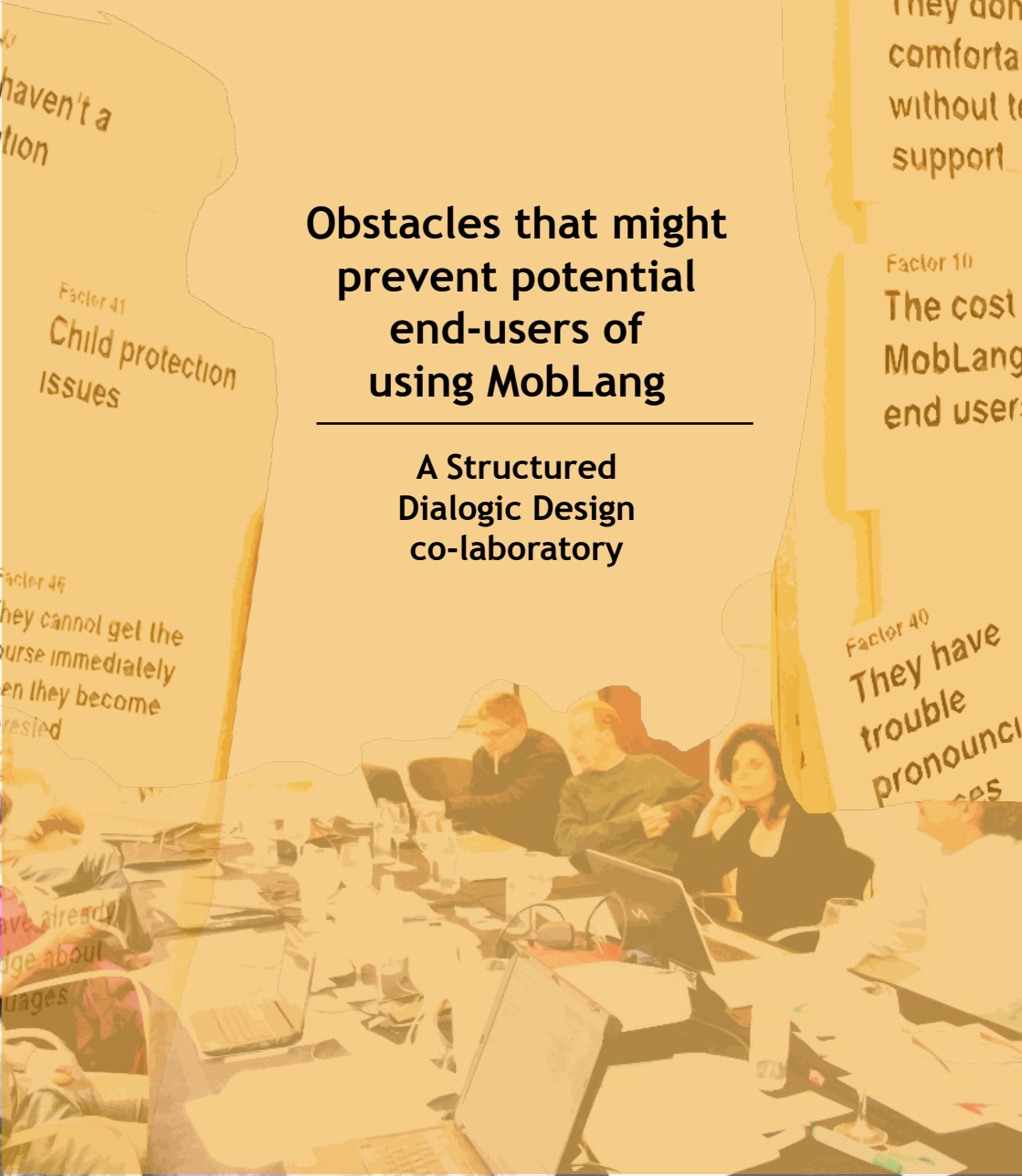
Intercultural Dialogue & Linguistic Diversity via Moblang

2nd MobLang Project Meeting in San Sebastian, Basque country, 4 - 5 May 2010

Obstacles that might prevent potential end-users of using MobLang

A Structured Dialogic Design co-laboratory



Obstacles that might prevent potential end-users of using MobLang

A Structured Dialogic Design co-laboratory

Education and Culture DG
Lifelong Learning Programme

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This report has been developed in the context of the MobLang project. The goal of the project is to develop the mobile learning environment 'MobLang' embedded in a social and cultural context to teach basic phrases in several minority and/or less-frequently used and less-taught European languages with the aim to promote intercultural dialogue in the participating countries and regions.

In order to achieve this objective, the consortium decided to look at the worst case scenario. Therefore, they participated in a Structured Dialogic Design co-laboratory to collect and investigate obstacles that might prevent potential end-users from using MobLang.

The coordinator of the project is the Cyprus Neuroscience & Technology Institute, which is based in Nicosia. Consortium partners include University of Cyprus, Elhuyar Foundation, the Luzia Limited, St. Mary's University College, ANTIGONE, and DROMOS.

The project is part of the European Commission's Lifelong Learning Program, under the Education and Culture DG.

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Facilitators

Yiannis Laouris	- Cyprus Neuroscience & Technology Institute
Tatjana Taraszow	- Cyprus Neuroscience & Technology Institute

Participants

Alastir Briggs	- Technical Director of Luzia Research
Danel Solaberrieta	- Developer of educational multimedia products at Elhuyar Foundation
Evagelia Geromihalou	- Associate at ANTIGONE
Jack Burston	- Director of the Language Centre at the University of Cyprus
Josu Waliño	- Innovation Manager at Elhuyar Foundation
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Seán Mac Labhrái	- Senior Lecturer at St. Mary's University College
Tatjana Taraszow	- MobLang Coordinator & Research Fellow at Cyprus Neuroscience & Technology Institute
Vasiliki Slavidou	- Associate at DROMOS
Yiannis Laouris	- Moblang Manager & Chair of New Media Lab at Cyprus Neuroscience & Technology Institute

The participants are the sole advocates of the views expressed in this document.

Introduction

The Structured Dialogic Design co-laboratory was organized as a part of the Moblang project. The Structured Dialogic Design co-laboratory was organized as a part of the MobLang project. The goal of the project is to develop the mobile learning environment 'MobLang' embedded in a social and cultural context to teach basic phrases in several minority and/or less-frequently used and less-taught European languages with the aim to promote intercultural dialogue in the participating countries and regions.

The Cyprus Neuroscience & Technology Institute took the initiative to organize a co-laboratory in order to accumulate the collective wisdom of the consortium that includes NGO activists, educators, ICT specialists, language specialists, and professors, in order to understand their perceptions of a possible failure of the project.

Thanks

The Faciliatotrs who organized the SDD co-laboratory would like to thank the project partners for the time, enthusiasm, and wisdom which they dedicated to this dialogue.

Methodology: The Process of Structured Dialogic Design

The Structured Dialogic Design (SDD) process is a methodology which supports the generation of truly democratic and structured dialogue amongst teams of stakeholders. It is particularly effective in the resolution of complex conflicts, interests, and values, and in achieving consensus based on a common understanding and strategy. It is based on 7 complex systems and cybernetics axioms, and has been grounded both scientifically and empirically in hundreds of settings on a global scale for the past 30 years.

The Cyprus team has extensive experience in the application of the methodology. They have utilized it in many public debates in order to facilitate organizational and societal change. For example, they have utilized it in four European networks of experts. The Cost219ter[1] is a network of scientists from 20 countries (18 European, the USA, and Australia) who are interested in exploring the question of how Eurozone technologies and next generation networks can make their services more useful to people with special needs. The Cost2982[2] network also aims to make ambient intelligence technologies more accessible to the wider public.

The scientific communities of Cost219ter and Cost298 utilized SDD in order to outline the obstacles which inhibit the application of the above technologies on a wider level. Based on the results of the SDD, they designed a corresponding strategy for the next 3 years. Insafe[3] is a European network of 27 Awareness Nodes who used SDD in many meetings in order to identify the inhibitors, produce a vision of the future, and agree on a plan of action. More relevant information is available on the CyberEthics Awareness Node website, available at www.CyberEthics.info.

The UCYVROK[4] network utilized SDD in order to determine the reasons for which young people in Europe do not participate in European programs. The results were presented to the European Parliament. The SDD methodology was also used in order to ease the dialogue between Greek-Cypriots and Turkish-Cypriots since 1994. This dialogue culminated in the creation of a

1 www.cost219ter.org.
2 www.cost298.org.
3 www.saferinternet.org.
4 http://ucyvrok.wetpaint.com.

peace movement. Many reports are still being utilized by the network, and are available on the program's page.

SDD was designed especially so that it can assist non-homogenous groups in tackling complex problems within a reasonable and restricted time frame. It facilitates the annexation of contributions by individuals with vastly different views, contexts, and aspirations, through a process that is structured, conclusive, and the product of cooperation.

A team of participants who are knowledgeable of a particular situation, generate together a common outline of ideas based on a common understanding of the current problematic situation and a future ideal one. SDD promotes the focused communication between participants and supports their ownership of the solution as well as their actions towards implementing it.

Structure and Process in a typical SDDP Co-Laboratory

When facing any complex problem the stakeholders can optimally approach it in the following way:

1. Develop a shared vision of an ideal future situation. This ideal ***vision map*** serves as a ***magnet*** to help the social system transcend into its future state.
2. Define the ***problematique***, also known as the wall of inhibitors i.e., develop a common and shared understanding of what are the obstacles that prevent the stakeholders' system from reaching its ideal state.
3. Define ***actions/options*** and produce a roadmap to achieve the goals.

The three phases are implemented using exactly the same dialogue technique. Each phase leads to similar products:

1. A ***list*** of all ideas and their clarifications [SDDP is a self-documenting process].
2. A ***cluster*** of all ideas categorized according to their common attributes [using a bottom-up approach].
3. A document with the ***voting results*** in which participants are asked to choose ideas they consider most important [erroneous priority effect = most popular ideas do not prove to be the most influential!]
4. A ***map*** of influences. This is the most important product of the methodology. Ideas are related according to the influence they exert on each other. If we are dealing with problems, then the most influential ideas are the *root causes*. Addressing those will be most efficient. If we deal with factors that describe a future ideal state, then working on the most influential factors means that achieving the final goal will be easier/faster/more economic, etc.

In the following, the process of a typical SDDP session, with its phases, is described in more detail.

First — The breadth of the dialogue is constrained and sharpened with the help of a ***Triggering Question***. This is formulated by a core group of people, who are the Knowledge Management Team (KMT) and is composed by the owners of the complex problem and SDDP experts. This question can be emailed to all participants, who are requested to respond with at least three contributions before the meeting either through email or wikis.

Second — All contributions/responses to the triggering question are recorded in the *Cogniscope II*™ software. They must be short and concise: one idea in one sentence! The authors may clarify their ideas in a few additional sentences.

Third — The ideas are clustered into categories based on similarities and common attributes. If time is short, a smaller team can do this process to reduce time (e.g., between plenary sessions).

Forth — All participants get five votes and are asked to choose ideas that are most important to them. Only ideas that receive votes go to the next and most important phase.

Fifth — In this phase, participants are asked to explore influences of one idea on another. They are asked to *decide whether solving one problem will make solving another problem easier*. If the answer is a great majority an influence is established on the map of ideas. The way to read that influence is that items at the bottom are root causes (if what is being discussed are obstacles), or most influential factors (if what is being discussed are descriptors of an ideal situation or actions to take). Those root factors must be given priority.

Sixth — Using the root factors, stakeholders develop an efficient strategy and come up with a road map to implement it.

Further Information on SDDP

You can begin your search on the Internet	Lovers of Democracy, Ozbekhan, Christakis, Club of Rome, SDDP, Cyprus Civil Society Dialogue etc.
Book by Aleco Christakis; A must for beginner or advanced practitioners	http://Harnessingcollectivewisdom.com
A Wiki for Dialogue community support	http://blogora.wetpaint.com
Institute for 21st Century Agoras	http://www.globalagoras.org
Lovers of Democracy; Description of the technology of Democracy	http://sunsite.utk.edu/FINS/loversofdemocracy/
New Geometry of Languaging And New Technology of Democracy by Schreibman and Christakis	http://sunsite.utk.edu/FINS/loversofdemocracy/NewAgora.htm
Cypriot applications with diverse stakeholders and complex situations: 1. Information technology in the service of peace building; The case of Cyprus. *World Futures*, (2004), *60*, 67–79 2. A systemic evaluation of the state of affairs following the negative outcome of the referendum in Cyprus using a structured design process. In: Systemic Practice and Action Research, 2009, 22:1, 45-75 3. The miracle of Cyprus - Civil Society Dialogue for Peace Revivial	http://www.informaworld.com/smpp/content~db=all~content=a725289197?words=laouris* http://www.springerlink.com/content/65025866mnk65p52/?p=4e796e7288eb4a6fa465fb901060a9ed&pi=0 http://www.civilsocietydialogue.net/

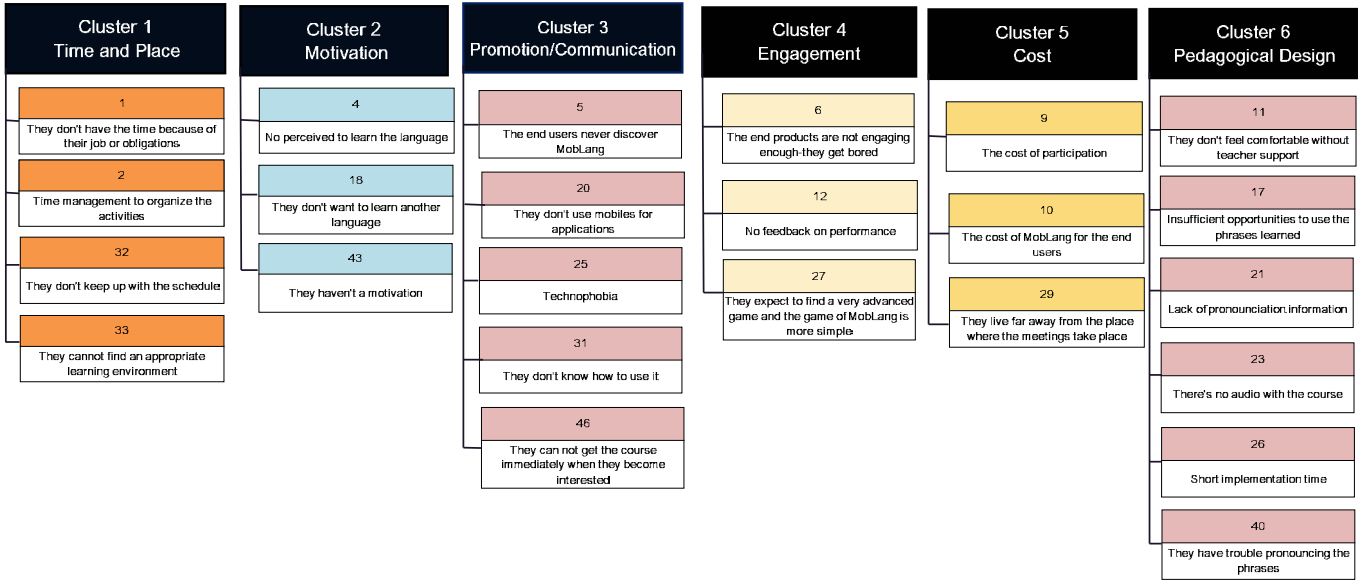
Obstacles that prevent end-users from using MobLang

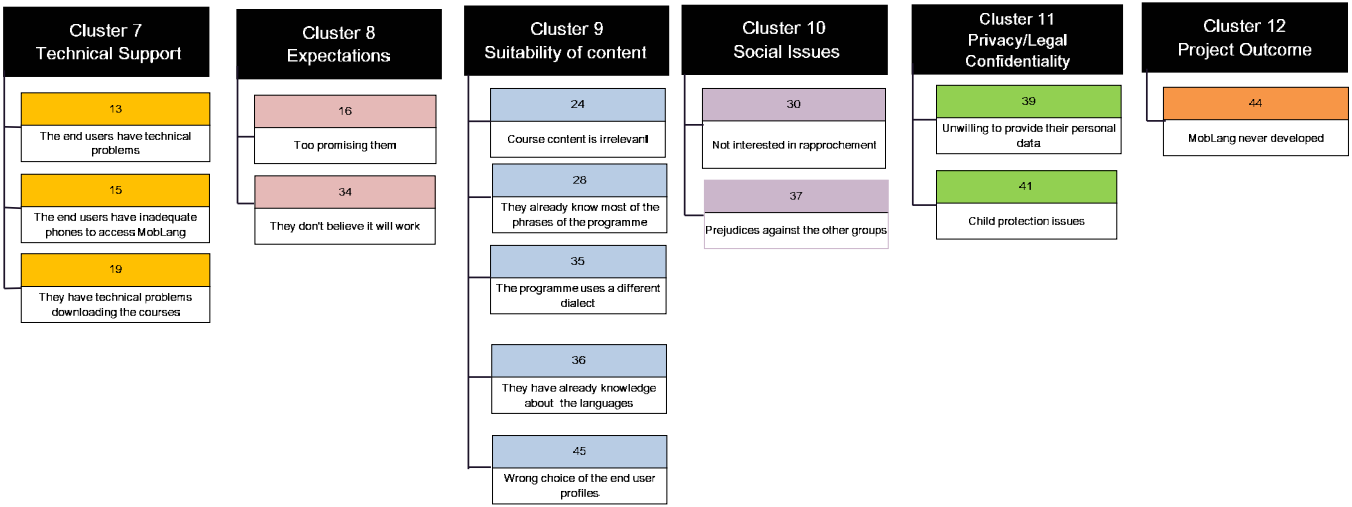
During the second project meeting in San Sebastian, Basque County, 3-5 May 2010, the Moblang team engaged for one and a half day in a structured dialogue focusing on the following triggering question:

What are the obstacles that might prevent potential end-users for using Moblang?

The participants of the co-laboratory shared 47 ideas/obstacles related to the question. These obstacles appears with detailed explanation of each in Table 1 - Obstacles with Clarifications. During the following stage, the participants categorized their ideas, forming the following twelve clusters:

Cluster 1:	Time & Place
Cluster 2:	Motivation
Cluster 3:	Promotion/Communication
Cluster 4:	Engagement
Cluster 5:	Cost
Cluster 6:	Pedagogical Design
Cluster 7:	Technical Support
Cluster 8:	Expectations
Cluster 9:	Suitability of Content
Cluster 10:	Social Issues
Cluster 11:	Privacy/Legal Confidentiality
Cluster 12:	Project Outcome


Cluster 1
Time and Place
1
They don't have the time because of their job or obligations
2
Time management to organize the activities
32
They don't keep up with the schedule
33
They cannot find an appropriate learning environment
Cluster 2
Motivation
4
No perceived to learn the language
18
They don't want to learn another language
43
They haven't a motivation
Cluster 3
Promotion/Communication
5
The end users never discover MobLang
20
They don't use mobiles for applications
25
Technophobia
31
They don't know how to use it
46
They can not get the course immediately when they become interested
Cluster 4
Engagement
6
The end products are not engaging enough-they get bored
12
No feedback on performance
27
They expect to find a very advanced game and the game of MobLang is more simple
Cluster 5
Cost
9
The cost of participation
10
The cost of MobLang for the end users
29
They live far away from the place where the meetings take place
Cluster 6
Pedagogical Design
11
They don't feel comfortable without teacher support
17
Insufficient opportunities to use the phrases learned
21
Lack of pronounciation information
23
There's no audio with the course
26
Short implementation time
40
They have trouble pronouncing the phrases


Cluster 7
Technical Support
13
The end users have technical problems
15
The end users have inadequate phones to access MobLang
19
They have technical problems downloading the courses
Cluster 8
Expectations
16
Too promising them
34
They don't believe it will work
Cluster 9
Suitability of content
24
Course content is irrelevant
28
They already know most of the phrases of the programme
35
The programme uses a different dialect
36
They have already knowledge about the languages
45
Wrong choice of the end user profiles
Cluster 10
Social Issues
30
Not interested in rapprochement
37
Prejudices against the other groups
Cluster 11
Privacy/Legal
Confidentiality
39
Unwilling to provide their personal data
41
Child protection issues
Cluster 12
Project Outcome
44
MobLang never developed

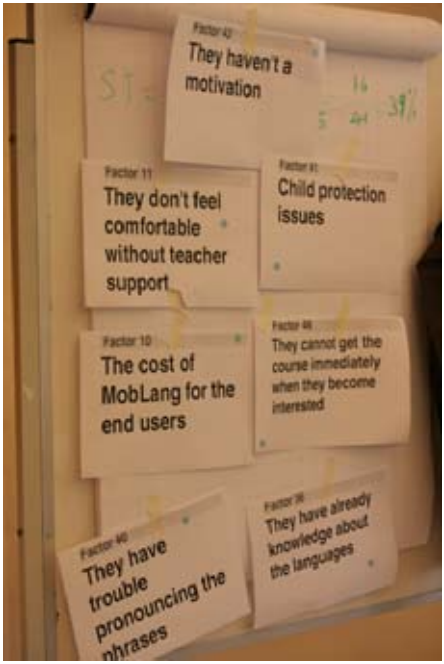
After having clustered all their ideas, the participants cast votes for the five obstacles that they each felt were most important. The following ideas received votes:

Idea #9	(5 votes)
Idea #6	(4 votes)
Idea #13	(4 votes)
Idea #44	(4 votes)
Idea #45	(4 votes)
Idea #5	(3 votes)
Idea #25	(3 votes)
Idea #1	(2votes)
Idea #12	(2 votes)
Idea #21	(2 votes)
Idea #24	(2 votes)
Idea #10	(1 votes)
Idea #11	(1 votes)
Idea #17	(1 votes)
Idea #23	(1 votes)
Idea #29	(1 votes)
Idea #36	(1 votes)
Idea #40	(1 votes)
Idea #41	(1 votes)
Idea #43	(1 votes)
Idea #46	(1 votes)

A total of 21 ideas received one or more votes. This is described scientifically by the parameter of spreadthink or divergence (ST or D respectively), whose value in this case is 38% of disagreement. According to numerous studies, the average degree of spreadthink is 40%.

Based on this we can conclude that the participants show average divergence in their ideas regarding the issue. This suggests that the participants not yet demonstrate a reasonable amount of consensus and interpret the issue in the same manner.

The results of the voting procedure were used in order to select ideas for the following structural process. The participants were able to structure 14 ideas, which as mentioned before had received one or more votes. The resulting "Tree of Influences" demonstrates the basic obstacles which could provide indications in answering the triggering question. The tree or map is constituted by 4 levels of influence.



Level IV
Level III
Level II
Level I
25: Technophobia
24: Course content is irrelevant

Tree of Influences

The tree of influences is made up of 4 different levels. The obstacles on the lowest level are those with the greatest degree of influence. The participants agreed that the following obstacles were the most important and that the MobLang consortium should take actions throughout the project's life time in order to ensure they will not become true:

Idea #45: Wrong choice of the user profiles

Idea #24: Course content is irrelevant

Idea #17: Insufficient opportunities to use the phrases learnt

Idea #6: The end products are not engaging enough

Idea #29: They live far away from the places where the meetings take place

Idea #25: Technophobia

Idea #9: The cost of participation

Idea #44: MobLang never developed

In particular, idea #45—at level I—has been considered as the most influential. Moreover, ideas #24 and #17—at level II—have also been deemed as highly influential. In addition, ideas #1, #5, #12, #13, #21, #23, and #44, which comprise level IV of the tree, are those with the greatest influence.

Although many ideas did not receive any votes and most of the ideas cannot be found anywhere in the Tree of influence, this does not mean that they are not important or that they should not be considered as obstacles preventing end users of using MobLang. Although they are important, many items described may have not been as important as several others. For example, obstacle #41 (Child protection issues) may have been viewed differently from the participants; participant A could think that this is a highly influential obstacle in his/her own country region and therefore voted for this obstacle, but participant B does not believe this is a major obstacle, hence not giving it a vote. Similar during the creation of the tree of influences, for example obstacle #13 (The end users have technical problems) may have been viewed differently from the participants; participant C could see an influential relation between obstacle #25 (Technophobia) and obstacle #13, but the other participants do not see this relation, hence obstacle #25 not receiving vote of being influential towards obstacle #13. The same could apply for other obstacles as well.

Personal Responsibilities of Moblang Consortium

The participants decided to take the co-laboratory one step further in assigning the most influential and most important obstacles that might emerge throughout the lifetime of the project to consortium members. The personal responsibility of each participant is to bear the specific obstacle in mind so as to avoid of the obstacle becoming true, thus ensuring the success of MobLang.

The allocation of the obstacles is as follows:

Idea #45 – Wrong choice of the end user profiles: Alastir Briggs
Idea #24 – Content is irrelevant: Jack Burston
Idea #17 – Insufficient opportunities to use the phrases learnt: Vasiliki Slavidou
Idea #6 – The end products are not engaging enough – they get bored: Pádraig de Bléine
Idea #29 – They live far away from the place where meetings take place: Evagelia Geromihalou
Idea #9 – The cost of participation: Seán Mac Labhraí
Idea #23 – Technophobia: Danel Solabarrieta
Idea #44 – MobLang never developed: Tatjana Taraszow

Conclusions

The goals of the co-laboratory were achieved in the following ways:

1. A list of ideas was generated in response to the Triggering Question;

2. The ideas were clarified in plenary, thus enabling participants to achieve a better understanding of the views of other members and greatly expand their own horizons regarding obstacles to the MobLang project;

3. The ideas were clustered in an interactive manner, thus providing opportunities for further and deeper clarifications of salient distinctions between separate ideas. The process is crucial for what we call “evolutionary learning” (i.e., during the process participants “lose” connection to their own personal ideas and stereotypes in favor of a collective, and shared thinking);

4. Participants voted for the ideas that they considered most important. They subsequently managed to “structure” these ideas and produce an influence map;

5. An influence map has been produced for the Triggering Question, containing 14 ideas in the form of the Tree of Influence;

6. The participants had time to discuss the influence map and in general agreed that the arrows in the map made sense to them; however, some obstacles remain without any interactions either below or above them.

7. More importantly, the structured dialogue process empowered the consortium team to identify and understand potential obstacles emerging during the development and implementation phase of MobLang.

Table 1: Obstacles with Clarifications

Cluster 1: Time and Place

1: They don't have the time because of their job or obligations

Clarification: They have so many obligations, a family and job and they haven't time to spend in the program of MobLang.

2: Time management to organize the activities

Clarification: When somebody learns a language with a teacher, the teacher tells him/her how many activities to do each day, week etc. But if one is learning alone, one doesn't have this schedule, which might be totally different from the other with the teacher. The learner might be disorganized.

32: They don't keep up with the schedule

Clarification:

33: They cannot find an appropriate learning environment

Clarification: Mobile environments are not appropriate to study.

Cluster 2: Motivation

4: No perceived need to learn the language

Clarification: The people who would be the target learners don't have any need; it's not worth the effort. Lack of motivation.

18: They don't want to learn another language

Clarification: They don't believe that It's necessary to know another language for various reasons.

43: They haven't a motivation

Clarification: They don't want to participate because they don't find anything interesting in the MobLang program.

Cluster 3: Promotion/Communication

5: The end users never discover MobLang

Clarification: They find out, the never get to know that MobLang exists. We don't do marketing enough.

20: They don't use mobiles for applications

Clarification: They just use the mobile to make phone calls. They are not used to use it for anything else. They don't want to use it for anything else. They are not willing to learn how to use it for other things than calling.

25: Technophobia

Clarification: People are afraid of using technology in gen eral. So, they are afraid of using their mobiles for MobLang.

31: They don't know how to use it

Clarification: A lot of people only use mobile to make phone calls and for SMS and don't use it for anything else. They don't know, however they are willing to know and to find out.

46: They cannot get the course immediately when they become interested

Clarification:

Cluster 4: Engagement

6: The end products are not engaging enough – they get bored

Clarification: No color on the screen, no audio, no graphics, better programs on their laptops.

12: No feedback on performance

Clarification: They could just be doing exercises but don't get any feedback whether they are right or wrong.

27: They expect to find a very advanced game and the game of MobLang is more simple

Clarification: 2 Ideas: 1) People are not used to play games. The game will de advanced with good graphics etc but our development might not be so advanced. 2) We are thinking to use it for many mobiles and maybe someone who has an iphone an say this application is not so advanced but this is because we made it to be used in other phones. Question: more focused on technology? Answer: yes.

Cluster 5: Cost

9: The cost of participation

Clarification: Could be preventive reasons to participate in course. In time of crisis this factor is important not only actual monthly phone charges. Any additional kind of cost to participate in MobLang e.g. cost for SMS, gas to drive to café.

10: The cost of MobLang for the end users

Clarification: That means the telephone costs of the monthly payment (same to factor 7).

29: They live far away from the place where the meetings take place

Clarification: It isn't easy for end-user to reach the place of meetings because they live far away and they don't have any access. I mean the distance.

Cluster 6: Pedagogical Design

11: They don't feel comfortable without teacher support

Clarification: They are used to learn a language with a teacher with feedback, they feel alone with teacher, hence they don't like it.

17: Insufficient opportunities to use the phrases learnt

Clarification: To continue and sustain the motivation of the learner they must get a chance to practice these phrases with other learners. Maybe they have insufficient chance to do so. Therefore they might lose interest.

21: Lack of pronunciation information

Clarification: Programme gives only printed forms of the language. They don't know how to pronounce the phrases.

23: There's no audio with the course

Clarification: End user is an audio learner, is used to learn with audio. Without the audio to course is meaningless.

26: Short implementation time

Clarification: Some people might find the period of adsorb ing the info too short.

40: They have trouble pronouncing the phrases

Clarification: We know that its critical to pronounce for language learning. Even if we have audio they won't be able to comfortable because they can't handle it, they still pro nounce it. They are not able to pronounce the words even though they have audio.

Cluster 7: Technical Support

13: The end users have technical problems

Clarification: Problem to install, running it, not getting an swer, they stop or never start.

15: The end users have inadequate phone to access MobLang

Clarification:

19: They have technical problems downloading the course

Clarification: People are used to get the software immediately. If they hear that there is a course in Basque they want to try immedi ately. If it's not available that time she/he will not wait for 1 week.

Cluster 8: Expectations

16: Too promising to them

Clarification: Don't believe that they can get something from participation from MobLang. Don't believe they can learn a foreign language or phrases of foreign language. A lot of people asked me 'how can I learn a foreign language with the phone?'. They don't believe it's possible.

34: They don't believe it will work

Clarification: No faith in technology, no experience and its hard to believe that will help. No faith at all. How can a mobile phone teach me? Maybe 16 years old might believe but 45 years old might not.

Cluster 9: Suitability of Content

24: Course content is irrelevant

Clarification: We need to tailor the content and curriculum to correspond to the needs of the users. We didn't listen carefully enough to find out the end users needs.

28: They already know most of the phrases of the programme

Clarification: Most phrases are basic phrases like greetings etc, so it's disengaging because they know them already.

35: The programme uses a different dialect

Clarification: We have 3 main dialects in Irish. We will use the main dialect so that it will be of no use for people from other regions. Question: You have the same dialect problem with Basque, right? Answer: No, we will use the most used Basque dialect, which is the standard to teach.

36: They have already knowledge about the language

Clarification: Perhaps they are native speakers or have stud ied these languages in free time or colleagues. They already know the language but want to repeat it. (Discussion on whether the factor is a relevant answer to the TQ.)

45: Wrong choice of the end user profiles

Clarification: We might simply choose the wrong profiles of potential end users to approach. Maybe because we didn't manage to identify the people who are really interested in MobLang, or maybe the surveyed and interviewed groups of people pretend to be interested but are not in reality, or we don't think of a certain type of group who could be our end users or or or. There are so many reasons of why we might end up with a wrong choice of potential end users although we are

taking great effort at the moment to identify the ‘correct’ end users.

Cluster 10: Social Issues

30: Not interested in rapprochement

Clarification: I’m mainly looking at Cyprus where we want to teach Turkish Cypriots Greek phrases and Greek Cypriots Turkish phrases

Question: What does rapprochement mean? Answer: It means getting closer together again.

37: Prejudices against the other groups

Clarification: The majority of people might still have preju dices against the minority group, group of foreigners/im migrants in their country/region. For example, in Cyprus some people still have prejudices against the other com munity because they don’t know each other very well, they never really met and talked to somebody from the other community, they only know what they know from stories of their family or friends or what they are told in school and through the media. So, why should those people be inter ested in learning the other community’s language?

Cluster 11: Privacy/Legal Confidentiality

39: Unwilling to provide their personal data

Clarification: Some people might be really anxious to pro vide personal sensitive data because anybody can use it several ways. Target group for our organization is illegal people in Greece so they might be afraid of providing this info.

41: Child protection issues

Clarification: Parents might not want their children to give personal data such as phone number, name etc even though the children want to participate in MobLang.

Cluster 12: Project Outcome

44: MobLang never developed

Clarification: Danger that we never manage to develop the system.

Facilitators

Dr. Yiannis Laouris is a Senior Scientist and President of the Cyprus Neuroscience and Technology Institute. He heads the "New Media Lab," and the "Neuroscience Lab." Neuroscientist (MD, PhD) and Systems engineer (MS) trained in Germany and the US. Publishes in the area of learning through computers, the web and mobile phones and about the potential role of IT to bridge the gaps (economic, gender, disabilities etc.) in our society. He was the Founder of a chain of computer learning centers for children (www.cyber-kids.com). The curriculum (a new learning theory based on an educationally relevant and socially responsible approach) developed by members of the applicant organization under his supervision received 7 international awards for innovation and social responsibility. He is a senior SDDP Facilitator and has several publications about the theory of the science of dialogic design.

Tatjana Taraszow holds a MSc in Psychology with the emphases on media, educational, and organizational psychology (University of Tübingen, DE & McGill University, CA). Trained mediator, trained facilitator of structured dialogue, and being trained in Non-Violent Communication. Coordinated 2 bi-communal local projects. Coordination of multimedia-based learning project 'Hibernation'. Research team member of the Cypriot Safer Internet awareness node CyberEthics, the EU Kids Online Project and the new technology learning research project 'MAPS: Mental Attributes Profling Systems'. Research tasks: study of teenagers' behavior in social networking sites, validation of video-game-like interfaces, and development of questionnaires.

Participants

Alastair Briggs is Technical Director of Luzia Research with 2 years experience building educational resources for mobile phones. Prior to Luzia, Al has 10 years technical experience at Director, Architect and Developer level in Java, Web and mobile technologies. Al has a Bachelors and Masters in Theorectical Physics form the University of London.

Danel Solabarrieta holds a BA in Educational Psychology from the University of the Basque Country in 2000 and Bachelor in Childhood Education from the University of the Basque Country in 1998. Since 2002 working in the field of educational media editing within the Elhuyar Foundation. He has been the responsible for the coordination and development of content in the production of about 15 Multimedia educational products in different media (CD-ROM and online) for various stages of education (primary, secondary and baccalaureate).

Evagelia Geromihalou holds a BA in Social and Educational Policy from the University of Macedonia. She has specialized in Life Long Learning Education. As an intern she managed adult education programs. Her responsibilities included designing and processing questionnaires inquiring into the need for further education of company employees, performing administrative tasks, preparing educational material for seminars, and organizing and promoting educational seminars. She has also volunteered for many NGOs, for the support of socially vulnerable groups. Evangelia has attended many seminars on life-long learning, special education, public relations, and career-consulting. She speaks Greek, German and English.

Dr. Jack Burston is Director of the Language Centre at the University of Cyprus. He is a foreign language specialist, with a B.A. and M.A. in French (Occidental College) and a Ph.D. in Linguistics (Cornell University). He has over 30 years experience teaching French language and linguistics at all undergraduate levels. His areas of specialization are language curriculum design and instructional technology.Moreover, he has a long association with CALICO (Computer-Assisted Language Instruction Consortium) holding the various positions (e.g., President Executive Board, Software Review Editor, Webmaster CALICO Review, Editorial Board) within the organization.He is likewise an active member of

the International Association for Language Learning Technology (IALLT) and is the serving Editor of the Language Center Design Kit and the Digital Language Lab Solutions manual. Dr. Burston was awarded the Henderson Prize for the best presentation at the IALLT 2003 conference.

Josu Waliño holds a BA in Computer Science at the University of the Basque Country (1996) and Postgraduate Degree in Project Management by the University of Mondragon (2006). Currently he is working as Project Manager at Elhuyar and is a member of the management of the Foundation. As Project Manager he has been working at different R&D projects, e.g., Hizking21, AnHitz or OpenTrad as well as computational linguistic development projects. He set up the linguistic engineering SME Eleka in 2001 and ran it as General Manager between 2002 and 2003 when he came back to Elhuyar as Project Manager. He has coordinated localization of multinational software packages to Basque of Microsoft Windows, Office, Linux and Open Office.

Padaí de Bléine is Senior Lecturer in Irish Language and Literatureas well as BA Pathway Course Team Leader at St. Mary's University College. He is jointly responsible for delivering the content of B.Ed. and BA. (Liberal Arts) programmes. This includes elements of language and grammar, prose translation, literature (both contemporary and classical) and the history of the Irish Language. It also involves Teaching Methodology any Media Studies. Mr. Blaney is Member of Coiste Choláiste Mhuire Loch an Lúir and Member of CEA AS and A2 panels.

Seán Mac Labhraí Jointly responsible for delivery of the content of the B.Ed., BA. Liberal Arts and PGCE (TICO) Pathways. This includes elements of language and grammar, prose translation, literature (both contemporary and classical), history of the language, Irish Language and the media, and Teaching Methodology.

Vasiliki Slavidou holds a MA International and European Studies (University of Athens). She has vast experience in coordinating and managing projects. Moreover, she has been involved in various projects that aim at empowering migrants and refugees.