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Theme-specific aims and objectives

In general terms, TNP2 will seek to work towards a break-through in language learning in higher education - as regards number of learners, range of languages, and learning modes. Among the aims and objectives under this theme are:

- exploration of the potential of new learning environments, in particular of ICT, for the learning of the less widely used and less taught languages, for developing self-learning abilities, and for achieving multilingual competence;
- identification, description, and assessment of new and promising developments at institutional level in the participating countries;
- identification of elements essential to a successful use of new learning environments for language learning;

NB. The above issues will be considered against the background of a changing constitution of the learning body.

- identification of pertinent developments in (private) institutions of adult education and in language units of international corporations;
- reflection on the issue of the assessment and certification of language proficiency acquired through independent learning and on the role ICT can play in assessment and certification.

In addition, TNP 2 is to explore ways of integrating new learning environments into language study programmes - from the point of view of course objectives and course content, of new learning modes, of the requirements in continuing education, and of European co-operation - by describing and analysing the use of new learning environments for the said purposes at national and at European level. Ultimately, TNP 2 is to

- promote awareness of good practice in the use of new learning environments for language learning, for the acquisition of knowledge, for life-long learning, and for European co-operation in the delivery of programmes;
- initiate European co-operation, specifically in the fields of staff development, materials development, curriculum development, and action research.

Members of the Scientific Committee

- Isabel Landsiedler, Karl-Franzens-Universität Graz, AT
- Valère Meus, Universiteit Gent, BE
- Vania Simeonova, Universitetsko informatzionno obsluzhvane, BG
- Ina Maneva, Universitetsko informatzionno obsluzhvane, BG
- Brigitte Forster Vosicki, Université de Lausanne, CH
- Doris Flischikowski, Universität Potsdam, DE
- Ole Helmersen, Handelshøjskolen i København, DK

- Birute Klaas, Tartu Ülikool, EE
- Ana Gimeno Sanz, Universidad Politécnica de Valencia, ES
- Anne Räsänen, Jyväskylän yliopisto, FI
- Bridget Francillard-Whiddon, Ecole Supérieure de Chimie Physique Electronique, FR
- Panagiotis Panagiotidis, Aristoteleio Panepistimio Thessalonikis, GR
- Bill Richardson, Dublin City University, IE
- Franca Poppi, Università degli Studi di Modena e Reggio Emilia, IT
- Jurate Zdanyte, Kauno technologijos universitetas, LT
- Ilze Kangro, Latvijas Universitate, LV
- Alessandra Corda, Universiteit Leiden, NL
- Sake Jager, Rijksuniversiteit Groningen, NL
- Tove Jacobsen, Universitetet i Bergen, NO
- Boguslaw Marek, Katolicki Uniwersytet Lubelski, PL
- Fatima Ferreira, Universidade Nova de Lisboa, PT
- Karina Vamling, Lunds Universitet, SE
- Teodor Petric, Univerza v Mariboru, SI
- Marina Mozzon-McPherson, University of Hull, UK

Activities undertaken

- Workshop "New Learning Environments": Copenhagen, DK, 7-8 June 2002
- Third meeting of the Scientific Committee: Valencia, ES, 9-10 November 2001
- Second meeting of the Scientific Committee: Ghent, DE, 31 March 2001.
- First meeting of the Scientific Committee: Berlin, DE, 18 November 2000.