



Lillehammer,  
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## Abstract formula

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Developing a training programme for  
video conferencing for Project Invite

Suggested session: 60 or 90 minutes: presentation and  
discussion

Physical or virtual pres- Physical  
ence in Lillehammer?

Type of presentation? Paper

Short biography of presenter(s): (maximum 50 words)

John Morgan is the English for Academic Purposes Coordinator at the Language and Learning Centre, University of Wales, Aberystwyth. He specializes in working with academic literacy practices in writing and oral communication, with a special interest in digital media and video conferencing.

Dr. Hana Katrnakova is the deputy head and an English for Academic and Specific Purposes teacher at the Language Education Centre, Faculty of Law, Masaryk University, Brno, Czech Republic. She specializes in managing projects and is the Invite project main coordinator.

Dr. Alena Hradilová is an English for Academic and Specific Purposes teacher at the Language Education Centre, Faculty of Law, Masaryk University, Brno, Czech Republic. She specializes in working with students projects encouraging wide use of ICTs and teacher training.

Dr. Libor Štěpánek is an English for Academic and Specific Purposes teacher at the Language Education Centre, School of Social Studies and Faculty of Arts, Masaryk University, Brno, Czech Republic. He also specializes in working with students projects encouraging wide use of ICTs.

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Abstract – 210 words

Invite is a two year research project sponsored by Leonardo da Vinci (EU). The aim of the project is for three universities in the Czech Republic, UK and Spain to provide a training programme in effective uses of video conferencing for four small to medium sized enterprises in the Czech Republic, Slovakia and Italy.

As the project is in its first six months of development, we do not have direct results as yet, but would like to present ideas on how we have set up needs analysis procedures to work with the experience, needs and expectations of the seven project partners. We will also be considering the extent to which we have drawn on experiences of video conferencing in the classroom to inform ways in which we are adapting materials and methods for uses in socio-academic and professional settings.

A significant part of the adaptation process is drawn from user comments and feedback from students on their perceptions of what constitutes effective communication in video conferences, thus working with socially negotiated aspects of the needs of the communicator, rather than institutional guidelines of what constitutes good practice.

We will provide initial results from the pilot stage of the programme, linking to web-based resources for ongoing dissemination of our project findings.