS website (https://www.cebs.at) - in our in-service teacher development workshops - within other national and international networks that I am part of (e.g. CertiLingua, Eequals) - at my school

2. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).

Die Mehrsprachigkeit in den Klassenzimmern, mit der Sprachlehrer/innen in ihrer täglichen Arbeit konfrontiert sind, ist gleichzeitig eine enorme Herausforderung und eine große Chance. Um die verschiedenen Sprachen – sowohl jene, die laut Lehrplan vorgesehen sind als auch jene, die die Schüler/innen zusätzlich mitbringen – als wertvolle Ressourcen für die gezielte Entwicklung der mehrsprachigen Kompetenz nützen zu können, braucht es Unterstützung im Bereich der Methodik und Didaktik. Das Projekt ME.T.LA (Mediation in Teaching, Learning & Assessment) bietet genau diese Unterstützung. Es greift das Thema der Mediation auf, dem im Begleitband zum Gemeinsamen Europäischen Referenzrahmen für Sprachen (GER) breiter Raum gegeben wird, und bietet Lehrenden im Primar- und Sekundarbereich, die insbesondere den Aspekt der sprachenübergreifenden Mediation in ihren Unterricht einbeziehen möchten, eine wesentliche Hilfe. Eines der Ergebnisse des Projekts ist ein Unterrichtsleitfaden, der wertvolle Informationen zu Theorie und Praxis des Lehrens, Lernens und Beurteilens von Mediation sowie Beispiele für Mediationsaufgaben in verschiedenen Sprachen enthält. Ergänzt wird er durch eine digitale Datenbank, auf der Aufgaben, die für verschiedene Bildungsumgebungen geeignet sind, abrufbar sein werden. Die Lehrenden haben also die Möglichkeit, fertige Aufgaben in ihrem Unterricht zu nutzen oder für ihren Kontext zu adaptieren, erhalten aber auch Anleitungen, wie sie selbst Mediationsaufgaben erstellen können. Im Rahmen eines zweitägigen Online-Workshops am 18. und 19. Mai 2021 wurden die Teilnehmer/innen aus den verschiedenen Ländern nicht nur über das Projekt und seine Ziele informiert, sondern hatten auch Gelegenheit, selbst in kleinen Gruppen Aufgaben zu erstellen. Obwohl die Zusammenarbeit nur in digitaler Form erfolgen konnte, führte die exzellente Vorbereitung durch das Projektteam und das Engagement der Teilnehmer/innen zu beeindruckenden Ergebnissen in Form von lebensnahen Aufgabenstellungen.