

## Participant's report

### to the National Nominating Authority and the National Contact Point

#### Meeting report

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

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

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

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

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

#### The completed file should be sent to

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

within the given deadline.

#### 1. Reporting

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

Name of the workshop participant	Karen Dvinge Ryberg
Institution	Center for Sign Language – The Interpreters Training Programme, Aarhus
E-mail address	kdvi@ucc.dk
Title of ECML project	ProSign
ECML project website	
Date of the event	12.-13. March 2015
Brief summary of the content of the workshop	<p>The aim of the network meeting was to focus on C1/C2 in SL. A central question was: “how does a learner get from B2 to C1/C2”. The first day focused on materials with presentations of actual teaching materials from many of the represented countries. The material was very diverse but the participants were nevertheless in agreement as to what constitutes a B2 &gt;&gt; a C1 learner. The second day focused on assessment in a broad sense of the word. Examples of testing and ways of providing feedback as well as how to use portfolio in assessing the learners were presented. Again, the presentations from the participants showed much variation as to how assessment can be done. No participants had actual experience with assessing at C1/C2, but all agreed that it is important to get a better understanding of the C-level, so we can recognize it in a learner when we occasionally encounter it.</p>
What did you find particularly useful?	<p>I found both the activities at the meeting and the networking/conversations during breaks etc. extremely useful. The meeting was very well-organized with a nice balance between input/talks from the project group and presentations/debate between the participants and the project group. It is very useful to share and compare with colleagues across Europe, and the common framework makes it possible to link the very different teaching materials and approaches to assessment to my own work.</p>
How will you use what you learnt/ developed in the event in your professional context?	<p>I will tell my colleagues about the network meeting and especially focus on how to plan curriculum around themes and how to use portfolio in assessment. I will also suggest that we define more thoroughly how we differentiate between an A2 and a B1. This is in accordance with David Littles’ paper sent to the participants before the meeting, which</p>

	<p>stated that a learner should not begin actual interpreter training before having reached B1. Hopefully I will be able to work together with people in the Netherlands comparing their B1-learners to our B1-learners.</p>
<p><b>How will you further contribute to the project?</b></p>	<p>No plans; the ProSign project is ending in June this year.</p>
<p><b>How do you plan to disseminate the project?</b></p> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	<p><b>To colleagues</b></p>

## 1. Public information

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

D. 12./13. marts 2015 afholdtes netværksmøde i forbindelse med ProSign-projektet i Graz. ProSign-projektet på begyndtes i 2012 og afsluttes i juni 2015. Målet med projektet er at udvikle en fælles europæisk referenceramme for tegnsprog og at sprede kendskabet til CEFR blandt tegnsprogsundervisere i Europa. Specielt er der fokus på *learnere* der skal bruge tegnsprog i en professionel sammenhæng, fx tegnsprogstolke. Netværket er etableret under projektperioden og består af projektgruppens fire medlemmer samt europæiske tegnsprogsundervisere og andre der beskæftiger sig med tegnsprogsundervisning på højt niveau. På netværksmødet havde projektgruppen besluttet at lægge fokus på C1/C2, og et centralt spørgsmål der blev behandlet på mødet, var hvordan man som *learner* når fra B2 til C1/C2. Mødet var planlagt som en blanding af oplæg fra projektgruppen, oplæg fra deltagerne og drøftelser ang. undervisningsmaterialer og *assessment* på B2 og C1/C2-niveau. Projektgruppen fik via netværket feedback som kan anvendes i deres afsluttende arbejde med projekt ProSign.