

## Auszug aus dem Protokoll des Projekttreffens im Juli 2006 in A Coruña

### Final F2F of the course PILOT 1 - Presentation and experiences of the two pilot e-tridems

(Group A.: Maria Kick, Rosa Gloria de Artaza, Isobel Dolak Group B.: Carmen Person, Jesús García, Renate Müller)

Both e-tridem groups reported about their experiences and impressions in the course PILOT 1. The general feedback was very positive:

The communication and cooperation as well as the intercultural exchange were very lively and fruitful. The course enabled them not only to reflect about the language and culture of their learning partners but also about their own culture and language (not only during their role as a "guide-on-the-side"). Additionally they were able to improve their language skills in the two foreign languages. Most of them took also the opportunity to improve their computer literacy. Most of the given tasks were motivating, particularly the tasks with relation to the personal life of the tridem members.

For the running of the next pilot course they made the following suggestions:

- It is essential that the tasks are meaningful and have relation to the life of the learners – otherwise the learners can loose motivation (admit and even foster personal matters).
- Some tasks had too many subtasks. It was not possible to fulfil all the tasks in the given time → in the future there should be less tasks and more flexibility – the e-tridem groups should have the possibility to go more into the details of the tasks ("otherwise it seems a Japanese tour")
- Sometimes the tasks were not detailed/clear enough (it was not always clear for everybody where exactly to put the contributions, which tool to use, until when to do the tasks) → in the future the tasks should be better structured and even though allow more flexibility
- In the first F2F should be given more time to work on the handling of the moodle tools with hands-on and the possibility to make concrete experiences with the different tools
- It has to be taken into account that the work load of the different tasks depends on the respective level of language knowledge of the learners (learners wit less language knowledge need more time)
- The focus should be on the communication and cooperation process (more than on the "information-gathering"-phase)
- The chat is a good tool for synchronous communication but should be structured (e.g. answers in alphabetically order)

### Evaluation of the Course PILOT 1 and adaptation of the course concept

Before the meeting a discussion guideline for the evaluation had been developed (see annex) and was discussed during the meeting amongst all. The following conclusions for the adaptation of the course concept were drawn:

#### Special importance of the first F2F meeting(s) and the warming-up phase (responsibility of the respective local institutions / the tutors)

- Objectives of the course (intercultural communication, improving language skills and the use of ICT)
- Course structure and timetable - flexibility but compromise
- Importance of the cooperation process and the responsibility of each learner (they are part of an e-tridem group and the cooperation depends on the active participation of every group member)
- Use of the ICT tools: detailed introduction with hands-on experiences into the different moodle tools and features for synchronous and asynchronous communication and cooperation (forum, chat, wiki ... )
- Different roles of the learners (special role of the "guide-on-the-side"!)
- Guidelines and checklists for learners and for the guide-on-the-side
- A possible setting for the warming-up phase could be that there is a first local F2F-meeting with first practical hands-on experiences, than one week for self-organized online hands-on-experiences and then a second F2F to assure that everybody is able to use the tools and to work with the tasks

→ The setting for the F2F meeting(s) and the warming-up phase can differ in the different institutions (depending on local contexts and conditions) but it is necessary to develop a joint “curriculum” for that phase.

### **Role of the tutor(-team) during the course**

- S/he has to be constantly present in the background for any hints or questions/problems that may arise
- S/he invites the local learners to start new tasks
- The tutor is responsible for the local learners – S/he intervenes if participants are “missing” or if they have any problems fulfilling the tasks
- S/he is in direct contact with the tutor(s) of the local institutions (e.g. regular chat, consultation hours)
- Special guidelines and checklists for the tutor will be developed
- In the next pilot course the “learners” of the course PILOT 1 will take on the role of being the tutors → in most cases there will be local tutor teams (in Germany: Carmen Person, Maria Kick and Rita Meissner, in Spain: Rosa Gloria de Artaza, Jesús Garcia and Susana Aldao, in Austria: Renate Müller, Isobel Dolak and Elisabeth Allgäuer)

### **Selection of the participants for course PILOT 2**

- Minimum language level in the two foreign languages (A2/B1)
- Basic ICT knowledge (internet and email access, basics in office programs)
- Enough time to participate regularly and actively

### **Dealing with linguistic questions**

There should not be an explicit correction of the posts (interrupts the communication process) – other kinds of correction should be used → give the e-tridem groups some ideas how they can “correct” (e.g. repeat a sentence in the correct way). If the learners have concrete linguistic questions, the guide-on-the-side and / or the tutor should answer those upcoming questions. Therefore a special linguistic corner might be useful: establishment of a forum where linguistic questions can be asked and answered by everybody. Maybe also the tool “glossary” might be useful.

### **Communication in chat & forum (synchronous and asynchronous tools):**

- The e-tridem groups should fix at the very beginning of the course a fixed / regular chat date (Day and time) for the whole course (e.g. every Wednesday at 21 o'clock) → otherwise it takes too much time to agree about every chat meeting
- The guide-on-the-side should moderate / structure the **chats**
- Structure of the **forum**: e.g. the guide-on-the-side opens a thread and the others respond to that (and do not open new threads) → should be explained and trained in the warming-up-phase

### ***Adaptation of the learning platform for pilot 2***

The learning platform of the course PILOT 1 offered the whole variety of possibilities (learning activities and resources). Obviously it was too much for the beginning. For learners who are not so familiar with IT handling it might be too complex → Joint discussion about the necessity of each tool and agreement about the simplification of the surface of the learning platform. → Adoption of Rita Meissner’s suggestions about a new simplified surface, e.g. dropping out the personal diary, only one forum and one chat, etc. (see [www.e-tridem.net](http://www.e-tridem.net) → learning environment → course PILOT 2).

It was also agreed that each e-tridem group starts with the same language task and that all tasks will be available and visible from the beginning of the course (like in a course book).