

# **LSP TEACHER EDUCATION ONLINE COURSE FOR PROFESSIONAL DEVELOPMENT – LSP-TEOC. Pro**

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## **INTELLECTUAL OUTPUT 2:**

### **Development of an online teaching methodology**

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## Summary of Report

This report presents a synthesis of results from Intellectual Output 2 (IO2) of the European project *LSP Teacher Education Online Course for Professional Development (LSP-TEOC.Pro)*. This project No. 2020-1-DE01-KA203-005678 is supported and funded by the Erasmus+ programme.

LSP-TEOC.Pro aims at providing future and early career teachers with a multilingual online course that will enable them to acquire the competences and skills needed to successfully implement foreign language teaching in a specific context – that is, to teach languages for specific purposes (LSP). The goal is to develop a self-directed, online course that will be made available to the LSP community via an open educational resource such as Moodle. The course content will be available in all languages of the strategic partnership consortium, namely Croatian, English, French, German, Italian, Polish, Spanish, Slovenian and Turkish.

Intellectual Output 2 focuses on the *Definition of an online teaching methodology* and this report summarises the work carried out for such IO2. It begins with an introduction that presents readers with a definition of “online learning/teaching” and other related terms that will be used throughout this report. After this, the goals of this IO2 are presented together with some research questions. The following section deals with the methodology that has been employed. Here, the working procedure is explained and the instruments that have been developed for document compilation and data gathering are presented. Next, the results are discussed with respect to the developed documents and instruments. Lastly, the main findings are discussed with a view to the next stages of the project and their contribution to the successful development and implementation of the LSP teacher education online course for professional development upon project completion.

## 1. Introduction

LSP-TEOC.Pro Intellectual Output (IO2) was developed between 1 March and 30 September, 2021, and the participating organisations were the University of Cadiz (Spain, lead organisation), Adam Mickiewicz University (Poland), University of Ljubljana (Slovenia), University of Zagreb (Croatia), Pforzheim Hochschule (Germany) and University of Bergamo (Italy). The preliminary results were presented at the first Training Week held online from 20 to 23 September 2021. The main results were presented at the Third Transnational Meeting of the project consortium, hosted by the University of Zagreb and held online on 3-4 November 2021.

Under the title *Definition of an online teaching methodology*, IO2 focuses on online teaching practices and aims to define a suitable methodology that can be implemented within the online course for LSP teacher education and professional development in the later stages of the project. The course (named LSP-TEOC.Pro course after the project title) targets future and early career teachers and will be multilingual – that is to say, it will be available in all languages of the strategic partnership consortium.

This report summarises the work carried out for IO2 – namely, its goals, working procedure (methodology and instruments), and results. The main findings are discussed with a view to the next stages of the project and their contribution to the successful development and implementation of the LSP teacher education online course for professional development once the project has been completed.

## 2. IO2 goals

The main goals of this intellectual output are:

- 1) To review and evaluate online teaching methodologies with a particular focus on:
  - a) the review of teaching methods and pedagogical elements which have been found to be especially useful in online learning (with respect to the results in the preceding IO1 and the relevant literature on online teaching approaches); and
  - b) the discussion of those elements that are deemed to be transferable to the online course.
- 2) To apply the target elements on the LSP teacher training materials synthesized in the preceding IO1. A particular focus has this time been placed on:
  - a) the exploration of “feedback” in online teaching;
  - b) the provision of a set of guidelines on the structure of the online course; and
  - c) the attainment of broad consent and thorough understanding by all partners (peer review).

In addition, literature review and research instruments have aimed to provide answers to the following questions:

- How can LSP online training material be prepared so that future and in-service LSP teachers enjoy going through the content and a high student dedication time is achieved?

- What teaching methods contribute to a high dedication time and how do these need to be implemented?
- How can feedback and quizzes be integrated to make the self-directed learning experience effective and enjoyable?
- How can existing material be prepared so that an efficient adaptation to a multilingual online platform can be achieved?

### 3. Methodology

#### 3.1. Working procedure

To attain these goals and respond to these questions above, the participating partners followed the nine-stage methodology presented in Figure 1.

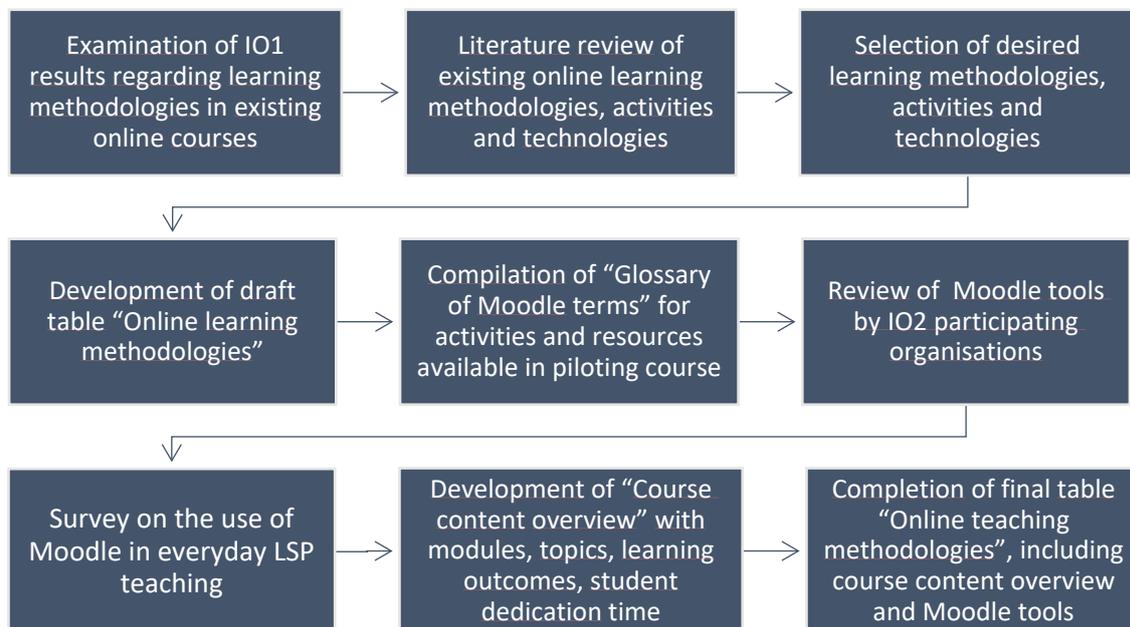


Figure 1: IO2 working stages

Firstly, IO1 results regarding learning methodologies in existing online courses were examined. Secondly, relevant literature pertaining to online learning methodologies, activities and technologies was reviewed in view of significant examples for practice. Next, the desired learning methodologies, activities and technologies were selected, and a draft table containing such methodologies was developed for discussion among partners.

After that, the lead organization compiled a “Glossary of Moodle terms” that could be used as a reference document in further stages of the project, and particularly when developing online materials for the course (i.e., IO3). In this case, the target tools contained in the Glossary were the tools in the Moodle course that were at that time available to all partners for piloting purposes. All the Moodle tools contained in the Glossary were reviewed by IO2 teams in a pair-wise manner.

In addition, a survey was administered among all partners on the actual use of Moodle in their everyday teaching of LSP courses and their familiarity and expertise with the Moodle tools under review. With all the resulting information, a “Course content overview” was developed containing modules, topics, learning outcomes, and estimated student dedication time (STD). The content for this overview was based on the partners’ previous work on TRAILS<sup>1</sup>.

Lastly, a final table of “Online teaching methodologies” was created for further use in subsequent outputs. This table, initially inspired by some of the activities in the free course *Take your Teaching Online*<sup>2</sup>, was deemed to be essential to move forward and develop the self-directed multilingual course (i.e., IO3) envisaged in this project.

Regarding the distribution of work among the participating partners, there was a clear division of the tasks. Besides organising and coordinating the work throughout IO2, the leading team (U of Cadiz) assessed online learning methodologies based on the IO1 outcomes; gathered and assessed additional online learning methodologies and developed the draft and created the final “Online teaching methodologies” tables; examined and assessed the potential of Moodle by first compiling a glossary of Moodle tools, and then drafting and administering two surveys on the use of Moodle and its tools.

Table 1: Distribution of modules among IO2 teams

Team	Cadiz	Ljubljana	Adam Mickiewicz	Bergamo	Pforzheim	Zagreb
Modules	-LSP Needs analysis -LSP Course/Syllabus design	-LSP Disciplinary context (Corpora incl.) -Lesson plan	-Task/project/problem-based learning in LSP	-LSP Materials	-LSP Assessment	-LSP Teaching skills

Likewise, and together with the leading team, the participating organisations agreed on a definition of “course content” (a term that recurrently appeared in the project proposal and needed to be clarified); examined modules and selected learning outcomes based on their previous experience in LSP teacher training and development courses (e.g., TRAILS project – see Table 1 for details); discussed and identified teaching methods, student dedication time and distribution; created a tentative course outline along with learning methodologies, dedication time, activities and tools which were all gathered in the final table of “Online teaching methodologies”; and, finally, peer reviewed Moodle resources and activities so as to

<sup>1</sup> TRAILS stands for “LSP Teacher Training Summer School”. It was a project funded by the Erasmus+ Programme and developed between October 2018 and February 2020 (Ref. 2018-1-FR01-KA203-048085). For more information see edited volume (Chateaufreynaud & John, 2023).

<sup>2</sup> Free course available at URL: <https://www.open.edu/openlearn/education-development/education/take-your-teaching-online/content-section-overview?active-tab=content-tab>

identify their suitability and applicability for our self-directed multilingual course. Table 2 shows the distribution of tool packages, paired reviewers (i.e., teams serving as first [R1] or second [R2] reviewers) and the procedure.

*Table 2: Review procedure of Moodle tools*

Tool package	Assessed tools	R1 team →	R2 team →	R2 teams emailed surveys to Cadiz team for results and conclusions
TP1	Assignment, book, chat, choice	Zagreb	Bergamo	
TP2	Database, external tool, feedback, file	Ljubljana	Pforzheim	
TP3	Folder, forum, glossary, HSP, IMS content package	Bergamo	Ljubljana	
TP4	Label, lesson, page, quiz	Adam Mickiewicz	Zagreb	
TP5	SCORM package, survey, URL, wiki, workshop	Pforzheim	Adam Mickiewicz	

Lastly, all partners were also invited to fill in an online survey on their actual use of Moodle for their everyday teaching.

### 3.2. Instruments

Taking into consideration the preceding IO1 results, the review of relevant literature, and the continued discussion among partners, five instruments were developed:

- 1) The “Course content overview”. This course overview was deemed to be extremely useful for the next output (i.e., IO3), in which the course content is to be developed.
- 2) A table of “Online teaching methodologies” (see Figure 2).
- 3) A “Glossary of Moodle terms” (see Figure 3).
- 4) A general survey on the use of Moodle and its tools (see Survey 1 in Annex 1).
- 5) A specific survey on Moodle tools (see Survey 2 in Annex 2).

## 4. Results and discussion

Given that the term “course content” recurrently appeared throughout the project submission form and was understood as a key term for the development of the LSP-TEOC.Pro course, all participating organizations discussed the nuances of the term, its implications and impact upon an asynchronous self-directed multilingual course, and ultimately agreed upon the following definition:

The term “course content” refers to course structure, instructions about the course, provision of theoretical input, instructions about activities, and

provision of feedback by means of assessment. These are all elements that should be available in the consortium's national languages.

Also as a result of the discussions during the work for IO2, it was agreed that (i) the course length should ideally be 40-60 hours, and (ii) each unit should ideally contain the following elements:

- theoretical input,
- examples,
- instructions on the activities,
- practice, and
- assessment/feedback.

Bearing in mind that course participants would complete as many units as they wish and in the order they wish, a tentative order of modules/units for participants together with tentative student dedication time for each module were recommended.

Making use of the preceding TRAILS project in which most organisations participated, the modules and themes were selected, reduced or expanded so as to adapt them to the goals of LSP-TEOC.Pro. Table 3 shows an overview of the resulting course, including modules, main topics within each module and student dedication time (STD).

The differences between this LSP-TEOC.Pro and the preceding TRAILS course are, mainly, that LSP-TEOC.Pro aims at 48 hours of dedication and is made up of 8 content modules whereas TRAILS entailed 33 teaching hours and was made up of 11 modules. On the one hand, this module reduction had to do with the nature and main features of the LSP-TEOC.Pro course that is an asynchronous self-directed and multilingual course to which students could access following no pre-arranged order (which was not the case with TRAILS). Hence, the content had to be self-sufficient and straightforward should participants wish to follow a particular module. On the other hand, it was estimated that self-directed students should need more time per module when dealing with technologies and managing their own learning processes – hence, the duration extension for LSP-TEOC.Pro.

Other major differences in comparison with the preceding TRAILS course are the following:

- (i) A general reduction in the number of themes to be covered and of learning outcomes to be achieved (in line with the reduction in the number of modules).
- (ii) Insertion of an initial module (Module 0) as an introductory unit to the general principles of LSP, its challenges, opportunities and constraints. In the former TRAILS course this content was subsumed in the first module on “Needs analysis”.
- (iii) The content of “Language corpora”, which was an independent module in TRAILS, has now become a part of Module 3.
- (iv) The former module “Lesson planning” now spreads throughout all modules, so that all of them provide knowledge on how to plan a lesson by including target elements of specific modules.
- (v) The whole module on “LSP research”, available in TRAILS, has not been considered appropriate for inclusion given the aims of the target course and its participants, and has therefore been removed.

*Table 3: Overview of course content and estimated student dedication time*

Content Modules ○ Topics	Estimated STD
Module 0 Introduction to LSP ○ General principles of LSP and LSP challenges, opportunities and constraints	2 hours
Module 1 Needs analysis ○ Methodology of needs analysis ○ Analysis of target and learner needs	6 hours
Module 2 LSP Course and syllabus design ○ LSP course and syllabus design and development ○ LSP course and syllabus evaluation	6 hours
Module 3 LSP communities, genres, and corpora ○ Cooperation with content teachers, discipline professionals and industry ○ LSP peer collaboration/Participation in national and international groups/LSP communities of practice ○ Disciplinary genres ○ Language corpora	10 hours
Module 4 LSP Teaching skills ○ LSP vocabulary teaching/learning ○ Developing reading, listening and audio-visual comprehension skills in an LSP setting ○ Developing writing and speaking skills in an LSP setting	6 hours
Module 5 LSP Materials evaluation and design ○ LSP materials evaluation ○ LSP materials design	6 hours
Module 6 Task-/project-/problem-based LSP teaching/learning ○ Task-/project-/problem-based LSP teaching/learning ○ A multimodal approach to LSP teaching/learning ○ Autonomous and self-directed learning ○ Time management ○ Team work	6 hours
Module 7 LSP Assessment ○ LSP assessment	6 hours
	Course duration 48 hours

In the next stage, this course overview was included in the table of “Online teaching methodologies” (see Figure 2). This table contains the course content, learning outcomes, student dedication time, methodologies, activities, technologies and Moodle tools that may prove to be useful and practical for our asynchronous self-directed multilingual course. More specifically:

Column A contains the LSP-TEOC.Pro course content as developed and selected by the leading and participating partners. As discussed above, this selection was based on the preceding Erasmus+ TRAILS project in which most partners participated. Column A lists the modules and main topics to be addressed in the course, together with the expected learning

outcomes that trainees (that is, course students or participants) are expected to achieve at the end of the training session. The learning outcomes are introduced with the phrase: “By the end of the session, the trainee will be able to ...”, followed by a varying number of outcomes depending on the target module. The learning outcomes may be given in a green or blue colour. If green, they aim at all students in the course – that is, future and early career teachers. If blue, they aim at more experienced students – that is, teachers with some training or professional experience in LSP. Lastly, estimated student dedication time (STD) for each module is also given.

Table of Online Teaching Methodologies				
A. Learning outcomes (“What?”)	B. Desired learning methodologies (“How?”)	C. Relevant activities (“What tasks?”)	D. Potential technologies (“What technologies?”)	E. Moodle activities and resources (“What tools?”)
<p><i>Total STD: 48 hours</i></p> <ul style="list-style-type: none"> <li>for successful LSP teaching/learning,</li> <li>explore needs analysis data collection procedures and instruments,</li> <li>understand the relevance of stakeholders’ perspectives in needs analysis for particular LSP teaching/learning goals,</li> <li>use ICT for the lesson planning process,</li> <li>synthesize and evaluate existing needs analysis studies.</li> </ul> <p>Module 2 LSP Course and syllabus design <i>Estimated student dedication time: 6h</i></p> <p><b>LSP course and syllabus design and development</b> <i>At the end of the session the trainee will be able to:</i></p> <ul style="list-style-type: none"> <li>understand LSP curriculum design in connection with needs analysis,</li> <li>identify and define the possible LSP teaching/learning outcomes and objectives of the course,</li> <li>examine the role of specificity in LSP courses,</li> <li>understand the relevance of genres for LSP courses,</li> <li>understand the main elements of syllabus design in LSP,</li> <li>identify types of syllabi in current LSP courses,</li> <li>use ICT for the lesson planning process,</li> <li>identify the lesson goals and formulate relevant/appropriate outcomes.</li> </ul> <p>LSP course and syllabus evaluation</p>	<ul style="list-style-type: none"> <li>Synthesis of learning.</li> <li>Apply learning (at high level).</li> </ul>	<ul style="list-style-type: none"> <li>Review of / commentary on online material.</li> <li>Give and receive feedback.</li> </ul> <ul style="list-style-type: none"> <li>Experience ‘authentic’ practice.</li> <li>Project-based learning.</li> <li>Problem/case-based learning activities.</li> <li>Global simulation.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate, Adobe Connect).</li> <li>Seminar replicators (e.g. VoiceThread).</li> <li>Video sharing (e.g. YouTube, Vimeo).</li> <li>Podcasting.</li> <li>RSS feeds/aggregators</li> <li>Peer review (e.g. via forum).</li> <li>Moodle tools.</li> </ul> <ul style="list-style-type: none"> <li>Authentic voice via video/audio.</li> <li>Online/distance learning platforms (e.g. Blackboard Collaborate, Adobe Connect).</li> <li>Simulations e.g. virtual experiments.</li> <li>Gamification e.g. animations.</li> <li>Moodle tools.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback</li> <li>File</li> <li>Folder</li> <li>Forum</li> <li>Glossary</li> <li>Label</li> <li>Lesson</li> <li>Page</li> <li>Quiz</li> <li>SCORM package</li> <li>Survey</li> <li>URL</li> <li>Wiki</li> <li>Workshop</li> </ul> <ul style="list-style-type: none"> <li>Assignment</li> <li>Chat</li> <li>Choice</li> <li>Database</li> <li>Feedback</li> <li>File</li> <li>Folder</li> <li>Forum</li> <li>Glossary</li> <li>Lesson</li> <li>Page</li> <li>Quiz</li> <li>SCORM package</li> <li>Survey</li> </ul>

Figure 2: Sample page of table of “Online teaching methodologies”

Columns B, C and D are to be considered as inventories of teaching/learning methodologies (B), activities (C), potential technologies (D) and Moodle tools (E) from which the relevant ones will be selected for the participants to achieve the learning outcomes (A) defined for each module and topic. As methodologies (B) were initially based on the results of IO1, and in order to establish a connection between IO1 and IO2, those elements identified in that previous intellectual output were highlighted in yellow. Column E lists those Moodle activities and resources (i.e., Moodle tools) that were found to be useful and practical for the desired learning methodologies in our course on the basis of Surveys 1 and 2, and after the peer review process shown in Table 2 and discussed in sub-section 3.1.

Alongside this table of “Online teaching methodologies”, a “Glossary of Moodle terms” (see Figure 3) was compiled with the aim of providing all partners (not only IO2 participating organisations) with a document that could offer: clear explanations of each Moodle activity and resource (that is, Moodle tool); definition of each Moodle activity and resource; their usefulness and suitability for the LSP-TEOC.Pro course; their uses and

affordances; and useful links for further reference. Twenty-two Moodle tools were annotated and explored in this Glossary, in particular:

- fifteen Moodle activities: “assignment”, “chat”, “choice”, “database”, “external tool”, “feedback”, “forum”, “glossary”, “H5P”, “lesson”, “quiz”, “SCORM package”, “survey”, “wiki”, and “workshop”; and,
- seven Moodle resources: “resource”, “file”, “folder”, “IMS content package”, “label”, “page”, and “URL”.

Co-funded by the European Union		LSP-TEOC.PRO	
<b>Feedback</b>	<u>Activity</u>	The feedback activity module enables a teacher to create a custom survey for collecting feedback from participants using a variety of question types including multiple choice, yes/no or text input. Feedback responses may be anonymous if desired, and results may be shown to all participants or restricted to teachers only. Any feedback activities on the site front page may also be completed by non-logged-in users. Feedback activities may be used - For course evaluations, helping improve the content for later participants - To enable participants to sign up for course modules, events etc. - For guest surveys of course choices, school policies etc. - For anti-bullying surveys in which students can report incidents anonymously	<a href="https://docs.moodle.org/39/en/Feedback_activity">https://docs.moodle.org/39/en/Feedback_activity</a>
<b>File</b>	<u>Resource</u>	The file module enables a teacher to provide a file as a course resource. Where possible, the file will be displayed within the course interface; otherwise students will be prompted to download it. The file may include supporting files, for example an HTML page may have embedded images. Note that students need to have the appropriate software on their computers in order to open the file. A file may be used - To share presentations given in class - To include a mini website as a course resource - To provide draft files of software programs so students can edit and submit them for assessment	<a href="https://docs.moodle.org/39/en/File_resource">https://docs.moodle.org/39/en/File_resource</a>
<b>Folder</b>	<u>Resource</u>	The folder module enables a teacher to display a number of related files inside a single folder, reducing scrolling on the course page. A zipped folder may be uploaded and unzipped for display, or an empty folder created and files uploaded into it. A folder may be used - For a series of files on one topic, for example a set of past examination papers in pdf format or a collection of image files for use in student projects. - To provide a shared uploading space for teachers on the course page (keeping the folder hidden so that only teachers can see it)	<a href="https://docs.moodle.org/39/en/Folder_resource">https://docs.moodle.org/39/en/Folder_resource</a>

Figure 3: Sample page of “Glossary of Moodle terms”

Surveys 1 and 2 focused on the use of Moodle as the open source learning management system selected for our asynchronous self-directed multilingual course. Besides helping to feed content in the table of “Online teaching methodologies”, these surveys aimed at finding responses to the research prompts in section 2 of this report.

Survey 1 on the use of Moodle and its tools showed that the project partners never (17.4%), seldom (21.7%), sometimes (21.7%) or very often (39.1%) use Moodle in their everyday LSP teaching. More importantly, they evaluated themselves as somehow (not very) expert in the use of five out of twenty-two tools (i.e., “assignment”, “file”, “folder”, “forum”, and “glossary”). Also, they claimed to be more familiar with than expert in most Moodle tools. Results reveal, therefore, that the level of familiarity or expertise of the partners with these tools is generally low.

Regarding the effective integration of particular Moodle tools in the Moodle platform for our LSP-TEOC.Pro course (see Annex 2, question 7) five tools were found to be inconvenient: “assignment”, “chat”, “external tool”, “survey” and “workshop”. The remaining tools were found to be convenient or very convenient.

With reference to student dedication time (see Annex 2, question 10), eight tools were found to clearly involve low dedication time from course participants (“choice”, “forum”, “glossary”, “H5P”, “label”, “SCORM package”, “survey” and “URL”). Thirteen tools were rated in the medium dedication time range, more specifically: medium-low (“chat”, “folder”), medium-high (“assignment”, “book”, “page”) or medium dedication time (“database”, “external tool”, “feedback”, “file”, “quiz”, “SCORM package”, “URL”, “wiki”). Lastly, six tools would involve high dedication time from participants, namely: “forum”, “IMS content package”, “lesson”, “SCORM package”, “URL”, and “workshop”. It stands out that some tools (like “forum”) were perceived as involving both high and low dedication time depending on the ways it would be implemented in the self-directed course – that is, what type of activities the “forum” tool would be used for.

Questions 11 to 13 in survey 2 (see Annex 2) aimed to identify:

- a) which Moodle tools provided students with enjoyable content-related activities. Results show that these are: “assignment”, “book”, “choice”, “database”, “H5P”, “IMS content package”, “label”, “quiz”, “SCORM package”, “URL”, “workshop”.
- b) which Moodle tools would lead to an effective and amusing learning experience. Results show that these are: “assignment”, “book”, “choice”, “feedback”, “folder”, “glossary”, “H5P”, “label”, “quiz”, “SCORM package”, “URL”, “workshop”.
- c) which of them would be practical tools for our LSP-TEOC.Pro course. Results show that these are: “book”, “forum”, “glossary”, “H5P”, “IMS content package”, “label”, “lesson”, “page”, “wiki”.

Lastly, one of the goals of IO2 was to explore the role of feedback and its possibilities for the self-directed online methodology (see section 2). In view of the answers to questions 5 and 6 in the second survey (see Annex 2), it was found that different Moodle tools and activities were apt to provide feedback and assessment. In particular, the methodologies (a) *Formative assessment* could be attained by means of “feedback”, “file”, “folder”, “quiz”, “SCORM package”, “survey”, or “workshop”; and (b) *Assessing learning* could be attained by means of “assignment”, “choice”, “feedback”, “file”, “folder”, “quiz”, “SCORM package”, “survey”, or “workshop”. Likewise, the activities, (a) *Give and receive feedback* could be attained by means of “assignment”, “chat”, “database”, “feedback”, “forum”, “glossary”, “quiz”, or “survey”; and (b) *Immediate feedback about performance* could be attained by means of “assignment”, “chat”, “choice”, “feedback”, “folder”, or “quiz”.

## 5. Conclusion

In IO2 partners involved have explored, reviewed and evaluated online teaching methodologies beyond the results obtained in the preceding IO1. A particular focus has been placed upon (i) the review of teaching methods and pedagogical elements which have been found to be especially useful in online learning given the results in preceding IO1 as well as in the existing literature; and (ii) the discussion of those elements that were deemed to be transferable to the online course. We have also applied the target elements to the LSP teacher training materials synthesized in the preceding IO1 by first providing a set of guidelines on the structure of the online course (i.e., definition of “course content” and development of a course content framework). The use of technologies and Moodle tools for online teaching has

been explored, with a particular focus on the facilitation of feedback in asynchronous, self-directed, multilingual online courses.

Five instruments have been designed: a course overview, an online learning methodologies table, a glossary of Moodle tools, and two surveys (on Moodle in general and on its tools). Among these, the course overview, the table and the glossary are expected to be particularly useful in the next stages of the project (e.g., in IO3, when the course content for the LSP teacher education and development course will be developed). It has been our aim to reach broad consent and thorough understanding among all IO2 participating partners; to this effect, extensive discussions and pair-wise peer reviewing have prevailed throughout our work.

## References

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## Annex 1. Survey 1: Use of Moodle

102 participating teams have assessed a number of Moodle tools and activities currently available on our LSP-TEOC.Pro Moodle course. We would like to hear all partners regarding their familiarity and expertise with these tools/activities before our training week. Please, fill in this very short questionnaire no later than next Thursday 16th September. Many thanks!

1. Please, tick your LSP-TEOC.Pro organisation \*

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Arcola   | <input type="checkbox"/> Jade      |
| <input type="checkbox"/> Bergamo  | <input type="checkbox"/> Poznan    |
| <input type="checkbox"/> Bordeaux | <input type="checkbox"/> Ljubljana |
| <input type="checkbox"/> Cadiz    | <input type="checkbox"/> Pforzheim |
| <input type="checkbox"/> Cukurova | <input type="checkbox"/> Zagreb    |

2. Do you use Moodle in your everyday teaching? \*

- 1 Never      2 Sometimes      3 Usually      4 Often 5 Very often

3. How familiar are you with these Moodle tools and activities? Please, tick as appropriate \*

Not at all familiar - Slightly familiar - Somewhat familiar - Moderately familiar - Very familiar

- |  |  |
|--|--|
| <input type="checkbox"/> Assignment    | <input type="checkbox"/> HSP                 |
| <input type="checkbox"/> Book          | <input type="checkbox"/> ISM content package |
| <input type="checkbox"/> Chat          | <input type="checkbox"/> Label               |
| <input type="checkbox"/> Choice        | <input type="checkbox"/> Lesson              |
| <input type="checkbox"/> Database      | <input type="checkbox"/> Page                |
| <input type="checkbox"/> External tool | <input type="checkbox"/> Quiz                |
| <input type="checkbox"/> Feedback      | <input type="checkbox"/> SCORM package       |
| <input type="checkbox"/> File          | <input type="checkbox"/> Survey              |
| <input type="checkbox"/> Folder        | <input type="checkbox"/> URL                 |
| <input type="checkbox"/> Forum         | <input type="checkbox"/> Wiki                |
| <input type="checkbox"/> Glossary      | <input type="checkbox"/> Workshop            |

4. How expert are you with these Moodle tools and activities? Please, tick as appropriate \*

Not at all expert - Slightly expert - Somewhat expert - Moderately expert - Very expert

[Same tools and activities as above to be rated]

5. Would you add any other Moodle tool or activity to those above? If so, please provide details, so that a request for new plug-ins can be submitted to the project coordinator.

## Annex 2. Survey 2: Review of Moodle tools

This is a survey intended to be filled in by all IO2 participating organizations.

Consider your particular tool / resource as distributed on the table below (agreements meeting 19 May 2021). Always bear in mind our LSP teacher online multilingual self-directed course for professional development (LSP-TEOC.Pro) and think of content and options for potential use. Remember that your tool needs to be examined in terms of applicability and usefulness.

1. Reviewer 1 / Participating organization: \_\_\_\_\_ Date of Review 1: \_\_\_\_\_  
Reviewer 2 / Participating organisation: \_\_\_\_\_ Date of Review 2: \_\_\_\_\_
  
2. Tool package reference: \_\_\_\_\_ Name of tool: \_\_\_\_\_
  
3. Are you already familiar with this tool? Have you used it in your teaching? Any comment on this tool as based on your experience?
  
4. This tool has been defined in the Moodle Glossary prepared by the UCA team. Is there anything else you would like to add to that definition? Please, explain so that your text can be added to the final Glossary of Moodle terms.
  
5. Regarding desired learning methodologies (Column B of the on line methodologies table), this is a tool for ... (tick as appropriate; more than one option may be possible):

<input type="checkbox"/> Self-directed learning.	<input type="checkbox"/> Co-learning.
<input type="checkbox"/> Reflective practice.	<input type="checkbox"/> Independent learning.
<input type="checkbox"/> Engaged learning.	<input type="checkbox"/> Synthesis of learning.
<input type="checkbox"/> Quality learning environment and experience.	<input type="checkbox"/> Apply learning (at high level).
<input type="checkbox"/> Critical reviewing.	<input type="checkbox"/> Formative assessment.
<input type="checkbox"/> Critical thinking.	<input type="checkbox"/> Assessing learning.
	<input type="checkbox"/> Other: Please explain .....
  
6. Regarding relevant activities (Column C of the methodologies table), this is a tool for ... (tick or highlight as appropriate; more than one option may be possible):

<input type="checkbox"/> Problem/case-based learning.	<input type="checkbox"/> Choice of modes and activities.
<input type="checkbox"/> Flexible access to material.	<input type="checkbox"/> Agreed code of conduct.
<input type="checkbox"/> Task-based learning.	<input type="checkbox"/> Reflecting.
<input type="checkbox"/> Project planning and management.	<input type="checkbox"/> Debating.
<input type="checkbox"/> Student self-tests.	<input type="checkbox"/> Reviewing.
<input type="checkbox"/> Technology as facilitator of learning.	<input type="checkbox"/> Social knowledge building.

- |   |  |
|---|--|
| <input type="checkbox"/> Review of / commentary on online material. | <input type="checkbox"/> Global simulation.                    |
| <input type="checkbox"/> Give and receive feedback.                 | <input type="checkbox"/> Self-assessment.                      |
| <input type="checkbox"/> Experience 'authentic' practice.           | <input type="checkbox"/> Student self-tests.                   |
| <input type="checkbox"/> Project-based learning.                    | <input type="checkbox"/> Immediate feedback about performance. |
| <input type="checkbox"/> Problem/case-based learning activities.    | <input type="checkbox"/> E-portfolio.                          |
|   | <input type="checkbox"/> Other: Please explain .....           |

7. Can this tool be integrated in the Moodle platform of our LSP-TEOC.Pro course?

8. If yes, how can this be achieved? What are the advantages? Please, provide one best practice example for potential use.

9. If not, please explain why this tool does not suit LSP-TEOC.Pro purposes. Provide an example if possible.

10. In your view, would this tool involve high, medium or low student dedication time?

11. Would this tool provide the students with enjoyable content-related activities?

12. Would this tool lead to an effective and amusing learning experience?

13. How would you rate this tool regarding the multilingual scope of our LSP-TEOC.Pro course?

Not at all practical - Slightly practical - Moderately practical - Very practical - Extremely practical

14. Can the resulting material integrated in this tool be prepared in a way that is efficiently adapted into a multilingual online platform? Or, on the contrary, can you identify any problems or caveats when it comes the time to use this tool for teaching in a language different from English?

15. Would you add any other tool to those available at our LSP-TEOC.Pro course? If so, please provide details so that a request for new plug-ins can be submitted to the project coordinator.

16. Any other comments?