Task Sequences of the EVALUATE telecollaborative exchanges

1. Primary Connections: A Telecollaborative Exchange for Future Primary School Teachers

2. Intercultural Communicative Competence (ICC) Task Design: A Telecollaborative Exchange for Future School Teachers

3. European Perspectives on Global Challenges: A Telecollaborative Exchange for Future School Teachers

This is a task sequence that will be used in the EVALUATE telecollaborative exchanges. The teacher-trainer will find here a description of the tasks to be carried out with the partner-class as well as resources and suggestions for integrating the exchange into the classroom.

Primary Connections: A Telecollaborative Exchange for Future Primary School Teachers

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http://www.evaluateproject.eu/

Primary Connections: A Telecollaborative Exchange for Future Primary-School Teachers

Context
This task sequence is designed for two classes of future primary school teachers.
Both classes are expected to be from different cultural backgrounds with a minimum English level of B1+ (see the Common European Framework of Reference for Languages at http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp).

Duration of virtual exchange project: 7-10 weeks

Online communication
Your virtual exchange should be located in a Virtual Learning Environment (VLE) such as Moodle. The EVALUATE team will facilitate you with space on a Moodle platform which has been specifically established for this project. This is where students will find task instructions, some activities, some tools for interacting with one another, and a place to store all their products. In addition to this your students will also use other tools outside of the VLE such as synchronous communication tools (e.g. Skype or WhatsApp), tools for online collaboration (e.g. Google Docs) and tools for creating multi-modal artefacts (e.g. Glogster). When students create such artefacts outside of the VLE, make sure that their links are posted on the VLE.
You should agree with your partner teacher which tools and VLE you and your students will be comfortable using. An overview of the online tools suggested in this task sequence you find at the end of the three task sequences.

Task 1: Information exchange: Getting to know each other

Competence development

➔ **Pedagogical-digital focus**
Students will have the opportunity to…
- learn about new technological tools
- work with different technologies

Students will…
- learn about technologies which they can use for understanding and learning foreign languages
- choose technologies that enhance the content for a lesson
- think critically about how to use technology in the classroom

➔ **Intercultural Competence Focus**
Students will have the opportunity to…
- show interest in learning about people's beliefs, values, traditions and worldviews
- express curiosity about other beliefs and other cultural orientations and affiliations
- show ability to produce work with people from other places in the world

Students will learn how to…

- describe his/her own cultural affiliations
- build positive relationships with other people in a group
- analyse different points of view, products or practices found in other cultures

➔ **Language focus**
Students will learn to…
- present themselves and their local educational context online
- communicate to others that he/she is receptive to their ideas
- express praise in online interaction

Duration: 2-3 weeks

Task description
In this task, students (working in small groups of 4-6) introduce themselves, and exchange information with their international partners about their universities, the local academic culture (how classes are organized, what they study, how they are evaluated etc.) and their experiences at their university. They make these presentations using one of the various online tools available for such a purpose, such as a blog or voicethread or a google doc. In as much as possible, the presentations should include text, photos and/or short videos.

Rationale for the task
Students present their own cultural and educational background to their partners to provide a first basis for comparison. Students can choose how they present themselves, and what they present, creating a first cultural sounding board for the exchange. In this project it is important that partners also exchange information about the respective educational systems because they need to understand the dominant educational concepts of the partnering institution (e.g. a learner-centered approach to language teaching versus a teacher-centered approach to language teaching). Students are also given hands-on experience of evaluating the affordances of different online tools and of deciding on which one is best suited to their particular communicative needs. This will be a common practice in their future work as teachers.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
1. In your local class, work with the other members of your group to create a presentation of yourselves and your life at university using texts and multimedia materials (photos, video etc.). Try to mention aspects of your life which you think might be different to the students in your partner class. When you write about your university, tell them about your timetable, the ways your classes are organized and what you like/dislike about your studies.
2. You should now work with your teacher to learn how to use some different online tools which you can use to make your presentation to your partners. Before you choose one, be sure to evaluate the strengths and weaknesses of each one and decide which is most appropriate to your goals in this task (links to the tools and tutorials you find in a list in your VLE):
- About.me is an application for creating one-page personal introductions, each with a large, often artistic background image and abbreviated biography. It hosts pictures and text and can link to relevant external sites, and popular social networking websites.

- Glogster is a kind of a graphic blog, or electronic poster. You can add text, video and sound. It is a good tool for presenting a project or a topic.
- Blogger is a tool which will allow you to create simple blogs combining text and images.
- Voicethread will allow you to create visual presentations and add recorded commentaries to each screen.
- Google docs will enable you to create basic text processing documents online and to share and comment on them with others.

3. Now work with your local partners to create your team presentation using one of the chosen tools and post a link to the presentation in your international working group forum in your Virtual Learning Environment.

4. When your partner class shares their presentations, you should read or view the presentations. Now you can respond with questions and comments in your international working group forums and respond to the comments and questions which they send to you. At this stage you may also want to meet your international working group partners in a videoconference or text-chat. You can suggest a time and communication tool in your international working group forums.

5. In your local classroom, your local working group should now make a short class presentation reporting what you have learned about your international partners and compare their educational experiences with yours. Where would you prefer to study? Why?

6. Finally, your teacher will discuss with you the pros and cons of the different tools used in this task. Which ones would you like to use in the future in your primary classroom? In what way might you be able to use them?

Integrating the exchange into your class
At different stages of the task, the teacher-trainers can work with their local classes on various themes:

1. The online tools for carrying out the task: How to use the different tools, their affordances and weaknesses of each one in this context.

2. The online presentations made by the groups in both classes should be evaluated and discussed in class in order to identify cultural differences in academic life etc.

3. A language focus in the local class could be on asking questions about and providing feedback on others' works in English – issues of politeness, praising and expressing interest etc.

4. The task can be linked clearly to primary education by asking the students to explore how the different online communication tools could be used with primary learners.

Task 2: Comparing and analyzing cultural practices

Competence development

➔ **Pedagogical-digital focus**
Students will learn about technologies they can use for understanding and engaging in foreign language education
Students will learn to…
- combine content, technologies, and teaching approaches

- adapt the use of the technologies that they are learning about to different teaching activities

➔ **Intercultural communication focus**
  Students will learn how to…
  - analyse alternate points of view
  - draw the results of an analysis together in an organized and coherent manner to construct logical and defensible conclusions
  - reflect critically on his/her perspectives of the world
  - work to build consensus to achieve group goals

➔ **Foreign language focus**
  Students will learn to…
  - communicate efficiently and effectively in an intercultural setting
  - persuade and negotiate with other people
  - ask questions that show their understanding of other people's positions

Duration: 2-4 weeks

Task description
In this task, students from both classes work together to compare different approaches and attitudes to important aspects of primary education in each country. This task will have two stages.

Stage 1
In stage 1, students complete Cultura-style questionnaires – http://cultura.mit.edu/cultura-questionnaires. These can be created and completed in Google docs based on the following key words / unfinished sentences or other themes which you and your partner teacher want to look at in your exchange:
- "The best way to teach a foreign language in primary school is to…"
- "The most important things for primary school pupils to learn is…"
- "A good way to fight against bullying in primary school is…"
- "To improve primary schools in my country we need to…"
- "The biggest problem is primary schools in my country."
- "Multicultural classrooms in primary school…"

When the questionnaires are completed and juxtaposed, students work in their local classes to look for differences and similarities in the questionnaire results. They then discuss their findings with their partner class in their international working group forums in their VLE. Models of these questionnaires are available **here on Google docs**. You are asked to make a copy of these questionnaires and to get students from both your classes to complete them in your own Google Docs.

Stage 2
In stage 2, students continue to work with their international working group partners. They choose a specific topic to investigate together. Locally, students prepare a set of questions and are required to interview their partners in the other class using a synchronous

communication tool such as Skype or Google Hangouts (outside of class time if necessary) about one of the following topics or other topics which you and your partner teacher agree on:

- "Comparing the role of religion in primary schools in our countries"
- "How English is taught in primary schools in our countries"
- "How ICT is used in primary schools in our countries"
- "How schools in our countries are dealing with bullying"

Based on their interviews as well as online research they carry out on the subject, each local partnership makes a presentation or writes an essay using online collaboration tools (e.g. Prezi, Google Docs, etc.) comparing their chosen topic in both countries.

Rationale for the task
This task requires students to use their comparative and analytical skills to look for similarities and differences in how certain educational themes and issues are perceived and dealt with in different countries. It also brings students into a more intensive form of interaction together as they are required to illicit information from their partners in order to complete a task in their local classroom. On a technological-pedagogical level, they experience working with online collaboration tools and see how they can be used in collaborative online learning activities.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
1. In your local class, complete the questionnaires which your teacher will provide you with. These questionnaires ask you to either complete a sentence (e.g. "The most important things for primary school pupils to learn is…") or give three words or phrases which come to your mind when you think of a certain topic (e.g. "The biggest problem is primary schools in my country."). When you are writing your answers, don't pay attention to other students' responses. Simply write whatever comes into your mind.

2. Now, in your local classroom, compare the answers to the surveys from your classmates with those of the students in your partner class. What differences and similarities you noticed between the two classes' responses? Did your partner class provide any responses which you found strange or particularly interesting? Make a note of some questions and comments that you would like to ask them.

3. In your international working group forums, tell your partners what things you noticed when you compared the results of the questionnaires. Ask them to explain in more detail some of their responses which you found interesting or surprising. Ask them about their reactions to your responses in the questionnaires.

4. You will now work together online in your international working group and you will prepare a report for your class comparing a topic related to primary education in both countries. Your teachers will negotiate with each working group your specific topic to investigate together. The topics can be one of the following topics or another one you negotiate with your teacher:
- "Comparing the role of religion in Primary schools in our countries"
- "How English is taught in primary schools in our countries"

• "How ICT is used in primary schools in our countries"
• "How schools in our countries are dealing with bullying"

5. First you and your local partners should prepare a set of questions in order to find out more about that topic in your partners' country. You should then interview your international partners in your working group about your given topic. You can use your international working group forums or any other communication tool you wish – however real time communication such as videoconferencing is probably better. However, try to save a copy of the interview or your notes about it for your online journal.

6. After you have completed your interviews, you and your local partner should make an essay or report comparing how this topic is seen in both countries. What differences have you noticed? What could your country learn from your partner country? And what could they learn from yours? Before presenting your report in your local classroom, show it to your international partners and ask them for feedback on your findings and conclusions.

Integrating the exchange into your class
The teacher-trainer works with his/her local class on:
1) How to analyse Cultura-like questionnaire responses and how to respond to these in the international working group forums
2) Technical aspects of co-creating online documents and presentations using online collaboration tools
3) How to organise and engage in online collaboration with distant partners – strategies for collaborating successfully etc.
4) What types of online collaborative projects teachers can do in primary school with their pupils – examples from etwinning and other online resources
5) A language focus in the local class could stem from the students' need to create a doc or presentation with their partner – students will need support with the language and linguistic strategies for negotiating (mitigation etc.), making suggestions in the co-elaboration of shared documents etc.

Material
Link to Cultura Questionnaire Templates: http://cultura.mit.edu/cultura-questionnaires

Task 3: Working on a collaborative product for your classes

Competence development

➔ **Pedagogical-digital focus**
Students will learn to…
• select technologies to use in the classroom that enhance what they teach, how they teach, and what students learn
• think critically about how to use technology in the classroom
• adapt the use of the technologies to different teaching activities

➔ **Intercultural competence focus**
Students will learn how to…

- work cooperatively and respectfully with other individuals who have cultural affiliations that differ from their own
- produce work with people from other places in the world
- participate effectively in group meetings

➔ **Foreign language focus**
Students will learn how to…
- communicate to other people that they are receptive to their ideas
- express their thoughts on a problem
- ensure that they understand what another person is saying before responding
- rephrases what another person said, to make sure that they have understood them

Duration: 3-5 weeks

Task description
In this task, students will work in their international working groups in order to collaboratively produce a learning task or short project for primary students. The task should integrate at least one of the technologies used during their course. The task should attend to more than one skill (reading, writing, listening, speaking) and should also include an intercultural learning element.

The final learning task should include the following three components:
- the targeted student group: age, language level, school context
- the targeted learning objectives (relate to the Common European Framework of Reference or other reference docs)
- the lesson plan for teachers including instructions for the task, assessment criteria, and tips for implementation

Students use their dedicated international working group forum space on the VLE and/or other modes of communication (Google docs, Skype, etc.) to develop, share, revise and comment on their shared task.

Rationale for this task
This task aims to bring the students together in an intense period of online collaboration as they work to develop a task aimed at primary school students. The international teams have to put into use what they know about pedagogy and technology and use their intercultural communication skills to produce a product which is satisfactory to both countries. The main challenges in this task involve, firstly, organizing a way to work efficiently together online in international groups (i.e. what tools to use, what deadlines to set etc.) and secondly, to reach agreement on a final product which is acceptable to members of both cultures.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
1. In this task, you will work with partners from your local class and your international class in your international working groups in order to create together a learning task or short project for primary students which could be used in both your countries. The task should integrate at least one of the technologies which you have seen or used during their course.

The task should also deal with more than one skill (reading, writing, listening, speaking) and should also include an intercultural learning element. Your international working group will present your final task or project as an online presentation or document.

Your final learning task should include the following three components:
- The targeted student group: age, language level, school context
- The targeted learning objectives (relate to the CEFR and other reference docs)
- The lesson plan for teachers including instructions for the task, assessment criteria, and tips for implementation

2. Your first step should be to carry out some brainstorming with the other members of your international working group using your international working group forums on the VLE or use other modes of communication (Google docs, Skype, etc.). Try to decide roughly on the type of task or project you would like your primary students to do.

3. Now you should agree in your working group that one of you will create an online document, for example a Google doc, which will be shared with all four members of your team. This is where you will write up your task or project. You can use the structure outline provided by your teacher as a starting point.

4. Over a 7–day period you will need to exchange messages or chat regularly in order to reach an agreement on the details of your project or task. Be prepared to make compromises and try to reach agreement on a final product which is satisfactory to you and your international partners.

5. When you have finished your shared document, submit it to your teachers in your local classrooms and prepare to present it in class to your classmates.

6. Discuss with your teacher about your experiences of collaborating online in this way. What problems did you have? How did you solve them? Is there any way you could have worked more effectively or more sensitively with your international partners?

Integrating the exchange into your class
The teacher-trainer works with his/her local class on:
- Intercultural learning activities in the primary classroom
- Lesson plan design – writing objectives etc.
- Comparison of text-based and oral online interaction with international partners

A language focus in the local class could further look at strategies and language of online negotiation and maintaining good group dynamics in online environments

Material
The following is a template which students might use when working on their collaborative project together:

Task / Project title:
Learning objectives:
Outcome:
Description of the contexts:
Pre-requisites (if any):

Group sizes:
Preparative task(s), if any, and its objective:

Steps/ activities	Instructions	Deadline	Interaction mode (one-to-one/ small group/ whole class /class-to-class…)	Teacher role(s)	Tool(s)
1					
2					
…					

Follow-up tasks(s), if any, and its objective:
References (URL…) your task design is based on, if any:

Suggestions for formative/summative assessment for the task sequence
Students can be awarded marks or credit in different ways during and at the end of the exchange. For example:

1. Students are awarded marks for a) their class presentation at the end of task 1; b) their essay at the end of task 2 and c) their task/project which they have created in their international working groups
2. Students can be awarded marks for completing the tasks and for completing the online reflective journal
3. Students may be asked to write an essay or report on their learning experiences during the exchange. The essays may have <u>one or more</u> of the following prompts:

This term you have taken part in a telecollaborative exchange with students from another country. Based on your experiences, and using examples and quotations from the exchange to illustrate your ideas whenever possible, write an essay on the following:

1. After taking part in the different online tasks with your partners, what is the most important thing you feel you have learned about how technologies should be used for teaching?
2. Has this project affected in any way how you will use technologies in your own teaching career in the future? Explain your answer.
3. Describe how doing this course collaboratively with international partner(s) impacted your learning experience?
4. Given your online interactions with students from another country, describe any key changes that occurred in how you understand cultural difference?
5. If you used a foreign language to communicate with your virtual partners, do you feel the project has helped you with your language learning in any way? If so, can you give some examples? If not, can you explain why the exchange didn't help you in this way?
6. What are the most important things you learned from this experience?

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This is a task sequence that will be used in the EVALUATE telecollaborative exchanges. The teacher-trainer will find here a description of the tasks to be carried out with the partner-class as well as resources and suggestions for integrating the exchange into the classroom.

Intercultural Communicative Competence (ICC) Task Design: A Telecollaborative Exchange for Future School Teachers

For more details contact: evaluateprojecteu@gmail.com or visit: http://www.evaluateproject.eu/

Intercultural Communicative Competence (ICC) Task Design: A Telecollaborative Exchange for Future School Teachers

Context
The task sequence is designed for two classes of future primary or secondary school teachers. In this task sequence students work with their international partners on the design of technology-mediated ICC tasks.
Both classes are expected to be non-native speakers of English with a minimum English level of B1+ (see the Common European Framework of Reference for Languages at http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp).

Duration of virtual exchange project: 7-10 weeks

Online communication
Your virtual exchange should be located in a virtual learning environment (VLE) such as Moodle. The EVALUATE team will facilitate you with space on a Moodle platform which has been specifically established for this project. This is where students will find task instructions, work on some of the activities we describe below, some tools for interacting with one another, and a place to store all their products. Your students will also be using other tools outside of the VLE such as synchronous communication tools (e.g. Skype or WhatsApp), tools for online collaboration (e.g. Google Docs) and tools for creating multi-modal artefacts (e.g. Glogster). When students create such artefacts outside of the VLE, make sure that they post the link to where the artefact is hosted on the VLE (e.g. in a forum). You should agree with your partner teacher which tools and VLE you and your students will feel comfortable with. An overview of the online tools suggested in this task sequence you find at the end of the three task sequences.

Task 1: Information exchange: Getting to know each other

Competence development

➡ **Pedagogical-digital focus**
  Students will have the opportunity to…
  - learn about new online technological tools
  - work with different technologies
  Students will…
  - learn about technologies which they can use for understanding and learning foreign language teaching
  - choose technologies that enhance the content for a lesson and the way they engage with the content as well as with each other
  - select technologies to use in the classroom that enhance what they teach, how they teach, and what students learn
  - think critically about how to use technology in the classroom

➡ **Intercultural competence focus**
  Students will have the opportunity to…
  - show interest in learning about people's beliefs, values, traditions and worldviews

- express curiosity about other beliefs and other cultural orientations and affiliations
- show ability to produce work with people from other places in the world

Students will learn how to…

- describe his/her own cultural affiliations
- build positive relationships with other people in a group
- analyse different points of view, products or practices found in other cultures

➔ **Language focus**

Students will learn to…

- present themselves and their local cultural context online
- communicate to others that he/she is receptive to their ideas
- express praise and empathy in online interaction

Duration: 2-3 weeks

There are three stages to this task.

Stage 1

Task description
Students individually prepare a multimodal presentation, i.e. draw on textual, visual and audio resources to introduce themselves, in order to introduce themselves to their virtual partners.

Rationale for the task
Students present their own cultural background to their partners to provide a first basis for comparison. Students can choose how they present themselves, and what they present – but should be strongly encouraged to go for a multimodal presentation drawing on textual, visual and audio input in any combination – creating a first cultural sounding board for the exchange. In this project it is important that partners also exchange information about the respective educational system by writing about their experience with EFL teaching methodology at school and at university because they need to understand the dominant educational concepts of the partnering institution (e.g. a learner-centered approach to language teaching versus a teacher-centered approach to language teaching).

In terms of technology students experience the design of a biographical task and choosing the right kind of tool for the job. While Glogster and about.me are good tools to model the biography for the students, they should be given freedom to use what they want, as long as the results can be shared with everybody, for a first biographical presentation.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
Design a short presentation about yourself in the shape of a digital biography, by talking about your background interests/hobbies, and university life and anything you would like to share. Since we are eventually going to design tasks together, it is important that you understand each other's educational background and/or approaches. For this try to tell your partners also something about:

- How is English taught in your schools? What is important?
- What kind of EFL teaching methodology do your classes at university focus on?

Please use one of the following tools (links to the tools and tutorials you find in a list in your VLE):

A. About.me is an application for creating one-page personal introductions, each with a large, often artistic background image and abbreviated biography. It hosts pictures and text and can link to relevant external sites, and popular social networking websites.
B. Glogster is a presentation software which is kind of a graphic blog, or electronic poster. You can add text, video and sound. It is a good tool for presenting a project or a topic.

You have to sign up for these freeware tools with your e-mail and a password. They all offer online help to get you started and they provide samples of possible products. Since this is a freeware the amount of data you can store on the servers is limited.

Integrating the exchange into your class

The teacher prepares a presentation of him/herself to provide a model for the students. Having designed a short biographical presentation of themselves, students can now reflect on how to do this task with their future learners. They need to realize that, depending on the competence level of the learners, more or less task support is needed. While secondary school learners can brainstorm ideas for the content of the biographical task (central features of a good personal presentation; e.g. place where I live, family, hobbies, school), primary school learners would need a clear outline with a lot of language support where they can fill in words or chunks from the respective word fields.

As a first reflective task on the use of technology students think about the role of digital tools as online applications suitable for various formats of personal introductions.

The teacher presents examples of online presentations created with about.me and glogster and by people (individuals and groups) from various cultural backgrounds and has students reflect about the use of the different modes. Having reflected about the impact of the tools' modes, the students can now try to make the connection to their future learners, i.e. which tools are appropriate for which level and the affordance and constraints the use of such tools might imply for their learners.

There are a number of options for reflection with your students about the use of technology:

1. Which modes have been used to create the presentation and how do the modes used affect your impression of the author(s)/the person (people) who created the introduction?
2. Having thought about the role of modes in personal presentations, which of the tools might be especially conducive to allowing your primary/secondary learners to present themselves? Choose one tool and provide a rationale for using it in your chosen context. Consider aspects of handling the tool, the affordance of integrating different modes, the demands the tool might produce for your learners in terms of reading/writing text as well as interpreting visual input and unusual/unexpected combinations of modes.

Write an individual text and publish it in the forum. Then read 2-3 of your colleagues' texts and make comments.

Material

Examples of different online presentations.

Stage 2

Task description
To support the group formation process students have to agree on a group name for their international working groups that will best reflect their group identity. To do so they work online (either synchronously or asynchronously, or both) in their international groups.

Rationale for the task
Students talk about similarities and differences as to their individual interests, experience and any cultural practice both offline and online that grows out of the biography task or that is of interest in the discussion. Based on this exchange they need to find a common base across cultures to come up with a group name and a group philosophy. Trying to find things that connect them culturally will provide a common bond for the beginning group formation process.

Students experience the sometimes challenging process of finding common ground with their international partners. Finding a group name is also a very fun process and allows for a lot of choice and creativity, especially in terms of playing with language.

This task allows students to get a first feeling for which tool might be more helpful when negotiating content. Students can, for example work with a collaborative writing tool (e.g. google docs), which includes a text-chat function, and a synchronous chat option, such as skype. While the conference tool might be a good choice in discussing the group name since the international working group has to come up with just one word or a short phrase, the negotiation of the group philosophy might ask for a combination of the collaborative writing tool and the text-chat or the synchronous chat tool. While the text-chat takes longer and for that reason is sometimes considered awkward, it does allow to go back to suggestions and ideas more quickly than a synchronous chat tool.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
Since now you will be working together in your international working groups, it is a good idea to create a group name and your group identity.
Work together via a collaboration in Moodle, using google docs for example, to agree on a name that will best show the spirit of your group (e.g. *The Highbrows*, *Crazy people*). Try spotting things that you have in common. Once you have decided on a group name, please come up with a short text which explains the philosophy behind your group name.
If you work with google docs, please don't forget to save your chats in the doc.

Integrating the exchange into your class
The teacher introduces the different tool options and decides with her/his partner teacher which side invites the other to the collaboration. Inviting partners to a collaborative tool should be switched from task to task to allow each partner to learn about using the tool and to distribute responsibilities across the international groups.
This task leads to quite a bit of negotiation, since students compare their ideas and they eventually have to find common ground.

Again there are some options for reflection with your students:
In class discussion: Each local group discusses the following question first before they compare their ideas with the rest of the class.
While negotiating your group name and writing your group philosophy you have worked with google docs, its integrated text-chat, and possibly other tools. Which tool helped you most in which phase of the task?

Stage 3

Task description
In the following two tasks students list their local groups' ideas of rules of online conduct on a virtual wall by using padlet.com and they talk about their expectations for the exchange in a specified forum in the VLE.

Rationale for the task
Depending on your time budget these two tasks can be helpful to support the group formation process. The first one focuses on the rules of online conduct. Instead of giving students a list of rules it is more productive to have them come up with their own rules and discuss them. When discussing the different sets of rules in the classroom it will become obvious that students often have very different ideas of what is important in online conduct. While respect for the communication partner and a relaxed and positive working atmosphere are central to many of the lists, some students focus more on their fears of possibly being misunderstood whereas others stress the fact of not being too serious and also enjoy the exchange.
The second task has students formulate their expectations for the course which is helpful to see what they expect from the exchange, and also for the students to find out what the respective partners would like to get out of the course.
Students develop a feeling for working with a virtual wall where everybody can see short comments of the whole group. This is a very specific tool which especially lends itself to such short exchanges where a quick opinion on something is triggered to see how the group ticks.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
1) When working online in international working groups rules of online conduct are especially important to ensure respectful communication. Please use this wall https://padlet.com/ to post your suggestions about rules of online conduct.

2) Starting on a larger project, it's always helpful to clarify one's expectations as to the content of the collaboration.
Having finished your group philosophy, please talk about your expectations for the course and the project in particular, as well as your interests and experiences in technology-enhanced language education. Do you have any? Of what kind? What kinds of competences do you envision to develop as a future teacher?
After having discussed these issues in your own group, please also make comments in at least three other groups, joining their discussions.

Integrating the exchange into your class

The teacher introduces padlet.com to the group. The results of the posting can then be compared in a discussion in the local classroom. While students will look at what their direct partners have written, an overall comparison between the two groups can also be very productive in terms of intercultural learning.

Task 2: Comparing and analyzing cultural practices

Competence development

➔ **Pedagogical-digital focus**
Students will learn about technologies they can use for understanding and engaging in their subject area
Students will learn to…
- combine content, technologies, and teaching approaches
- adapt the use of the technologies that they are learning about to different teaching activities

➔ **Intercultural competence focus**
Students will learn how to…
- analyse alternate points of view
- draw the results of an analysis together in an organized and coherent manner to construct logical and defensible conclusions
- reflect critically on his/her perspectives of the world
- work to build consensus to achieve group goals

➔ **Foreign language focus**
Students will learn to…
- communicate efficiently and effectively in an intercultural setting
- persuade and negotiate with other people
- ask questions that show their understanding of other people's positions

Duration: 3-4 weeks

Task description
This task covers three stages. At first students analyze an online task that focuses on intercultural learning and that can be improved (negative example), making a number of suggestions for changes to the task in their international working groups. In the second stage they develop their own intercultural task targeted at prospective telecollaborative learners. They do this by creating a text-based task-as-workplan where they describe the different stages and tools. They also argue why their designed task is a good task, deciding on five criteria from the literature.

A final group formation task gives students the chance to reflect about working with their international partners by first formulating a critical issue that they feel has come up in their exchange in the form of a question on a virtual wall using padlet.com. This can be done individually or in the local groups, but needs to be done anonymously. After that the

international working groups try to find answers to 2-3 questions, again adding them to the padlet.

Rationale for the task
Through the biography and group name finding tasks students have already got to know their partners to a certain extent and they have found out about cultural similarities and differences. They have experienced the beginning of a telecollaboratice project and have begun to develop an idea of the intercultural exchange that is involved. In this task they now focus on their future learner group by trying to put intercultural learning into the center of such an exchange, designing an IC task that supports the intercultural exchange.

There is a clear pedagogical focus to this task because students develop tasks for their future teaching contexts. They begin to develop the competence of designing a task-as-workplan for an online ICC task. When analyzing the model intercultural task, they develop possible ideas about criteria for such a task by themselves, activating their pre-knowledge. In the second stage they receive support material that provides them with additional criteria. Since this is the first time they design a task, only a few aspects are mentioned that should form part of the task (such as clarity of instructions, realistic timing, technical support in the form of a tutorial). The rationale behind this is to allow students to think on their own about important task characteristics. For this reason the literature input also provides different sets of criteria, one a more traditional CALL approach to task design (Chapelle 2001) and the other being a general task-based approach to designing tasks for the foreign language classroom (Müller-Hartmann & Schocker-v. Ditfurth 2011). If you feel that Chapelle (2001) is too form-focused, you can also work with Hampel's suggestions for task design in a synchronous online environment (Hampel 2006, especially 112-117). Having designed their tasks students then apply the criteria to analyze another group's task in stage 3. Providing feedback to another group allows them to consider in depth the different criteria to build a consistent argument for suggesting improvements to task design.

As to the final stage this task allows students to voice their thoughts and/or frustrations of working in an international working group because often these issues are voiced in the local classrooms, but they are not being discussed with the international partners. It is important that the listing of the questions is done anonymously so that students dare write about their problems. When international working groups provide answers to the questions this has always been very productive. The task can also be integrated at an earlier or later stage.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
There are four stages to this task.

Stage 1
We would like you to look at an intercultural task (see the respective Moodle forum for the task) which was designed by an international group of German and Polish students for an online learning environment.
Please, analyze the task in your international working groups and come up with at least five suggestions of how to improve the task; two to three suggestions with regard to how the task content could be improved and two to three suggestions as to how task execution could be improved including use of online tools and applications.

To do so please set up collaborations in google docs. Your international working group partners are going to invite you to the collaboration.

Stage 2
1.) Design an intercultural task which will help learners to get to know more about the online partner. The task should help the participants exchange information about their cultures or make them explore the cultures of their partner(s).
Consider:
- the age and level of the group
- the procedure
- the tools used
- clarity of instructions
- the suggestions for improvements you came up with on the Christmas IC task

Try to integrate different tools that allow learners to collaborate. A list of suggested tools with brief descriptions and links to relevant online tutorials is available in Moodle.
2.) After you have designed your task, argue why your task is a good task based on a list of at least five task criteria. Why do you think it will work fine with your students? What makes it good practice?
To come up with your list of criteria consider your own list of improvements for the Christmas IC task as well as the suggestions in the texts by Chapelle (2001) and Müller-Hartmann & Schocker v. Ditfurth (2011) (both texts are available in this module).
Your activity should be submitted (uploaded) online as a text (doc or pdf) file in your respective forum for task evaluation.

Stage 3
Please, post your finished ICC task in the forum on "Task Evaluation". Next you are going to evaluate another group's task and give feedback to that international working group. Find a task assigned to you, and, in your international working group, discuss it using again the texts on task criteria by

- Chapelle (2001) (the description of the criteria starts on page 55)
- Müller-Hartmann & Schocker-v. Ditfurth (2011)

When it comes to technicalities, we have established the following pattern. Please, be aware of the group you have to evaluate the task of:

Group 1 will be evaluating the task by Group 2
Group 2 will be evaluating the task by Group 3
Etc.

In your evaluation pay attention to whatever you find important to successful task implementation. Make sure to especially focus on the following three aspects
- clarity of task instructions,
- task demands (linguistic and technical) and respective task support
- focus
- reasons for the choice of tool to facilitate an exchange about intercultural issues

Just put on the shoes of the prospective students and, if necessary, suggest improvements.

To work on the evaluation, please set up a new collaboration by the name of "Group X: ICC Task - Evaluation".

Stage 4
In this task please come up with a critical issue in relation to your own group formation/negotiation process in form of a question. This should be something you have thought about or encountered repeatedly in the project while working with your partners and which you would like to find a solution to. An example could be: *I found it difficult to come up with a topic for the tasks, there is always such a long discussion. What can be done about this?*

You can post your comments here: https://padlet.com/

Your posts should be anonymous.

In your international working groups then try to come up with an answer using google docs to at least two or three issues you find especially interesting or important: Please put some thought into your answers and give reasons for your answers, as they should be of use to everybody else.

You can post your suggestions here: https://padlet.com/

Integrating the exchange into your class
For their own intercultural task design students can basically choose all the tools at their disposal. They will fall back on the tools they have been introduced to so far. Another list of tools with a short description and tutorials are provided so that students have more choice and so that they can discover other tools that might be of interest to them.
Students work with their partners' task products. Based on their own criteria and additional input (see material), they evaluate each other's task design, and make suggestions for improvement in the intercultural task design. To do so they specifically have to focus on pedagogic aspects (task instructions, task demands and task support) and digital literacy, providing the rationale for choosing the respective tool to facilitate an exchange about intercultural issues. The group products are not presented at this point in the classroom because international working groups will first provide feedback to other groups, reflecting on the designed tasks.
After this phase volunteering or selected local working groups present their task products in the local classrooms and those groups that evaluate them present their findings as well. Since students have written about quite a few different aspects concerning the tasks it is helpful to give local working groups a few minutes to focus on the three most important aspects of their task and the evaluation. That way the presentations do not get too long and are focused on those issues that students find especially pertinent.

Material
An ICC task focusing on Christmas traditions created by an international working group from another iteration of the project.
A list of possible tools for IC task design.
Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge: Cambridge University Press.

Hampel, R. (2006). Rethinking task design for the digital age. A framework for language teaching and learning in a synchronous online environment. *ReCALL*, *18*(1), 105-121.

Müller-Hartmann, A. & Schocker-von Ditfurth, M. (2011). *Teaching English: Task-supported language learning*. Paderborn: Schöningh.

Task 3: Working on a collaborative product that shows students' competence development

Competence development

→**Pedagogical-digital focus:**
Students will learn to…
- select technologies to use in the classroom that enhance what they teach, how they teach, and what students learn
- think critically about how to use technology in the classroom
- adapt the use of the technologies to different teaching activities

➔ **Intercultural competence focus:**
Students will learn how to…
- work cooperatively and respectfully with other individuals who have cultural affiliations that differ from their own
- produce work with people from other places in the world
- participate effectively in group meetings

➔ **Foreign language focus:**
Students will learn how to…
- communicate to other people that they are receptive to their ideas
- express their thoughts on a problem
- ensure that they understand what another person is saying before responding
- rephrases what another person said, to make sure that they have understood them

Duration: About 3 weeks.

Task description
Based on the second task students design a more complex task for a telecollaborative exchange in their future professional field. The task product this time is not a text-based task-as-workplan but a web-based one in the form of a website. The task focuses on any topic their future students would be interested in, such as cyberbullying, school life, youth culture, environmental issues. Competence-wise these topics target the democratic culture model (see material).

Rationale for the task
While the choice of topic is open to the students, the underlying focus of task design is intercultural communicative competence.

The general procedure is the same as in the second task (stage 2), with the only difference that the task instructions include more task-based criteria to make students use a more task-based approach. Again students can work with google doc and its text-chat, as well as the synchronous tool options.

Having been introduced to weebly students will experientially use the new tool to create their task design. Again students can choose all the tools at their disposal for their task design.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
There are two stages to this task.

Stage 1
After having evaluated and designed intercultural tasks, you are ready to start working on a more complex technology-based task. This is a major component of our course as it will make you consolidate what you have learned so far. In this task you are supposed to create a set of technology-mediated activities for a group of online learners. The activities will be then published on a Weebly website (to be created by you), which is a free, intuitive and user-friendly service enabling people to co-edit a website.
Here you find the weebly site: http://www.weebly.com
On this site you find a tutorial about creating a website in weebly:
https://youtu.be/UJcncH4NQMA
As in the previous task designing activity, your materials will eventually be evaluated by one of the other groups

Your assignment should meet the following criteria:
1. The activities should be consistent in terms of topic and competence level.
   They should make or inspire the learner to explore at least three tools and – through their use – modes and their potential for communication and collaboration. For inspiration refer to the list of useful tools. You can also consult your teacher. On the content level the tasks should allow the learners to develop intercultural communicative competencies (ICC).
2. They should make the learners practice different skills or aspects of language (e.g. reading, listening, speaking, a particular vocabulary set).
3. They should follow the criteria for effective CALL tasks as well as general task criteria, such as providing a clear purpose for your task sequence, clear task instructions, a balance of task demand and task support, as well as providing choice to the students.
4. Task instructions should be very clear and tasks should build up on each other (à task sequence).

Make sure that your task touches on interesting contemporary issues. You may find the following issues inspiring:
Cyberbullying, school life, world affairs, literature, new media, environmental issues, pop-culture youth culture etc.

Here is the procedure to follow. In your groups:
1. Decide on age and competence level of your target group
2. Decide on the content you would like to focus on in terms of ICC and language development. What is the target task you tell your students about?

3. Decide what activities you want your target students to engage in and how to sequence them
4. Consider the range of tools suggested by your teachers and decide which of them you and your partners would like to use in task design, i.e. which best support the development of intercultural communicative competence in an online exchange. You may need to consult your teachers.

To sum it up, the final task product, which is a website, should include the following elements:
- description of the target group (age and competence level) and the context in which the task is to be used (course content/type/subject).
- clearly stated objectives, procedure, instructions, teaching aids, the final product of the activity
- task sequence

Stage 2
You have managed to create a complex task sequence in your weeblies. As a final stage we would like you to evaluate one international working group's weebly. Please, proceed as usual:

Group 1 evaluates Group 2
Group 2 evaluates Group 3
Etc.

In your evaluation please answer the provided list of questions.
As a last point please argue if the task sequence helps learners develop intercultural communicative competencies. Give reasons and provide suggestions for improving the task sequence in this regard.
Please post your evaluation in the respective forum in Moodle.

Integrating the exchange into your class
Again reflection takes place by having international working groups evaluate each other's websites. Students get a list of questions that focus on pedagogical and digital issues and their integration which they are supposed to apply to the website they have to evaluate:

- Are the tasks relevant to students' (language) learning needs?
- Are task objectives clear and easily identifiable to the learners (target task)?
- Are task instructions clearly formulated?
- Does the task sequence follow an established structure (information exchange, comparison/analysis, and collaborative tasks)?
- Does the task (sequence) provide task support, linguistically as well as technically?
- Do the tasks prompt intensive communication between participants?
- Do the participants have a choice of resources, in terms of technologies and communication channels?
- Have the affordances of chosen tools been clearly used to facilitate the interaction and collaboration helping learners develop intercultural communicative competence?
- Which are the challenges and which are the strategies necessary for collaborating online with other teachers?

- How can some of the challenges be met through the informed choice of technology?

The task product is a table which provides answers to the questions.

Material
List of possible tools for IC task design
List of questions to evaluate web-based task sequence
Introductory text to the concept of democratic culture as well as the respective descriptors:
Council of Europe (2016). *Competences for democratic culture. Living together as equals in culturally diverse democratic societies. Executive summary*. Strasbourg: Council of Europe.

Suggestions for formative/summative assessment for the task sequence
A portfolio could be used to collect the different reflective texts throughout the task sequence (see teacher-trainers' manual). Additional forms of reflection can be added to come to an overall reflection of their learning process in terms of the different competence clusters, i.e. pedagogical digital and democratic cultural issues in task design:
- Which of my designed tasks did I like best and why?
- What have I learned about using the affordance(s) of different tools in creating pedagogic activities?
- Which areas of democratic culture have I targeted through my tasks (based on background reading of descriptors of democratic culture). Choosing one of the tasks how could it be improved in light of some of the democratic culture descriptors.

This is a task sequence that will be used in the EVALUATE telecollaborative exchanges. The teacher-trainer will find here a description of the tasks to be carried out with the partner-class as well as resources and suggestions for integrating the exchange into the classroom.

European Perspectives on Global Challenges: A Telecollaborative Exchange for Future Secondary School Teachers

For more details contact: evaluateprojecteu@gmail.com   or visit: http://www.evaluateproject.eu/

European Perspectives on Global Challenges: A Telecollaborative Exchange for Future School Teachers

Context
The task sequence is designed for two classes of future school teachers. In this task sequence students work with their international partners on important current issues Europe faces today, such as the refugee crisis, by looking at these issues from their respective cultural and socio-political local contexts.
Both classes are expected to be from different cultural backgrounds with a minimum English level of B1+ (see the Common European Framework of Reference for Languages at http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp).

Duration of virtual exchange project: 7-10 weeks

Online communication
Your virtual exchange should be located in a Virtual Learning Environment (VLE) such as Moodle. The EVALUATE team will facilitate you with space on a Moodle platform which has been specifically established for this project. This is where students will find task instructions, work on some of the activities we describe below, some tools for interacting with one another, and a place to store all their products. Your students will also be using other tools outside of the VLE such as synchronous communication tools (e.g. Skype or WhatsApp), tools for online collaboration (e.g. Google Docs) and tools for creating multi-modal artefacts (e.g. Glogster). When students create such artefacts outside of the VLE, make sure that they post the link to where the artefact is hosted on the VLE (e.g. in an international working group forum). You should agree with your partner teacher which tools and VLE you and your students will feel comfortable with. An overview of the online tools suggested in this task sequence you find at the end of the three task sequences.

Task 1: Information exchange: Getting to know each other

Competence development

➔ **Pedagogical-digital focus**
 Students will have the opportunity to…
 - learn about new online technological tools
 - work with different technologies
 Students will…
 - learn about technologies which they can use for understanding and learning foreign languages
 - choose technologies that enhance the content for a lesson and the way they engage with the content as well as with each other
 - think critically about how to use technology in the classroom

➔ **Intercultural competence focus**

Students will have the opportunity to…
- show interest in learning about people's beliefs, values, traditions and worldviews
- express curiosity about other beliefs and other cultural orientations and affiliations
- show ability to produce work with people from other places in the world

Students will learn how to…
- describe his/her own cultural affiliations
- build positive relationships with other people in a group
- analyse different points of view, products or practices found in other cultures

➔ **Language focus**
Students will learn to…
- present themselves and their local cultural context online
- communicate to others that he/she is receptive to their ideas
- express praise and empathy in online interaction

Duration: 2-3 weeks

Task description
In this task students (working in small groups of 4-6) introduce themselves and exchange information with their partners about their interests, their university life and their studies. They also exchange pictures about each other's cultures to get a first insight into the cultural background of their partners and what role Europe plays in their local context. Communication takes place in the international working group forums of their VLE and by using other online tools.

Rationale for the task
This task combines a personal introduction with a first exchange about cultural practices and about experiences being located in a specific cultural context. In the first step students have to present themselves by choosing different tools, either using a text-based format in the dedicated international working group forum in the VLE (to get to know the VLE) or by using multimedia presentation tools, such as blogger, glogster or about.me which allows them to include visual representation of what they would like to communicate about themselves.
In the second step, they have to decide how they would like to introduce their own cultural context to their partners by choosing a picture that represents their cultural context and one that shows how their cultural context is connected to Europe. That way they consider the European dimension of their cultural context from the very beginning.
By having the international partners interpret what these visuals represent culturally, students voice their assumptions, ideas and possibly stereotypical views about the cultural contexts in question, which will lead to a first exchange on cultural background and representation. At the same time, it prepares them for the tasks that follow because they start thinking about the role Europe plays in their own and someone else's local culture. While the first step is an individual or monologic task where the student can choose how to present her/himself, the second step is a first pair or group work in the local working group because the local partners have to agree on how to represent their university town. This is an important step in intercultural learning because while the students all live in the same town now, it is likely that they come from very different cultural backgrounds, they might have different views on this local cultural place and its connection to Europe.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)

There are two stages to this task:

Stage 1
Introduce yourself to your partner(s) in the forums for your international working group you belong to in the VLE, by talking about your background, interests/hobbies, university studies and anything you would like to share. Try to present aspects of your life which someone from your partner group might find interesting and different. Post a written text in the forums for your international working group and attach some photos or links to your message to make it more interesting and attractive. Once you have posted your presentation in your international working group forum, comment on two or three of your international partners' presentations. When you have written in your own group, you can also look at presentations in other groups and leave comments there, too.

Stage 2
Now create a short presentation about your university town together with your local working group partner(s). The idea is to present your university town and its cultures to your international partner(s) as well as its connection to Europe in a somewhat light-hearted way. Consider the following questions:

1. What do you like about your town?
2. What makes your town special?
3. Would you describe your town as 'European'? Why/Why not?
4. What role does the university and university life play in your town?
5. What are current issues that are important in your town?

For this we would like you to choose one of the following tools which will be introduced by your teacher. Before you choose the tool, look at the task instructions and then be sure to choose the tool which you think might work best in doing the task.

- Blogger is a tool which will allow you to create simple blogs combining text and images. Readers can comment on your text.
- Voicethread will allow you to create visual presentations (pictures, film) and add recorded or written commentaries to each screen. Readers and listeners can comment on your text.

Your blog or voicethread will have two sections.
1. Introduce your university town in a few pictures (3-4) or a short film and provide some commentary.
2. In your local group decide on a first picture which represents your local culture in your university town in some way, for example a cultural practice, event or ritual. Then decide on a second picture, which represents the connection of your local culture/life to Europe. If you can make or find a picture that represents both in one you can also just post one. Do not provide any commentary on this/these pictures. The headline or title should be: "My/Our cultural place in Europe". The idea is to

have your partners guess the context, comment on what they think the picture represents and what kind of relation they see between your place/life and the European level, for example by showing the ethnic diversity in your city instead of people in traditional dress at a festivity. As to the connection to Europe, advertisement in the streets, project displays in schools or at University dealing with European topics or pictures of local pro- or anti-European demonstrations. For an example that integrates both aspects see below.

(https://www.strassenkatalog.de/panoramio/heidelberg_stolpersteine_stumbling_block_,96232757.html)

Stumbling blocks in Heidelberg (this is the kind of text students might write in step 2 below): They were integrated into the famous cobble stone streets in Heidelberg to make people stop and think about/remember the people who had lived in those streets and who were deported to concentration camps under the Nazi regime. For me these stones also have a very strong European connection. On the one hand people were sent to different places in Europe, all occupied by the Nazi regime at that point. On the other hand they remind me that due to the European Union we have not had any large-scale wars in Europe for many years.

Once you have finished your blog or voicethread make it accessible in your international working group forum and then follow this procedure by commenting in your own and the international partners' blogs or voicethreads:

1. Read, view and/or listen to the multimodal texts your international partners created and first of all only **describe** the two pictures. What can you **see** in the pictures? Your partners will do the same. Then add a new comment, **interpreting** the picture from your perspective(s). What does the picture signify from your perspective?
2. Once you have completed the describe and interpret steps on your partner's blog or voicethread, go back to your own blog or voicethread and explain to your

international partners what these pictures mean from your perspective. You can also provide additional information about what the picture possibly shows; for example background information about a cultural event, ritual or practice. At the same time you should react to and comment on your partners' explanations.

3. In your local classroom, your local working group will now make a short class presentation about your international partners' blog, reporting what you have learned about their cultural background and how they see the connection to Europe from their specific cultural place and lives. What are the similarities and differences to how you see the connection to Europe from your cultural context? When you discussed your choice of pictures for the partners in your local working group was it easy or difficult to decide on how to represent local culture? Why? Can you imagine doing a similar task with future learners?

4. Finally, your teacher will discuss with you the pros and cons of the different tools used in this task in terms of how they have enhanced your learning experience. Which ones would you like to use in the future in your classroom? In what way might you be able to use them and how will they enhance what you teach and how you teach it?

Integrating the exchange into your class

The teacher can prepare an online presentation of him/herself to provide a model for the students. You can also make a suggestion for the pictures in the second step so that students get the gist of this task which is to find an interesting way of representing one's culture. This does not have to be a controversial picture showing conflictual situations, but could be a picture which helps people think about their often stereotypical assumptions as to the represented culture. For example, people in Munich in Southern Germany are often represented in travel ads wearing traditional clothes that are only worn during specific festivities, thus creating a one-dimensional and reduced view of cultural practices in that place. Instead of choosing such a picture, working with one that shows the ethnic diversity of that city will allow partners to reconsider possible assumptions about that place. As to the connection to Europe, advertisement in the streets, project displays in schools or at University dealing with European topics or pictures of local pro- or anti-European demonstrations could be possible ways of representing the connection of one's place to the European level.

There are a number of options for reflection with your students about culture and the use of online tools:

1. The online tools for carrying out the task: How to use the different tools, the affordances and weaknesses of each one in this context.

2. The online presentations made by the groups in both classes should be evaluated and discussed in class in order to identify similarities and differences in cultural representation and the way people see (or don't) see a connection between their local life and cultural practice to the European level.

3. A language focus in the local class could be on asking questions about and providing feedback on others' works in English – issues of politeness, praising and expressing interest etc.

4. The task also lends itself to having students reflect on how the different online communication tools could be used with learners and to what extent the tasks themselves would work in a school setting and what kind of support (e.g. language, technical) they would envision for their students to handle the task.

Task 2: Comparing and analyzing cultural practices

Competence development

➔ **Pedagogical-digital focus**
Students will learn about technologies they can use for understanding and engaging in their subject area
Students will learn to…
- combine content, technologies, and teaching approaches
- adapt the use of the technologies that they are learning about to different teaching activities

➔ **Intercultural communication focus**
Students will learn how to…
- analyse alternate points of view
- analyse media critically
- draw the results of an analysis together in an organized and coherent manner to construct logical and defensible conclusions
- reflect critically on his/her perspectives of the world
- work to build consensus to achieve group goals

➔ **Foreign language focus**
Students will learn to…
- communicate efficiently and effectively in an intercultural setting
- persuade and negotiate with other people
- ask questions that show their understanding of other people's positions

Duration: 2-4 weeks

Task description
In this task students first learn how to look at media representation from a critical perspective. They will explore the role of power in dominant discourses (media, political, institutional) and reflect on how these discourses lead to perceiving people from other backgrounds in certain ways by watching a video clip of a report by Al Jazeera of a provocative campaign aimed at reducing the number of undocumented immigrants in England. Large billboards that have been placed on vans which drive around specific areas in London warn "go home or face arrest".
They then work on the issue of the refugee crisis/migration by comparing and analysing its impact on their different local or regional contexts as well as the European level by designing a simple micro-teaching lesson plan.
The first part is done in the local classrooms, on the second part they work collaboratively in their international working groups.

Rationale for the task
After having thought and talked about the possible connections between their local culture and the European level, students now turn to an important socio-political issue that impacts

on the local, national and European level, the issue of the refugee crisis and migration. In tasks 2 and 3 of this sequence we focus on this issue, but if you are more interested in looking at other issues, such as environmentalism, the role of the far right, the menace of Islamic terrorism, or the loss of faith in the political culture, to name just a few, you can easily adapt these two tasks because the frame we present can be used with different topics. We recommend to look for similar videos which may be more relevant to your specific context or topic, or more accessible to your students from a linguistic point of view if the suggested video here is not appropriate.

To develop students' critical discourse literacy we start by critically looking at media representation of the issue of migration to provide students with the necessary tools to analyse other multimedia sources. Developing this competence will also help them to develop a more critical view on the way they use technology in their own exchanges with their international partners, such as presenting themselves and their local cultural context in the first task.

Students are then asked to develop a lesson plan for a short micro-teaching. This is an approach where a student or group of students teach a short task they have designed, using the rest of the class as learners, thus simulating their future professional contexts in the university classroom, and beginning to develop experiential knowledge in the process. Hence some of the groups will be asked to put into action their lesson plans. Doing so they also practice critical media analysis which will be taken up again in the last task of the sequence.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)
There are two stages to this task.

Stage 1
In this task we are going to look at how issues of migration and the refugee crisis are being represented in the media. First you are going to watch a film about the issue of migration in England.
Please watch the video clip of the *Al Jazeera* report: http://www.youtube.com/watch?v=4D3EJ9mCZq4 on you tube and then answer the following questions, first with your local partner and then with the whole local group:

Worksheet – Critical media analysis

Please watch the video clip of the *Al Jazeera* report:
http://www.youtube.com/watch?v=4D3EJ9mCZq4 on you tube and then answer the following questions.

1. What message is implied in the "Go-home" campaign?
2. Who is the campaign aimed at?
3. What attitude does the campaign express towards all immigrants, whether legal or illegal?
4. How are the illegal immigrants named and referred to?
5. How are the immigrants described? What qualities or characteristics are attributed to them?
6. What is the political motivation behind such a campaign (i.e., to win votes)?
7. The reporter uses the term "racial profiling". What does this term mean? What

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ideological stance does this term suggest (e.g., towards immigrant groups)?
8. Which representatives of society or authorities are asked to give an opinion on the matter? What arguments do they present about the immigrants and against the campaign?
9. How do you know whose point of view is presented? Is it that of the economically, culturally and/or politically 'dominant group', or of the 'out-group'?

Stage 2
Migration and the refugee crisis is also an important issue in your national culture. In this task you are going to talk with your international partners about how this particular topic is viewed and treated in your national press/media, by sharing examples of photos, news clips or newspaper reports and explaining their content to your partners. The goal of this activity is to design a short lesson plan in google docs for a micro-teaching about this issue in your respective local classrooms. To do so, please

1. Look for examples of media representation of migration and/or the refugee crisis to your countries in the national press and media. Share your findings in google docs or in your international working group forums with your international partners and compare media representation in both cultural contexts, listing the similarities and differences, for example in terms of topic, pictures, headlines etc.
2. In your international working group decide on an issue that is represented in both countries' national media, for example whether refugees are accepted into your country, how illegal migrants are being dealt with, whether or in what way an integration of refugees is thought about in your culture. Analyze the visual representations that you have chosen and design a short lesson plan for a micro-teaching by the local working groups that allows you to make your classmates aware of how this issue is being dealt with in both cultural contexts, your own and the one of your international partners. The lesson plan, which can be presented in google docs, a power-point presentation or any other presentation software, should consist of the following four points.

A. Provide a short explanation of why you think the issue you chose is important to look at when working on the refugee crisis and/or migration.
B. Select visual representations to show how your researched issue is being dealt with in the two national cultures.
C. Come up with a list of 3-5 questions which allow your classmates to analyze the media texts (see the model we used for the YouTube video about England)
D. For the discussion about the media texts try to find some factual information that allows the class to look at the issue from (a) different perspective(s) so that the media texts can be discussed critically.

Integrating the exchange into your class
In the micro-teaching session voluntary local working groups present their findings, leading the class into a discussion of the issue they have focused on by providing their rationale, showing their pictures, and having the class work with the pictures based on the questions they have designed.

If you feel that the micro-teaching might take too much time, you can also have the students simply do a presentation of their findings.

This task can be extended or shortened in different ways. Central to the task are the critical analysis of media texts, comparing the different cultural contexts, and having students do the micro-teaching to see if their materials, questions and additional data are well chosen to allow their classmates to engage in the critical analysis of the chosen media texts.

The linguistic analysis of the texts can be extended. Here we have only suggested to have them explore the language used in order to understand how discrimination works from a linguistic point of view. We have added a second worksheet in the material for additional theoretical input as well as the task instructions to engage students in a more intensive discourse analysis of the video and its texts if you wish to go into more depth.

Again there are a number of options for reflection with your students about culture, the use of tool and critical media analysis:

1. The microteaching sessions provide a lot of potential for reflecting on the choice of different visual artefacts the international working groups have chosen to make their colleagues aware of similarities and differences in cultural representation.

2. Critical media analysis of the chosen artefacts can also be reflected in light of what students learned in the focus on analysis in the first step of this task. Additionally, students can reflect on what this means for their own cultural representation in Task 1: Having worked on critical media analysis in this task, how do you see the way you presented yourself/your international partners presented themselves and their local cultural context in the first task. With hindsight would you change your presentation now in any way? If so, how and why?

3. The tools for carrying out the micro-teaching: Which presentation software was chosen and why? What are the affordances and weaknesses of each one in this pedagogical context?

A language focus in the local class could be on asking questions about and providing feedback on others' works in English – issues of politeness, praising and expressing interest etc.

Materials

Beaven, A. & Borghetti, C. (Eds.) (2015). *IEREST - Intercultural Education Resources for Erasmus Students and their Teachers*. Koper: Annales University Press.
http://humbox.ac.uk/group/19
The materials you find in module 1, activity 2. The mentioned slides you find as well on this site at http://humbox.ac.uk/4543/

Task 3: Working on a collaborative product for your classes

Competence development

➔ **Pedagogical-digital focus**
   Students will learn to…
   - select technologies to use in the classroom that enhance what they teach, how they teach, and what students learn
   - think critically about how to use technology in the classroom
   - adapt the use of the technologies to different teaching activities

➔ **Intercultural competence focus**
Students will learn how to…
- analyse media critically
- argue that one should promote communication and dialogue between people from different cultural backgrounds
- argue that one should try to learn from one another in order to deepen understanding of both one's own and other people's backgrounds
  - work cooperatively and respectfully with other individuals who have cultural affiliations that differ from their own
  - produce work with people from other places in the world
  - participate effectively in group meetings

➔ **Foreign language focus**
Students will learn how to…
- communicate to other people that they are receptive to their ideas
- express their thoughts on a problem
- ensure that they understand what another person is saying before responding
- rephrase what another person said, to make sure that they have understood them

Duration: 3-5 weeks

Task description
In this task, students will work in their international working groups in order to collaboratively design a short project plan (see task instructions below) for secondary students and publish it on a website which deals with the issues they have negotiated so far on the local, regional, national or European level.

Rationale for the task
Having learned how to critically analyze media texts that focus on the refugee crisis and migration in Europe, and having learned about the different aspects that are involved in this topic from the other international groups in the micro-teaching, students can now use their newly acquired knowledge to think of possible activities or projects they could engage in in their locals schools to allow their future learners to work on this European issue from a local perspective. Pedagogically learners should also become aware of the advantages of doing extra-curricular projects, engaging in real-world tasks outside the classroom environment either virtually or face-to-face. In this process, apart from negotiating the content of the chosen activities, international partners will need to compare their local school cultures, for example, to understand how a common project can be made to work in different cultural contexts. This means they will need to relate the different cultural contexts (see project suggestions below in the task instructions), such as how extra-curricular work functions in our schools, what are the regulations of contacting refugees and working with them, how do we have to design the questions for surveys so that they are applicable in both cultural contexts etc.

Suggested task instructions for students
(Teacher-trainers can copy and adapt these to suit their context)

In the last task you are going to develop a project plan with your international partners which allows you to teach about the topic of refugees in the secondary classroom by coming up with a project idea and developing some activities for your future students to work on. The goal is to come up with an example of local solutions to something that relates to the refugee crisis in your respective contexts. This should make learners aware of the options they have locally to tackle issues that pose central challenges to everybody on the European level.

To discuss and negotiate the project plan you can use Google Docs or another collaborative writing tool and any synchronous communication tool that you feel comfortable with in your international working group. You can also use your international working group forums in Moodle if you can't find a suitable time to meet your partners online together.

The project plan can be a plan for a telecollaborative project, but you can also choose other forms of project work, such as a survey project where you have your students design a questionnaire or interview guideline about an issue and then have them collect answers in- and outside school, or an out-of-class face-to-face encounter project where you actually meet face-to-face with another group of learners, for example from your partner school, working on the project together. The project plan and possible materials that you design or find on the internet will be published, for example, on a Weebly website (to be created by you), which is a free, intuitive and user-friendly service enabling people to co-edit a website. You can sign up for an account to make a Weebly website here: http://www.weebly.com
You can find a tutorial about creating a website in weebly at
https://youtu.be/UJcncH4NQMA

Here is the procedure to follow. In your groups decide on:
1. The age and linguistic competence level of your target group.
2. The issue you would like to focus on in terms of the refugee crisis in Europe.
3. What the target task you have your students work on is. Here are some suggestions:

- Organizing a support group for the teenagers in the refugee camp in your neighborhood. What do you have to consider in your different local cultures to make this work? Develop some general guidelines and make suggestions of how to deal with possible local problems or resistance you might run into.

- Setting up a group of students in your school(s) who want to develop guidelines of how to welcome and integrate refugee students into their school and/or class. Point out the commonalities of your two cultural contexts and the differences. Make suggestions of how to deal with possible problems and resistance from the general student body in your school/class or the school authority.

- Developing a short 'white paper', i.e. a list of advice that makes suggestions for the two countries you are coming from of how to deal with the refugee crisis in a way that sets an example for other European countries. The basis for this could be a survey you have your students do. Try to point out things you could do together on the European level and specify aspects that might need to be solved in each country. For example you could focus on the kind of support refugees need who come illegally across the borders of your countries by taking into consideration specific legal aspects in each country.

4. Decide on 3-4 activities you want your students to engage in.
5. Integrate one activity which has your students look at media in a critical way.
6. When designing your website, please provide a short rationale for the importance of the topic you are dealing with on the local and European level.
7. Consider the range of tools you have used so far and others suggested by your teachers, decide which of them you would like to have your students use to do the project.

Integrating the exchange into your class

The project plans provide great learner texts to reflect on in terms of critical media usage, technology use and intercultural learning. This can be done by having local groups present their plans, but this can also be done by having international working groups give feedback to the plan of another group. Either the students come up with their own criteria when reflecting on their partners' project plan or you provide a frame for them, such as focusing on the question if the designed tasks really reach the aim of dealing with people from other cultures in a sensitive and acceptable way. The criteria from task 2 of the video analysis could provide the frame to look at the task instructions/descriptions and thus have students reflect again on the linguistic competences that they have hopefully developed in the project as well as the intercultural ones.

Another language focus in the local class could further look at strategies and language of online negotiation and maintaining good group dynamics in online environments.

And in terms of digital competences – again in light of the linguistic and intercultural competences developed in the process of the task sequence – students can compare text-based and oral online interaction with their international partners.

Online Tools for Task Sequences 1–3

Here you find the online tools that we have used in the three task sequences that we suggest for the EVALUATE project and which you may find useful when designing online tasks. You can easily find them by simply googling the name. Many of the suggested tutorials suggested here have been prepared by Russel Stannard, who is a great enthusiast of using new technologies in education. You may like to visit his technology blog available at http://www.teachertrainingvideos.com/ and learn much more about what is available for online teaching and learning.

Tool	Description	Tutorial
About.me (https://about.me/)	About.me is an application for creating one-page personal introductions, each with a large, often-artistic background image and abbreviated biography. It hosts pictures and text and can link to relevant external sites, and popular social networking websites. About.me works well in tasks in which students are to present themselves without putting too much effort into design.	https://aboutme.zendesk.com/hc/en-us
Blogger (https://www.blogger.com/)	Blogger can be used by both teachers and students. For example, a teacher can create a class blog with information for all the students in the class with links, videos, articles, documents etc. Students can use it for writing activities, as a tool for keeping their E-Portfolio, as a tool for keeping a reflective diary or for creating their own personal profile.	http://www.teachertrainingvideos.com/search.html?q=blogger&Itemid=306
Glogster (http://edu.glogster.com/?ref=com)	This is a kind of graphic blog, or electronic poster. You can add text, video and sound. This is a really good tool for presenting a project or a topic. Unfortunately, no co-editing is possible, but students can use a joint account.	http://www.teachertrainingvideos.com/glogster/index.html
Google Docs (https://docs.google.com/)	Teachers can create documents and then share the link with the students, and the students can access the document, they can edit it and add to it etc. This is an ideal tool for group work and collaborative work.	http://www.teachertrainingvideos.com/search.html?q=google+doc&Itemid=306

Padlet (https://padlet.com/)	A virtual board where you can pin up your ideas, links, documents or even embed other materials. The wall can be public, with others being able to add their own ideas, be it text, pictures of videos.	http://www.teachertrainingvideos.com/search.html?q=padlet&Itemid=306
Skype (https://www.skype.com/de/)	Skype allows users to communicate over the Internet by voice using a microphone, by video using a webcam, and by instant messaging.	http://www.teachertrainingvideos.com/finder.html?q=skype
Voicethread (https://voicethread.com/)	You can create audio discussion threads with several people being able to participate in one thread. Discussions or other oral contributions (e.g. telling a story) can be based on pictures or videos.	http://www.youtube.com/watch?v=yW2nb7FO7p8
Weebly (https://www.weebly.com/de)	A very intuitive tool for creating websites.	http://www.youtube.com/watch?v=UMBknOSR0CA