Project Deliverable Report

Deliverable nr – 5.2  EduComics Dissemination Report

Work Package  WP5

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Abstract
(for dissemination)  The general purpose of the Dissemination was to inform as many educators as possible of the Educomics project during the different stages of the project life span. The dissemination was divided to online dissemination and offline dissemination activities held by all the project partners. The initial focus of the dissemination was to drive targeted users to the project website were they could gain additional information, contribute to the project and communicate with the project. The online dissemination was a 2-phase dissemination; The first phase was for ‘Awareness’ and ‘Involvement’ the final dissemination was to launch the project resources. A total of 525,858 members of online educational groups received the message plus 48,000 direct emails were sent. The offline dissemination resulted the publication of 4 papers at international journals, 6 papers in local Conferences, 20 workshops, 2 invited talks, 25 presentation of Educomics at international events and conferences, 6 seminars, liaison with other projects, CD publication, a book on the project findings (not yet finished), several liaisons with other projects on educational comics in USA, 2 completed MSc degrees and one PhD in progress.

Keywords List  Educational comics, analysis of dissemination achievements, social media analytics
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Abstract

The general purpose of the Dissemination was to inform as many educators as possible of the Educomics project during the different stages of the project life span. The dissemination was divided to online dissemination and offline dissemination activities held by all the project partners. The initial focus of the dissemination was to drive targeted users to the project website where they could gain additional information, contribute to the project and communicate with the project.

The online dissemination was a 2-phase dissemination: The first phase was for ‘Awareness’ and ‘Involvement’ the final dissemination was to launch the project resources. A total of 525,858 members of online educational groups received the message plus 48,000 direct emails were sent.

The offline dissemination resulted in the publication of 4 papers at international journals, 6 papers in local Conferences, 20 workshops, 2 invited talks, 25 presentation of Educomics at international events and conferences, 6 seminars, liaison with other projects, CD publication, a book on the project findings (not yet finished), several liaisons with other projects on educational comics in USA, 2 completed MSc degrees and one PhD in progress.

These online dissemination aims have been achieved as can be seen in 2 ways:
The statistical evidence of the number of dissemination activities, the number of attendees and the significant increase of visits to the project web site during the dissemination periods (3,550 visitors during the second dissemination) and the response emails that resulted in 34 schools and institutes expressing their interest in joining the project, offered help or asked for further information.

Description of the Project

EduComics is a European Union education project under the Life Long Learning Programme. Educomics will show educators how ‘Web comics’ can be used in the classroom to enhance learning, engage and motivate students, and use technology in a practical and effective way.

The project will collect and publish best practices on the use of Web comics in education. The best practices will include a variety of curricular areas including literacy, language learning, science education. It will also look at Web Comic authoring tools and how they can be used effectively to enhance learning strategies and lesson plans.

The project will create training material for teachers and organise seminars for teachers in Greece, Cyprus, Italy and Spain. These attending teachers will be able to apply strategies and lesson plans in their schools.

Dissemination Strategy

The Internet dissemination strategy has been envisaged from the very beginning of the project. It has been coordinated by the Kindersite. At the kick-off meeting in Athens the dissemination strategy was explained by the Kindersite and partners agreed upon their responsibilities for the dissemination activities.

The kindersite project was responsible for the online dissemination and took part with all other partners in other activities.

Internet Dissemination Strategy

Locating institutions, association and projects that have used Comics in education
Raising awareness of educators and local and national authorities and other
Interesting groups to the EduComics community and activities
Requesting the involvement of targeted educators in contributing to the project
Introduction to the final resources of the project to educators and other target groups

It was decided to build 2-phase dissemination for the Internet phase of the dissemination campaign:
1. The first phase is based on creating ‘Awareness’ and ‘Involvement’ among the targeted groups of the project, which includes language schools, University language departments, language teachers and tutors, national and local authorities, specialist language institutions, language associations and language listservs.
   The initial focus of the dissemination was to drive targeted users to the project website were they could:
   1. Gain additional information
   2. Contribute to the project
   3. Communicate with the project

2. The final dissemination was the launch of the project products and also to invite educators to the site, learn more about the options of using comics in classrooms and motivate them into using comics in their classroom.

Internet Dissemination aims

The dissemination activities will contribute to the project by:
- Drawing the attention of the educational world of Europe to the EduComics project.
- Explaining to the educational world the aims and objectives of EduComics
- Persuading educators to contribute from their experience and knowledge to the project
- Getting as many educators as possible to help achieve the projects objectives
- Bring the results of the project, via an online and offline campaign to the educational community
  - To make the results and outcome of the project known and accessible to targeted educators
  - To bring to the awareness of educators of the training materials created during the project and spread the knowledge collected in the project amongst educators

Phase 1 – Mass Awareness and Involvement Campaign

This campaign commenced September 2009 and was highlighted by the initial posting in Social networks and List servs. The message asked for involvement by trying the Comiclab application that was free to download and use.

The target was schools and teachers from all European countries.

The online dissemination activities were to bring the project in front of as many educators as possible. The purpose was to bring them to the project website were they were able to gain further information about the project, volunteer to try the ComicLab software in their classrooms and eventually be able to access the resources and products created by the project.

The primary tools and activities of the Internet dissemination strategy were:
1. Locating target groups for dissemination
2. Identifying contacts from the Kindersite databases.
3. Data mining and updating contact details of targeted groups
4. Preparation of database of appropriate ListServs and Social networks to place postings
5. Preparing the site for the campaign – adding monitoring and analyzing tools, adding the newsletters and postings etc.
6. Preparation of Meta tags for the website to enhance visibility
7. Updating the website to correlate with the information sent in the newsletters and other marketing activities

Initial information based website
A Project website text that was designed and built for introducing the project to users and visitors.

The initial design was to offer information about the project aims and supply the visitors with useful information and links about Educomics and digital comics.

Website Navigation
A clear and simple website navigation system was completed with the basic guidelines of the Kindersite project.

Writing of introduction newsletter
The initial introductory posting was written with the objectives to:

1. Describe the project
2. How the reader can become involved or gain additional information

The Posting included links to web pages, to the ComicLab download and direct response email addresses.

The newsletter went through a number of drafts with the coordinator to arrive at a final version. A full version can be seen in appendix A.

Preparation of meta tags for the website
To help the project website be noticed on the Internet search engines and in Social websites appropriate meta tags were created and added to the web pages.

Preparation of newsletter database
The Kindersite Project has many databases that have been built across education, globally and by education sector. These now number over 400,000 entries. Very significant work on a daily basis takes place in updating, editing, managing and enlarging these databases. The databases include as many details about the contacts as possible, permitting a personalized message to be delivered, through a mail merge facility.

In addition partner institutions were requested to supply additional contact lists to be used for disseminating.

For this project it was necessary to:

EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
1. Define the target sectors
2. Search the databases for entries within the defined sectors
3. Data mine the internet in order to create an additional database of the defined sectors

The final database used included:
- Institutes and associations that have used educational comics
- Technology educators
- Researchers of educational comics
- University departments
- National and local authorities
- International and EU authority officers

The initial database compilation was completed over the course of the first year of the project and included institutions and contacts in every European country. This database was then expanded and edited over the course of the project.

**Preparation of database of appropriate Listservs and text for posting**
Listservs can be effective dissemination channels as many members are committed educators who are prepared to pass on information to their local areas. Sometimes postings in Listservs can result in unforeseen results that result in subscribers placing entries in their own newsletters for associations or institutions.

In the later stages of the project social networks for educators became more mature with much larger numbers of language educators joining. These social networks were then utilized for communicating with the targeted sectors.

Postings and the video were placed in many listservs and social networks over the course of the project.

**Preparation of partner ‘To-do’ forms and explanations**
Each partner has received a form and explanations of further online activities that they can complete to enhance dissemination.

The forms include named Social websites with links, and text and keywords to add to other websites.

In addition all partners were asked to send the Kindersite a list of dissemination activities that they completed.

**Dissemination Activities**

**Online Activities**

**Awareness campaign**
The campaign commenced in September 2009.
1. Announcing the existence of the project and its aims.
2. Announcing the completion of the website and inviting educators to download the ComicLab software and use it in their classrooms

The linking campaign was also commenced and continued during the rest of the project.
Autonomous case study campaign preparations

An approach was prepared, by the Kindersite, of using Internet channels for the recruitment of teachers and schools to complete piloting and contribute to a case study in their schools. This approach was based on the Kindersite's experience in other EU projects were Internet channels have formed an effective means for engagement and inclusion.

The preparations included:
- Pilot_Newsletter_1_invitation
- Pilot_Newsletter_2_TeacherInstructions
- Pilot_Newsletter_3_registration_details
- Guidelines for Piloting Teacher Training Manual
- Piloting Certificate Teachers

The concept was discussed with the coordinator of the project and an initial consent was given. In the Cyprus meeting the subject was put in front of the whole project team, but for different reasons the idea was not approved for execution.

Final dissemination

Introduction

The posting for the Educomics final dissemination campaign commenced on 2 May 2010 and continued until end of June 2010.

Postings

Postings were made in a total of:
- 67 Social networks, these included Ning communities, Facebook and LinkedIn.
- In addition Tweets were posted in Twitter, the initial messages were successfully Retweeted leading to a very widespread dissemination. It was also noted that postings in Social Networks and Listservs also resulted in generated Twitter traffic. A full listing of Tweeted messages are included below with statistics of the number of 'Followers' that received the messages.
- Postings were also placed in 59 Listservs

The networks used included every level of schools, specialist language and specialist technology in education, groups. Some groups were also for language and technology.

A few groups were dedicated to comics.

In addition the Educomics video was also uploaded on May 10:
- YouTube – current views are 797
- TeacherTube
- Facebook – posted to a number of appropriate Groups
- EduTube
- Vimeo
It was also linked or embedded in 38 Social Networking groups (the same ones as received postings).

Individual messages were also sent to specialist Blogs:
- Comics in the Classroom.net
- The Comic Book Project
- The Graphic Classroom

Also the message was reposted to:
Partnerships Within Lifelong Learning Programme: May 2010
http://bgedu.blogspot.com/2010_05_01_archive.html
KidsWorld http://friendfeed.com/kidsworld
May 5 from Delicious/tag/kids

The newsletter was posted to Scribd.

Direct email sending
  - To schools – 43,909
  - To authorities – 4,338

- Total - 48,248
Results of online Dissemination Activities

First dissemination - Started on September 28th 2009 and completed over 3 weeks

The message was placed in:

32 socials networks with 87,402 members
39 Listserves 60,513 members
Other networks 2,200 members
**Total of 150,115 members**

The result of the initial campaign of sending newsletters, postings in Listservs, resulted in

- Unique visitors – 887
- Total visitors – 993
- Pages/visit - 2.45
- Page views – 2455
- New visits % – 87.41
- Returning visitors – 106 – 13.41 %

Figure 1. Website visits 1. September 28 2009 – 17 October 2009 (Source Google analysis)
Second dissemination - Started on 3rd May 2010 and ongoing

Messages placed in:
- 67 socials networks, including Ning communities, Facebook and LinkedIn,
- Twitter (retweeted over 100 times)
- 59 Listserves
- Video posted on YouTube, TeacherTube, Facebook, EduTube, Vimeo, dotSub

Messages were sent to specialist Blogs
- Comics in the Classroom.net
- Teaching Graphic Novels
- The Comic Book Project
- The Graphic Classroom

Socials networks*:
- Nings and others – 118,217 members
- Facebook groups – 45,957 members
- LinkedIn groups – 59,771 members
- Listserves – 103,388 members
- Twitter (over 100 Tweets) – 107,173 followers*
- Video Placements – (38 Social networks) – 140,213

- Total without video - 385,655 members
- Total with video - 525,858 members

Direct email campaign
- To schools – 43,909
- To authorities – 4,338
- Total to date - 48,248

Response analysis
The extremely high response rate must be attributed to the correct definition of the contact database as being relevant to the project.

- Unique visitors – 2,867
- Total visitors – 3,550
- Pages/visit - 2.45
- Page views – 8,693
• New visits % – 79.75
• Returning visitors – 295 – 8.1 %

<table>
<thead>
<tr>
<th>Page</th>
<th>Total Page Views</th>
<th>%</th>
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<tr>
<td>1page</td>
<td>1901</td>
<td>53.55</td>
</tr>
<tr>
<td>2pages</td>
<td>614</td>
<td>17.3</td>
</tr>
<tr>
<td>3pages</td>
<td>356</td>
<td>10.03</td>
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<tr>
<td>4pages</td>
<td>222</td>
<td>6.25</td>
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<td>10pages</td>
<td>22</td>
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<tr>
<td>More Than 10</td>
<td>76</td>
<td>1.86</td>
</tr>
<tr>
<td>Total</td>
<td>3560</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2: Response by visits to the Educomics site

It can be seen that there was a direct and quick response for the posting and the sending of the newsletter.
Use of Web 2.0 dissemination

Although the project is targeted at very specific groups of educators it was decided to attempt to use Web 2.0 channels to try to enlarge the dissemination potential. Below are some successes using this channel.

Video and Presentation

The Educomics video presentation have been placed in appropriate websites around the Internet.

These communication tools do not accrue very large numbers of viewers but are seen by people who are specifically interested in the type of resource the project offers.

2 versions of video presentation were created and posted – presentation file added to the report.

Conferences

Joel Josephson of the Kindersite completed off and online meetings and conference presentations on behalf of the project.

These included:
Meeting with the European Centre for Modern Languages, Graz, Austria presentation included a number of EU projects 12 Oct 09

Virtual Roundtable Conference (Online) 13 Nov 09

Istek ELT conference, Istanbul, Turkey 28 March 10

2nd Virtual Roundtable Conference (Online) 22 April 10
Additional Web2.0 Postings

Scribd
756 Views

68 views

Slideshare
http://www.slideshare.net/acerview54/educomics-using-digital-comics-in-the-classroom
316 views

elearningeuropa
1135 Views

53 views

Wikipedia
40 views

youtube
http://www.youtube.com/watch?v=Qa5w_U7us2w
797 Views

Teachertube
242 Views

Livebinders
http://livebinders.com/play/play/3970
Views 133

edublogs
http://joelseuropeanprojects.edublogs.org/
Some more results

Many other viewers responded directly to the various channels of dissemination like Facebook groups, Linkedin groups, and Tweeter

The statistical results have been included in the total results from all channels.

**Twitter Results**

105 Tweets mentioning Educomics (users who have Tweeted more than once not counted twice) Total followers: 107,173

<table>
<thead>
<tr>
<th>Influential tweeters</th>
<th>Follow Joel</th>
</tr>
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</table>

Totals of the different offline activities held by the project members

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<th>Type</th>
<th>UPRC</th>
<th>CARDET</th>
<th>Kindersite</th>
<th>Polimi</th>
<th>UCY</th>
<th>UGranada</th>
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<td></td>
<td>1</td>
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<tr>
<td>Papers at Greek Conferences</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td>3</td>
<td>17 with 365 Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invited talks</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of Educomics at international events and conferences</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>3 major events</td>
<td>1 major conference</td>
<td>1 conference</td>
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<td>Seminars and courses</td>
<td>4</td>
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<td></td>
<td></td>
<td>2</td>
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<td>Liaison with other projects</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research achievements</td>
<td>1 M.Sc</td>
<td>1 PhD</td>
<td></td>
<td></td>
<td></td>
<td>1 MA</td>
</tr>
<tr>
<td>Projct Postcard</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project presentation</td>
<td>1</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Video presentations</td>
<td>2 (with and without audio)</td>
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<tr>
<td>Disk format publication</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>1</td>
</tr>
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</table>

Papers at International peer reviewed Journals - 4
Papers at Greek Conferences - 6
Workshops - 20
Invited talks - 2
Presentation of Educomics at international events and conferences - 25
Seminars - 6
Liaison with other projects - 2
Research achievements - 3
Project Postcard - 1
Project presentation - 1
Video presentations - 1
Disk format publication - 1
A book on the project findings (not yet finished) - 1
Offline Dissemination Activities

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Papers at International peer reviewed Journals


Papers at Greek Conferences


3. Μαρία Νέζη, Μαριάνθη Βασιλικοπούλου, Μιχάλης Π. Μπολουδάκης, Ιωάννης Αλτάνης, Συμεών Ρετάλης (2009). Πιλοτική Χρήση Εκπαιδευτικών Ψηφιακών Κόμικς στη διδακτική του μαθήματος της Νεοελληνικής Γλώσσας στην Α’ τάξη του Γυμνασίου, 6ο Πανελλήνιο Συνέδριο ΕΕΕΠ – ΔΤΠΕ: «Σχολείο 2.0», Πειραιάς 17-18 Οκτωβρίου 2009


5. Τριαντοπούλου Θ., Νέζη Μ., Βασιλικοπούλου Μ., Μπολουδάκης Μ. και Ρετάλης Σ. (2010). Πολυτροπική αναπαράσταση της Ιλιάδας με αξιοποίηση λογισμικού ψηφιακών κόμικς, 7ο Πανελλήνιο Συνέδριο με Διεθνή Συμμετοχή “Ωτ ΤΠΕ στην Εκπαίδευση”, 23-26 Σεπτεμβρίου 2010, Κόρινθος


Workshops

**Invited talks**

2. Σωμεόν Ρετάλης, Μαριάνθη Βασιλικοπούλου, Πέτρος Γεωργιακάκης, Μιχάλης Μπολουδάκης. Educomics.org: Τα Ψηφιακά Διαδραστικά Κόμικς στην Τάξη, Ημερίδα με θέμα «Παιχνίδι, άφηση, τεχνολογία: αναζητώντας το ψηφιακό ανάλογο της ανθρώπινης παραμυθίας», 17 June 2010, Athens

**Presentation of Educomics at international events**

- 1\textsuperscript{st} elearning expo 2009, 10-11 October 2009 Athens Greece
- 2\textsuperscript{nd} elearning expo 2010, 2-3 October, Glyfada Athens Greece Online EducaBerlin, 2-5 December 2009, Berlin

**Liaison with other projects**

- “European Picture Book Collection II (EPBC II)” Comenius Multilateral project supported by the EU Lifelong Learning Programme (ref num: 504181-LLP-1-2009-1-CY-COMENIUS-CMP).
- “Design-Practice: Preparing Teachers to Teach with ICT” project supported by Leonardo Da Vinci Transfer of Innovation Project, under the Lifelong Learning Programme (ref num: 2009-1-CY1- LEO05-00465)

**Research achievements**

1. An MSc thesis at the University of Piraeus about a virtual community for disseminating educational comic strips (completed)
2. A PhD on the use of educational web comics in teaching modern greek language (to be completed till December 2010).
Technology (CARDET)

<table>
<thead>
<tr>
<th>Name of Event</th>
<th>Dates</th>
<th>Workshops</th>
<th>Participants</th>
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<tbody>
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<td>Webcomics in the Classroom</td>
<td>06/12/2008</td>
<td>2</td>
<td>25 &amp; 25</td>
</tr>
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<td>07/12/2008</td>
<td>1</td>
<td>20</td>
</tr>
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<td>26/03/2009</td>
<td>2</td>
<td>22 &amp; 20</td>
</tr>
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<td>19</td>
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<tr>
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<td>03/04/2009</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
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<td>29/7/2009</td>
<td>2</td>
<td>20 &amp; 22</td>
</tr>
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<td>Webcomics in the Classroom</td>
<td>30/7/2009</td>
<td>2</td>
<td>20 &amp; 20</td>
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<td>Integrating Comics in Teaching and learning</td>
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<td>1</td>
<td>23</td>
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**Workshop Description, Rationale**

A total of 17 workshops have been successfully completed. The workshops were organized by CARDET in Nicosia, Cyprus. A total of 364 teachers attended the 17 workshops. During the workshops, teachers and trainers discussed the use of Web comics in education, its affordances, advantages, and limitations. Trainers discussed topics such as, definitions of web comics, types of comics, and explored several examples of web comics. Focus was placed on specific learning strategies that can be used to integrate comics in teaching and learning. Trainers and teachers used the Comic Book Creator tool which allows users to easily compose their web comics.

During the last activity of the workshop, teachers worked in groups, experimented with the tool and created their own training scenarios integrating comics in specific lesson plans.

In addition, the project was presented in 4 educational technology courses, each with 20-25 students, with a total of another 100 students developing activities based on EDUCOMIC principles.
Conference Presentations


Kindersite Project Ltd

Project postcard – For Promotional purposes in meetings and conferences – Pdf file as attached with this document
Project presentation for internet dissemination and partners use
Project video presentation for internet dissemination and partners use (with and without audio)

Meeting with the European Centre for Modern Languages, Graz, Austria presentation included a number of EU projects 12 Oct 09

Virtual Roundtable Conference (Online) 13 Nov 09

Istek ELT conference, Istanbul, Turkey 28 March 10

2nd Virtual Roundtable Conference (Online) 22 April 10

Politecnico di Milano (Polimi)

Year 1

May 20, 2009 (Milano)
Diploma On Line - DOL (http://www.dol.polimi.it) is a post-master, biannual online program of continuing education specifically designed for school teachers and focused on multimedia technologies and methods for e-learning. Through DOL, HOC manages a network of approximately 1200 teachers - 400 currently enrolled teachers and 800 ex-alumni (since 2002).

The yearly “final” event, when diplomas are officially delivered in presence of the Rector, is attended by approx. 250 teachers who receive their diploma from the hands of the Rector, and traditionally offers presentations of POLIMI results in e-learning projects and initiatives, including, in 2009, a presentation of EDUCOMICS. Educomics dissemination material was included in the folders distributed to all participants.

Jun 12, 2009 (Milano)
Policultura Final Event 2009

Policultura (http://www.policultura.it) is a national competition for Italian schools requiring students (from pre to high school) to collaboratively create a web based interactive multimedia narrative using HOC storytelling tool “1001stories. Since its launch in 2007, more than 700 classes, 1200 teachers and 20000 students have been participated in Policultura competition.

The Policultura yearly “final” event, when winners are announced and receive the prize, is attended by approx. 60 teachers and 130 students. By tradition, this event also offers workshops for students in computer labs and presentations of POLIMI results in e-learning projects and initiatives. In 2009, it included a demo of ComicLab and a presentation of EDUCOMICS. Educomics dissemination material was included in the folders distributed to all participants.

09 - 11 December 2009 (Guimarães, Portugal)

ICIDS 2009 – 2nd International Conference on Interactive and Digital Storytelling
(the premier international conference on interactive digital storytelling)
Distribution of EDUCOMICS material to all participants (190)

University of Cyprus (UCY)

- We have disseminated written information about EduComic through our training events to in-service teachers that will be taken to schools with a view to identifying teachers interested in the possibility of using webcomics in their own classrooms
- We have also added a link to the project from the website of the Learning in Science Group (http://lsg.ucy.ac.cy/lsg/index_en.htm) on the tab Research
- Considering academic dissemination we will have a presentation at the International Conference on Computer Based Learning in Science (http://www.cblis2010.waw.pl/) which will be held in Warsaw 4-7 July 2010. This is a conference that has participation by academics, researchers and teachers.

I have posted Joel's Facebook page about the project to the wall of many friends and friends of friends of mine in Facebook who are teachers

University of Granada (UGranada)

Seminars
No of attendants: 27
Duration: 30 hours

EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
Attendants: 18
Duration: 30 hours

Conferences (Plenary address)

“Integrating ICT into a Task-based learning framework: Three cases on the use of web-comics” Keynote address. Conference: XXV Anniversary of GRETA; Celebrating 25 years of Teacher Inspiration” Granada, 9th, 10th, 11th September 2010.
No of attendants: 150 roughly
Duration: 1 hour

Lectures
University of Granada
Degree in English Philology.
Subjects:

- Metodología de la enseñanza del inglés I (53 students)
- Metodología de la enseñanza del inglés III (37 students)
Duration: 2 hours in each case

Postgraduate programme: Máster Universitario de Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas (PGCE)
Subject: Aprendizaje y enseñanza del inglés como lengua extranjera (47 students)
Duration: 2 hours

University of Málaga
Lecture title: Webcomics in ELT: Exploring possibilities. 28th September 2010
No of attendants: 20
Duration: 2 hours

University of Jaén
Lecture title: Webcomics in ELT: Exploring possibilities. 29th September 2010
No of attendants: 35
Duration: 2 hours

Publications
Comments and feedback from dissemination activities via LinkedIn

Please note, all appropriate comments were personally and individually responded to.

LinkedIn Groups
- **Subject:** New comment (1) on "European project using digital comics in education"

I find this a great initiative. Last year Google launched Chrome with a tutorial by Scott Mc Cloud which I found outstanding. I have been looking into these initiatives and I'll explore educomics.org. Thank you for sharing.

Posted by Steph Bruchet

LinkedIn Groups
- **Subject:** New comment (1) on "European project using digital comics in education"

Hi Joel,

Thanks for posting this. I am a New York State certified art teacher and Cambridge U. certified teacher of English as a second language (CELTA/RSA). I have been developing comics for the classroom since 2003. Please visit my website and download my research at http://www.cognitivecomics.webs.com.

I will be looking into the links in your email and responding.

Thanks again - Donald Jackson

Posted by Donald Jackson

LinkedIn Groups
- **Subject:** New comment (1) on "European project using digital comics in education"

Comic book artist Josh Elder (http://joshelder.com) has similar interests and might be a good person with whom to share your work.

Posted by Robert Becker

LinkedIn Groups
- **Subject:** New comment (3) on "European project using digital comics in education"

Joel, do they have a social web site where people can share their comics and comment? If you want to see an example of what I am talking about, take a look at the Scratch community for sharing applets: http://scratch.mit.edu/

Posted by Maria Droujkova

LinkedIn Groups
EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
I know quite a few schools in New Zealand use a similar-sounding application called 'Comic Life': [http://www.support.school.nz/ComicLife.htm](http://www.support.school.nz/ComicLife.htm)

'Comic Life' is well-used in ICT classes. And in inquiry-based learning, it is a great way for students to present their inquiries.

From a quick Google search, here are some examples and info:

---

LinkedIn

**Pamela Lewis** has sent you a message.

**Date:** 5/07/2010

**Subject:** RE: European project using digital comics in education

Check out the ideas for digital story telling and multimedia learning that I present in my book PowerPoint Magic published by ISTE. Lessons stimulate higher order thinking and creativity and lots of those ideas would carry over to the comic format.

Thanks,

Pamela Lewis

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LinkedIn Groups

**Subject:** New comment (1) on "European project using digital comics in education"

I suggest that you contact Jesse Brown, the co-founder of bitstrips.com. You can find his TEDx Talk here on Youtube talking about comics with children and comics in the classroom. I emailed him the other day regarding writing article about him and bitstrips on thefabler.com. He contacted me the next day and was quite forthcoming.

[http://www.youtube.com/watch?v=PpCiH_aBILQ](http://www.youtube.com/watch?v=PpCiH_aBILQ)
[http://jessebrown.ca/index.html](http://jessebrown.ca/index.html)

---

LinkedIn Groups

**Subject:** New comment (1) on "European project using digital comics in education"

very interesting and useful. a great tool for language teachers. thanks

Posted by Jorge Carrasco

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LinkedIn
Thank you so much Joel for your post "European project using digital comics in education", I use concept cartoons in my classroom and the info you shared is priceless to me.
You are a life saver :o)

I’d like to add you to my professional network on LinkedIn.

Dorella Rosi

Dear Joel and all,
your work sounds very interesting, you may be interested ours :) including research where we have recently been using comics in the classroom for the report of science practical work.
A recent paper from CHI is available here (in comic format!)
http://www.cs.nott.ac.uk/~dar/p2651.pdf

Regards,
Duncan.
Dr Duncan Rowland, Senior Research Fellow, Mixed Reality Lab., University of Nottingham

Septi Kurnia
Next saturday i will try your comic with my students who still study in the first and second level, elementary school.

LinkedIn
Swapna Kumar has sent you a message.
Date: 5/12/2010
Subject: EduComics Project

Hi Joel,
I came across this project and would like to include it as one of the resources in a course I'm teaching this summer, where teachers (it's a graduate course) experiment with Scratch. Scratch doesn't always work for all age levels, so I've been looking for other comic tools. The one issue for my students is going to be that many of them use Macs, and this seems to work only with XP or Vista. Do you have any suggestions?
Thanks, Swapna

Rhino Ridlo commented on your video.
"thanks joel... what a great suggestion for my next learning..."
Results from dissemination activities via twitter

Center for Language Study, Yale University http://www.cls.yale.edu/
EduComics is an European Union project to show how online comics can be used in the classroom:
http://www.educomics.org/
10:57 AM May 12th via Seesmic

American Council on the Teaching of Foreign Languages http://www.actfl.org Tweeted

1. imd918: “RT @ShellTerrell Educomics Project- online comics in the classroom http://www.educomics.org/ #edtech via @kfbunny @mike08”
2. Lmalita Influential: “RT @pgsimoes: Edumics Project. How online comics can be used in the classroom. http://www.educomics.org/ via @ShellTerrell @kfbunny”
3. evenarhil: “RT @ShellTerrell: EduComics Project- online comics in the classroom http://www.educomics.org/ #edtech via @kfbunny @mike08”
4. cforpmultimedia: “EduComics Project. How online comics can be used in the classroom. http://www.educomics.org/ (via @ShellTerrell @kfbunny @mike08)”
5. jjmpleal: “RT @TMorais: EduComics Project: http://bit.ly/ch1vXF via @pgsimoes”
7. melaniesamson: “RT @zecool: TR @pgsimoes: Educomics Project. How online comics can be used in the classroom http://www.educomics.org/ via @ShellTerrell”
8. Zecool Highly Influential: “TR @pgsimoes: Edumics Project. How online comics can be used in the classroom. http://www.educomics.org/ via @ShellTerrell @kfbunny @mike08”
9. joaomattar: “RT @pgsimoes: Edumics Project. How online comics can be used in the classroom. http://www.educomics.org/ (via @ShellTerrell @kfbunny @mike08)”
10. Pgsimoes Highly Influential: “EduComics Project. How online comics can be used in the classroom. http://www.educomics.org/ (via @ShellTerrell @kfbunny @mike08)”
11. Shellterrell Highly Influential: “RT @kfbunny: Awesome! RT @mike08 Educomics Project. How online comics can be used in the classroom. http://www.educomics.org/”
12. kfbunny: “Awesome! 2 of my favourite things! RT @mike08 Educomics Project. How online comics can be used in the classroom. http://www.educomics.org/”
15. romerocalero: “RT @felipemora: EduComics Project http://www.educomics.org/”
18. gwidianto: “EduComics Project: Comments:” “duComics is an European Union Comenius education project under the Life Long Lear... http://www.educomics.org/”
19. rafa_luque: “RT @langology: RT @berkeleylangctr: EduComics invites you to design & use comics in your classroom http://bit.ly/arBfGT #language #education”
20. Themba Influential: “RT @berkeleylangctr: Language teachers, in case you missed it: EduComics (http://www.educomics.org/) invites you to design & use comics ... “Yale University”
21. langology: “RT @berkeleylangctr: EduComics invites you to design & use comics in your classroom http://bit.ly/arBfGT #language #education " 3 hours ago”
22. berkeleylangct: “Language teachers, in case you missed it: EduComics (http://www.educomics.org/) invites you to design & use comics in your classroom!”

EduComics 142424-LLP-1-2008-1-GR-COMENIUS-CMP
University of California


25 Jmcesteves Highly Influential: “#edutainment RT @asteris RT @bintbattuta #EU research into web comics for education http://is.gd/cbHrf [wow, what?]”

26 Asteris Highly Influential: “RT @bintbattuta EU research into web comics for education http://www.educomics.org/ [wow, what?]”

27 bintbattuta: “Reading about the European Union research into web comics for education http://www.educomics.org/”

28 m_yam: “EduComics Project http://ht.ly/1Log1 - Interesting project on using Web comics in the classroom: #edtech @myen”


30 elenabanarres: “educomics http://bit.ly/c3PRWz a European Union Comenious education project on how to include comics in education”

31 yalecls: “EduComics is an European Union project to show how online comics can be used in the classroom: http://www.educomics.org/”

Center for Language Study at Yale University

32 lexdesouza: “RT @PauloQuerido: European Union: EduComics Project - using web comics in Education – HQs na sala de aula http://s3g.me/9hm”

33 PauloQuerido Highly Influential: “European Union: EduComics Project - using web comics in Education – história em quadrinho na sala de aula http://s3g.me/9hm”


36 aphrogranger: “RT @acerview54: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EU project

37 aphrogranger: “RT @acerview54: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EUproject


39 blackcatcideb: “RT @esolcourses: RT @Marisa_C Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://su.pr/1q2fzo #EUproject

40 Esolcourses Highly Influential: “RT @Marisa_C Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://su.pr/1q2fzo #EUproject

41 hillschoolml: “RT @Marisa_C: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EUPr ...”

42 hillschoolml: “RT @Marisa_C: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EUPr project/”

43 juanigncastro: “RT @Marisa_C: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EUPr ...”

44 juanigncastro: “RT @Marisa_C: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EUPr project/”

45 Ehealthgr Influential: “RT @Marisa_C: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EUPr ...”


47 Davidroeth Influentiel: “RT @acerview54: Digital comics in the classroom, resources ready for teachers to test & use EU project Educomics http://bit.ly/eaY58 #EU ...”
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<td>Influential: &quot;RT @acerview54: Digital comics in the classroom, resources ready for teachers to test &amp; use EU project Educomics <a href="http://bit.ly/eaY58">http://bit.ly/eaY58</a> EUproject&quot;</td>
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<td>&quot;<a href="http://www.educomics.org/">http://www.educomics.org/</a>&quot;</td>
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<td>&quot;<a href="http://tinyurl.com/ya7xzvt">http://tinyurl.com/ya7xzvt</a> EduComics Project (<a href="http://WWW.EDUCOMICS.ORG">WWW.EDUCOMICS.ORG</a>)&quot;</td>
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<td>joga5</td>
<td>&quot;RT @TeachnetUK: EduComics is European Union Comenius education project - using online comics in the classroom: <a href="http://www.educomics.org/">http://www.educomics.org/</a>&quot;</td>
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<td>teachnetuk</td>
<td>&quot;EduComics is European Union Comenius education project - using online comics in the classroom: <a href="http://www.educomics.org/">http://www.educomics.org/</a>&quot;</td>
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<td>ecstrato</td>
<td>&quot;RT @lmclaug: The Educomics project, really like the concept. The tools aren't that advanced yet, but cool start: <a href="http://www.educomics.org/">http://www.educomics.org/</a>&quot;</td>
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<td>Jefftrexler</td>
<td>Highly Influential: &quot;RT @lmclaug: The Educomics project, really like the concept. The tools aren't that advanced yet, but cool start: <a href="http://www.educomics.org/">http://www.educomics.org/</a>&quot;</td>
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<td>lmclaug</td>
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<td>ibardz4</td>
<td>&quot;RT @acerview54: RT @sharpjacqui: makebeliefscomix <a href="http://bit.ly/187f6J">http://bit.ly/187f6J</a> has new characters, thought balloons and objects, see also <a href="http://bit.ly/eaY58">http://bit.ly/eaY58</a>&quot;</td>
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<td>Gehan</td>
<td>Influential: &quot;EduComics Project <a href="http://www.educomics.org/">http://www.educomics.org/</a> #learning #education&quot;</td>
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<td>southoz</td>
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<td>olpachildoo</td>
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</tbody>
</table>

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Replies to the Email campaign

For the Email campaign and the posting to groups and Listservs Dr. Symeon Retalis project coordinator’s Email address - simos@educomics.org was included to enable interested educators to communicate with the project and build dialog.

It should also be noted that the Listserv and social networking posting were completed using the account of Joel Josephson. This was used as it is necessary to build a presence and position in Social networks by adding value to each network over the course of years. If a new user posts messages these will often be ignored.

During the online dissemination process dozens of email replies and inquiries were received and handled directly by Dr. Symeon Retalis and his team.

A compilation of the most interesting email responses are included below. They show that the dissemination campaigns achieved their purposes and engaged educators in the project.

1. Use of the project resources by educators
2. Further dissemination of the project by educational authorities, associations etc.
3. Engagement by asking questions and offering additional information.

Dear Dr. Retalis,

Thank you for your email which I distributed to the education projects I'm involved in.

For your interest, a recent article on the BBC World service "Teaching Philosophy with Spiderman" was published. See [http://www.bbc.co.uk/news/world-us-canada-10900068](http://www.bbc.co.uk/news/world-us-canada-10900068)

Best regards,

Jimmy Georgiades
Parsec Infotech

Tel.: +31 343 - 460 532
Mobile: +31 6 137 03 292
Internet: [http://www.parsecinfo.nl](http://www.parsecinfo.nl)

Dear Dr. Symeon Retalis,

I would like to thank you for some useful information. I will be very pleased to take part in your project. What are the first steps I must take?

Best wishes,

Elżbieta Reichert
Dear Dr. Symeon Retalis,
Thank you for the invitation to the project! I would like to take part in it with pleasure. Because of the holiday time in Poland, I can start the project in our school in September. I will register on the web page and upload some lesson plans and comments. I would be grateful if you could tell me how long the project will last. The areas of our interest are English, Maths and Social Education. I am looking forward to hearing from you.
Best wishes,
Iwona Osiecka.

Dear Dr. Symeon Retalis,
Your project sounds really interesting and it is a new direction in creating educational resourses for students. Unfortunately, I cannot participate in it, as now I am on a maternity leave with my tiny daughter. I wish you a lot of success,
Irene

Dear Mr. Retalis,
Thank you for inviting me to the project. I have visited the site and just bought the programme, which I didn't know. I am planning to work on it in the next weeks and I will then contact you about the proceedings.
Best regards,
Alessandra Pallavicini

Dear Sir,
Thank you very much for your invitation letter.
Your proposition sound very exciting.
We want to take part in your Comenius Project.
Yes, I would like further information about this project.

Best regards,
Barbara Kucha,
teacher in Zespół Szkół w Kosinie (Secondary school), Poland

Dear Mr. Retalis,

I will have a look at it after our summer recess which started yesterday and ends in the third week of August.

Kind regards, Anne Reichart

Dear Symeon Retalis

Your project sounds very interesting and I would be pleased to participate in it. I am presently on vacation in Italy and would be back in Sweden around mid-July and will then have a better opportunity to reply to your mail.

Sincerely,
Richard Ask

Hello!

I forgot to write that in our country the summer holiday started 2 weeks ago. Pupils will be back again only in September.

Best wishes

Hello!

My name is Farkas Iulia and I'm an English teacher at Vasile Lucaciu School. Thank you for your invitation. We would like to take part in this European project using digital comics in education. I'm sure that digital comics can be very useful tools in the classroom and I would like further information.

Thank you and best wishes

Dear Dr. Symeon Retalis,

Thank you very much for the invitation. I would definitely use digital comics but not earlier than the beginning of the school year - that is 15th September 2010. If I have any questions, I will then contact you for further instructions.

Kindest regards: Petya Petrova

Petya Petrova

dear dr. Retalis:

EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
I have downloaded the trial version of ComicLab 1.2.1 and I have tried it. Before I purchase it I would like to have some explanation about a number of problems I have encountered:

- I couldn't set up preferences so that the working window exceeds the dimensions of the screen;
- I couldn't save the work in pdf format nor print it;
- the "save" command corresponds to "save as", so that when I save during the work I have always to give the complete path.

Best regards
prof. Alessandro Cordelli
Liceo Classico "G. Carducci" - Viareggio - Italy
Symeon

Thanks you for your email – nef is an economics think tank – but we do deliver educative activities with communities understanding and seeking to change their local economy – I will circulate your request to colleagues in case they have a contact who can take up this opportunity.

Best regards

Elizabeth

Dear Dr. Symeon Retalis,

Thank you for inviting me in your project.

In this moment we are doing exams at the end of the school year and I can't examine your proposal in the right way.

I'll do it in a few weeks, when I'll have holidays. Consider anyway that next school year will begin at the 20th September.

Kind regards

Tiziana Cignatta

Dear Dr. Retalis,

Thank you for your attention and offer for free trial of your product.

Unfortunately, our academic year has just ended and we are not starting before 1st October, which means that I will be unable to try the product out before this time. However, all being well, I can do my best at the beginning of the academic 2010/2011 and submit you my results. I will have ample time to study the programme till October.

Kind regards,

Th. Ivancheva

> Dear Assistant Professor Teodora Ivancheva

Dear Dr. Symeon, thanks very much for contacting me. I have retired and teach no longer on a formal basis. I will certainly visit the website you suggest and probably leave a comment referring to a one-to-one teaching/learning experience.
Dear Symeon Retalis

Our school is now on its summer holiday. I must contact our teachers and ask them for their interest to participate the project.

The next term starts at 10th of August, so I think I can give your the final answer not until then.

Best regards

Matti Palmunen

Hello

I’m sorry, but we are already in Eu Comenius program. my wife Mrs Arjariitta Heikkinen is principal also and her school is interested to start a Comenius project. I forward this e- mail to her.

Have a nice summer

Timo Heikkinen, rehtori
Kallahden peruskoulu
puh. 0505384656

ps.
Autathan meitä säästämään luontoa, etkä turhaan printtaa tätä sähköpostia...

Dear Sirs

I would like to receive more info about your interesting project and take part in it, if possible.

Regards
Letizia Cinganotto

----Messaggio originale----
Da: simos@educomics.org
Data: 22-giu-2010 13.17
A: <Letizia.cinganotto@virgilio.it>
Ogg: European project using digital comics in education

Hi,

I’m teacher from Slovenia and I’m interesting for your project, but I don’t have any experience yet.
Hope we will cooperate.

Mateja Zepic
Gimnazija Kranj
Slovenija

Dear Dr. Symeon Retalis,

I am answering to your e-mail to Ms. Ene Gabriela.

It is an honor and a pleasure to join your project. We also believe in the "power of a picture" at we know the impact of using digital comics in education. Be so kind, please, and let us know the specific terms and conditions required so we can decide on the start day of our further colaboration.

Respectfully yours,

Prof. Madalina Adriana Popescu
Inspector scolar integrare europeana
si programe comunitare
ISJ Vâlcea
0753084227

Dear sir,

My name is Estrella and I teach English and French at a High school palced in Valdepeñas, Ciudad Real, in Spain. I have received a mail inviting us to participate in your proyect related to comics and Ima really interested in it. I love teaching my students by using the media, internet all the new technologies so your idea will be great forus. We will start workning next year during the lessons of English Frech and into our Comenius proyect wich is how to stablish a school without violence. Lety me know all you want me to do in order to collaborate with your proyect.

Best regards
Estrella

Thanks for your message. I don't think anything I teach fits within your project. But interesting to know about it.

Best,
Annabelle Sreberny

Professor Annabelle Sreberny, FRSA

EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
Dear sir,

Thank you for your invitation. I will take some time this week to study your proposal as comics are part of our project next year.

Gea Vedder

Dear Sir,

Can you please provide us with more information about the above mentioned project.

1. Is it a Comenius Project?
2. Are mobilities available for those who participate in the project?
3. Will participating schools receive funds to cover mobilities and expenses?
4. Who are the other partners participating in the Project?
5. What is the project’s duration.

Looking forward to hear from you.

Regards,

Saviour Grech
Assistant Head
Gozo College - Girls Secondary School

Dear Dr. Symeon Retalis,

I appreciate very much your invitation, but only next September I will have new teacher students where I can explore the potential educational value of the software. Looking forward to hear from you.

Best regards

José Henrique Portela

Em 03/06/2010, às 15:54, Dr. Symeon Retalis escreveu:
Hello!
We agree to take part in your project. Nowadays we are finishing the course but we might start the project next school year.
We are in touch!

Lilian Navarro Moreno
International Coordinator
Escuela de Arte y Superior de Diseño de Mérida

Dear Symeon,

Thanks for contacting me. I am not teaching at the moment, because I have a post as a language advisor at present. However, if you think I can collaborate anyway, I would be pleased to do so. I can even pass on your links to some colleagues of mine to try them with their students, if you agree.

Looking forward to your answer.

Kind regards,
Eugenia

My name is Elena, I teach Arts& Crafts in IES PEÑALBA, a Secondary Public School in Castilla la Mancha (South of Spain) and I would like to receive more information about This...
interesting project. I have never worked with digital comics, so I figure out how to make comics on this way. Do the students take part on the projects? Is it a teacher’s program? Could you please explain to me why you talk about a Comenius Program? What do you mean with this statement? What do I have to do to join you in this adventure? As you can see I am very lost, that’s why I am writing you, because I find a very interesting and motivational way of teaching. It’s just a great idea.

Looking forward to hear from you soon

Elena Rodriguez Yuste
Art teacher in a Secondary School
IES PENALBA, Castilla la Mancha- Spain

Dr Retalis

Please find attached response from Minister for Education. Hard copy to follow.

Regards
Agnes Carlile
Private Office
Department of Education

Jann Randle

Janice W. Randle, Ph.D.
Associate Professor
St. Edward’s University
Austin, TX 78704
Telephone 512.448.8613  FAX 512.448.8492 Email jannr@stedwards.edu

Hi,

I’m going to be teaching in Spain this summer (in English) and would love to see if my college age students could use this for Spanish language AND culture comics (in English). hat do you think? How online intensive will it be? I have told them they didn’t need to bring their laptops. I’d hate to require them to do something that took a lot of online time. What about the learning curve?

Hi,

I'm very happy to hear this news! What grades level and languages are the comics for.

Thanks,  I. Feil
Sent on the Sprint® Now Network from my BlackBerry®

Dear Dr Retalis,

We are interested in using your software and in the possibility of joining in your project. It looks as though this is a 2008-10 project. Is it going to continue after the end of the current term of the project? I'd like some more information, if possible.
I have looked at the site and going straight from your link to http://webcomicbookcreator.com I could not reach it, except through the educomics link, where we also found http://www.comicstripcreator.org/index.php and have registered there too.

Alison
Alison Jenner
Co-ordinator
Wales International Dimension in Education
Lifelong Learning Service
Dynevor Information Centre
Dynevor Place
Swansea
SA1 3ET
Tel.: 01792 648081
Fax: 01792 653722

From: Hughes, Mike
Sent: 11 May 2010 12:45
To: Jenner, Alison
Subject: FW: European project using digital comics in education

Alison
Are you aware of this European project? Is it something that we should support?

Mike

From: Woods, Amanda On Behalf Of Parry, Richard
Sent: 11 May 2010 12:35
To: Jones, Mike (Information Officer); Hughes, Mike
Cc: James, Ian; Brown, Robin
Subject: FW: European project using digital comics in education

Dear colleagues, how would you suggest I respond?

Thanks
Richard

Amanda Woods
PA to Director of Education
Corporate Management Team,
3rd Floor, Civic Centre, Swansea. SA1 3SN
Telephone: 01792 637516
Email: padirectoreducation@swansea.gov.uk

From: Holley, Chris (Leader)
Sent: 09 May 2010 20:37
To: Roles, Brian; Day, Mike (Councillor); Parry, Richard; Smith, Paul (Chief Executive)
Subject: FW: European project using digital comics in education
What do you think

Dr. Symeon Retalis

Thank you for the information about the Educomics education project. As a National Agency we promote the use of ICT in education by providing information and support for municipalities and schools. We can not take part in the project but we will inform schools about the project on our national website "ICT for teachers".

Best wishes
Christina Szekely

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Christina Szekely
Director of Education
The Swedish National Agency for Education
christina.szekely@skolverket.se

Dear Dr. Symeon;

I took your invitation from our restrict manager Ali Sanlı. I'm Binnur PİR from Giresun, Turkey. I'm an English teacher at an primary school and I'm interested in your project. It makes me excited about new and enjoyable ways to teach subjects. But I have some conflicts in my mind. Is it an invitation for a partnership for a comenius project? Or do you want us to help you with your project? Can you give me detailed information?

Best Wishes
Binnur Pİr

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Dr. Symeon Retalis

I am pleased to offer to the project Educomics. I worked with the program ComicLab am. Happy to do so. This school year, no longer remaining two weeks. Therefore, lessons can no longer manage to check it out. I can only in the next school year. If it fits - willingly taking part in your project.

Sincerely
Antra Balode
Āgenskalna State Gymnasium, the computer teacher,
Riga, Latvia

---
Antra Balode
Āgenskalna Valsts ģimnāzija
informātikas skolotāja
+371 29169417

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Hello!

I have taught ESL in Poland for a number of years, including hosting ESL television shows on the now-defunct TVN Lingua. I had been working on a concept to create an animated series for ESL using a Polish rock band as the characters, then writing a syllabus of simple ESL lessons to be taught by each
episode. The episodes could stand alone to avoid the necessity of watching them in succession, although such a concept could also be written into the syllabus. My question to you is this: What kinds of EU finding might be available to do such an animated series rather than a comic format? If comic format is the only model you wish to pursue at this time, what are your requirements for accepting any such proposition? I am mostly concerned about copyrights as I would still hope to include some of the band’s music but also use new music that they would create specifically for this project. From a content standpoint, how large or small a syllabus do you prefer, and how detailed does it need to be? What about ancillary materials such as printable worksheets?

Kindest regards,
Phil Goss
Warsaw, Poland
+48 512 945 922

Dear Symeon,

I wish to acknowledge receipt of your email.

The Teaching Council will be best equipped to assist with your query as they have relative records on teachers. They can be contacted at 01 651 7900 or alternatively by their website at http://www.teachingcouncil.ie

If I can be of any further assistance, my contact details are as outlined below.

Regards,
Carolyne Bennett,
MidlandRO@education.gov.ie

I'm interested in your project, can you please send to me more information, about the theme, the grant etc. Mariella Fanizza teacher of English and art at I Volta Bari Italy

Dea dr. Retalis,
Thank you for your email and for your offert but unfortunately I cannot take part in any projects now, I am on my maternal leave. But I will send your message forward to my colleagues-teachers, who would surely like to participate.
Thanks again
Regards
agnieszka rudnik

Thank you for the invitation. I am quite interested in the field and have worked on similar projects in the past.

Do you have a telephone number where I could reach you? I would love to talk this over.
Dear Dr. Symeon Retalis (coordinator Educomics), thank you very much for your email. Our Centre is a national resource centre under the authority of the Ministry of Education and Research. We have no students to test your software on, but we will test it ourselves and put it on our homepage if we find it satisfactory.

Beste regards
Steinar Nybøle

Assoc. Prof. Dr. R. Steinar Nybøle
Leder /Director
Nasjonalt senter for fremmedspråk i opplæringen/ Norwegian Centre for Foreign Languages in Education
T: (+47) 69215832
M: (+47) 45407578
W: www.fremmedspraksenteret.no

Send further:

Mvh
Postmottaket Nøtterøy kommune

Hello,

I like the concept of your Educomics Project - using comics to help students read better and learn material is an area my associates and I are very interested in.

I have a company in New York State that creates educational comic books and interactive CDs. Perhaps there is a way that we can assist in your Project?

The company is called Learn Well Graphics. We have created booklets and CDs on American History. We are now focusing on financial literacy and money skills for students ages 12-18 because there is a huge void in our schools when it comes to this subject.

Our strength as a company is that we are very good at taking a topic and presenting it in a user-friendly format. That is, we create a graphic story that shows the readers why the information is important and relevant to them.

My artists and I have been involved in creating comic books and comic strips for a collective total of over 60 years. We can create comic books in any style from “basic” to the very sophisticated “Marvel /DC” look. (see the Samples Page on our website)
We also have several teachers on our staff with almost 100 years of collective experience. So, we know what works in the classroom.

We can create booklets and CDs on any topic at any reading level.

Please visit our website when you get a moment www.learnwellgraphics.com

You can see a sample of our CDs on YouTube at http://www.youtube.com/watch?v=JP48ZSKxdvA

Our CDs are fantastic learning tools for distance learning - especially for students who want to learn English quickly. This is because:
1) The reader clicks on the word balloons and hears the words read correctly and in context. They hear how Americans speak conversationally.
2) The student can replay the word balloon over as many times as needed before moving on. We try to keep the number of words in a balloon to a minimum in order to make it easier to associate the audio words they hear to the written words they see.
3) The student reads the words...hears them...and sees the actions that attach to the words. I'm sure you realize how powerful this combination is in terms of making learning easier.

We would be interested in discussing ways that we might help your Project. Please feel free to contact me.

Best Regards,

Richard Keaton
Project Director
Learn Well Graphics
(716) 480-1995
e-mail: learnwell@roadrunner.com

Dear Dr. Symeon Retalis
You have sent an e mail to Samil Akovali about your eduscomics project. I am Saide Bilgili and I am interested in these projects in Emet. I read your project information and analyzed your website. However I cant understand how we can help you. Can you please give further information to us. ?What should we do, how can we join in your project, when will it end, and what did you mean about taking part in your project? Thanks for your helps

Best Regards
Saide Bilgili

Dear Symeon Retalis,

Thank you for your invitation to take part in this European project. It seems to be a great idea to me. But as a school inspector for educational projects in the field of education and professional training, I do not teach. Therefore I promoted your project at the level of Galati County where I work and where I have 241 primary/ middle schools and high schools. I am sure that my colleagues will be very interested in taking part in this interesting and resourceful European project and will provide a positive feedback.

Thank you again and best wishes,

Liana Bucur,
School inspector for EU programmes in the field of EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
education and professional training
Galati, Galati County,
Romania

Thanks a lot for the information. I will disseminate it among our schools and teacher training centres.

Best wishes

Pilar Cortejoso Hernández
Consejería de Educación y Ciencia del Principado de Asturias
Servicio de Ordenación Académica, Formación del Profesorado y Tecnologías Educativas
Plaza de España, 5
33007 Oviedo
Tel: 34 985 108635 (Ext: 14981)
E-mail: Pilar.CortejosoHernandez@asturias.org

Dear Dr Retalis

Thank you for your email of 5 May, addressed to the Secretary of State, about Educomics. I have been asked to reply.

The Department is always interested in receiving information aimed at improving the educational experience of children, and I can see how your software could support schools. However, the role of this Department is limited to setting the policy framework of the National Curriculum of what is taught in terms of content, attainment targets and how performance is assessed and reported. Therefore, we do not endorse, fund or promote specific resources or activities for use in schools.

Such decisions are for teachers themselves to make, as they are best placed to recognise the needs and abilities of their pupils. With this in mind, you may wish to contact schools directly with your suggestion, or Local Authorities (LAs). Details of LAs can be found on our website at:

http://www.dcsf.gov.uk/everychildmatters/_contacts/

Yours sincerely

Paul Quinn
Public Communications Unit
www.dcsf.gov.uk

Dear sir,

There may be a confusion of names. My name is Nicusor Dumitru.
You should be looking for another Dumitru.
I used to work in Comenius programme, but not any longer for 2 years now.

Now I am only involved in structural funds.

Let me know if I can help in any another way!

EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
Bye for now!

Nick

Greetings and salutations

I came across your website on the linked in serious games group, and found the Educomics Project very interesting. I am a Norwegian Teacher, temporarily living in the Netherlands, currently studying for a Masters Degree in ICT in Learning. My main interest within my masters education is the use of games in education, but I am an old school "nerd / gamer" and have been collecting comics since the late 80's. I did develop a little program for introducing using the online comic creation program Creaza (http://www.creaza.com/) I am not currently working as a teacher, so there will not be that much room for testing on students this year, but I would still like to get to know more about the project for discussing it with my fellow students and colleagues. It is some time now, since I realised that most of the things I know and learned while growing up, was a result of all the classical bad things: reading comics, science fiction and fantasy literature and playing games...

Greetings

Jostein Hassel
Norway / Netherlands

Dear colleague,
I have sent your email to a number of 30 schools in my area. I hope you will have a reaction.
Best regards,
Tamara Proca
>
>
Appendix A - First dissemination

(Started on September 28th 2009 and completed over 3 weeks)

(Image was placed where possibility available)

(SUBJECT) Educomics – European Union project, using digital comics in education

Dear [[[Language]]]

Educomics [http://www.educomics.org/] is an European Union Comenius education project under the Life Long Learning Programme. It will show educators how online and offline digital comics can be used in the classroom to enhance learning, engage and motivate students, and use technology in a practical and effective way.

The project will create training material for teachers and organise workshops for teachers. Attending teachers will learn how to apply strategies and lesson plans in their schools using digital comics.

You can get involved with Educomics during the course of the project, by downloading the Comiclab application that will allow you to make web comic books. The Comiclab application can be downloaded from [http://www.itisart.com.gr/index.php?option=com_content&view=article&id=66&Itemid=68&lang=en]. You can use it in your school. We would be very interested in hearing about the results and how you used web comic books, please let us know at the address below.

If you would like further information please write to us.

Dr. Symeon Retalis (coordinator Educomics)
University of Piraeus Research Center
Piraeus, Greece
Email: simos@educomics.org
Web: [http://www.educomics.org]
Appendix B - Final dissemination Newsletter and Postings

Social Networks and Listservs Jan 09

SUBJECT: European project using digital comics in education

r.e. Educomics – using digital comics in the classroom

Dear XXX

Educomics http://www.educomics.org/ is a European Union Comenius education project under the LifeLong Learning Program. It is building sets of resource materials for teachers based on research and piloting in EU schools, so that teachers will have clear examples and guides to use digital comics in their teaching practice.

Digital comics in the classroom have been clearly seen to enhance learning and engage and motivate students. For teachers it allows them to use, a simple, technology in a practical and effective way.

Invitation

I would like to invite you to take part in our project by also using digital comics. I have made a digital comic, software application available that you can download (called ComicLab) from http://webcomicbookcreator.com . The ComicLab application comes with a full instruction book. You can see resources and lesson plans on the project website at:

http://www.educomics.org/index.php?option=com_content&view=article&id=52&Itemid=64

I would be very grateful if you could tell me about your use with your students. You can write back with your own comments or use the template downloadable from the website


The results of your use will be used to increase our knowledge of how digital comics can be used and add to the resources we will make available to teachers.

If you would like further information please write to us.

Thank you and best wishes

Dr. Symeon Retalis (coordinator Educomics)
University of Piraeus Research Center
Piraeus, Greece

Email: simos@educomics.org
Web: http://www.educomics.org

Your contact details have been obtained from Local and National education authorities and publicly available information and has been defined as relevant to the issue of the promotion of languages across the European Union.

If you wish to –Unsubscribe- from the database please return this email with Unsubscribe in the Subject Line.

This project has been carried out with the support of the European Community and the Life Long Learning Programme. The content of this project does not necessarily reflect the position of the European Community, nor does it involve any responsibility on the part of the European Community.

EduCom 142424-LLP-1-2008-1-GR-COMENIUS-CMP
Appendix C - Educomics Semi-Autonomous Piloting

Introduction

This paper describes a methodology by which schools can autonomously use the Educomics resources and contribute to the project. A school will be able to use the Web comic book creator within their schools with instructions and guides and then add their experiences and results to the repository of information available to schools in Europe.

The Kindersite has built an opt-in database of schools in every EU country, at every level of education of individual teachers who wish to pilot projects in the area of technology and languages and technology. This database is currently just over 500 schools and includes 25 local authorities, some with 100s of schools.

Expanding the use of web comics will enlarge the data of usage and also be viewed favourably by Brussels.

At the end of the project it will also enable a clear sustainability as the resources for schools to use web comics will be left on the website.

An agreement with It is Art will be required to continue the use of their software or the project can suggest links to alternative offers. Possibly Isitart makes a small charge and the project receives a percentage that can be used for sustainability of the website.

Semi-autonomous Piloting

Why – in the large scale pilot, teachers will need some support.

We learn from the support needs and create a final version that is ‘Completely’ autonomous.

This means: that valorization of the project can be achieved by leaving a completed system after funding that can be used by educators globally.

ItisArt software can become a paid for product with a percentage to the project to enable sustainability of the resources.

Summary

To complete semi-autonomous large-scale, piloting the following systems will be required, they are described in depth below:

1. Website - Updates and modification of the website to enable downloading and uploading of information, forums, login of participants
2. Recruitment strategy and support during recruitment of schools
3. Support and training of participating teachers
4. Analysis of results and impact – questionnaires and descriptions of usage (case studies) and analysis of these results
To complete semi-autonomous piloting

Users will need:
2. Web based technical video showing how to use the software
3. Teacher guide (how to use in the classroom, with clear examples from completed pilots or project suggestions)
4. Upload facility – to place their work on the website and the web comics they produced (this will need users to agree to a Creative Commons Licence to enable free sharing – a simple tick box and link to explanation [Creative Commons Attribution Non-Commercial Share Alike – should suffice](http://creativecommons.org/licenses/by-nc-sa/3.0/))
5. Forum to discuss and ask questions (Possibly forum for Teachers, students and teachers and students at primary grades to help with language issues)
6. Separate teacher and student, pre and post pilot questionnaires, to enable research to be collected (the questionnaire should include questions that will permit Empirical pedagogic data to be collected on the effectiveness of the methodology)
7. Template for usage analysis by teachers or diary (teachers will complete a template or diary to describe their usage in the classroom)

On the project website we will need to add:

Information on the Home page with link
Website additions

Using Web Comics – open page

Describes using web comics in education (based on partner ideas)
Image of a web comic
Possibly image of class

Description how the user can use the project tools.

Link to registration form (for piloting)
- The registration form is the same as the one used for direct invitations. The webmaster will assign passwords to each eligible educator.

Login for piloting schools

Link to Past Projects

Web comic Tools page

After login User is taken to the ‘Web comic Tools page’, user also has posting rights in the forum dependant on status – teacher / student. The passwords assigned will determine forum access rights and uploading rights. In ARGuing students could upload to their forums.

Every registered user can add a profile and photos, rights based.

On the Web comic Tools page, is found:

A series of documents and text explanations for each of the Tools.

Direct link to download the Is It Art software (with installation instructions including permission if education authority has Firewall)
Video explaining the fundamentals of using Web Comic Book Creator. (To be completed)

Downloadable Teacher guide (pedagogic teacher guide – To be completed)
Download technical guide (To be completed see example. 'Teacher Training Accompanying Manual v1')

Download 'Piloting_Teacher_Instructions'
Download 'Student registration form'

Download Template for usage analysis by teachers or diary
Downloadable Questionnaires for the teacher (pre and Post)
Downloadable Questionnaires for students (pre and Post)
From experience it is necessary to impress on teachers/students that post MUST be completed – possible reward system.

Download “Completed project form” (to be designed) we can complete a 1st draft, then partners will need to define and edit. In past projects page below we suggest possible areas.

Upload questionnaires

Link to ‘Past Projects’
Past Projects

Past Projects provides an uploader for "Completed project form" the application should automatically take the fields in to the database of past projects: Suggested fields below.

1. Title
2. Subject area:
3. School name
4. Town
5. Country
6. Date of project
7. Language of project
8. Short description of the project
9. Project description
10. Graphics or Web comic (saved from the software)

A list of linked past projects with Subject, Language and date.

Each link links to a page that will include the Short description of the project text and a list of downloadable documents saved by the teacher. If available an image of the comic produced could be included on the page.

List of past Projects – this can be viewed without login but links to further info do not include specific information – to be discussed

<table>
<thead>
<tr>
<th>Name of Project</th>
<th>Subject</th>
<th>Language</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Cities</td>
<td>Geography</td>
<td>English</td>
<td>1.3.09</td>
<td>Comic project about the location of European Cities. more</td>
</tr>
<tr>
<td>EFL in the post office</td>
<td>Languages – English</td>
<td>Spanish / English</td>
<td>1.4.09</td>
<td>Comic used as a resource for EFL within a Post office. more</td>
</tr>
</tbody>
</table>

The project should also be able to produce summary and detailed reports of the Questionnaires and “Completed project form”.

EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
Profile list and profile pages
Each user can create a profile and upload images.

School recruitment methodology

Invitation newsletter is sent to – permission list first - Pilot_Newsletter_1_invitation
On response 2nd newsletter with attachment and registration form is sent - Pilot_Newsletter_2_TeacherInstructions Piloting_Teacher_Instructions
Registration forms received and placed in to Excel file. Passwords assigned and data placed in to platform suitable import format (CSV file preferred)
Data imported and tested
Piloting Teachers receive 3rd email Pilot_Newsletter_3_registration_details with:
Their passwords
Training details and support for teachers, structure.
Link to Training manuals (pedagogic, methodological, technical)
Request for student details – link to 'Student registration forms' (Excel)

'Student registration forms' returned, compiled, passwords assigned, changed to import format, imported into the platform, returned to teachers with passwords for their students.

Support and training

In the large scale pilot it will be necessary to provide support for teachers in addition to training documentation.
Training documentation will include:
Technical document 'Teacher Training Accompanying Manual v1'
Teacher guides - pedagogic, methodological
Support forum or/and messaging – partners provide online support on particular times and days.
Support may also be required on 'uploading' – days can be assigned to this

Analysis of results and impact

The project completes – database (from registration forms) of participating schools. Recording of text messages supporting teachers.
Teachers complete – pre – post piloting questionnaires
Students complete - pre – post piloting questionnaires
EduComic 142424-LLP-1-2008-1-GR-COMENIUS-CMP
Teachers record usage either in a template provided or/and teacher diary.

Schools upload completed comics (these can only have real use if the teachers include the usage and diaries.

Project analyses the results, and produces reports (statistical, empirical and teacher/student comments) from above.
# Teacher Registration Form

## About You

<p>| | |</p>
<table>
<thead>
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<td>Your name:</td>
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<td>Repeat email:</td>
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<tr>
<td>Your telephone number:</td>
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<tr>
<td>Languages you speak:</td>
<td>Nativ</td>
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</table>

## About your Institution

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name of your school:</td>
<td></td>
</tr>
<tr>
<td>Level of school:</td>
<td></td>
</tr>
<tr>
<td>Address 1:</td>
<td></td>
</tr>
<tr>
<td>Address 2:</td>
<td></td>
</tr>
<tr>
<td>Town/City:</td>
<td></td>
</tr>
<tr>
<td>Postcode:</td>
<td></td>
</tr>
<tr>
<td>Country:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>Website:</td>
<td></td>
</tr>
<tr>
<td>Email of school:</td>
<td></td>
</tr>
</tbody>
</table>

**About your students** (if you wish to pilot – we will need their individual email addresses **later** for registration).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number of students:</td>
<td></td>
</tr>
<tr>
<td>Age of students:</td>
<td></td>
</tr>
<tr>
<td>Languages learnt:</td>
<td>First</td>
</tr>
<tr>
<td></td>
<td>other:</td>
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</table>

Native language:
Student Registration Form

Educomics

Student Registration Form

Please complete the following form with the names and details of the students that you want to play the game. Please use Latin fonts without accents, as the game platform has problems with accented fonts.

If you requested more than 30 students, on your registration form, please add additional rows at the end of the form.

Please return as soon as possible to: XXX OR use the reply feature. Please use the same for any questions.

1st General Lyceum

Please add all registered teachers at your school.

<table>
<thead>
<tr>
<th>No</th>
<th>First name</th>
<th>Family name</th>
<th>Email address</th>
<th>Country</th>
<th>Age</th>
<th>Username</th>
<th>Password</th>
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<td>Greece</td>
<td>15</td>
<td>KostasPsilakis</td>
<td>Educomics123</td>
</tr>
</tbody>
</table>
Initial invitation newsletter

Dear [NAME],

XXX project funded within the European Union Lifelong Learning programme for the promotion of XXX in school students.

XXX project is an innovative project that addresses XXX needs in European education in a totally new way:
1. Ways.
2..

The project – about the project resource.

We are now looking for schools that would like to participate in the piloting of the project. Every participating teacher and school will receive official certificates of participation from the project. You can read much more about the project on our website at: web address

Places are limited for the pilot. Please can you reply to this message and we will send you further information so you can understand how you can be involved.

The project will produce a methodology, teacher guides, case studies and use case scenarios so that educators can understand how Web comics can be used in learning.

Thank you for your interest.

Best regards

Simos etc. Coordinator

Replies directly to Kindersite for response and sending of email 2
Response 1 – response to invitation
Pilot_Newsletter_2_TeacherInstructions

Dear

Welcome to our exciting project.

Thank you for your response to our request for piloting schools.

I have attached a Word document that details all the steps necessary and a lot more about the piloting. It also includes a form at the end of the document. Please can you complete this form and return to me as soon as possible.

Thank you again.

Joel Josephson
Webmaster ARGuing project

Attached – Teacher Instructions
Response 3 – Teacher registration details

Pilot_Newsletter_3_registration_details

r.e. EduComics

Dear [NAME],

We’d like to congratulate you on having decided to take part in the piloting of XXX.

YOUR LOGIN DETAILS (the download is located at: [Web address])

Your user name: XXX
Your password is: XXX

Before you start you will need to read through the training we have provided on the XXX. You can take it as a whole from beginning to end or you can complete it over your allocated training days (recommended!) so that you have reflection time between the different activities. During the training days, project partners will definitely be available.

Attached to this message you will find the Teacher’s Manual which gives you instructions as to what to do during the training and prepares you for the most important aspects of your role.

During the days set for training, members of project team will be logged in the platform, you will be able to see them in the participants’ field that you will find on the left-hand side of the opening page under online users. You will be able to see who is logged on. The Project team will be registered either DETAILS. They will be there to support you. To contact them, please use the chat function. To start a chat click on the envelope icon, next to the user name of the online user you want to chat to. You can ask them questions or just share how you are feeling about what is going on.

Official training will be on the XXX, and XXX and there will definitely be support available from the team then. You can also access the platform at any other time as well and look around and try. If you have any particular questions please write to: XXX or ask one of the team on the platform, if they are available.

In case you have questions related to the Teachers Info Section that you cannot get answered on the platform, please write to: XXX

Please can you confirm receipt of this message, so we can be sure that we have open communications with you.

Thank you.

Simos coordinator
Pre-Digital comics usage Questionnaire

1. Do you believe that computers can be useful in teaching in general?
   Not at all
   Sometimes
   Definitely

2. Have you ever used computers to teach your subject to students?
   Never
   Almost Never
   Sometimes
   Nearly Every Day
   Every Day

3. If your answer to Question 2 is "Sometimes" or "Definitely" then why do you think they can help?
   Using them adds variety to the lesson.
   Using them motivates students to learn better.
   Using them brings the teaching/learning process closer to the students.
   Other... please give a short explanation

4. If your answer to Question 2 is "Not at all", why do you think they cannot help?
   Text Answer

5. Have you ever used digital comics?
   Yes
   No

6. Do you think digital comics can be useful in the subject learned?
   Yes
   No

7. If your answer to Question 6 is YES, why do you think they can help?
   Using them adds variety to the subject lesson.
   Using them adds fun to the subject lesson.
   Using them motivates students to learn better.

8. If your answer to Question 6 is NO, why do you think they cannot help?
   Text Answer

9. Do you know what digital comics are?
   Yes
   No

10. How often do you think your students use technology?
    Less often than me
    As often as me
    More often than me

11. Do you think that your students will be interested in using digital comics in learning?

12. If your answer to Question 11 is YES, why do you think students will be interested?
Using Web Comics in Education
142424-LLP-1-2008-1-GR-COMENIUS-CMP

13. If your answer to Question 11 is NO, why do you think students will not be interested?
Write your answer here. Use 50 – 70 words.

14. Do you think that your students will be more interested in subject learned because of digital comics?
Yes
No

15. If your answer to Question 14 is YES, how do you think students will become more interested in learning?
They will experience an enjoyable activity.
They will concentrate on playing thus learning will become easier for them.
They will be put into meaningful situations requiring a variety of skills.
They will have to communicate with their peers and their teacher(s) to create digital comics.
They will feel in greater control of their own subject development.

16. If your answer to Question 14 is NO, why do you think students will not be interested?
Write your answer here. Use 50 – 70 words.

17. What are your expectations of using the digital comics?
It will be fun.
It will be every interesting for my students.
It will be very useful for me professionally.
Post-Digital comics usage Questionnaire

1. Was using digital comics better than you expected?
   ♦ Worse
   ♦ About as expected
   ♦ Better

2. If your answer to Question 1 is WORSE, explain why. (Choose as many options as applicable.)
   ♦ It was too difficult to monitor students' actions throughout the digital comics.
   ♦ It was more difficult in terms of language proficiency than my students could cope with.
   ♦ It was more difficult in terms of required ICT skills than my students could cope with.
   ♦ It wasn't motivating for students.
   ♦ It did not contribute to their subject skills development.
   ♦ It was too time-consuming.
   ♦ Other...Please give a short explanation.

3. If your answer to Question 1 is BETTER, explain why. (Choose as many options as applicable.)
   ♦ I took part in the digital comics with great pleasure.
   ♦ I felt intrigued to follow the digital comics development.
   ♦ It was a very valuable professional experience.
   ♦ Other...please give a short explanation.

4. Did your students enjoy the using digital comics?
   ♦ Yes
   ♦ No

5. If your answer to Question 4 was YES, please explain why. (Choose as many as applicable.)
   ♦ The digital comics were highly motivating and interesting to students.
   ♦ They enjoyed working collaboratively.
   ♦ They enjoyed creating the comics.
   ♦ They could easily identify with the comics characters.
   ♦ They found the fact that they were working with digital technology very appealing.
   ♦ Other...

6. If your answer to Question 4 was NO, please explain why. (Choose as many as applicable.)
   ♦ They didn't like the digital comics.
   ♦ They didn't like to create the characters and the story.
   ♦ They found it difficult to collaborate with their peers.
   ♦ They didn't appreciate the fact that they were using digital technology for learning.
   ♦ Other...please give a short explanation.

7. Did you think using digital comics was suitable for motivating your students' learning skills development?
   ♦ Yes
   ♦ No

8. If your answer to Question 7 was YES, please explain why. (Choose as many as applicable.)
   ♦ It was very beneficial for my students' learning skills development.
   ♦ It was a very efficient means to provoke my students to use the digital comics.
♦ It created opportunities for students to communicate authentically in the subject learned.
♦ Students were concentrated on creating the comics and that helped them use address the subject more freely.
♦ There were opportunities for students to use a variety of skills.
♦ Other...please give a short explanation.

9. If your answer to Question 7 was NO, please explain why. (Choose as many as applicable.)
♦ I believe there are other more powerful ways of motivating students.
♦ Students spend a lot of time playing computer games at home so why introduce them in the subject learned as well?
♦ Computer facilities at schools are often worse than the ones students have at home and that can demotivate students.
♦ I think it’s difficult to influence the motivation of students.
♦ Other ...

10. Has your opinion of using digital comics in the subject learned changed in a way?
♦ Yes
♦ No

11. If your answer to Question 10 is YES, please explain why.
Text Answer

12. Would you try using digital comics with another group of students?
♦ Yes
♦ No

13. If your answer to Question 12 is YES, please explain why.
Text Answer

14. If your answer to Question 14 is YES, please explain why.
Text Answer

15. Please list what you felt the strongest aspects of the use of digital comics were.
Text Answer

16. Please list what you felt the weakest aspects of the use of digital comics were.
Text Answer

17. How can the use of digital comics be improved?
♦ With connection to technologies?
♦ With connection to contents?
♦ With connection to design?
♦ From the point of view of motivation?

18. How else could you imagine using of digital comics in the subject learned?
Text Answer
Piloting_Certificate_Teachers

Certificate of Participation

This is to certify that XXX, secondary school teacher at XXX, has participated in the Comenius project Educomics (EL-COMENIUS-CMP) as a piloting teacher and has made a valuable contribution to the piloting of the XXX within the EU Lifelong Learning Programme.

ABOUT.

Each teacher spent a few hours every day over the course of the XXX days of the XXX, (DATE) including time for completing teacher training and preparation. Your contribution is highly appreciated by the Educomics team.

Signed:

EduComics 142424-LLP-1-2008-1-GR-COMENIUS-CMP