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Pre-task 3

Prepare at home. Complete before third English session: 18-12-2009

What are you going to do?

In this pre-task you will think about your own eating habits and eating habits of teenagers in Europe: what do you like to eat? Why? How many meals a day, what snacks, what drinks? What eating facilities are there at your school: do you have a canteen? In the next session you will learn about your partner's eating habits and together you will construct a international menu to prevent obesity (= overweight)

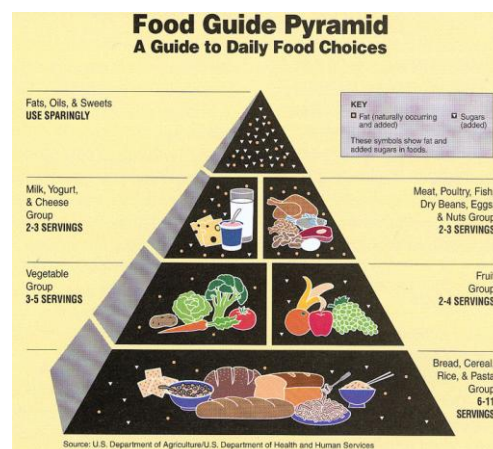
Preparation?

- On the next pages you will find two articles about obesity amongst teenagers. Please read these articles.
- Now that you have read the articles, think about the following things and make notes of your thoughts. These notes will help you during the next session:
 - o What are your own eating patterns? Think of what you like to eat, why, and if it is healthy or not. What does your mother cook?
 - o What do you eat at school? Is there a canteen and what kind of food do they serve? Is it healthy? Do you have physical education classes or classes about health and care?
 - o Do you think there are any differences between the Netherlands and Spain?

Bring your ideas to the next session:

- A top five of your favourite dishes
- A list of when you eat during the day
- Eating facilities at your school, like a canteen
- Three reasons for obesity

Good luck!





One million kids 'obese by 2010'

One in five children living in England could be dangerously overweight by the year 2010, according to a report.

It found a million kids aged between two and 15, along with 12 million adults, could be obese by then unless they are given help to get fit.

People who are seriously overweight are at risk of developing poor health such as problems with their heart.

The report also found that kids with two obese parents are five times more likely to be dangerously overweight.

Tips on how to stay healthy:

- Eat regular, balanced meals
- Eat five portions of fruit and vegetables a day
- Avoid foods very high in sugar and fat
- Eat less salt
- Exercise for an hour a day

The results were announced a day after politician Caroline Flint was given the job as 'minister for fitness'. She will have to come up with ideas for how to get people more active and more into doing sport.

Health Secretary Patricia Hewitt has said that parents should seriously think about how they can help make their children's lifestyles healthier.

Story from CBBC NEWSROUND:

http://news.bbc.co.uk/go/pr/fr/-/cbbcnews/hi/newsid_5280000/newsid_5284600/5284676.stm

Published: 2006/08/25 09:07:27 GMT

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Kids 'bullied over food choices'

Some kids are getting bullied for eating "un-cool" school meals, according to a survey.

Children's charity Barnardo's quizzed 174 pupils in England, Wales and Scotland about their views on food.

It found that some kids were teased for eating own brand food and chose certain meals because they wanted to fit in.

A Barnardo's spokesman said: "It appears that children have a fixed attitude to foods and stereotypes of the type of youngsters who eat them."

Burgers

Boys in particular were associated with a love of burgers.

One child was known as "chicken boy" because he ate poultry every day. The findings come amid reports of growing obesity among children.

Inspections

Barnardo's is now calling for improvements in school dinners. It wants inspections of how food is provided and to make sure schools don't rely on sponsorship from the makers of unhealthy snacks.

Your comments:

I probably had the healthiest packed lunch in my whole year at school, but I got teased so much about it, that now I have biscuits and crisps for break instead of fruit and crackers.

Eleni, 14, Berkshire

People at school tease me if I bring in my own healthy food instead of eating chips and pizza from the canteen. I'd rather eat my packed lunch which is healthy and tasty instead of the school's junk.

Kiara, 15, Harlesden

If the bullies want to be fat when they're older let them.

Alex, 13, Blackpool

It's completely the opposite at my school. You are put under pressure to eat healthily and small amounts or else friends may call you greedy or fat.

Frances, 14, Worcester

It's ridiculous! At my school, everyone varies what they eat and nobody is fussed about anybody else. My friends and I all have something healthy most of the time, and nobody even notices! Bullying is certainly not caused by healthy eating, I think more of the consumption of junk food! Too much is unhealthy, and that's what some people find uncool.

Steff, 13, Nottingham

Children do get bullied from what they eat, I remember laughing at people that eat healthy food.

Tom, 13, Hinckley

Urgh. How horrible to be bullied about eating certain foods!!! I just don't understand.

Rhianna, 10, London

I like to eat healthily, and do not get bullied for it. For example I was recently at a party and I was the only child to order water. We started to discuss why I was ordering 'boring' water. I replied that I was ordering water because it was healthier, I don't particularly like the taste of fizzy drinks, but mainly because it is much better for me. I think I was understood, although they still all ordered fizzy drinks for themselves.

Anna, 11, Hertfordshire

Story from CBBC NEWSROUND:

http://news.bbc.co.uk/go/pr/fr/-/cbbcnews/hi/newsid_3990000/newsid_3995700/3995791.stm

Published: 2004/11/09 17:49:28 GMT

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Session 3

18-12-2009

In the pre-task you thought about your eating habits and eating habits in Europe. You formed your ideas on the following topics:

- A top five of your favourite dishes
- A list of when you eat during the day
- Eating facilities at your school, like a canteen
- Three reasons for obesity

Today you are going to use this information to find out about your communication partner's ideas on food and drink.

Task 3

What are you going to do?

During this task you are going to talk about your own eating patterns and those of your communication partner. Your goal is to find out as much as possible about his/her favourite food and drink, and typical healthy Dutch or Spanish eating habits. Together you will also think of a healthy menu to introduce at your school that will prevent obesity.

With this information you will complete the NIFLAR profile. You will find an example on the next page.

How to get started?

- Make sure that both of you understand the assignment
- Choose who will present his/her top five of favourite dishes.
- Take turns in explaining what and when you eat during the day and the eating facilities at your school. Compare your eating patterns: how many meals a day, what snacks, what drinks?
- Both of you will have formed three ideas for the causes of obesity amongst adolescents. You will now share these ideas and see if you have more or less the same reasons for obesity.
- Think of a healthy international menu that could be introduced at your school to prevent obesity.

Good luck and have fun!

NIFLAR PROFILE

Health project:

My communication partner likes:

Food:

Why?

.....

.....

Drink:

Why?

.....

Snacks:

Why?

.....

Reasons for obesity:

.....

.....

.....

.....

.....

Our international menu to prevent obesity:

(to be done after the third session and before December 21st)

Post-task 3

Finish at home before 21-12-2009

In session 3 you talked about your communication partner's eating patterns, his/her ideas on obesity and healthy plans to prevent it.

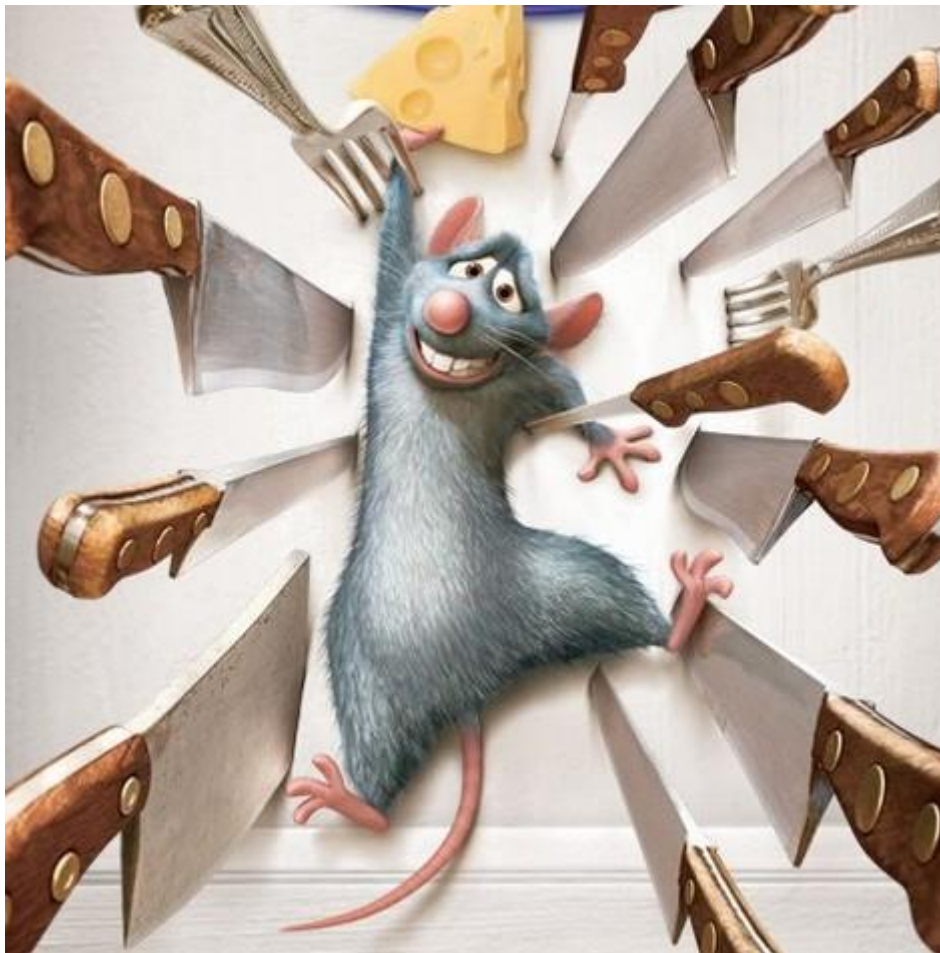
You are now able to say something about your communication partner's eating habits and favourite foods. Use this information to complete his/her profile. Also, add to the profile the healthy international menu for your school you made together.

The profile should be at least one page long; excluding pictures. Maximum: three pages.

This is the last pos-task you will make for the NIFLAR project. We really hope you enjoyed it! Please send all post-tasks to the NIFLAR team, as we would love to see what you have done. Of course you can keep a copy for yourself if you like. You can hand in the post-tasks through your teacher or send them to us using the e-mail addresses distributed in the first session.

Good luck!

The NIFLAR team



Appendix B Questionnaire Niflar Pilot Spain – the Netherlands

Enquête NIFLAR Pilot Spanje – Nederland

Datum:

Land:

1. Naam (optioneel) _____
2. Leeftijd: _____
3. Man/vrouw _____
4. Rol in project: _____
5. Verwachtingen van ICT en NIFLAR:

Wordt er veel gebruik gemaakt van ICT op school?

Wat is momenteel de rol van ICT?

Denk je dat ICT gebruikt kan worden als onderwijsmiddel en op welke manier?

Wat waren je verwachtingen van NIFLAR?

Had je twijfels bij het starten van het NIFLAR project?

6. Organisatie & communicatie binnen NIFLAR project:

Wat voor bijdrage heb je moeten leveren aan de organisatie van het NIFLAR project?

Viel de organisatie van het project mee of tegen?

Wat zijn voor jou de essentiële punten die zorgen dat dit project werkt?

Welke technische zaken zijn noodzakelijk voor een goed verloop van het project?

Welke problemen zijn terugkomend en kunnen voorkomen worden?

Welke problemen zijn terugkomend en kunnen niet voorkomen worden?

Welke organisatorische stappen moeten genomen worden? Welke organisatorische lijn moet er gevolgd worden om het project goed te laten lopen?

Onder welke voorwaarden is het aannemelijk dit project te starten?

Bij welke school situatie is het volgens jou onverstandig dit project te starten?

Hoe schat je de effectiviteit van een dergelijk project voor verschillende type leerders? Bijv.: zelfverzekerde leerling vs. leerling met faalangst en daartussenin? A.u.b. toelichten

Hebben de leerlingen gereageerd op het project zoals verwacht?

Waren er tijdens en/of na de pilot al merkbare verschillen in de leerlingen? A.u.b. toelichten.

Momenteel deden niet alle leerlingen mee; waren er merkbare verschillen tussen de groepen? Tijdens / na project?

Appendix C Claims taken from responses to questionnaire Krooshof & Slebus (2010)

Below are selections from the answers to questions by respondents to the open questionnaire distributed during Krooshof & Slebus' research project.

Denk je dat ICT gebruikt kan worden als onderwijsmiddel en op welke manier?

- ICT kan gebruikt worden als verwerkingsbron maar ook als bron van informatie. Daarnaast is ICT uitermate geschikt voor communicatie en interactie tussen leerlingen en docenten maar ook leerlingen onder elkaar.
- Ja zeker. Voor taalonderwijs: om te oefenen (multimedia), om authentieke en actuele informatie te zoeken (bv webquests), en om te communiceren (E-MAIL, CHAT, video-web communicatie, virtuele werelden).
- Ja. Docenten kunnen gebruik maken van digitale leermethoden en beschikbare apparatuur, denk aan Smartboards, beamers, ELO

Viel de organisatie van het project mee of tegen?

- Aan het begin tegen omdat schoolleiding er veel eisen stelden. Het boeken van lokalen ging niet altijd even makkelijk omdat er maar 3 computer lokalen op school zijn en veel docenten die gebruik ervan wilden maken. soms moest ik me verantwoorden bij collegae die niet altijd konden begrijpen waarom ik weer in een computer lokaal moest zitten. Ook het uitroosteren van leerlingen ging het niet vlekkeloos door onverwachte roosterwijzigingen en/of collegae die toch niet fijn vonden een paar leerlingen te missen. Communicatie tussen schoolleiding na akkoord van het try-out en de rest van de collegae gebeurde gewoon niet en ik moest me vaak verantwoorden. Gelukkig viel het uiteindelijk mee.
- Tegen, de tijdsinvestering was groot

Wat zijn voor jou de essentiële punten die zorgen dat dit project werkt?

- Lestaken waarbij er genoeg interactie wordt uitgelokt. Functionerende techniek die van te voren goed getest moet worden op capaciteit. Een schematische organisatie met een back-up rooster/plan zodat uitval kan worden gecompenseerd.
- Goede afstemming tussen docenten, goede inhoudelijke begeleiding, goede technische ondersteuning, draagvlak en flexibiliteit bij de schoolleiding, leerzame ervaring voor beide groepen leerlingen.
- Goede en effectieve communicatie tussen schoolleiding, rest van de docenten en betrokkenen (roostersmakers en helpdesk). Er is veel mankracht nodig om zo'n project te laten slagen. En als mensen niet ervan weten, niet mee willen werken of niet overtuigd zijn van de nut van het project, kan deze net slagen.
- De Adobe Connect-omgeving dient probleemloos te werken. Ook de tegenpartij (Granada) dient op tijd klaar te zijn met de technische voorbereiding. Roostertechnisch moeten zaken goed vastliggen eventueel in overleg met systeembeheer (vast lokaal

voor project bijv.)

Welke technische zaken zijn noodzakelijk voor een goed verloop van het project?

- Beschikbaarheid van pc's, een internetverbinding met ruim voldoende capaciteit voor een groot aantal verbindingen die zwaar belast kan worden. Een virtuele ruimte of programma dat goed functioneert en stabiel is.
- Voldoende hardware, voldoende betrouwbare verbindingen, ondersteuning aanwezig, bekendheid met het systeem.
- Lokalen, computers... goede computers, webcams en koptelefoons van enige kwaliteit. Het was heel fijn om tijdens de try-out steeds een helpdesk medewerker in het lokaal te hebben, maar dat kan heus niet altijd. Dus de computers op tijd klaar zetten, steeds dezelfde pcs gebruiken (dan hoef je niet steeds te gaan kijken of de software bij die nieuwe pc het wel doet) en materiaal van goede kwaliteit is essentieel. Het zou ook mooi zijn om in een groot lokaal te werken als meer leerlingen tegelijkertijd aan het woord zijn om geen last te hebben van het gesprek die de andere leerlingen voeren.
- Webcam, headset staan klaar als de leerlingen binnenkomen, de verbinding met Granada dient al te zijn gerealiseerd. Technische randvoorwaarden dienen vantevoren te zijn gerealiseerd. Accounts moeten werken, systeem- of netwerkbeheer moeten zich hier niet teveel mee bezig moeten houden.

Welke problemen zijn terugkomend en kunnen voorkomen worden?

- Met de juiste materialen (en financiële middelen) kan de verbindingfactor en pc beschikbaarheid op maat zijn.
- Tekort aan hardware.
- Op tijd lokalen uitroosteren en docenten beter te informeren kan onnodige problemen voorkomen (zoals steeds moeten uitleggen waarom je iets doet).
- Inloggen op de Adobe Connect omgeving bleef voor problemen zorgen, reden nog niet bekend.

Welke organisatorische stappen moeten genomen worden? Welke organisatorische lijn moet er gevolgd worden om het project goed te laten lopen?

- De technische middelen moet klaar staan, er moet een goed rooster gemaakt kunnen worden tussen de interactoren en een backup schema gemaakt worden. Het is erg belangrijk om te weten wanneer iedereen beschikbaar is en hoeveel tijd men krijgt.
- Overeenstemming over doelen; duidelijke afspraken over technische voorzieningen en roostering; eenduidige coördinatie; inhoudelijke en technische begeleiding standby; integratie door de docenten in hun onderwijs.

- Schoolleiding informeren en toestemming krijgen. Ouders en leerlingen informeren en waar nodig toestemmingen regelen. Plek regelen (computerlokaal of lokaal apart maar als het kan, altijd dezelfde). Mankracht regelen (roostermakers/helpdesk).
- Ruime voorbereiding, goede communicatie, niet al te zware belasting voor systeembeheer.

Onder welke voorwaarden is het aannemelijk dit project te starten?

- Als docenten aan beide kanten willen samenwerken om de gespreksvaardigheid en het intercultureel bewustzijn van hun leerlingen te verbeteren, en aan de essentiële punten en organisatorische stappen hierboven voldaan is, en als het voor beide groepen leerlingen de moeite loont.
- De betrokkenen (leraar en leerlingen) moeten echt achter het project staan en de nut ervan zien. Vooral de docent. Als hij eraan twijfelt door de ene of de andere reden, zal het project niet goed lopen. En klein beginnen. Dan kun je beter de problemen ter plekke of sneller oplossen. En als het toch niet slaagt, dan is de teleurstelling niet zo groot en kun je toch iets ervan leren/gebruiken om volgende keer en betere start te maken.
- Eenvoudiger platform, bij voorkeur werkend via eenvoudiger interface, assistentie van UU ter plaatse.

Appendix D Letter of request – sent out to possible participants

 <p>Utrecht University IVLOS</p>	 <p><i>Network Interaction in Foreign Language Acquisition and Research</i></p>	<p>Anne Daniëlle Oldeman A.D.Oldeman@students.uu.nl Sterre Krooshof S.E.Krooshof@students.uu.nl</p> <p>Project supervisor: Dr. H.C.J. de Graaff R.deGraaff@uu.nl</p>
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October 2010

Dear Sir, Madam,

We would like to invite you to fill out our questionnaire to support a research project on the organisation and implementation of Video Web Communication (VWC) projects in foreign language education programmes at secondary schools.

The contribution of anyone affiliated to the organisation and execution of, or research into, network interaction projects or related Computer Assisted Language Learning (CALL) projects is valuable to our research as your experience can help us make the transition from *theory* to *practice* easier for schools and teachers.

Attached to this message you will find information on the research we are conducting and what filling out our questionnaire will entail. The questionnaire can be found on *ThesisTools* and can be reached through the web-link below:

www.thesistools.com/web/?id=155155

Your help will be greatly appreciated. Please contact us should the information leaflet not suffice. We will be happy to answer any questions you might have.

Yours faithfully,

Anne Daniëlle Oldeman
A.D.Oldeman@students.uu.nl

Sterre Krooshof
S.E.Krooshof@students.uu.nl

 <p>Utrecht University IVLOS</p>	 <p><i>Network Interaction in Foreign Language Acquisition and Research</i></p>	<p>Anne Daniëlle Oldeman A.D.Oldeman@students.uu.nl Sterre Krooshof S.E.Krooshof@students.uu.nl</p> <p>Project supervisor: Dr. H.C.J. de Graaff R.deGraaff@uu.nl</p>
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Information Sheet

We would like to invite you to take part in a research project by filling out a questionnaire. Before you decide to fill out the questionnaire, we think it is important to inform you about the goals of this research and what filling out this questionnaire will involve. You are welcome to contact the researchers, using the contact information given at the end of this sheet, should there be any questions that remain unanswered.

Our project

This project is on the organisational and language pedagogical preconditions for the implementation of Video Web Communication projects in foreign language education programmes at secondary schools.

This research project is concerned with gathering information on experiences with the organisation and implementation of video-web communication (VWC) projects or any related CALL projects involving network interaction. This information can help us make the transition from theory to practice easier for schools and teachers.

Theoretical background

Research has shown that VWC projects can contribute a great deal to foreign language acquisition, the acquisition of Intercultural Communicative Competences (ICC), motivation and attitude towards learning a foreign language. However, the implementation of VWC projects in foreign language education programmes at secondary schools is still limited. This is unfortunate, as theory holds many promises. The aim of this research project is therefore to draw upon experience of others to discern the organisational and language pedagogical preconditions for the implementation of VWC projects in foreign language programmes at secondary schools. By clearly defining these preconditions we hope to inform and help secondary schools and language teachers with the organisation of their own VWC project.

Filling out the questionnaire

We would like to ask you to fill in the questionnaire online. However, if you prefer to receive a copy of the questionnaire by e-mail or in print we are willing to answer to your request.

This request for filling out the questionnaire stands by itself and is on a one-time basis only. This is therefore the only time you will be approached for this research. Signing the consent form and filling out the questionnaire are the only things you are requested to do.

Filling out our questionnaire will take between 15 to 20 minutes. It is anonymous and entirely

voluntary and your help will be greatly appreciated. On the survey website you will be asked to give your consent to us using the information you give through the survey. Please notice that once you have submitted your consent we will not be able to withdraw your information, as it is totally anonymous, and we are therefore unable to match the questionnaire to your person. This means only you know which answers you gave. The researchers are unable to link the information to your person. This means participating in this project is strictly confidential. There is therefore no possible way that you will be identified or approached after any reports or publications on this research project.

If something goes wrong during the project, and should you like to make a complaint, you can either contact the researchers, or, for more serious matters, you can contact the research supervisor using the information given below. He will then handle your complaint.

Should you prefer not to participate, nothing will be held against you. You are most welcome to copy this information for future reference.

The project is likely to be finished by February 2011. You can ask for a copy of the results by contacting the researchers at any time.

Contact information

For further information you may contact one of the researchers of this project, or the project supervisor. Please feel free to use the following contact information:

S.E. Krooshof & A.D. Oldeman

Contact address:
Varenstraat 322a
3765 WV Soest
The Netherlands

E-mail addresses & phone numbers

S.E.Krooshof@students.uu.nl & +31 0613262857 / A.D.Oldeman@students.uu.nl & +31 0653618164

Project supervisor:
Dr. H.C.J de Graaff
IVLOS
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3508 TC Utrecht
The Netherlands
R.deGraaff@uu.nl
+31 30 2533914

Thank you for reading this information!

VWC projects in Secondary Schools

Thank you for your interest in our research project!

We hope you have read our information sheet and that you do not have any more questions about what the questionnaire is about and how the information will be used. Otherwise, please read the information below. If you have already read the information sheet, please click continue.

Information Sheet

We would like to invite you to take part in a research project by filling out a questionnaire. Before you decide to fill out the questionnaire, we think it is important to inform you about the goals of this research and what filling out this questionnaire will involve. You are welcome to contact the researchers, using the contact information given at the end of this sheet, should there be any questions that remain unanswered.

This project is on the organisational and language pedagogical preconditions for the implementation of Video Web Communication projects in second language education programmes at secondary schools.

This research project is concerned with gathering information on experiences with the organisation and implementation of video-web communication (VWC) projects or any related CALL projects involving network interaction. This information can help us make the transition from theory to practice easier for schools and teachers. Research has shown that VWC projects can contribute a great deal to second language acquisition, the acquisition of Intercultural Communicative Competences (ICC), motivation and attitude towards learning a foreign language. However, the implementation of VWC projects in second language education programmes at secondary schools is still limited. This is unfortunate, as theory holds many promises. The aim of this research project is therefore to draw upon experience of others to discern the organisational and language pedagogical preconditions for the implementation of VWC projects in second language programmes at secondary schools. By clearly defining these preconditions we hope to inform and help secondary schools and language teachers with the organisation of their own VWC project.

We would like to ask you to fill in the questionnaire online. However, if you prefer to receive a copy of the questionnaire by e-mail, or in print we are willing to answer to your request.

This request for filling out the questionnaire stands by itself and is on a one-time basis only. This is therefore the only time you will be approached for this research. Signing the consent form and filling out the questionnaire are the only things you are requested to do.

Filling out our questionnaire is anonymous and entirely voluntary and your help will be greatly appreciated. On the survey website you will be asked to give your consent to us using the information you give through the survey. Please notice that once you

have submitted your consent we will not be able to withdraw your information, as it is totally anonymous, and we are therefore unable to match the questionnaire to your person. This means only you know which answers you gave. The researchers are unable to link the information to your person. This means participating in this project is strictly confidential. There is therefore no possible way that you will be identified or approached after any reports or publications on this research project.

If something goes wrong during the project, and should you like to make a complaint, you can either contact the researcher, or, for more serious matters, you can contact the research supervisor using the information given below. He will then handle your complaint.

Should you prefer not to participate, nothing will be held against you. You are most welcome to copy this information for future reference.

The project is likely to be finished by February 2011. You can ask for a copy of the results by contacting the researchers at any time.

For further information you may contact one of the researchers of this project, or the project supervisor. Please feel free to use the following contact information:

S.E. Krooshof & A.D. Oldeman

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Thank you for reading this information!

VWC projects in Secondary Schools

Before filling out this questionnaire, it is important to us that you consent to us using the information you enter by filling out the questionnaire.

However, as this is an online questionnaire, you are unable to sign a written consent form. Therefore, in this case you will be asked to give your consent by selecting YES after reading the statements below.

Please be aware that once you click YES in answer to the following statements, you consent and confirm the following:

1.

1. By clicking YES, I confirm that I have read and understood the information sheet about this questionnaire and the research project to which it is attached.*

- YES
- NO

2.

By clicking YES, I confirm that I have had the opportunity to contact the researchers to ask any remaining questions.*

- YES
- NO

3.

By clicking YES, I confirm that I understand that my participation is voluntary, but that I am unable to withdraw the information once I send in my questionnaire results, as this is an online questionnaire.*

- YES
 NO

4.

By clicking YES, I confirm that I understand that my participation is totally anonymous.*

- YES
 NO

5.

By clicking YES, I confirm that I agree to take part in this research project.*

- YES
 NO

This questionnaire consists of nine parts. The first part asks you to share some information on your connections to computer assisted language learning. The other eight parts consist of questions; however, the number of questions for each part is different. You are able to go to the next part of the questionnaire by clicking continue.

The questionnaire starts below. Good luck!

Part 1:

Please indicate whether the statements below apply to you by selecting yes / no.

6.

I have been involved in organising online communication projects.*

- YES
- NO

7.

I have a background in IT.*

- YES
- NO

8.

I have a background in research.*

- YES
- NO

9.

I have a background in teaching.*

- YES
- NO

10.

I am a student.*

- YES
- NO

Continue

Part 2:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

11.

Video Web Communication stimulates students in finding and exchanging authentic and contemporary information relevant to education.*

- 1
- 2
- 3
- 4
- 5

12.

Video Web Communication can be used as a teaching tool to stimulate the acquisition of ICC (Intercultural Communicative Competencies).*

- 1
- 2
- 3
- 4

5

13.

Video Web Communication is a satisfactory means of eliciting genuine communication between language learners.*

1

2

3

4

5

14.

Video Web Communication is an effective teaching tool to stimulate the acquisition of greater fluency and proficiency in the target language.*

1

2

3

4

5

15.

Video Web Communication does not elicit genuine communication between language learners.*

1

2

3

4

5

Continue

Part 3:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

16.

An online communication project is preferably implemented within the school curriculum.*

- 1
- 2
- 3
- 4
- 5

17.

It is the school's intention to carry out the project once.*

- 1
- 2
- 3
- 4
- 5

18.

Matching learning objectives, determined beforehand by both schools, should motivate partner school choice.*

- 1
- 2
- 3
- 4
- 5

19.

Clear communication of VWC-project goals and expectations should be expected from the partner schools, for example if the project will run once or yearly.*

- 1
- 2
- 3
- 4
- 5

20.

Partner school project initiators should determine the possibilities for implementing a VWC project together, before informing the school boards of the possible VWC project.*

- 1
- 2
- 3
- 4
- 5

21.

It is the school's intention to carry out the project on a yearly basis.*

- 1
- 2
- 3
- 4
- 5

22.

Scheduling VWC sessions should take place after system administrators at both schools have established whether the technical facilities are able to support a VWC project.*

- 1
- 2
- 3
- 4
- 5

23.

Learning objectives should be determined before exploring scheduling options.*

- 1
- 2
- 3
- 4
- 5

24.

VWC project organisation benefits from concurrent planning of time, technical preparations and educational preparations.*

- 1
- 2
- 3
- 4
- 5

25.

Partner schools should document their learning objectives before preparing a VWC project.*

- 1
- 2
- 3
- 4
- 5

26.

Partner schools should have similar learning objectives.*

- 1
- 2
- 3
- 4
- 5

27.

Partner schools should clearly define and document technical facilities for VWC to ensure the quality of the sessions.*

- 1
- 2
- 3
- 4
- 5

28.

It is necessary to document agreements made at school and between partner schools.*

- 1
- 2
- 3
- 4
- 5

29.

Concerning the order of planning the VWC project, partner schools should determine the learning objectives before any technical preparations should take place.*

- 1
- 2
- 3
- 4
- 5

30.

Partner schools should define their general expectations of a VWC project and should base the learning objectives and technical facilities on reality during the execution of the project.*

- 1
- 2
- 3
- 4
- 5

31.

VWC projects benefit organisationally from step-by-step preparation time planning, technical and educational preparations are done successively.*

- 1
- 2
- 3
- 4
- 5

32.

Partner schools should clearly document the learning objectives, technical facilities and other agreements concerning the preparation and planning of VWC projects.*

- 1
- 2
- 3
- 4
- 5

33.

Partner schools should be able to have different learning objectives.*

- 1
- 2
- 3
- 4
- 5

Continue

Part 4:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

34.

General agreements between colleagues, members of the staff and school board concerning the execution of the VWC project within your school should be documented during the planning phase.*

- 1
- 2
- 3
- 4
- 5

35.

Agreements between partner schools concerning the execution of a VWC project should be documented with as much detail as possible.*

- 1
- 2
- 3
- 4
- 5

36.

Scheduling VWC sessions at your school should be done during the planning phase as much as possible.*

- 1
- 2
- 3
- 4
- 5

37.

Time should be made available for the VWC sessions to take place at school during school hours.*

- 1
- 2
- 3
- 4
- 5

38.

Scheduling an alternative timetable and/or classrooms in your school as a back-up to allow rescheduling is an essential part of planning a successful VWC project.*

- 1
- 2
- 3
- 4
- 5

39.

Scheduling VWC sessions between partner schools should be taken care of during the planning phase of the project.*

- 1
- 2
- 3
- 4
- 5

40.

The creation of a back-up schedule for VWC sessions between partner schools is an essential part of the planning phase in order to create a successful project.*

- 1
- 2
- 3
- 4
- 5

41.

Whether VWC projects to take place during or outside the subject's timeslot is up to the school boards.*

- 1
- 2
- 3
- 4
- 5

42.

The VWC sessions should take place at any time available including hours before or after regular language classes.*

- 1
- 2
- 3
- 4
- 5

43.

Time should be made available for the VWC sessions to take place at school after regular school hours.*

- 1
- 2
- 3
- 4
- 5

44.

Elaborate or detailed technical test-runs should take place to check if both partner schools meet the technical specifications, before shaping the VWC sessions.*

- 1
- 2
- 3
- 4
- 5

45.

Introductory sessions should be planned to get students acquainted with the software.*

- 1
- 2
- 3
- 4
- 5

46.

Agreements between colleagues, members of the staff and school board concerning the execution of the VWC project at your school should be documented with as much detail as possible during the planning phase.*

- 1
- 2
- 3
- 4
- 5

47.

During software introductory sessions students should not get acquainted with the students of the partner school.*

- 1
- 2
- 3
- 4
- 5

Continue

Part 5:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

48.

Technical help from the school's system administrators is indispensable during the planning of the project.*

- 1
- 2
- 3
- 4
- 5

49.

The VWC project organisers should document clear agreements with the school board concerning the planning of the project.*

- 1
- 2
- 3
- 4
- 5

50.

All school colleagues should be kept up to date regularly about the planning and organisation of the VWC project.*

- 1
- 2
- 3
- 4
- 5

51.

Only the colleagues working in the same department should be kept up to date regularly about the organisation of the VWC project.*

- 1
- 2
- 3
- 4
- 5

52.

The school's system administrators' technical help is not yet needed during the planning phase of the project.*

- 1
- 2
- 3
- 4
- 5

53.

During the planning phase scheduling of classrooms and making of timetables should be done by timetable management.*

- 1
- 2
- 3
- 4
- 5

Part 6:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

54.

Schools should check each other for the availability of necessary hardware (pc's, headsets, webcams, etc.) and software during the planning phase of the project.*

- 1
- 2
- 3
- 4
- 5

55.

The selected virtual environment should be stable as to support a successful VWC project.*

- 1
- 2
- 3
- 4
- 5

56.

The user friendliness of the selected hardware and software should enable teachers to work independently from system administrators.*

- 1
- 2
- 3
- 4
- 5

57.

Teachers should be able to work with the selected hardware and software independently after an introductory training by a system administrator.*

- 1
- 2
- 3
- 4
- 5

58.

The suitability IT classrooms should be checked during the planning phase of the VWC project.*

- 1
- 2
- 3
- 4
- 5

59.

Partner schools should test the sufficiency of their bandwidth during the planning phase in order to adjust either the number of VWC sessions taking place at a time, or the software.*

- 1
- 2
- 3
- 4
- 5

60.

Minor problems and periodic glitches in the virtual environment are acceptable, as long as they do not compromise the success of a VWC project.*

- 1
- 2
- 3
- 4
- 5

61.

Each school makes sure for themselves that the necessary hardware (pc's, headsets, webcams, etc.) and software is available and working during the planning phase of the project.*

- 1
- 2
- 3
- 4
- 5

Continue

Part 7:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

62.

After every session teachers should contact each other and exchange experiences and solve any problems there might have been.*

- 1
- 2
- 3
- 4
- 5

63.

Partner schools should evaluate the probability of reaching the learning objectives halfway through the VWC project.*

- 1
- 2
- 3
- 4
- 5

64.

Deviations from agreements made during the planning phase of the project can be made as long as both partners are clear on the changes and agree with them.*

- 1
- 2
- 3
- 4
- 5

65.

Contact between teachers need only take place if problems have occurred during the sessions.*

- 1
- 2
- 3
- 4
- 5

66.

Partner schools should evaluate whether the learning objectives were reached at the end of the VWC project.*

- 1
- 2
- 3
- 4
- 5

Continue

Part 8:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

67.

The VWC project organisers responsible for the organisation of the VWC project should keep the school board up to date on the execution of the project and clear any changes to the agreements made during the planning phase before documenting and proceeding with them.*

- 1
- 2
- 3
- 4
- 5

68.

The school's system administrators' help is not needed during the execution of the project.*

- 1
- 2
- 3
- 4
- 5

69.

All colleagues should be kept up to date regularly about the execution of the VWC project.*

- 1
- 2
- 3
- 4
- 5

70.

Not all colleagues should be kept up to date regularly about the execution of the VWC project.*

- 1
- 2
- 3
- 4
- 5

71.

Only the colleagues working in the same department should be kept up to date regularly about the execution of the VWC project.*

- 1
- 2
- 3
- 4
- 5

72.

During the execution phase of the project, scheduling of classrooms and making of timetables should be done by timetable management.*

- 1
- 2
- 3
- 4
- 5

Continue

Part 9:

Please read the statements below and indicate on a scale of 1-5 how strongly you agree or disagree.

Throughout this questionnaire, the numbers 1-5 correspond to the following:

- 1: I strongly disagree
- 2: I disagree
- 3: I don't disagree/I don't agree
- 4: I agree
- 5: I strongly agree

73.

The performance of the necessary hardware (pc's, headsets, webcams, etc.) and software should be checked regularly during the execution phase.*

- 1
- 2
- 3
- 4
- 5

74.

When teachers and pupils encounter problems with the selected hardware and software during the execution phase, teachers and system administrators should end the whole project prematurely.*

- 1
- 2
- 3
- 4
- 5

75.

When the sufficiency of the bandwidth at either partner school is interfering with the quality of the sessions taking place during the execution phase, the whole VWC project should end prematurely.*

- 1
- 2
- 3
- 4
- 5

76.

The selected virtual environment should be stable during the execution phase; otherwise the whole project should end prematurely.*

- 1
- 2
- 3
- 4
- 5

77.

System administrators should help teachers and pupils when problems occur during the execution phase of the project, regardless of how often their help is needed.*

- 1
- 2
- 3
- 4
- 5

78.

If problems occur during the execution phase, partner schools should make adjustments to the sufficiency of the bandwidth at their schools until the quality of the sessions is sound.*

- 1
- 2
- 3
- 4
- 5

79.

Minor problems with the virtual environment are acceptable during the execution phase, as long as both partner schools try to improve the quality of the sessions.*

- 1
- 2
- 3
- 4
- 5

Finished: [Submit!](#)

Questionnaire questions & matching code used for analysis

Below you will find a list of all the questions, without further questionnaire text, the numbers of the questions used in the questionnaire and the corresponding codes used for analysis. This can be used to make the translation from the questionnaire to the analysis files easier.

Questionnaire part 0: Consent questions

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
Consent 1	1	By clicking YES, I confirm that I have read and understood the information sheet about this questionnaire and the research project to which it is attached.
Consent 2	2	By clicking YES, I confirm that I have had the opportunity to contact the researchers to ask any remaining questions.
Consent 3	3	By clicking YES, I confirm that I understand that my participation is voluntary, but that I am unable to withdraw the information once I send in my questionnaire results, as this is an online questionnaire.
Consent 4	4	By clicking YES, I confirm that I understand that my participation is totally anonymous.
Consent 5	5	By clicking YES, I confirm that I agree to take part in this research project

Topic part 1: Target Group

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
DG 1	6	I have been involved in organising online communication projects.
DG 2	7	I have a background in IT.
DG 3	8	I have a background in research.
DG 4	9	I have a background in teaching.
DG 5	10	I am a student.

Questionnaire part 2: Significance of VWC in secondary school language education

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ 1	11	Video Web Communication stimulates students in finding and exchanging authentic and contemporary information relevant to education.
RQ 2	12	Video Web Communication can be used as a teaching tool to stimulate the acquisition of ICC (Intercultural Communicative Competencies).
RQ 3	13	Video Web Communication is a satisfactory means of eliciting genuine communication between language learners.
RQ 4	14	Video Web Communication is an effective teaching tool to stimulate the acquisition of greater fluency and proficiency in the target language.
RQ 5	15	Video Web Communication does not elicit genuine communication between language learners.

Questionnaire part 3: Foundation to the implementation of VWC at school

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ6	16	An online communication project is preferably implemented within the school curriculum.
RQ7	17	It is the school's intention to carry out the project once.
RQ8	18	Matching learning objectives, determined beforehand by both schools, should motivate partner school choice.
RQ9	19	Clear communication of VWC-project goals and expectations should be expected from the partner schools, for example if the project will run once or yearly.
RQ10	20	Partner school project initiators should determine the possibilities for implementing a VWC project together, before informing the school boards of the possible VWC project.
RQ11	21	It is the school's intention to carry out the project on a yearly basis.
RQ12	22	Scheduling VWC sessions should take place after system administrators at both schools have established whether the technical facilities are able to support a VWC project.
RQ13	23	Learning objectives should be determined before exploring scheduling options.
RQ14	24	VWC project organisation benefits from concurrent planning of time, technical preparations and educational preparations.
RQ15	25	Partner schools should document their learning objectives before preparing a VWC project.
RQ16	26	Partner schools should have similar learning objectives.
RQ17	27	Partner schools should clearly define and document technical facilities for VWC to ensure the quality of the sessions.
RQ18	28	It is necessary to document agreements made at school and between partner schools.
RQ19	29	Concerning the order of planning the VWC project, partner schools should determine the learning objectives before any technical preparations should take place.

RQ20	30	Partner schools should define their general expectations of a VWC project and should base the learning objectives and technical facilities on reality during the execution of the project.
RQ21	31	VWC projects benefit organisationally from step-by-step preparation time planning, technical and educational preparations are done successively.
RQ22	32	Partner schools should clearly document the learning objectives, technical facilities and other agreements concerning the preparation and planning of VWC projects.
RQ23	33	Partner schools should be able to have different learning objectives.

Questionnaire part 4: General planning phase

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ24	34	General agreements between colleagues, members of the staff and school board concerning the execution of the VWC project within your school should be documented during the planning phase.
RQ25	35	Agreements between partner schools concerning the execution of a VWC project should be documented with as much detail as possible.
RQ26	36	Scheduling VWC sessions at your school should be done during the planning phase as much as possible.
RQ27	37	Time should be made available for the VWC sessions to take place at school during school hours.
RQ28	38	Scheduling an alternative timetable and/or classrooms in your school as a back-up to allow rescheduling is an essential part of planning a successful VWC project.
RQ29	39	Scheduling VWC sessions between partner schools should be taken care of during the planning phase of the project.*
RQ30	40	The creation of a back-up schedule for VWC sessions between partner schools is an essential part of the planning phase in order to create a successful project.
RQ31	41	Whether VWC projects to take place during or outside the subject's timeslot is up to the school boards.

RQ32	42	The VWC sessions should take place at any time available including hours before or after regular language classes.
RQ33	43	Time should be made available for the VWC sessions to take place at school after regular school hours.
RQ34	44	Elaborate or detailed technical test-runs should take place to check if both partner schools meet the technical specifications, before shaping the VWC sessions.
RQ35	45	Introductory sessions should be planned to get students acquainted with the software.
RQ36	46	Agreements between colleagues, members of the staff and school board concerning the execution of the VWC project at your school should be documented with as much detail as possible during the planning phase.
RQ37	47	During software introductory sessions students should not get acquainted with the students of the partner school.

Questionnaire part 5: Involvement colleagues in planning phase

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ38	48	Technical help from the school's system administrators is indispensable during the planning of the project.
RQ39	49	The VWC project organisers should document clear agreements with the school board concerning the planning of the project.
RQ40	50	All school colleagues should be kept up to date regularly about the planning and organisation of the VWC project.
RQ41	51	Only the colleagues working in the same department should be kept up to date regularly about the organisation of the VWC project.
RQ42	52	The school's system administrators' technical help is not yet needed during the planning phase of the project.
RQ43	53	During the planning phase scheduling of classrooms and making of timetables should be done by timetable management.

Questionnaire part 6: Availability facilities in planning phase

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ44	54	Schools should check each other for the availability of necessary hardware (pc's, headsets, webcams, etc.) and software during the planning phase of the project.
RQ45	55	The selected virtual environment should be stable as to support a successful VWC project.
RQ46	56	The user friendliness of the selected hardware and software should enable teachers to work independently from system administrators.
RQ47	57	Teachers should be able to work with the selected hardware and software independently after an introductory training by a system administrator.
RQ48	58	The suitability IT classrooms should be checked during the planning phase of the VWC project.
RQ49	59	Partner schools should test the sufficiency of their bandwidth during the planning phase in order to adjust either the number of VWC sessions taking place at a time, or the software.
RQ50	60	Minor problems and periodic glitches in the virtual environment are acceptable, as long as they do not compromise the success of a VWC project.
RQ51	61	Each school makes sure for themselves that the necessary hardware (pc's, headsets, webcams, etc.) and software is available and working during the planning phase of the project.

Questionnaire part 7: Execution phase

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ52	62	After every session teachers should contact each other and exchange experiences and solve any problems there might have been.
RQ53	63	Partner schools should evaluate the probability of reaching the learning objectives halfway through the VWC project.
RQ54	64	Deviations from agreements made during the planning phase of the project can be made as long as both partners are clear on the changes and agree with them.
RQ55	65	Contact between teachers need only take place if problems have occurred during the sessions.
RQ56	66	Partner schools should evaluate whether the learning objectives were reached at the end of the VWC project.

Questionnaire part 8: Involvement colleagues in execution phase

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ57	67	The VWC project organisers responsible for the organisation of the VWC project should keep the school board up to date on the execution of the project and clear any changes to the agreements made during the planning phase before documenting and proceeding with them.
RQ58	68	The school's system administrators' help is not needed during the execution of the project.
RQ59	69	All colleagues should be kept up to date regularly about the execution of the VWC project.
RQ60	70	Not all colleagues should be kept up to date regularly about the execution of the VWC project.
RQ61	71	Only the colleagues working in the same department should be kept up to date regularly about the execution of the VWC project.
RQ62	72	During the execution phase of the project, scheduling of classrooms and making of timetables should be done by timetable management.

Questionnaire part 9: Monitoring performance of facilities during execution phase

<i>Analysis Code</i>	<i>Questionnaire number</i>	<i>Question</i>
RQ63	73	The performance of the necessary hardware (pc's, headsets, webcams, etc.) and software should be checked regularly during the execution phase.
RQ64	74	When teachers and pupils encounter problems with the selected hardware and software during the execution phase, teachers and system administrators should end the whole project prematurely.
RQ65	75	When the sufficiency of the bandwidth at either partner school is interfering with the quality of the sessions taking place during the execution phase, the whole VWC project should end prematurely.
RQ66	76	The selected virtual environment should be stable during the execution phase; otherwise the whole project should end prematurely.
RQ67	77	System administrators should help teachers and pupils when problems occur during the execution phase of the project, regardless of how often their help is needed.
RQ68	78	If problems occur during the execution phase, partner schools should make adjustments to the sufficiency of the bandwidth at their schools until the quality of the sessions is sound.
RQ69	79	Minor problems with the virtual environment are acceptable during the execution phase, as long as both partner schools try to improve the quality of the sessions.

Appendix H DVD:

- a. Raw data respondents*
- b. SPSS data*
- c. SPSS Output – Histograms*
- d. SPSS Output – Percentages*

Appendix I Overview tables per topic 1-8

Below you will find a list of all frequency tables. The tables are listed per topic and question:

1. *Significance of VWC in secondary school language education*
2. *Foundation to the implementation of VWC at school*
3. *General planning phase*
4. *Involvement colleagues in planning phase*
5. *Availability facilities in planning phase*
6. *Execution phase*
7. *Involvement colleagues in execution phase*
8. *Monitoring performance of facilities during execution phase*

Topic 1: Significance of VWC in secondary school language education

RQ1: Video Web Communication stimulates students in finding and exchanging authentic and contemporary information relevant to education.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4.5
4	13	59.1
5	8	36.4
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.32 (0.57)	

RQ2: Video Web Communication can be used as a teaching tool to stimulate the acquisition of ICC (Intercultural Communicative Competencies).

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	2	9.1
4	9	40.9
5	11	50.0
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.41 (0.67)	

RQ3: Video Web Communication is a satisfactory means of eliciting genuine communication between language learners.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4.5
4	10	45.5
5	11	50.0
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.45 (0.60)	

RQ4: Video Web Communication is an effective teaching tool to stimulate the acquisition of greater fluency and proficiency in the target language.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4.5
3	1	4.5
4	11	50.0
5	9	40.9
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.27 (0.77)	

RQ5: Video Web Communication does not elicit genuine communication between language learners.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	12	54.5
2	6	27.3
3	2	9.1
4	2	9.1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	1.73 (0.99)	

Topic 2: Foundation to the implementation of VWC at school

RQ6: An online communication project is preferably implemented within the school curriculum.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	2	9.1
2	2	9.1
4	15	68.2
5	3	13.6
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.68 (1.13)	

RQ7: It is the school's intention to carry out the project once.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4.5
2	7	31.8
3	10	45.5
4	3	13.6
5	1	4.5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.82 (0.91)	

RQ8: Matching learning objectives, determined beforehand by both schools, should motivate partner school choice.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9.1
3	2	9.1
4	12	54.5
5	6	27.3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4 (0.87)	

RQ9: Clear communication of VWC-project goals and expectations should be expected from the partner schools, for example if the project will run once or yearly.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	2	9.1
4	11	50.0
5	9	40.9
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.32 (0.65)	

RQ10: Partner school project initiators should determine the possibilities for implementing a VWC project together, before informing the school boards of the possible VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9.1
3	4	18.2
4	9	40.9
5	7	31.8
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.95 (0.95)	

RQ11: It is the school's intention to carry out the project on a yearly basis.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4.5
2	1	4.5
3	13	59.1
4	3	13.6
5	4	18.2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.36 (1.00)	

RQ12: Scheduling VWC sessions should take place after system administrators at both schools have established whether the technical facilities are able to support a VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4.5
4	10	45.5
5	11	50.0
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.45 (0.60)	

RQ13: Learning objectives should be determined before exploring scheduling options.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	7	31.8
4	7	31.8
5	8	36.4
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.05 (0.844)	

RQ14: VWC project organisation benefits from concurrent planning of time, technical preparations and educational preparations.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4.5
3	6	27.3
4	7	31.8
5	8	36.4
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4 (0.93)	

RQ15: Partner schools should document their learning objectives before preparing a VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4.5
3	3	13.6
4	11	50.0
5	7	31.8
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.09 (0.81)	

RQ16: Partner schools should have similar learning objectives.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	5	22,77
3	4	18,2
4	10	45,5
5	3	13,6
<i>Total:</i>	22	100
<i>Mean (SD):</i>		

RQ17: Partner schools should clearly define and document technical facilities for VWC to ensure the quality of the sessions.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4.5
3	1	4.5
4	12	54.5
5	8	36.4
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.23 (0.75)	

RQ18: It is necessary to document agreements made at school and between partner schools.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4.5
3	2	9.1
4	13	59.1
5	6	27.3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.09 (0.75)	

RQ19: Concerning the order of planning the VWC project, partner schools should determine the learning objectives before any technical preparations should take place

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	3	13.6
3	6	27.3
4	7	31.8
5	6	27.3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.73 (1.03)	

RQ20: Partner schools should define their general expectations of a VWC project and should base the learning objectives and technical facilities on reality during the execution of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4.5
2	5	22.7
3	3	13.6
4	11	50.0
5	2	9.1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.36 (1.09)	

RQ21: VWC projects benefit organisationally from step-by-step preparation time planning, technical and educational preparations are done successively.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
0	1	4,5
2	1	4,5
3	4	18,2
4	13	59,1
5	3	13,6
<i>Total:</i>	22	100

Mean (SD):

RQ22: Partner schools should clearly document the learning objectives, technical facilities and other agreements concerning the preparation and planning of VWC projects.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	3	13.6
4	14	63.6
5	5	22.7
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.09 (0.61)	

RQ23: Partner schools should be able to have different learning objectives.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4,5
2	4	18,2
3	5	22,7
4	10	45,5
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.36 (1.05)	

Topic 3: General planning phase

RQ24: General agreements between colleagues, members of the staff and school board concerning the execution of the VWC project within your school should be documented during the planning phase.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	4	18,2
4	13	59,1
5	5	22,7
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.05 (0.65)	

RQ25: Agreements between partner schools concerning the execution of a VWC project should be documented with as much detail as possible.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	4	18,2
3	7	31,8
4	9	40,9
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.41 (0.91)	

RQ26: Scheduling VWC sessions at your school should be done during the planning phase as much as possible.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
0	1	4,5
2	3	13,6
3	4	18,2
4	12	54,5
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.45 (1.14)	

RQ27: Time should be made available for the VWC sessions to take place at school during school hours.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4,5
3	2	9,1
4	11	50,0
5	8	36,4
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.18 (0.80)	

RQ28: Scheduling an alternative timetable and/or classrooms in your school as a back-up to allow rescheduling is an essential part of planning a successful VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4,5
2	2	9,1
3	4	18,2
4	11	50,0
5	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.68 (1.04)	

RQ29: Scheduling VWC sessions between partner schools should be taken care of during the planning phase of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	19,1
3	3	13,6
4	11	50,0
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.95 (0.90)	

RQ30: The creation of a back-up schedule for VWC sessions between partner schools is an essential part of the planning phase in order to create a successful project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4,5
2	2	9,1
3	3	13,6
4	10	45,5
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.82 (1.10)	

RQ31: Whether VWC projects to take place during or outside the subject's timeslot is up to the school boards.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	6	27,3
2	6	27,3
3	4	18,2
4	5	22,7
5	1	4,5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.50 (1.26)	

RQ32: The VWC sessions should take place at any time available including hours before or after regular language classes.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	4	18,2
2	6	27,3
3	3	13,6
4	6	27,3
5	3	13,6
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.91 (1.38)	

RQ33: Time should be made available for the VWC sessions to take place at school after regular school hours.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	4	18,2
2	5	22,7
3	5	22,7
4	5	22,7
5	3	13,6
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.91 (1.34)	

RQ34: Elaborate or detailed technical test-runs should take place to check if both partner schools meet the technical specifications, before shaping the VWC sessions.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4,5
3	1	4,5
4	14	63,6
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.14 (0.71)	

RQ35: Introductory sessions should be planned to get students acquainted with the software.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4,5
4	9	40,9
5	12	54,5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.45 (0.60)	

RQ36: Agreements between colleagues, members of the staff and school board concerning the execution of the VWC project at your school should be documented with as much detail as possible during the planning phase.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	3	13,6
3	5	22,7
4	10	45,5
5	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.68 (0.95)	

RQ37: During software introductory sessions students should not get acquainted with the students of the partner school.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	3	13,6
2	8	36,4
3	6	27,3
4	3	13,6
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.68 (1.71)	

Topic 4: Involvement colleagues in planning phase

RQ38: Technical help from the school's system administrators is indispensable during the planning of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	2	9,1
4	10	45,5
5	10	45,5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.36 (0.66)	

RQ39: The VWC project organisers should document clear agreements with the school board concerning the planning of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4,5
3	4	18,2
4	11	50,0
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.00 (0.82)	

RQ40: All school colleagues should be kept up to date regularly about the planning and organisation of the VWC project

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	5	22,7
3	3	13,6
4	8	36,4
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.68 (1.13)	

RQ41: Only the colleagues working in the same department should be kept up to date regularly about the organisation of the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	2	9,1
2	6	27,3
3	6	27,3
4	6	27,3
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.00 (1.16)	

RQ42: The school's system administrators' technical help is not yet needed during the planning phase of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	6	27,3
2	14	63,6
3	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	1.82 (0.59)	

RQ43: During the planning phase scheduling of classrooms and making of timetables should be done by timetable management.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9,1
3	8	36,4
4	8	36,4
5	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.64 (0.90)	

Topic 5: Availability facilities in planning phase

RQ44: Schools should check each other for the availability of necessary hardware (pc's, headsets, webcams, etc.) and software during the planning phase of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9,1
3	3	13,6
4	11	50,0
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.95 (0.90)	

RQ45: The selected virtual environment should be stable as to support a successful VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
4	12	54,5
5	10	45,5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.45 (0.51)	

RQ46: The user friendliness of the selected hardware and software should enable teachers to work independently from system administrators.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
0	1	4,5
2	1	4,5
3	4	18,2
4	7	31,8
5	9	40,9
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.95 (1.26)	

RQ47: Teachers should be able to work with the selected hardware and software independently after an introductory training by a system administrator.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4,5
4	12	54,5
5	9	40,9
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.36 (0.58)	

RQ48: The suitability IT classrooms should be checked during the planning phase of the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
4	15	68,2
5	7	31,8
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.32 (0.48)	

RQ49: Partner schools should test the sufficiency of their bandwidth during the planning phase in order to adjust either the number of VWC sessions taking place at a time, or the software.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4,5
4	13	59,1
5	8	36,4
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.32 (0.57)	

RQ50: Minor problems and periodic glitches in the virtual environment are acceptable, as long as they do not compromise the success of a VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
0	1	4,5
2	1	4,5
3	3	13,6
4	12	54,5
5	5	22,7
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.82 (1.14)	

RQ51: Each school makes sure for themselves that the necessary hardware (pc's, headsets, webcams, etc.) and software is available and working during the planning phase of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
4	11	50,0
5	11	50,0
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.50 (0.51)	

Topic 6: Execution phase

RQ52: After every session teachers should contact each other and exchange experiences and solve any problems there might have been.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	5	22,7
3	1	4,5
4	9	40,9
5	7	31,8
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.82 (1.14)	

RQ53: Partner schools should evaluate the probability of reaching the learning objectives halfway through the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4,5
3	4	18,2
4	11	50,0
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.00 (0.82)	

RQ54: Deviations from agreements made during the planning phase of the project can be made as long as both partners are clear on the changes and agree with them.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4,5
3	1	4,5
4	11	50,0
5	9	40,9
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.23 (0.92)	

RQ55: Contact between teachers need only take place if problems have occurred during the sessions.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	6	27,3
2	10	45,5
3	1	4,5
4	4	18,2
5	1	4,5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.27 (1.20)	

RQ56: Partner schools should evaluate whether the learning objectives were reached at the end of the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4,5
4	7	31,8
5	14	63,6
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.59 (0.59)	

Topic 7: Involvement colleagues in execution phase

RQ57: The VWC project organisers responsible for the organisation of the VWC project should keep the school board up to date on the execution of the project and clear any changes to the agreements made during the planning phase before documenting and proceeding with them.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9,1
3	8	36,4
4	6	27,3
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.73 (0.99)	

RQ58: The school's system administrators' help is not needed during the execution of the project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	6	27,3
2	6	27,3
3	6	27,3
4	2	9,1
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.45 (1.26)	

RQ59: All colleagues should be kept up to date regularly about the execution of the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	1	4,5
2	6	27,3
3	6	27,3
4	3	13,6
5	6	27,3
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.32 (1.29)	

RQ60: Not all colleagues should be kept up to date regularly about the execution of the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	4	18,2
2	3	13,6
3	6	27,3
4	7	31,8
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.00 (1.27)	

RQ61: Only the colleagues working in the same department should be kept up to date regularly about the execution of the VWC project.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	3	13,6
2	4	18,2
3	4	18,2
4	6	27,3
5	5	22,7
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.27 (1.39)	

RQ62: During the execution phase of the project, scheduling of classrooms and making of timetables should be done by timetable management.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9,1
3	8	36,4
4	8	36,4
5	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.64 (0.90)	

Topic 8: Monitoring performance of facilities during execution phase

RQ63: The performance of the necessary hardware (pc's, headsets, webcams, etc.) and software should be checked regularly during the execution phase.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
3	1	4,5
4	16	72,7
5	5	22,7
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.18 (0.50)	

RQ64: When teachers and pupils encounter problems with the selected hardware and software during the execution phase, teachers and system administrators should end the whole project prematurely.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	7	31,8
2	10	45,5
3	3	13,6
4	1	4,5
5	1	4,5
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.05 (1.05)	

RQ65: When the sufficiency of the bandwidth at either partner school is interfering with the quality of the sessions taking place during the execution phase, the whole VWC project should end prematurely.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	4	18,2
2	8	36,4
3	6	27,3
4	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.45 (1.01)	

RQ66: The selected virtual environment should be stable during the execution phase; otherwise the whole project should end prematurely.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
1	2	9,1
2	7	31,8
3	9	40,9
4	2	9,1
5	2	9,1
<i>Total:</i>	22	100
<i>Mean (SD):</i>	2.77 (1.07)	

RQ67: System administrators should help teachers and pupils when problems occur during the execution phase of the project, regardless of how often their help is needed.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	2	9,1
3	2	9,1
4	14	63,6
5	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.91 (0.81)	

RQ68: If problems occur during the execution phase, partner schools should make adjustments to the sufficiency of the bandwidth at their schools until the quality of the sessions is sound.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
2	1	4,5
3	3	13,6
4	14	63,6
5	4	18,2
<i>Total:</i>	22	100
<i>Mean (SD):</i>	3.95 (0.72)	

RQ69: Minor problems with the virtual environment are acceptable during the execution phase, as long as both partner schools try to improve the quality of the sessions.

<i>Answer:</i>	<i>Frequency (N: 22):</i>	<i>Percent:</i>
4	17	77,3
5	5	22,7
<i>Total:</i>	22	100
<i>Mean (SD):</i>	4.23 (0.43)	

This research project has established the following preconditions:

1. VWC projects can be a satisfactory teaching tool in language education to stimulate
 - a. The acquisition of ICC.
 - b. Finding and exchanging authentic and contemporary educational information.
 - c. Acquisition of greater fluency and proficiency in the target language.
 - d. Eliciting genuine communication between language learners.
2. As a foundation to the implementation of VWC at secondary schools, project organisers should:
 - a. Find out what the possibilities are for implementing a VWC project, before informing the school board.
 - b. Determine learning objectives of the VWC project.
 - c. Select a school based on matching learning objectives.
 - d. Clearly communicate goals and expectations – for example if the project runs once or yearly, and whether differences are allowed to exist in learning objectives.
 - e. Document any agreements made with as much detail as possible.
 - f. Concerning the order of planning the VWC project, organizer should:
 - i. Establish learning objectives
 - ii. Take care of technical facilities
 - iii. Schedule sessions at school / between partner schools
3. During the planning phase organisers should:
 - a. Document agreements with colleagues, members of staff and school board on the execution of the VWC project, although the amount of detail will depend on the school's preference.
 - b. Document agreements with the partner school on the execution of the VWC project.
 - c. Organise elaborate technical test-runs to check whether both partner schools meet technical specifications, before shaping the VWC sessions.
 - d. Schedule VWC sessions between partner schools.
 - e. Schedule the sessions at school between school hours.
 - f. Plan introductory sessions to get the students acquainted with the software.
4. The involvement of the following colleagues during the planning phase is a necessity:
 - a. Involvement school board:
To clear and document any agreements concerning the planning of the VWC project.
 - b. Involvement system administrators:
Indispensable to execute technical test-runs etc.
 - c. Involvement timetable management:
Depending on the school, involvement timetable management is necessary to schedule VWC sessions at school.

5. During the planning phase, the availability of the following technical facilities should be checked:
 - a. Schools should check themselves for the availability of the necessary hardware (PC's, headsets, webcams, etc.) and software.
 - b. School should check each other for the availability of the necessary hardware (PC's, headsets, webcams, etc.) and software.
 - c. Schools should select software with which teacher can work independently after an introductory training by system administration.
 - d. Schools should check the suitability of the IT classrooms.
 - e. A stable virtual environment should be selected.
 - f. Schools should check the sufficiency of their bandwidth – accordingly either the number of VWC sessions taking place at a time should be adjusted, or the software.

6. During the execution of the VWC project, schools should:
 - a. Only make deviations from the planning and agreements as long as everyone involved in the project is clear on the changes and agrees with them.
 - b. Be in touch halfway through the project to evaluate the probability of reaching the learning objectives.
 - c. Be in touch at the end of the project to evaluate whether the learning objectives have been reached.

7. The involvement of the following colleagues during the execution phase is a necessity:
 - a. The school board:
To keep them up to date about the execution of the VWC project and clear any changes to the agreements made during the planning phase before documenting and proceeding with them.
 - b. Timetable management:
To schedule classrooms and to make timetables for the VWC project.

8. During the execution phase the performance of the following facilities should be monitored:
 - a. Performance of the necessary hardware (PC's, headsets, webcams, etc.) and software should be checked regularly during the execution phase.
 - b. Minor problems with the virtual environment are acceptable during the execution phase as long as both partner schools try to improve the quality of the sessions.
 - c. If problems occur due to bandwidth problems, schools should make adjustments to the sufficiency of the bandwidth until the quality of the sessions is sound.
 - d. System administrators should help teachers and pupils when problems occur during the execution phase of the VWC project, regardless of how often their help is needed.