# DARE2WOW

**Textile heritage - from the Wooden loOm Weaving to the Digital ARt**

**Project meeting in Thessaloniki, 23-26 October 2016**

**3rd Meeting Minutes**

The following representatives of the 6 out of the 7 organizations of the partnership attend the meeting:

**ΑΕΤΟΙ ΘΕΣΣΑΛΟΝΙΚΗΣ, Greece:**
- Paraskevas Alvanos
- Dimitra Roditou

**Centro de Educacion e Promocion de Adultos de Ourense, Spain**:
- Rosa Fernandez Martinez
- Jacqueline Agrelo Filgueira

**I.P.S.C.T. "L. Cossa", Italy**:
- Anna Laura Bramerio
- Claudio Veneri

**IPSIA Luigi Cremona Pavia, Italy**:
- Silvia Della Sala
- Lucia Barbera

**IBulgara Centre for Development, Bulgaria**:
- Daniela Miteva
- Galina Atanasova

**I.P.S.C.T. "L. Cossa", Italy**:
- Martin Koistinen
- Drew Koistinen
- Elijah Carr

**Biedrība "Īslīces sieviešu klubs"Rītausma|", Latvia: (no representative)**

### SUMMARY

In this meeting the main subjects were the actions and responsibilities should be carried on in order to fulfil the project. In order to achieve our goals we need to carry out successfully the two outputs.

**Output 3, Activity 1: Design of the Curriculum for Adults' Education in Textile Production and Exploitation course.**

*Lead by the Italian organisation 1 a study and an evaluation on the collected information form O1 is conducted in order to determine the required elements of a successful curriculum for adults' education in the subject of improving/gaining skills in the textile production and exploitation. Based on this, a course handbook for the student as well as for the teacher will be created*

So, here we have to create 2 books! One for the students and one for the teachers! Now let me give an outline of each handbook based on Claudio proposal. I have in mind that the Greek handbooks for teachers are mainly activities that correspond to the student's handbook.

**Student's Handbook**
        Chapter 1.     Textile history
        Chapter 2.     Digital Art, the transition from ancient to modern production
        Chapter 3.     New ways of textile manufacture

**Teacher's Handbook**
        Chapter 1.     Activities relative to Digital Art
        Chapter 2.     Activities relative to new ways of textile manufacture
        Chapter 3.     Activities to approach students with mental disabilities

If I am right the curriculum will be conducted by IPSIA and all the others will contribute to the writing. So I believe that Silvia should collect all the material that has been done by now and ask from each partner to contribute to the rest of the writing. For example we wrote for student's chapter 1 the sports textile history and will write the chapter 3 of teacher's book. We are planning to have by February 2-3 activities and we will write about 10-12 pages including theory, instructions for the activities and results. Don't forget each time you produce something to include some questions at the end for the questionnaire in activity 2.

**Output 3, Activity 2: Composing a Glossary; design of evaluation questionnaires for the end of the course.**

*The vocabulary used within the handbook, the course and the common terms from the textile industry including fashion, production and ecology will be collected in a Glossary as an Annex to the students' handbook. A final questionnaire will establish the evaluation process at the end of each course for determining students' knowledge and understanding of the subject that has been studied during the course. Glossary and questionnaire will be translated to all partnering languages.*

So, for this activity we have to do a Glossary and a Questionnaire. The glossary has been already done and the Questionnaire will be fully ready when we will finish the design of the curriculum. So our next step is to translate the Glossary and asap the questionnaire is completed, to translate it too. Since Martin mentioned that the form of the Glossary on the web is not suitable for his work in his platform I created a new .xls sheet which I attach to you and I would like Martin to verify if it is OK or to make the necessary changes and resend it. Forget about the online form, there is no meaning to have it online and could only cause problems.

**Output 4, Activity 1: Interactive online platform**

*An interactive online platform is produced and added to the existing project website. This is follow the established Curriculum. The information selected from O1 and O2 will be then presented in the form of games, puzzles, fun to do activities where the concepts of textile heritage, production, exploitation and ecology are easy to understand and knowledge is gained through the methods of the "guided discovery" – the online tool guides in step by step exercises the gain of practical knowledge.*

So, here we need to create a website and an online platform in it! We have talked a lot about the site and I think that Martin has made up more or less his decision how he should create it. Just to mention that we agreed the basic staff should be put in the platform which we suggested to be moodle.

**Output 4, Activity 2: Evaluation and refining of the interactive online platform**

*The interactive website functionalities are evaluated and refined by the project collaborators on the quality part, including design, user-friendly navigation among the information, etc. Google Analytics is incorporated in order to observe flow. The online tool is tested internally by members of each organisation who have not been involved with the project in any of the parts so far for independent comment and based on the feedback received, the interactive website is redesigned and reprogrammed where/if needed.*

Finally each organization has to evaluate/test the online platform. How do I suggest doing this: Let 20 at least no relevant to the project people to search and interact with the website and the platform. Then, we give them an evaluation questionnaire which I could conduct and we finally provide our results in a common way using a template which I could also conduct. The results should be sending to Martin in order to make the necessary changes to the site…

**OVERALL**: The logo. Since the Spanish National Agency has pointed the unsuitability of the term "Digital Art" out to the partners, it has been decided to rearrange the words from "DARE" to "DARE2WOW". I think Laura offered to do this.

**SUGGESTED TIMETABLE**

**November**: Silvia collects all the material and asks from each partner specific activities and writing in order to fulfill the handbooks.

**December to February:** All partners do their activities and the writing and send it to Silvia in order to conduct the curriculum. At the same time they translate the glossary. Parallel, Martin is giving the final form of the website with the platform in it.

**March**: Each partner translates the questionnaire that it is composed from the questions of each partner and the curriculum is ready.

**April**: Martin now has all the material to upload it to the website and the platform.

**May**: We do the evaluation of the platform and we have fun in Ourense.