

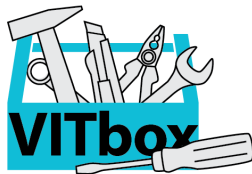
CEFR Companion Volume implementation toolbox

Writing a proposal collaboratively

Title:	Writing a proposal collaboratively
Language:	English
CEFR Level:	B2/C1
Author:	VITbox team

Descriptor:

Mode of communication / Activity, strategy or competence: Reading, speaking, writing, mediation	Scale: Goal-oriented transactions and collaboration
<p>Descriptor:</p> <p>B2</p> <p>Can engage in online collaborative or transactional exchanges within his/her area(s) of expertise that require negotiation of conditions and explanation of complicated details and special requirements.</p> <p>Can deal with misunderstandings and unexpected problems that arise in online collaborative or transactional exchanges by responding politely and appropriately in order to help resolve the issue.</p> <p>C1</p> <p>Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.</p> <p>Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and exemplifying through media (visual, audio, graphic).</p>	
<p>Goals of the activity: practice collaborative writing of a proposal online, dealing with instructions to co-writers, practice in explaining motives and requirements. Use of online collaborative tools (google docs, dropbox, etc.) and use of notes and comments on the documents to convey meaning and clarify intentions.</p> <p>Introducing the activity in the classroom</p> <ul style="list-style-type: none"> ask participants to share which online writing tools they use and if they have ever worked collaboratively online in a second language. If they have, which sort of project did they work on? ask participants about the misunderstandings that were generated. Were those misunderstandings a result of the language used? or of the medium used? ask participants to provide ideas that could help facilitate the work and prevent misunderstandings, simplifying the syntax for example. 	



Description of the main activity:

This activity can be carried out in blended learning courses as an online activity or in traditional courses as a classroom activity. In the second case, make sure your students have phones, tablets or computers, allowing them to carry out collaborative writing tasks. Conversely, students can do the writing online as a homework activity and the reading of the final text and comments can be carried out as a final classroom activity.

The EU Cohesion Policy contributes to eco-tourism by conserving, protecting, promoting and developing natural and cultural heritage. It is taking action to improve the urban environment, to revitalise cities, regenerate and decontaminate brownfield sites, reduce air pollution and promote noise-reduction measures. It supports the industrial transition towards a resource-efficient economy, promoting green growth, eco-innovation and environmental performance management in the public and private sectors.

Proposals for funds can be sent to CohesionPolicy@commission.eu

Write up your draft proposal together, choose a team leader and distribute the work. Remember the goal is to write collaboratively and not individually.

Proposal:

1. Abstract/Summary. Explain your needs and goals in 80 words. Be effective.
2. Statement of Need. What is your goal? Why is it important? Be convincing.
3. Project Activity, Methodology and Outcomes. What steps will you undertake? What do you expect to achieve? Be clear.
4. Evaluation. How are the outcomes going to be measured? Be practical.
5. Budget. What is your budget? Be concise.

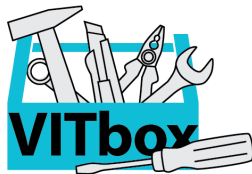
For an online activity:

Ask the members of the teams to go online and distribute the work, they should all work together on the text and use notes and comments on the platform to communicate their ideas. Remind participants that the notes and comments are particularly important to give instructions and suggestions to other writers. Ask students to present the final draft and a brief report (150 words) of the experience.

For a classroom activity:

Day 1 - Introduce the activity in the classroom and send the members of the teams the link to the online document. Ask them to divide the work and discuss the ideas they want to put forward. Ask them to work from home.

Day 2 – Ask the team members to present the document to the whole class and follow the ideas below under the heading “class discussion”.



Peer feedback – class discussion

Project the draft proposals for all students to see. Pay special attention to the comments and notes added to the document to comment on the work of the different team members.

- How is the language used?
- Was the intention of the writer of the note or comment clear?
- How many responses to the comment or note were needed to clarify the point?
- Did it contribute to the writing of the draft?
- Did misunderstandings arise from communicating via comments and notes?
- Was the writing of the draft facilitated?

Assessment

Fill in the following table, or have their peers fill it in. The success in the completion of the task is determined by the number of questions answered affirmatively.

	Yes	No
Would you consider the language used as professional?		
Was communication direct and “to the point” (comments on a document need to be short to facilitate reading)?		
Did the exchange of comments help in the writing of the proposal?		
Did all participants understand the same from the comments made?		
Did all participants participate in the writing?		