



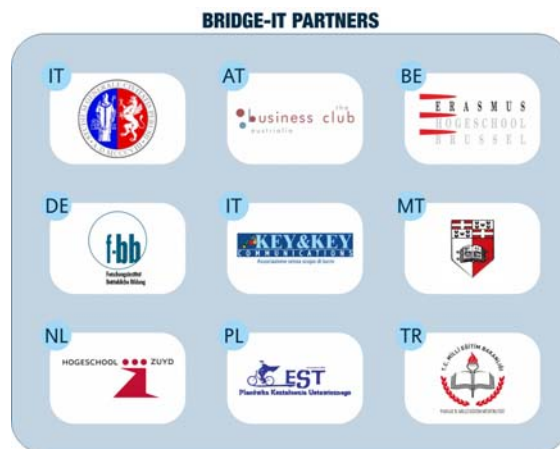
# BRIDGE-IT GUIDELINES For Trainers



# BRIDGE-IT GUIDELINES For Trainers

Gabriella B. Klein  
Editor

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# Presentation of the BRIDGE-IT Guidelines

Gabriella B. Klein

The present GUIDELINES are the result of a two-year lifelong-learning project 2010-2012 co-funded by the European Commission.

It consists of the following parts:

- a presentation of the BRIDGE-IT project (Gabriella B. Klein)
- an outline of Adult Education principles (Carmel Borg)
- an introduction to the methodology of designing technology-enhanced learning events for the BRIDGE-IT project (Philip Bonanno)
- a presentation of the BRIDGE-IT tools and training methods.(Gabriella B. Klein)
- a presentation of the online tutorials and the online tools (Koffi M. Dossou).

All these parts together constitute the BRIDGE-IT training methodology.



# The BRIDGE-IT Project

Gabriella B. Klein

## Introduction

“Did you ever think about how difficult it can be to write your own name or your address when the form is not corresponding to what you are used to?” – “And did you ever imagine that a public service interaction in your country may not be like the one from another country and that not being able to interact properly with a civil servant might penalise you possibly leading to a loss of your rights?” - BRIDGE-IT deals with such difficulties from an intercultural perspective and proposes learning strategies and tools meant to help overcome communication difficulties and failures between migrants as ‘Adults-in-Mobility’ (AM) and civil servants, public officers as ‘Adults-in-Contact-with-Mobility’ (ACM).

## From SPICES to e-SPICES to BRIDGE-IT ... a long way

European contexts are becoming increasingly multicultural and daily events show that we still do not possess enough communication tools in order to interact adequately and constructively in this rapidly changing society. This is particularly evident – sometimes in dramatic fashion – in bureaucratic-institutional situations in which foreigners interact with service providers.

BRIDGE-IT is the result of long-standing cooperation between founding partners and the input of other intermittent partners. It all started in 2004 with the preparation of a first European project, a Socrates Grundtvig 1.1 – training courses project SPICES (2005-2007; 224945-CP-1-2005-1-IT-GRUNDTVIG-G11). This initiative was followed, in 2008, by a Grundtvig Learning Partnership e-SPICES (2008-2010; 2008-1-IT2-GRU06-00547 1) which eventually fed into the current Grundtvig Multilateral Project BRIDGE-IT (2010-2012; 510101-LLP-1-2010-1-IT-GRUNDTVIG-GMP).

All three Grundtvig projects deal with adult education and specifically with **InterCultural Communication (ICC) in bureaucratic-institutional contexts**, a topic which is under-researched and poorly treated in educational programmes. We believe that ‘ICC in bureaucratic-institutional contexts’ is of extreme importance not only to foreigners (we prefer to call them ‘adults-in-mobility’) who often have language and communication difficulties, but also to service providers, civil servants (we consequently define as ‘adults-in-contact-with-mobility’) who very often encounter difficulties in dealing with people who are physically, socially, economically and culturally different.

The rationale of these projects stems from two initial assumptions confirmed through ethnographic interviews with the persons concerned and direct observations of related situations: 1) foreign people encounter communication problems in bureaucratic-institutional settings, 2) textbooks do not consider real-life communicative and linguistic necessities related to the settings in question. These results find their justification in the 6th “Common Basic Principle” on immigrant integration formulated and adopted by the EU Council (cf. Document 14615/04 of 19 November 2004) which declares that “Access for immigrants to institutions, as well as to public and private goods and services, on an equal basis to national citizens and in a non-discriminatory way is an indispensable foundation for better integration.”

The acronyms provide the reader with an initial indication of the differences that define the three projects:

- SPICES is short for **Social Promotion of Intercultural Communication Expertise and Skills** ([www.trainingspices.net](http://www.trainingspices.net))
- e-SPICES stands for **electronic Social Promotion of Intercultural Communication Expertise and Skills** ([www.e-spices.net](http://www.e-spices.net))

- BRIDGE-IT refers to **Be Relevant to Intercultural Diversity Generation in Europe – Integration Team** (<http://bridge-it.communicationproject.eu>)

The main difference lies, on one hand, in the target groups and, on the other hand, in the final product.

SPICES is aimed at communication trainers and facilitators, language educators and intercultural mediators. The project developed an ICC training methodology in order to train the target groups build up their own training material based on their learners' (adults-in-mobility and adults-in-contact-with-mobility) training and communication needs. The training provided through SPICES consisted of a face-to-face, train-the-trainer course which is described in Klein Gabriella B., Caruana Sandro, Dossou Koffi M., Lasagabaster David, Mateva Galya, Pirih-Svetina Nataša & Schwitalla Johannes, 2007, *Spices Guidelines: A training method for intercultural communication in institutional settings*, Perugia: Key & Key Communications (published in five further language and culture specific versions, namely Bulgarian, German, Italian, Slovene and Spanish).

The SPICES GUIDELINES contain a training methodology which may be used in the process of creating training modules in ICC and context language/second language (Lc/L2) use, through teaching and learning packs. It is transferable and applicable within various bureaucratic-institutional contexts. It does not intend substituting training courses which are already being implemented. On the contrary, it is conceived as an ingredient – just like spices – that can be added to courses which are already being held in the field of ICC training or L2 education.

The objective of this instrument is to help overcome communication difficulties through specific training activities directed at adults-in-mobility and adults-professionally-in-contact-with-mobility by promoting knowledge, experience and skills in ICC, including also second language education with specific reference to the bureaucratic-institutional context.

SPICES has received various acknowledgments and three important awards:

- the EUROPEAN LABEL for promoting teaching and learning of L2 (Rome, 2006)
- the Silver Award for Quality in Mobility within the Grundtvig LLP action (Ljubljana, 2008)
- it has been selected as the first 20 projects qualified as Best Practice for Creativity and Innovation (Brussels, 2009)
- the English version of the Guidelines has been published on the official EU Website of the European Year of Intercultural Dialogue 2008 and can be downloaded for free (<http://www.interculturaldialogue2008.eu/1534.0.html>).

Encouraged by these good results, some of the SPICES partners (University of Malta, Key & Key Communications (IT) and University of Perugia (IT) together with the Spanish partner (who could not be selected for internal reasons) applied for a decentralised Grundtvig Learning Partnership, named e-SPICES, which has been approved in Italy and in Malta.

As a learning partnership, e-SPICES (electronic **S**ocial **P**romotion of **I**ntercultural **C**ommunication **E**xpertise and **S**kills), provided a forum for exchange of good practices, ideas and experimentations regarding training online. The partnership adopted the DOKEOS platform as a 'Virtual Communication and Learning Environment'. The innovative result is a communication system based on an e-learning facility that usually is used for online training. Partners have not only stored all relevant documents on the DOKEOS platform and engaged in pedagogical experimentation but have also demonstrated in this way how such a partnership constitutes a learning experience. While experimenting, the partnership had acquired skills and competences to apply for a further project: the current BRIDGE-IT (**Be Relevant to Intercultural Diversity Generation in Europe – Integration Team**).



## The new way: BRIDGE-IT

BRIDGE-IT (Be Relevant to Intercultural Diversity Generation in Europe – Integration Team) invites service providers, working within bureaucratic institutions, to “be relevant”, that is, to reflect on their current communicative behaviour within multicultural settings with a view of transforming attitudes and behaviour. Rather than cultural melting pots, BRIDGE-IT advocates for communities where different cultures and languages co-exist in a dynamic and dialectic relationship.

## The new perspectives

BRIDGE-IT aims directly at the end beneficiaries of such integration processes: the adults-in-mobility and the adults-in-contact-with-mobility, the most delicate node where integration concretely succeeds or fails.

The main ‘product’ of BRIDGE-IT, building on the SPICES ICC training methodology and the e-SPICES online platform, will be a blended training course for both adults-in-mobility (AMs) and adults-in-contact-with-mobility (ACMs). While SPICES and e-SPICES, targeting communication trainers and intercultural mediators, are applicable to any kind of bureaucratic-institutional context, BRIDGE-IT focuses on the most delicate period in an integration process: the ‘first-impact’.

What do we understand by ‘first-impact’?

The first-impact is identifiable with the period which starts from the first contact between an AM and an ACM in a specific country and ends with the permission of either to stay (first permit of stay and residence permit) or to move to another country.

The main objective of the present project is for each partner country to map the sequence of different public (or private) services / offices an AM has to go through from his/her very first contact as newcomer with an ACM in a new country. The scenario can vary according to the type of migration the AM is experiencing.

The different types of migrants envisaged are three:

- EU citizens
- non-EU citizens with Visa or equivalent
- non-EU citizens without Visa or equivalent.

For the design and creation of training material and learning paths the project will foreground the more vulnerable groups of migrants.

## The new actors of BRIDGE-IT

The new actors of BRIDGE-IT are the nine partner organisations, their thirty-three associated partners, the AMs and the ACMs.

Partners are from eight countries (seven EU countries and one candidate country) from nine different organisations among which

### **four Universities**

1. Università degli Studi di Perugia, ITALY as transnational coordinator
2. Erasmushogeschool Brussels, BELGIUM
3. L-Università ta' Malta, MALTA
4. Hogeschool Zuyd of Heerlen, Maastricht and Sittard-Geleen, NETHERLANDS

### **two non-profit organisations**

5. The Business Club Austria in Vienna, AUSTRIA
6. Key & Key Communications in Deruta (PG), ITALY

### **two Adult Education providers**

7. f-bb, a Research Institute for Vocational Education and Training in Nürnberg, GERMANY
8. EST Lifelong Learning Centre in Wadowice, POLAND

### **one Ministry**

9. province administrative unit of Ministry of National Education in Yozgat, TURKEY.

The partnership has thirty-three associated partners, mostly from public organisations directly involved in first-impact situations from all over the eight partner countries. Some of these are actively involved in the project implementation process through common meetings, interviews, focus groups, collection of written and spoken texts; others are simply potential beneficiaries.

AMs were also actively involved in the test training sessions.

In July 2012, a 6-day, train-the-trainer, in-service course was held in Vienna. During this course, participants tested the blended training methodology.

## The new tools

While SPICES had delivered a training methodology for trainers and facilitators in intercultural communication within bureaucratic-institutional settings, e-SPICES has delivered as a main product a Virtual Communication and Learning environment, BRIDGE-IT has implemented online learning paths for AMs as well as for ACMs related to communication barriers. These communication barriers are given mainly by the managing of forms to fill (written texts) and the corresponding interactions at the service counters (spoken texts) suggesting concrete strategies to overcome them. Related to this there is a text depository in which the mentioned written and spoken texts are stored and can be retrieved. The written and spoken texts are those which are most frequently occurring in first-impact situations. The text depository also provides the direct beneficiaries (AMs and ACMs) with comments on bureaucratic terminology and intercultural implications.

# Outline of Adult Education Principles for BRIDGE-IT

Carmel Borg

The following Adult Education principles guide pedagogical initiatives undertaken by BRIDGE-IT partners:

1. The education process should address the real and immediate needs of the adult participants
2. Participants' knowledge, experiences, narratives and biographies should be acknowledged and affirmed
3. Participants should be perceived as co-producers of knowledge
4. Participants should ideally be involved in all stages of the teaching-learning process
5. The themes for the course content should ideally be generated from the participants' life history
6. Ongoing reflection should be embedded into the teaching-learning process
7. The education process is understood as a multi-way process based on mutual respect, trust and understanding. This means that the education process is meant to empower and transform all those involved in the teaching-learning process
8. The education process should acknowledge the socio-emotional-economic-cultural complexity that informs the group
9. Face-to-face education processes are qualitatively different from education processes that unfold within virtual environments
10. The emotional dimension of learning is as important as the cognitive dimension.



# Designing Technology-Enhanced Learning Events for the BRIDGE-IT Project

Philip Bonanno

Learning design is based on identified theoretical frameworks from which a particular methodology is developed and implemented. This section outlines the underlying theoretical principles and describes the methodology adopted to put these principles in practice within the context of the Bridge-IT project.

A Process-oriented Pedagogical Model for Designing Learning Experiences to promote understanding of encounter situations involving adults in mobility demands an in depth analysis of the processes and interactions characterising such situations. These encounter situations are characterised by different levels of learning. At a very basic level an Adult-in-Mobility (AM), in the context of a Bureaucratic Institutional interaction (BII), has to learn fundamental facts about that particular situation that will eventually be organised mentally to develop relevant concepts. For example, administrative forms can be considered as a sequence of concepts through which administrators obtain relevant data about new coming adults. One has to learn the principles on which interpersonal communication is built or the procedures to be followed when applying for a service. Since the environment of a new country, in which an AM has to interact, presents so many new situations, context-specific problem-solving skills have to be developed. Immersed in a new culture, attitude formation and attitude change are a type of learning that develops within the learner according to the positive or negative evaluation of the context-specific experience. Individual and collective reflection about context-specific knowledge and skills promotes distributed understandings and a shared experience about the fundamental components of that system - the relationships, roles, tools, language and the physical environment itself that distinguish it from other contexts. A meeting between an AM and an ACM is thus very situational in nature. It involves a particular context with distinctive artefacts that influence if not determine the interactions of an AM with adults providing a service or with the artefacts themselves. Learning in this context and about this context implies a 'pedagogy in context' based on embodiment, apprenticeship and enculturation into a particular social setup involving various interacting roles.

This paper proposes a process-oriented model to organise the different types and levels of learning that will eventually serve as a reference framework for designing learning experiences involving interpersonal communication within the context of bureaucratic-institutional interactions. The fundamental design elements of each learning event are interactions – type, frequency and directionality of the exchange. The proposed model categorises interactions along three dimensions and three pedagogical levels.

Each *dimension* has an external, physical, interactional component. A complementary meta-cognitive and meta-affective component, accompanying the physical interactions, comprises those interactions taking place within a learner's cognitive and affective systems. The three dimensions are – the domain, the technology and the social context. In this case the domain dimension comprises knowledge and skills about different categories of interpersonal communication. The technology dimension considers the knowledge and skills related to the use of digital tools for learning, communicating and sharing one's experience. In the context of the BRIDGE-IT project this focuses on the competences that need to be developed for using efficiently the Dokeos eLearning platform. The social dimension includes all those interpersonal interactions arising from the encounter between AMs and ACMs.

The three pedagogical *levels* include the acquisition, participation and contribution levels. The basic acquisition level describes all those interactions that promote the personal competence of an AM or an ACM in interpersonal communication, in the use of technology and in understanding the dynamics of the social context. The participatory level describes interactions characterising more experienced AMs or ACMs who



through 'negotiation' and 'argumentation' problematise, clarify, elaborate and 'emotionally-tag' knowledge and skills along the three dimensions. The contributory level describes all learning activities characterising experts involving reflection, mediation and creation.

Using this model as backdrop, learning experiences will be designed employing relevant design approaches. For the acquisition level the 'Associative' design approach will be used focusing on specific content or task-related learning outcomes. For the participatory level a more constructivist approach will be adopted to promote cognitive activity that elaborates existing knowledge structures through revisiting, reflecting and co-constructing both the individual and collective experience exploiting the multi-perspectives provided by the social context. For the contributory level the 'situative' design approach will be adopted focussing on contextual characteristics, on the mediational role of the 'community of practice' and on one's role within such context and community.

The following methodology section outlines how these design elements are present in the different learning events proposed by the BRIDGE-IT training course

## Methodology

The design process is based on four major stages: a Need Analysis, Identification of 'Learning Objectives and Outcomes', Creating the learning events using a 'Learning Event Template' and finally 'Determining Learning strategy and Resources'.

### Need Analysis

A number of representative 'contact situations' (scenarios) in partner countries involving ICC are identified. These situations, together with the other scenarios from SPICES, are analysed using the Need Analysis Templates. The problems situations in these scenarios involving the 4 categories of ICC (Verbal, Visual, Non-verbal, Paraverbal) are identified and recorded for the ACM and AM in the respective template. By the end of this stage the templates include all entries from the different partners for the identified scenarios. The entries for each category of the ICC are analysed to identify generic problem situations resulting in all scenarios and specific problem situation characterising particular scenarios.

### Learning Objectives and Outcomes

The identified generic and specific needs are changed into statements of what learners should be able to do at the end of the learning events involving any of the four categories of ICC. These is stated in performance terms (action verbs) including observable things learners must be able to do, to show they have learned that particular aspect of ICC. These statements avoid generic learning terms (understand, awareness) and clearly identify 'what' to learn and not the 'how'. The type of learning (facts, discriminations, concepts, procedural/relational rules, problem solving, attitudes) for each 'need' is identified. In practice these statements are refined by a reflective process of answering questions about the problem or need being considered, improving statement clarity.

The outcome of this phase includes:

- A description of the learning objectives and outcomes for each identified 'contact' scenario.
- Identification of what learners will be able to do and know (if someone knows something s/he will be able to do something with his/her knowledge – distinguish, identify, list, discuss etc) after passing through a learning experience contextualised for a particular scenario.
- Prioritisation of the learning objectives and outcomes. The identified learning outcomes are analysed on the basis of the level of importance in the process of learning an ICC category and consequently ranked according to priority. Ranking should be based on type of learning, with facts

as the most basic and attitudes as the highest rank. This ranking automatically identifies the outline of the learning experience possibly involving a number of learning events.

### Learning Design

The following hierarchical organisation will be adopted in the learning design process:

Learning experience > Learning event > Learning activity > Learning interactions

Considering that the BRIDGE-IT project is concerned with the design, development implementation and evaluation of a learning experience involving on-line learning, then the learning events making up the whole learning experience in ICC must be identified. Thus a list or flowchart of learning events is developed considering that each learning event should be a concise, stand-alone event focussed around a central type of learning. All the learning events for the four categories of ICC will make up the learning experience of a particular 'contact' scenario.

Each learning event is developed using the Learning event template below:

Learning Event Template	
Title	
Type of learning	
Learning objectives	By the end of this learning event learners will be able to:
Pre-requisites	
Steps: Introduction 1. 2. 3.	
Practice	
Assessment	
Post-session	

### Determining Learning strategy and Resources

Once the content of each learning event is identified, chunked and sequenced according to the type of learning, the activity and related resources are identified for each step of the learning event. The template below organises the activities and the resources for each step of the learning event. Activities are determined by the affordances of the learning management system, normally including: Chat / Dialogue, Lesson, Forum, Document sharing, Collaborative development, Design, Other activity. Resources include: Label, Text page, Web page, Link to a File (Word/PPP/Excel), Link to a website, Design tool, other.

Learning Event Template (Full)		
Content step	Activity	Resource
Title		
Type of learning		
Learning objectives		
Pre-requisites		
Steps: Introduction 1. 2. 3.		
Practice		
Assessment		
Post-session		

Using these completed 'Learning Event Templates', on-line or blended learning experiences are developed in the Platform on the website of the BRIDGE-IT project. The outcome of this phase is a number of learning experiences based on the identified contact scenarios.

The final outcome of the BRIDGE-IT project is an on-line training environment involving context-specific tutorials in which various learning events about the four categories of ICC are embedded.

# The BRIDGE-IT Tools and Training Methods

Gabriella B. Klein

The BRIDGE-IT training concept has produced the BRIDGE-IT training methodology targeting, on the one hand, migrants as adults-in-mobility (especially in first-impact situations) and, on the other, public officers, civil servants, public service providers generally as adults-in-contact-with-mobility.

The BRIDGE-IT training concept and methodology are founded on the *Outline of Adult Education Principles for BRIDGE-IT* (Carmel Borg in this Guidelines); the *Let Me Learn (LML)* process adapted to BRIDGE-IT by Colin Calleja and Susan Gixti; *Our Communication Concept* (Koffi M. Dossou and Gabriella B. Klein); the methodology for *Designing Technology-Enhanced Learning Events for the BRIDGE-IT Project* proposed by Philip Bonanno (in this Guidelines) and the *BRIDGE-IT face-to-face learning activities* adapted from the *SPICES Guidelines* (Klein ed. 2007), and finally the online learning events for AMs and ACMs designed by Philip Bonanno, Koffi M. Dossou, Gabriella B. Klein, Nevin Pecorelli, and Raffaella Siena with the collaboration of Hilde van Schaeren and Katharina Kucher (cf. LINKS p.24)

The **LML process** is an advanced learning system aimed at empowering individuals by developing their human capacities. Embedded in research that dates back to 1994, LML has developed four distinct learning patterns and unique learning tools that have proven to make a difference for learners. Constant testing of the process in the real world of classrooms, training settings and corporate offices is providing ample evidence of its effectiveness in helping adult learners take control of their learning processes and adapt them in order to meet learning expectations. The LML process provides trainees with the opportunity to make the learning experience work for them through the application of explored LML skills and tools. Knowledge about their combination of patterns and the trainees' profiles enables trainers to shape the learning environment and proposed activities. LML ends being a conscious effort on part of trainers to respect, value and mentor the personal learning processes of their trainees.

The **basic principles and strategies of interpersonal communication in an intercultural perspective** regard the four means of communication used in the four kinds of messages (visual and verbal, paraverbal and non-verbal messages), the four planes of communication (content, relationship, intention, and self-revelation), how a message is produced by the speaker, perceived and interpreted by the listener, and how the context is constructed through an on-going process of implication and interpretation of meaning.

All the **learning activities** have the objective to enhance the intercultural awareness in communication for AMs and ACMs in bureaucratic-institutional settings: differences in conversation practices and strategies, in specific communication patterns, bringing out critical elements and situations where communication can fail. The awareness is a fundamental condition to acquire better communication skills and eventually work out, in the training group, possible strategies on how to overcome communication failures when they occur.

The BRIDGE-IT training is mainly intended as **blended courses**, and can therefore be used by communication trainers and facilitators as didactic material leading training courses for the mentioned targets. In **face-to-face settings**, the trainer can offer plenary sessions for both ACMs and AMs simultaneously, while ACMs and AMs will work on the online resources using the two correspondent courses, one created for ACMs and another for AMs. Given the importance of group dynamics for certain learning activities regarding interpersonal communication issues, some specific face-to-face sessions are also proposed based on the **SPICES Guidelines** resulting from the predecessor project SPICES. Nevertheless, the BRIDGE-IT online courses can be carried out also individually or in learning group sessions.





# The BRIDGE-IT Navigational Design of the Online Training Tools

Koffi M. Dossou

From the BRIDGE-IT website <http://bridge-it.communicationproject.eu/> click on the button "The e-learning Platform".



This leads to an introduction page <http://bridge-it.communicationproject.eu/The-e-learning-Platform.htm> which provides you with a general overview of the platform contents and functions.



Clicking on the banner "Login to the Platform" brings you to the homepage of the BRIDGE-IT portal: <http://lnx.bridge-it.communicationproject.eu/web/htdocs/bridge-it.communicationproject.eu/dokeos/index.php>.

There you find a welcome page to the online course with basic instructions about the platform to read carefully before registering to the platform.



A guide for the functioning of the platform and the courses is available in pdf format clicking on the button "Tutorial for Trainers", if you are a trainer, or on the button "Tutorial for Learners", if you are a learner.



Read carefully the instructions contained therein, and then register providing your personal data required in the registration form.

English

Login

Pass

My account  
[Register](#)  
[I lost my password](#)

Help  
[INSTRUCTIONS](#)  
[TERMS OF USE OF BRIDGE-IT](#)  
[BRIDGE-IT homepage](#)

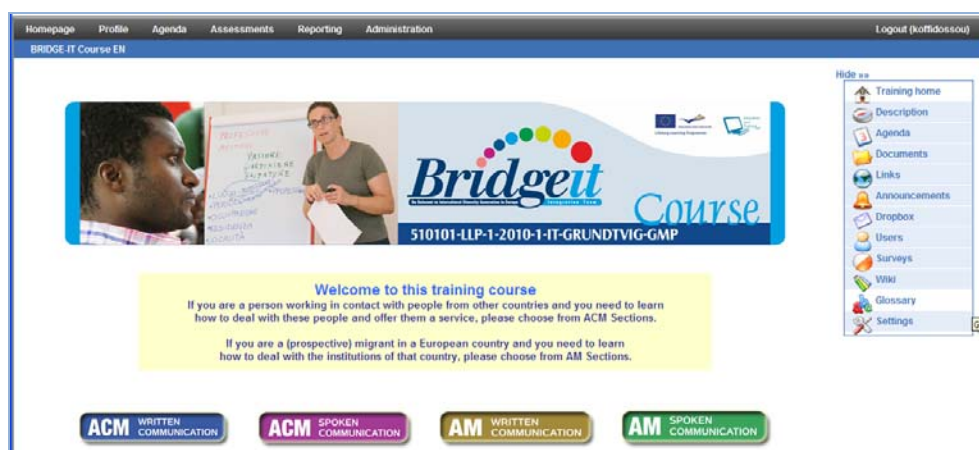
**Disclaimer**  
 This project has been funded with support from the European Commission.  
 This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Once you are registered to the platform, login with your login name and password you have indicated in the registration form.

Now you can access the courses in one of the languages available under the button "Learning events".



Choosing any language, you access the main page of the training in that language.



There you find four InterCultural Communication learning scenarios:

- two for Adults-in-Mobility (migrants)
- two for Adults-in-Contact-with-Mobility (i.e. civil servants or equivalents, e.g. NGO personnel carrying out functions for a public administration)

with two learning scenarios for each target

- one for written communication (such as forms to fill)
- one for spoken communication (such as public service interactions).



There click on the section corresponding to your learners' needs and interests.

## BIOGRAPHICAL NOTES

**Philip BONANNO** (MT): University Lecturer in Technology-Enhanced Learning at the Department of Mathematics, Science & Technical Education, University of Malta. Coordinator of the Diploma in Technology-Enhanced Learning; Coordinator of the Grundtvig Project – Promoting Audio Visual Education <http://projects.um.edu.mt/pave/>. His research interests: Individual Differences in Learning; Technology-Enhanced Learning; Digital Game-Based Learning; Technology-Mediated Innovation; Cognitive Neuroscience.

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**Koffi M. DOSSOU** (IT/Togo): Self-employed visual designer and artist, president and founder of Key & Key Communications. He is an Adult Education Trainer in visual and non-verbal communication and a SPICES lead trainer. Responsible for concept, layout and realisation of BRIDGE-IT web & platform (<http://bridge-it.communicationproject.eu>), SPICES web and e-SPICES web & platform, he is co-author and responsible for the graphic and conceptual design of BRIDGE-IT Guidelines. He was also involved in SPICES ([www.trainingspices.net](http://www.trainingspices.net)) and e-SPICES ([www.e-spices.net](http://www.e-spices.net)).

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## LINKS

### **Let Me Learn (LML)**

<http://bridge-it.communicationproject.eu/res/material-for-dissemination/LML-Let-Me-Learn-Brochure.pdf>

### **Our Communication Concept**

<http://bridge-it.communicationproject.eu/res/default/OUR-COMMUNICATION-CONCEPT.pdf>

### **SPICES Guidelines (Klein ed. 2007)**

[http://lnx.bridge-it.communicationproject.eu/web/htdocs/bridge-it.communicationproject.eu/dokeos/main/document/document.php?cidReq=BRIDGEITTRAINING&curdirpath=%2FSPICES\\_GUIDELINES](http://lnx.bridge-it.communicationproject.eu/web/htdocs/bridge-it.communicationproject.eu/dokeos/main/document/document.php?cidReq=BRIDGEITTRAINING&curdirpath=%2FSPICES_GUIDELINES)

### **BRIDGE-IT face-to-face learning activities**

[http://bridge-it.communicationproject.eu/res/austria/BRIDGE-IT-Training-F2F\\_draft.pdf](http://bridge-it.communicationproject.eu/res/austria/BRIDGE-IT-Training-F2F_draft.pdf)

### **online learning events for AMs and ACMs**

<http://lnx.bridge-it.communicationproject.eu/web/htdocs/bridge-it.communicationproject.eu/dokeos/index.php>

## BRIDGE-IT PARTNERS

<http://www.unipg.it>

<http://www.club-austrialia.info>

<http://www.erasmushogeschool.be>

<http://www.f-bb.de>

<http://www.keyandkey.it>

<http://www.um.edu.mt>

<http://www.hszuyd.nl>

<http://www.est.edu.pl>

<Http://yozgat.meb.gov.tr>

