



ADRIES 2022

July 7-9, 2022, Split, Croatia, Radisson Blu Hotel

Adriatic
Education
Development
Research &
Innovation
Symposium

About Adries

ADRIES was first launched in 2017 as the only international conference for language schools in the region. The idea behind the conference was to bring together like-minded individuals with a passion for language education, teacher development and training, quality assurance and innovation, offering a unique platform for specialized professional development and networking. Despite the success of the 2017 and 2018 events, further organization was put on hold due to the COVID-19 pandemic.

The last three years have been very challenging for the language teaching industry and every language school in the world has felt the consequences of the pandemic in one way or another. The idea promoted at previous ADRIES events was that language schools **had to adapt** to a rapidly changing environment through innovation development and implementation. The pandemic showed us that this premise was, in fact, more important than we could have perceived at the time. Luckily, language schools globally demonstrated high levels of resilience and adaptability; we switched to emergency online teaching basically overnight, and other areas of the industry (e.g. teacher training) soon followed this trend. Over time, emergency online teaching developed into strong, effective innovative course delivery systems, in good part thanks to the collaboration of language schools on a global scale and their willingness to exchange know-how. Language teaching business showed the world that we are indeed able to lead the innovation development in the field of education.

Nevertheless, we all welcomed 2022 and the return to what we used to consider “the normal”. Students are now mostly back in our classrooms, schools are slowly getting back on their feet, our teachers are travelling abroad for different teacher training events, and even conferences are organized as live (or at least hybrid) events. This allowed us to put ADRIES back on the agenda and we are happy to welcome you to our 2022 live event in Split.

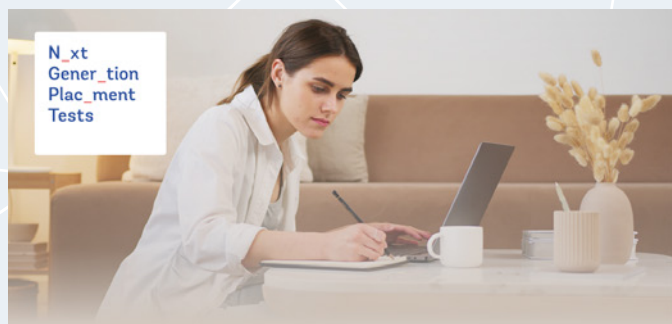
The focus of our conference will again be on innovative teaching approaches and the development and implementation of innovative technologies in language learning. ADRIES 2022 will feature two unique transnational projects for innovation development: Virtual Reality for Language Learning and Next Generation Placement Tests, both aligned with the overall conference theme. In addition, this year we will put even more focus on transnational collaboration and networking, presenting unique opportunities for funding innovation development projects through Erasmus grants. As already mentioned, it was our cooperative nature that allowed us to endure one of the most challenging events in the history of the language teaching business.

At ADRIES, we want language schools to continue building on this strength and move forward while working and innovating together.



Adries 2022

ADRIES VR4LL revolves around the topic of Virtual Reality and its use in education. VR4LL is a transnational cooperation project funded by the Erasmus KA2 grant (no. 2019-1-HR01-KA204-060781) which focuses on developing VR tools for language learning. The conference will showcase the project results, but also introduce general concepts of VR and the Metaverse to language schools.



ADRIES NGPT is focused on language assessments with an emphasis on digital testing tools. NGPT is also a transnational cooperation project (grant no. 2020-1-HR01-KA204-077724) and aims to develop advanced web-based placement tests for six European languages (English, German, Italian, French, Spanish and Russian). This part of the conference will feature speakers from the language testing industry, such as Cambridge Assessment English and Language Cert.

ADRIES NET features presentations and workshops that will focus on introducing Erasmus funding opportunities for European language schools. Our aim is to create concrete project ideas and form potential project teams for future collaboration and applications for Erasmus KA1 and KA2 grants. ADRIES will also host a special networking event aimed at developing and strengthening partnerships and friendships among European language schools.

About the organizer

Jantar – International House Split has been a family owned and operated community language school since 1992. From humble beginnings the school has developed into a consortium of businesses, catering to language learners of all ages in a number of Croatian cities and further (through our partnerships with international institutions). Our general and specialized courses for seven European languages are verified by the Croatian Ministry of Education and delivered by a team of extraordinary teachers, some of whom have been with us for more than 20 years. In 2019, Jantar joined the International House World Organization. We believe that both our business and educational strategies are closely aligned with the core values of the network. Working closely with a number of like-minded individuals and teams for the last three years has been a wonderful experience. We feel that the International House has been a good fit for us and hope to continue cherishing this relationship in the future.

In 2019, we became an official Cambridge Assessment English exam centre. At first, we operated as an internal centre, providing exam opportunities for our students. In 2021, we took over the entire Croatian market, delivering Cambridge Assessment English exams to candidates nation-wide.

Internationalization of our business opened the door for EU projects, which are now a very important part of our development strategy. While we started with individual development projects from the ESF program, we soon shifted our focus towards Erasmus projects for innovation development. These projects allowed us to collaborate with a number of national and international partners, bringing exciting innovations to the language teaching industry. We are proud and honored to organize the ADRIES 2022 in the same year we are celebrating our 30th birthday. We hope it will be both interesting and useful to our colleagues from the industry, and that it will bring new projects and partnerships in the near future.

Our environmental sustainability commitment

ADRIES is proud to to be a partner and supporter of the Green Standard Schools association!

GSS is a global, non-profit association offering accreditation to language schools that are seriously committed to protecting the environment. Its main aim is to lessen the impact language teaching has on the environment, by developing a set of policies and practices that language teaching institutions and their stakeholders can adopt and adhere to. GSS helps their members achieve this aim by providing resources, such as teaching materials and lesson plans that allow language schools to quickly integrate environmental themes and issues in their classrooms.

To learn more about the Green Standard Schools association, visit <https://greenstandardschools.org/>

While we understand that this conference will inevitably leave an environmental footprint, we are committed to doing what we can in order to reduce it. Therefore, this brochure will be published as a digital document, while a short version of the program will be provided on your name tag. We have also decided not to hand conference bags containing printed material or other items. However, our sponsors might choose to distribute some of their promotional material to participants, so we encourage you to visit them in the exhibition area after you complete registration. Finally, we have chosen local partners and providers who can also demonstrate a commitment to protecting the environment.

As participants, you can also help us reduce the environmental footprint by:

- opting to pay for offsetting your CO2 emissions when purchasing airline tickets, if arriving by plane
- considering greener transportation options to get to Split, or carpooling
- bringing your reusable coffee mugs for use during the conference.



Thursday 7th July

8:15 – 9:00 Registration – Radisson Blu Resort, conference floor

Coffee and refreshments served during the registration period.

9:10 – 9:30 Conference opening and welcome

Josip Sobin

9:30– 10:15 Virtual Reality for Language Learning

Jonathan Dykes

Until now, most of the VR materials that have been developed to aid language learners have been designed with individual students in mind. Typically, the student will enter a virtual version of a real-life location (a hotel, restaurant, station, or similar) and interact with an avatar or other content to be found in the virtual environment. While not denying its effectiveness, such activities tend to be very proscribed and to focus on practising specific expressions, or simple language items that might be useful in each situation. The VR4LL project has deliberately taken an entirely different approach. Rather than designing materials for individual students, our objective has been to develop materials that can be used in a classroom context by a group of students working and communicating together. This talk will outline the sorts of tasks that we have developed for students to undertake in different virtual worlds, explain the underlying methodology we have used, and illustrate how the activities work in practice.

Jonathan has spent most of his professional life in language school management. He founded Net Languages, a Web-based language school, and he was also co-founder of Green Standard Schools, an association of schools committed to protecting the environment. VR4LL is one of several Erasmus projects he is currently working on.

He is a frequent presenter at ELT Conferences and occasionally writes about language teaching management issues on: <https://jonathandykesblog.wordpress.com>

10:15 – 11:00 Future of work and education through the lens of frontier tech

Armando Matijević

Every technology shift brings about challenges and immense opportunities to achieve better productivity. We take you on a journey of web1.0 to the current Metaverse frenzy, researching how we adapted to all these technologies that made our lives better. What does it take to fully adopt and prepare for the future of work and education? Let's find out in the keynote speech.

As a Founder and CEO of SplitX, Armando is on the mission to create the most unique Global Tech Hub combining the frontier tech and ideal environment of his hometown Split, Croatia. As an engineer with technical background, his skillset is augmented with the extensive set of soft skills and business know-how he fostered throughout years working with startups in Canada, Silicon Valley, and his hometown. SplitX's global community is most prevalent throughout XR/Web3 industry, and Armando serves as a community facilitator. Armando now builds startups through SplitX's venture building model - creating high-potential startups such as Regula, EnamelOne, Villa Week, and others.

11:00 – 11:15 Refreshments and exhibition

11:15 – 11:45 Totally groovy physical responses, man!

Nick Bilbrough

Total Physical Response (TPR) is sometimes viewed as a fringe approach to language learning which, along with crochet dresses and bell bottoms, should be destined to the dustbin of the 1970s. In this workshop I'd like to explore how, on the contrary, it is not only a key driver of learning through VR, but also how its principles are right at the heart of all good language learning. I'll look at practical applications for students of all learning preferences, at all levels, and of all ages.

Nick has been involved in language teaching for over twenty-five years, and has taught in three continents in a wide range of interesting and challenging contexts. He holds an MA in Drama in Education and is particularly interested in the role of drama and storytelling techniques in second language learning. He is the author of two resource books in the Cambridge Handbooks for Language Teachers series: Dialogue Activities (2007) and Memory Activities for Language Learning (2011), as well as Stories Alive, a free resource book of story based activities for young learners, published by British Council Palestine.

11:45 – 12:15 Robotics as a vehicle for learning**John Rogošić**

Educational robotics is a field which has grown dramatically over the last 50 years. Originally a specialization in university-level mechanical engineering programs, robotics programs now permeate the educational landscape from the kindergarten level through adult education programs and community initiatives. Robotics provide a vehicle not only for STEM concepts related to engineering, but for developing programming language proficiencies and broader communication skills in teenagers and adults alike. New technologies such as simulation and VR have elevated the field, allowing learners to engage with each other and the environment in new and exciting ways.

John is a passionate innovator in the field of education and a dedicated volunteer and supporter of the FIRST robotics organization. Having completed his university studies at the Massachusetts Institute of Technology (MIT), John holds dual Bachelors of Science degrees in the fields of Comparative Media Studies and Materials Science and Engineering, in addition to a Doctor of Philosophy degree in the field of Materials Science and Engineering. Although his PhD research focused primarily on the area of electrochemistry, John's 15-year teaching career has spanned the fields of biology, chemistry, engineering, design, and robotics.

12:15 – 13:00 The Power of Virtual Reality in Education**Bryan Crosswhite**

A number of studies show that the use of Virtual Reality and Augmented Reality in training boosts both engagement and knowledge retention, enabling educational organizations to enforce consistent and measurable standards on a large scale. With the implementation of multi-user Virtual Reality environment (Metaverse), we are now discovering ways to ensure more efficient acquisition of new skills and competences in remote "live" education. With this innovative technology, schools are able to reduce the time spent in traditional classrooms, provide digitalization of materials and entire curricula to their students, while at the same time reducing the overall costs of education processes. With the rise of Metaverse, the term "Equality in Education" is finally becoming a reality around the world.

Brian is the CEO of XRGlobal, a leader in Virtual Reality and Augmented Reality technology. Bryan has been working in the global education field for 28 years, with his company bringing education in agriculture, STEM, FinTech, energy, construction and military to the most remote areas of the world. Originally from Lafayette, Louisiana, Bryan is a Meta expert who has spoken at Disruptive Agricultural Technology innovation conferences in Seoul (Korea), Addis Ababa (Ethiopia) and Cape Town (South Africa). He also recently presented at the Global World Bank Conference on Hydro-informatics. XRGlobal is based in Cape town with locations in Kigali (Rwanda) and Maputo (Mozambique).

13:00 – 14:00 Lunch and exhibition

14:00 – 16:00 Exploring VR4LL

Karmen Vrhar, Danijel Papić, Antonela Marjanušić, Alina Ganj

VR4LL team will be showcasing project results to all interested parties. Join us in one of the two conference halls, put on the latest Oculus Quest 2 VR headset and dive into the magical Virtual Worlds developed through our project.

You can also use this time to talk to our exhibitors in the lobby area.

jantar



International
House
Split



Friday 8th July

8:30 – 9:00 Refreshments and exhibition

9:00 – 9:45 Next Generation Placement Tests

Joanna Morrison Jones

How does the Next Generation Placement Test deliver a new approach and why is it necessary? Working together as part of a multinational team on this Erasmus project has allowed us to create a truly innovative and functional placement test. We know that within language schools and training institutions the placement test is an essential tool, since it is often the first thing that students do when they contact a school. We also know that a standardized 50 question grammar test can be demoralizing and confusing. The NGPT project aims to re-frame this experience so that students complete a test that places them at the right level but without the stress. This test is different because it is adaptive: the computer algorithms choose questions based on the students' responses, and there are no questions which are way above the students' level or ability.

Joanna has been working in EFL teaching and training since 2003; she has taught lots of different learners in Italy and has been working as an examiner for many years. She is currently Didactic and Training Manager at the British School Pisa, responsible for course creation and management, as well as all aspects of training across the whole British School Pisa Group.

9:45 – 10:15 NGPT: ELO Ranking system

Jure Granić Skender and Goran Marinović

Originally designed to rank the relative skill of chess players, the ELO ranking system has been adapted for almost any form of competition, including all multiplayer video games. The team behind the Next Generation Placement Tests project decided to give it a new use by pitching users against language questions in order to determine their language competence level. The presentation is delivered by industry veterans from digital developer studio Amber IT Solutions.

10:15 – 11:00 Adults and the Digital World: how can we build a healthy relationship with our digital world and technology

Mihai Laurențiu Gânj

The European Skills Agenda from the European Commission sets a clear objective: over the next five years, Europe should see 230 million adults with basic digital skills, which would represent a 25% increase compared to the present figures.

Digital technology is changing people's lives. The EU's digital strategy aims to make this transformation work for people and businesses. This conference-workshop will propose an exploration of possible answers to the following questions:

- What are the fundamental conditions that will ensure a healthy relationship between us, as adult human beings, and the digital world and its technology?
- How do we score on the overall ability of using the technology in a healthy way, i.e. in a manner that doesn't affect our mental, emotional and physical health?
- Are there scientifically proven guidelines and practices that all adults should know about?

Mihai Laurențiu Gânj is an entrepreneur and educator, with more than 20 years of experience in setting up companies, developing brands in education and taking them to an international level. He served as a member of the IHWO Executive Board in London for 6 years and has contributed to a good extent to the overall strategy of this leading international organization, dealing with more than 150 centers in 52 countries. He is a Balanced Scorecard Strategy Management System Certified Implementer, one of the most effective systems to develop and manage an organizational strategy.

11:00 – 11:15 Refreshments and exhibition

11:15 – 12:00 If Socrates was a foreign language teacher

Miloš Jeremić

This workshop will engage participants in the ancient wisdom of proposing the right questions in order to deal with the metacognition and communication with others while using critical thinking. The method is originally Socratic, but adapted for a bigger group of participants. It is beneficial for foreign language teaching because it provokes students to think critically. But first, teachers need to cope with it themselves, in order to be prepared to introduce critical thinking in their daily practice.

Principles which will be followed in this workshop are:

- Everything that is happening during the workshop is a real thing, not a preparation for real life or an imitation of life.
- The workshop is guided as an agenda, not a debate.
- Participants are free to talk about their ideas and about things they don't understand.
- Everything that happens during the workshop should be an object of inquiry and stimulus for the agenda.
- Participants are encouraged to listen to each other.
- All participants should be participating in the workshop.
- Facilitator is enforcing yes/no answers during the workshop.
- Participants shouldn't be able to determine a speaker's opinion about a discussed object.

Miloš is a philosophy teacher who is engaged in methodic problems of teaching and education. His approach in teaching is holistic student-centered learning and his work is mainly focused on critical thinking as a tool to motivate teachers, parents, students and all stakeholders in the educational process. He is the author of an authentic approach in education for critical thinking and his method is well adopted in France, Italy, Austria, Croatia, Serbia, Montenegro, Turkey, Russia, Spain, UK, Germany, Poland and Iran. Miloš is also the author of a philosophy syllabus for high schools in Serbia, with methodical articles published in the UK and Croatia.

12:00 – 12:30 Learning differences, inclusion and creating an environment where learning can take place

Joanna Paolinelli

In the session we will be looking at the real issues that students with dyslexia have and how we can increase inclusion by supporting them and giving them the tools they need to reach their objectives. We will be looking at different methodologies and classroom ideas all aimed at motivating students with dyslexia, whilst at the same time helping them to improve their English and prepare for the exams. Joanna will also give ideas on how to create an environment where learning can take place. An environment that motivates students, by using collaborative, experiential and task based learning, total physical response and addressing how new technologies such as virtual reality can help to make the classroom a place where ALL students can learn.

Joanna Paolinelli is a Director of economic development and innovations at the British School Pisa and is the AISLi (Associazione Italiana di Lingue) academic coordinator. She is particularly interested in using her experience, technology and new ideas to ensure that learning and teaching English are accessible to all. Her teaching combines digital technology and innovative methodologies in order to turn the classroom into a place where everyone can learn. Joanna has an MSC in psychological research methods, a Masters in Educational Psychology and is also a qualified Italian dyslexia association (AID) tutor. She is a teacher trainer and speaker on inclusive teaching. She regularly collaborates with book publishers and exam boards on the problems that dyslexia can cause in language learning.

12:30 – 13:00 Test takers' attitudes and reactions to the online proctoring of high stakes examinations

Paola Giuliani

In line with technological advances, the past decade has seen a very significant increase in online teaching – a phenomenon accelerated in 2020 during the pandemic – and consequently in online assessment.

In a context of mobility and accessibility, this presentation is based on a survey carried out among former LanguageCert candidates in order to collect their impressions concerning their experience of online monitoring (OLP), in the context of issuing high stakes English exams. We will consider questions such as:

- What are the challenges and benefits of face-to-face and online assessment solutions, in terms of accessibility, fairness, security and cheating?
- What are the reactions and perceptions of the OLP by candidates who have taken the LanguageCert English exams via online proctoring?
- What is the future of online assessment?

Paola works as a LanguageCert Business Development Manager for Italy and Malta. She has comprehensive experience in the ELT world. After working extensively as an EFL teacher and a certification board examiner, she opened and managed a successful language school which was among the first LanguageCert Test Centres operating in Italy. In 2021, Paola enthusiastically joined LanguageCert as the company's Business Development Manager for Italy and Malta. She loves music, especially rock and jazz, and the sea.

13:00 – 14:00 Lunch and exhibition

14:00 – 14:40 How to meet students' needs now and in the future

Ida Grbić Ivanović

The pandemic has taught us a difficult lesson about the limitations of paper-based teaching and assessing. Find out how Pearson uses technology and AI to support teachers and learners in their journey, ensuring all their needs and goals are met.

At Pearson, our purpose is simple: to add life to a lifetime of learning. We believe that every learning opportunity is a chance for a personal breakthrough. That's why our 20,000 Pearson employees are committed to creating vibrant and enriching learning experiences designed for real-life impact. We are the world's leading learning company, serving customers in nearly 200 countries with digital content, assessments, qualifications, and data. For us, learning isn't just what we do. It's who we are.

Ida has been part of the Pearson family for 13 years and is based in Zagreb, Croatia. She has a degree in English and French language and literature and a master in European studies. In her time in Pearson, she has worked in ELT, Assessment and Qualifications. In recent years, she has been more involved in developing Career Focused Education and how Pearson can support teachers and learners through digital transformation with a strong focus on fair and accurate (digital) assessment.

14:40 – 15:20 Online language courses post pandemic

Fiona Thomas

Prior to COVID, there was a slow but steady growth in online language course providers in the language teaching industry. At the same time there was a significant number of language training organisations that only offered language courses with teachers and students physically in the same place. However, COVID catapulted everybody into the online arena and to many people's surprise, they discovered that languages could be learnt and taught online effectively.

Now that we are hopefully coming out of the pandemic, what will the role of online language courses be in this new era? Will language teaching organisations revert back to what they were doing before COVID or is online here to stay as part or all of their offering?

This talk will focus on the role online courses and materials are likely to have in this new post pandemic world.

Fiona is the Chief Operating Officer at Net Languages, an online language course provider and school. She started working in educational management in 1996. Since then she has held different management positions: Director of Studies in a conventional language school and Director of Education at Net Languages. She is now responsible for operations at Net Languages and looking after all the Net Languages clients. She loves the global reach of online courses and the opportunities it gives her to work with people and organisations from all around the world. She has co-written the book: Managing education in the digital age.

15:20 – 16:00 Developing Globally Responsible Citizens

Simon Harris

As ELT teachers and managers we have the power to bring global issues into the classroom, to research, discuss, debate and present ideas in a safe and positive environment. We recently proposed the development of a DGRC curriculum builder, an innovative tool that allows teachers and academic managers to select language learning outcomes, syllabi and courses simply and quickly, covering themes such as community, health, environment, diversity and innovation. Where national curricula and course book topics may not be current, relevant or may be lacking altogether, the DRGC curriculum builder enables us to design courses around our students' interests and language goals.

Simon Harris is the Managing Director of International House Sofia and has been teaching and managing a variety of schools for the past 30 years. He is always looking for ways to explore innovation in ELT. He is a partner on the VR project and is currently developing an Erasmus project on Developing Globally Responsible Citizens.

Saturday 9th July

9:00 – 9:30 Erasmus opportunities for language schools and adult education institutions

Petra Katana

This presentation offers insights into funding opportunities for schools through Erasmus+ program of the EU. It will cover both Key Action 1 – funding for continuous professional development, and Key Action 2 – funding for innovation development and exchange of good practices.

9:30 – 10:00 Green Standard Schools

Jonathan Dykes

GSS is a global, not-for-profit association of language schools that are seriously committed to protecting the environment. Jonathan will present accreditation opportunities for language schools, as well as the Erasmus KA2 project that was recently awarded to several GSS members.

10:00 – 10:30 Innovating ELT through Erasmus projects: Remote Theatre and City Stories

Josip Sobin

This presentation will feature two Erasmus KA2 projects for innovation development. It will provide participants with examples of project ideas suitable for transnational collaboration and Erasmus funding.

10:30 – 10:45 Refreshments and exhibition

10:45 – 12:45 Workshop: From an idea to an Erasmus project

Moderated by Josip Sobin, Petra Katana, Antonela Marjanušić and Jonathan Dykes

Participants will be split into multiple working groups with the task of developing a KA2 project idea. Session will be moderated by two experienced project managers who will be available to answer questions and provide support.

12:45 – 13:45 Showcase: project ideas

Moderated by Josip Sobin and Petra Katana

Each working group will have five minutes to present their project idea and planned deliverables/outputs. Project managers will provide a three-minute review of each project idea and suggestions for further project development.

13:45 – 14:00 Closing remarks

14:00 – 15:00 Lunch and chat

Networking Event: Sunset Cruise

Participants will gather at the city port at 17:30 on Saturday evening, where they will board the beautiful sailboat Polaris. Captain Marin Novaković and his crew proved to be wonderful hosts for our 2017 and 2018 events, providing an unforgettable sailing experience for our participants.

Polaris is a beautiful traditional Croatian sailboat which will take us on a 4-hour sunset cruise around the Split archipelago, setting sail at 18:00 sharp. Dinner and soft drinks are included, but participants will need to pay for alcoholic drinks at the bar.

The exact location of the berth will be provided during the Saturday morning program.



Thank you to our sponsors

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