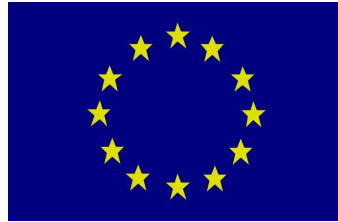


**MOLAN Closing Conference**  
**Brussels, 27-28 January 2010**

**Analysis of the Impact Reports**  
**prepared by partner representatives**  
**and sub-contractors**

*Wolfgang Mackiewicz*  
*Molan Network co-ordinator*



# STRUCTURE OF THE IMPACT REPORTS

(prepared by MOLAN co-ordinator)

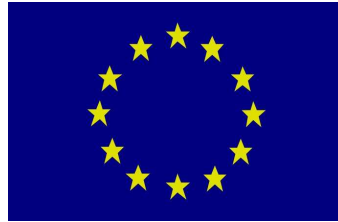
- (1) Impact at institutional level (=> colleagues working in educational institutions)
- (2) Any new PSPs designed to increase learner motivation as a result of MOLAN (=> colleagues working in educational institutions)
- (3) Any new cooperative initiatives (=> colleagues working in educational institutions)
- (4) Personally consulted by external stakeholder (=> all)
- (5) Any impact on a personal level (=> everyone)



## **STRUCTURE OF THE IMPACT REPORTS (cont.)**

- (6) Any plans for new PSPs (=> all)
- (7) Dissemination? (=> partner networks and associations)
- (8) MOLAN aims / interim outcomes integrated into PSPs promoted? (=> partner networks and associations)

At the time of analysis, 35 reports from 22 partner institutions and organisations, from a partner authority, from nine sub-contractors and from an associate partner

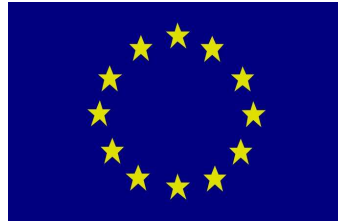


## **(1) Impact at institutional level (=> colleagues working in educational institutions)?**

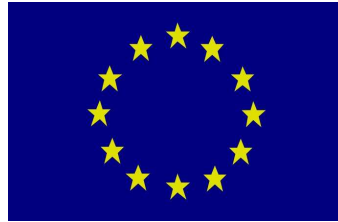
- New approach in your institution?
- Issue of languages put on institutional agenda?
- Quantitative / qualitative impact on institutional language provision?
- MOLAN known in the institution?

### **General comments**

- (1) In many cases, no adoption of new approaches, but encouragement to continue, and to reflect on future action.
- (2) Along the same lines: MOLAN stimulated internal discussions, including discussions with senior management.

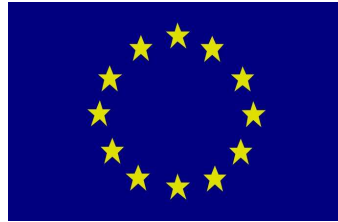


- (3) Development and adoption of new policies, action plans, development plans etc.
- (4) Creation and expansion of local / regional language learning networks.
- (5) New concern with the quality of language provision.
- (6) Extension of the range of languages offered.
- (7) In all this: inspiration from specific case studies, prepared against the background of specific contexts similar to one's own.
- (8) MOLAN known at unit level and institutional level (<= project meetings); dissemination among colleagues, including colleagues at other institutions; links to MOLAN Web site

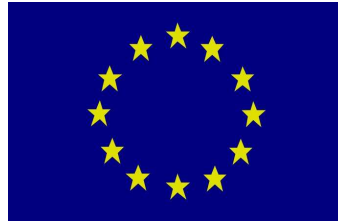


**(2) Any new PSPs designed to *increase learner motivation* as a result of MOLAN aims / activities / interim result? (unit level -> European level)**

- (1) Very little concrete evidence.
  - (2) New developments – not linked to MOLAN; not linked to MOTIVATION. Partner representatives pushing initiatives at unit, institutional, local, regional and national level, but....
  - (3) A number of pertinent examples:
    - o tandems and virtual tandems (<- FUB case study)
    - o innovative teaching / learning methods (<- to some extent inspired by various case studies)
    - o **a fantastic example: CLIL in primary education in a locality in HU, inspired by Piet van de Craen's case study**
- => a substantial number of new development – BUT ....**



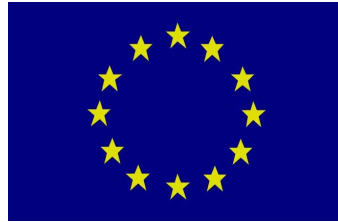
- (3) Any new co-operative initiatives launched due to MOLAN (institutional -> international level)?**
- ❖ Quite a few initiatives mentioned – not clear to what extent they were inspired by MOLAN.
  - ❖ A number of schools / universities state that MOLAN was behind the launch of new co-operative initiatives and the continuation of ongoing initiatives.
- (4) Consulted by external stakeholders on MOLAN findings etc.**
- ❖ Not really.
  - ❖ MOLAN referred to in a variety of presentations at conferences and publications.
  - ❖ An idea: mediation projects



## **(5) Did MOLAN have an impact on you personally?**

- (1)** A substantial number of partner representatives state that for the first time they became aware of the diversity of contexts and success factors, of the scope of EU language policy, and of the role that HEIs have in the implementation of EU language policy.
- (2)** They became aware of the need to examine local realities, local contexts, and local constraints as a basis for designing, implementing, sustaining, and further developing PSPs designed to enhance learner motivation.
- (3)** A substantial number of partner representatives state that through MOLAN they were enabled to reflect on their own success factors.
- (4)** Ditto – MOLAN made them aware of the overarching importance of institutional / system-based PSPs to enhancing learner motivation.



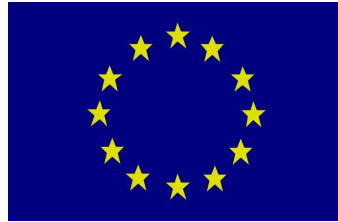


**(6) Does your unit / institution / organisation – as a result of MOLAN – have any plans for introducing PSPs designed to increase learner motivation?**

- (1) Very little concrete evidence.
- (2) On the whole, an ongoing endeavour; MOLAN provided new input to this endeavour.

**(7) Dissemination of MOLAN aims / activities / interim outcomes among members? (networks / associations)**

- (1) Question widely misunderstood.
- (2) CEL/ELC 2008 and 2010 Fora; CEL/ELC Board members have referred to MOLAN at SIG meetings; news items on CEL/ELC Web site.



**(8) Did MOLAN aims / interim outcomes find their way into PSPs promoted by your network / association?**

- ❖ Hardly any feedback at all.

**IMPACT REPORT PREPARED BY EUN**

Covering primary, lower secondary, and upper secondary schools, and further education establishments

A separate template developed by EUN

**Main points**

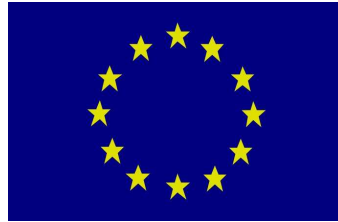
- ❖ All respondents shared the view that MOTIVATION is central to their concerns.



- ❖ Sustainable initiatives.
- ❖ MOLAN => reflection on language teaching aims and methods.
- ❖ MOLAN project Web site has been accessed.
- ❖ No participation in the blogging exercise.
- ❖ POSITIVE: MOLAN = a learning experience (reflection on success factors and success indicators).

## **OVERALL ASSESSMENT**

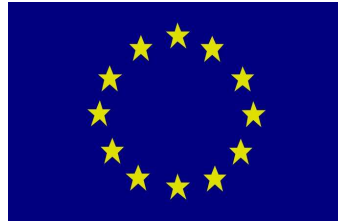
- Partners engaged in the presentation and pursuit of their own specific initiatives.
- MOLAN regarded as a support mechanism.
- A number of partners introduced new PSPs inspired by MOLAN case studies



- New awareness of the relevance of context, success factors, and success indicators.
- Less concern about the transferability of case studies.

## **A GENERAL CONCERN**

- ⇒ In many Impact Reports there is a missing link between new language learning-teaching initiatives and MOLAN aims / activities / interim findings.
- ⇒ Likewise, the aspect of enhancing learner motivation seems to play a minor role in new initiatives.
- ⇒ At the same time, there can't be any doubt that active participation in MOLAN has had - in general terms - a considerable, albeit variable impact on developments in partner / sub-contracting institutions.



**VERY MANY THANKS TO ALL  
COLLEAGUES WHO PREPARED  
IMPACT REPORTS**

**THANK YOU FOR YOUR ATTENTION**

MOLAN Closing Conference -  
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