

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

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INTELLECTUAL OUTPUT 3:

Development of course content for LSP teacher education and development

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Summary of Report

This report presents a synthesis of the results of Intellectual Output 3 (IO3) of the Erasmus+ project "LSP Teacher Education Online Course for Professional Development" (LSP-TEOC.Pro), RE: 2020-1-DE01-KA203-005678.

The aim of this project is to provide 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 disciplinary context. The goal is to develop a self-directed, online course that will be made available to the LSP community as an Open Educational Resource (OER). 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.

The summary of IO3 is as follows: "Intellectual output 3 includes the development of the actual course content for the online LSP teacher education and development course. The development is based on the adaptation of programmes identified in intellectual output 1 into those online course formats defined in intellectual output 2. In this output, course content is firstly developed in English. After the initial development stage, the contents are reviewed by partners and translations as well as intercultural adaptations are undertaken into the different native languages of project partners. The development of course content will be based on the templates which have been implemented for the purpose of an efficient integration into the online course. The templates will guarantee a constant format and very little variation amongst the different implementation languages (i.e., Croatian, English, French, German, Italian, Polish, Slovenian, Spanish and Turkish).

The leading partner (University of Ljubljana) will firstly develop the templates according to the guidelines given by intellectual output 3. Partners will discuss and agree on those templates. The course content will be developed by partners in English and reviewed by other partners (the review process will be defined by the leading partner). Upon agreement on the course material in English, each partner will translate the content into their respective native language. The leading partner will ensure all course material is completed in all languages and prepare the script for implementing the material into the selected learning management system."

The main outcome of IO3 is coherent and consistent content of all eight LSP-TEOC.Pro modules defined during IO2:

- Module 0: Introduction to LSP
- Module 1: Needs analysis in LSP
- Module 2: LSP course and syllabus design
- Module 3: LSP communities, genres, and corpora
- Module 4: LSP teaching skills
- Module 5: LSP materials evaluation and design
- Module 6: Task, project, problem-based LSP teaching/learning
- Module 7: LSP assessment



Introduction

The objective of the LSP-TEOC.Pro project is to provide pre-service and in-service teachers of Languages for Specific Purposes (LSP) with a multilingual online course which will enable them to acquire the competences needed for the successful teaching of languages in specific contexts. Therefore, the developed online course targets future and early career teachers who may not have received sufficient education in LSP teaching given the gaps in LSP teacher training in the European Higher Education Area (EHEA) which have been identified in the project “Teaching Languages for Specific Purposes (LSP) in the European Higher Education Area (EHEA)” – TRAILS (John et al., 2019; Podgoršek et al., 2021; Jurkovič et al., 2023).

Intellectual Output 3 (IO3) is focused on the development of course content for LSP teacher education and development. In other words, in IO3 the content of the eight LSP-TEOC.Pro modules was developed. IO3 was developed between 1 September 2021 and 30 August 2022, and involved the participation of all LSP-TEOC.Pro consortium members: University of Ljubljana (Slovenia) as the lead partner, Jade Hochschule (Germany), Universidad de Cadiz (Spain), Université de Bordeaux (France), University of Cukurova (Turkey), Uniwersytet im. Adama Mickiewicza w Poznaniu (Poland), Sveučilište u Zagrebu (Croatia), Università di Bergamo (Italy), and Arcola Research (UK).

IO3 was divided into five phases:

- IO3 Phase 1: the development of the “Course Content Module Development” script.
- IO3 Phase 2: the preparation of the LSP teacher education modules in accordance with the “Course Content Module Development” script.
- IO3 Phase 3: the development of the “Peer Review Course Content Evaluation Instrument”.
- IO3 Phase 4: the peer review of the modules’ content.
- IO3 Phase 5: the revision of the modules’ content based on the peer review.



IO3 Phase 1: the development of the “Course Content Module Development” script

Based on the main results of IO1 and IO2, the key activities of IO3 Phase 1 were driven by the following questions:

- What is the macro-structure of a cohesive and coherent LSP-TEOC.Pro course?
- What is the micro-structure of each learner-centred LSP-TEOC.Pro module?
- How can scaffolding be implemented in each LSP-TEOC.Pro module, gradually guiding students from the development of the theoretical knowledge to the development of productive and self-reflection competences?
- What are the elements that will contribute to the motivation of the students in this self-directed course?
- How can self-reflection tasks be included into the LSP-TEOC.Pro course?
- How can self-assessment and self-check be included into each LSP-TEOC.Pro module?

The key activities completed in IO3 Phase 1 were as follows:

- Preparation of the “Course Content Module Development” script.
- Presentation of the “Course Content Module Development” script to the consortium partners.
- Finalisation of the “Course Content Module Development” script based on the partners' suggestions.

During the first activity, the “Course Content Module Development” script draft was developed by the University of Ljubljana as the lead partner of IO3. The “Course Content Module Development” script was presented to and discussed with all consortium partners at the third transnational meeting held online on 3 and 4 November 2021. After the meeting, the “Course Content Module Development” script was finalised and sent to all consortium partners (see Annex 1).

To maintain the macro-structure of the LSP-TEOC.Pro course, each LSP-TEOC.Pro module follows the same micro-structure (see Annex 1):

- Module introduction with a description of the learning outcomes that students are expected to reach, of the module structure, and estimated student dedication time.
- Section 1 (25% of student dedication time) with the theoretical (textual and audio-visual) input that provides the students with the necessary theoretical knowledge that will enable them to successfully engage in the productive activities in Sections 2 and 3. Section 1 also contains an experienced LSP teachers' statement on the relevance of the discussed topic, and quizzes for the self-assessment of the comprehension of the presented theoretical points.
- Section 2 (25% of student dedication time) allows the students to go through the module content in the role of LSP learners. In this way, they are provided with a model for the development of their own products in Section 3. The tasks in Section 2 need to refer to theoretical concepts presented in Section 1. Because in Section 2 the

students will have the role of LSP learners, task instructions will be provided with captions that will remind the students how a particular task is related to the theoretical input discussed in Section 1 and to the students as future LSP teachers. The learning materials in Section 2 include pre-activities (warming-up tasks), comprehension questions and tasks, terminology tasks, grammar tasks, and wrap-up tasks. The division into tasks depends on the topic/nature of each module. Section 2 concludes with a teacher cognition task that encourages the students to reflect on the tasks and process they experienced in Section 2.

- Section 3 (50% of student dedication time) requires the students to take up the role of LSP teachers and prepare LSP materials for a hypothetical or real group of LSP learners. As a model, they can refer to the concepts presented in Section 1 and materials in Section 2. The students are asked to add their responses to their personal portfolios. Section 3 concludes with an LSP teacher cognition task. In it, the students will be able to compare their own products with the products created by the partners themselves at the course development stage.
- Module conclusion allows the students to reflect on their learning process by checking whether they have achieved the learning outcomes defined in the module introduction.

To provide a clear model for the development of LSP-TEOC.Pro for the other partners of the consortium, the University of Ljubljana as the lead partner developed a full version of module 3, section 3.2. titled “LSP genres” (including the introduction, Section 1, Section 2, Section 3, conclusion, and all related tasks: quizzes, self-reflection tasks etc.). It was available for guest access through the University of Ljubljana Moodle system.

The macro- and micro-structure of the LSP-TEOC.Pro course is summarised in Figure 1 on the following page (see also Annex 1).

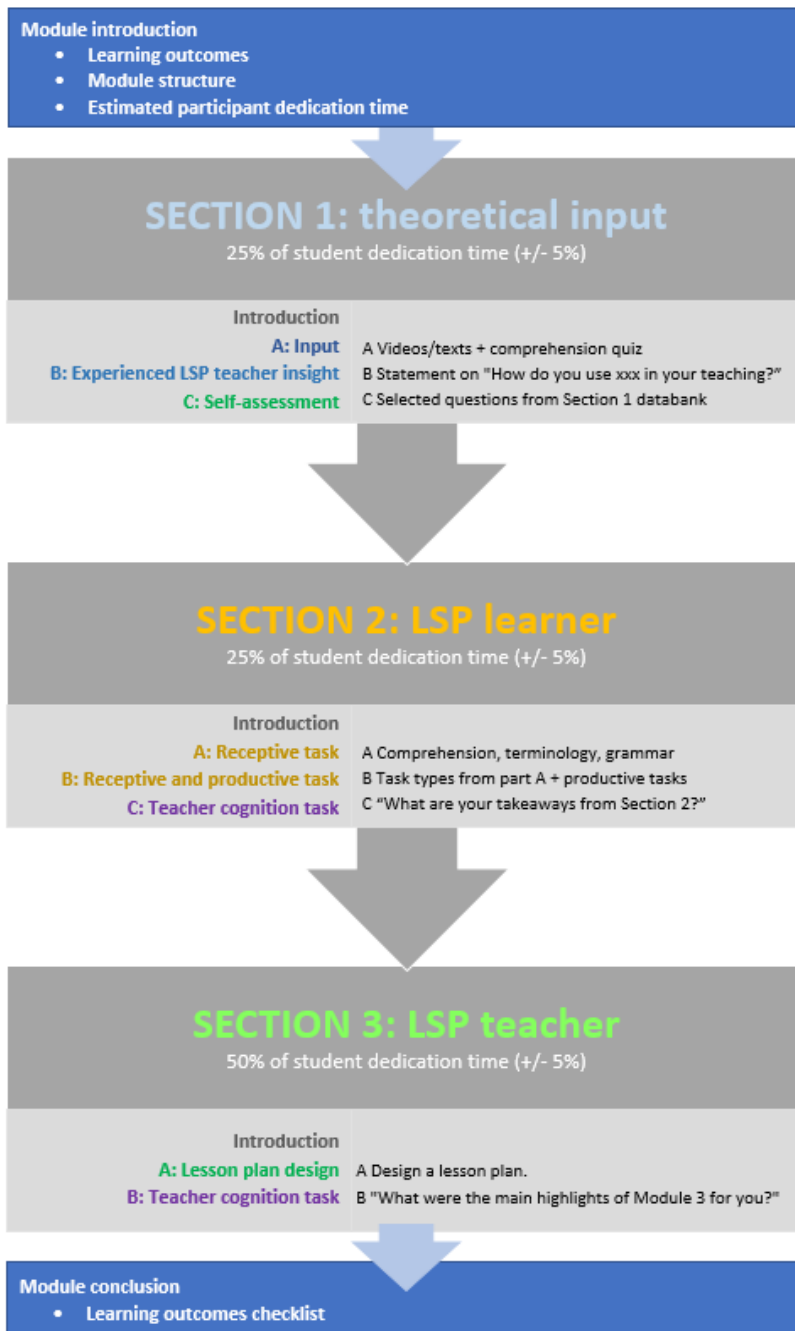


Figure 1: LSP-TEOC.Pro module structure

IO3 Phase 2: the preparation of the LSP teacher education modules in accordance with these guidelines

The main key activity completed in IO3 Phase 2 was the preparation of LSP teacher education modules in accordance with the “Course Content Module Development” script developed in IO3 Phase 1, and based on the results of IO1 and IO2.

As defined in IO2, the course includes 48 hours of student dedication time divided into the introductory Module 0 and seven core course modules (Modules 1–7). Each partner was in charge of the development of course materials covering six hours of student dedication time or, in other words, one module, where possible. This made sure that the workload was equally distributed among the participating organisations. The participating organisations that were in charge of the development of each LSP-TEOC.Pro module are presented in Table 1 (see also Annex 1).

Module no.	Title	Student dedication time	Participating organisation
0	Introduction to LSP	2 hrs	Jade Hochschule
1	Needs analysis in LSP	6 hrs	Universidad de Cadiz
2	LSP course and syllabus design	6 hrs	University of Cukurova
3	LSP communities,	1 hr	Jade Hochschule
	genres,	5 hrs	University of Ljubljana
	and corpora	4 hrs	Université de Bordeaux
4	LSP teaching skills	6 hrs	Sveučilište u Zagrebu
5	LSP materials evaluation and design	6 hrs	Università' di Bergamo
6	Task, project, problem-based LSP teaching/learning	6 hrs	Uniwersytet im. Adama Mickiewicza w Poznaniu
7	LSP assessment	6 hrs	Uniwersytet im. Adama Mickiewicza w Poznaniu

Table 1: Participating organisations in charge of the development of course content for each LSP-TEOC.Pro module

Initially, the development of course content for Module 7: LSP assessment was the responsibility of Hochschule Pforzheim (Germany). However, after Hochschule Pforzheim left the project, the development of this module was taken over by Uniwersytet im. Adama Mickiewicza w Poznaniu. This is the main reason for the extension of activities in IO3 that was supposed to be completed by 28 February 2022 to 30 September 2022.

With the aim to facilitate communication, the University of Ljubljana has created a Google Doc FAQ document. It was occasionally used by the consortium partners, but email communication seemed to be preferred. In addition, Zoom sessions were held to discuss any unclear and relevant issues with consortium partners (e.g., the lead partner held Zoom meetings with the University of Cukurova and University of Bergamo).



IO3 Phase 3: the development of the “Peer Review Course Content Evaluation Instrument”

In order to lay foundations for an effective peer-review process of the content of all LSP-TEOC.Pro modules, the “Peer Review Course Content Evaluation Instrument” (Annex 2) was developed, following these key activities:

- The University of Ljubljana as the lead partner developed a draft “Peer Review Course Content Evaluation Instrument”.
- Team work by the University of Ljubljana team and Arcola Research took place, and the final draft of the “Peer Review Course Content Evaluation Instrument” was prepared.
- The “Peer Review Course Content Evaluation Instrument” was sent to all consortium members for feedback.
- The “Peer Review Course Content Evaluation Instrument” was finalised based on the partners' feedback.

The purpose of this instrument was to enable feedback on the course to be collected and analysed, so as to improve the course structure and content as necessary. The instrument was designed to check several aspects of each LSP-TEOC.Pro module: suitability, comprehensiveness, interest and engagement, challenges and improvements, the final recommendations, and a summary of the evaluation criteria.

IO3 Phase 4: the peer review of the modules' content

In IO3 Phase 4, the “Peer Review Course Content Evaluation Instrument” was used by the partners to peer-review the content of the LSP-TEOC.Pro modules that they were assigned to in the “Course Content Module Development” script (see Table 2 and Annex 1).

Course content produced by	Course content peer reviewed by
University of Ljubljana	Jade Hochschule
Uniwersytet im. Adama Mickiewicza w Poznaniu	University of Cukurova
Jade Hochschule	Uniwersytet im. Adama Mickiewicza w Poznaniu
Universidad de Cadiz	Sveučilište u Zagrebu
Université de Bordeaux	Universita' di Bergamo
University of Cukurova	Universidad de Cadiz
Uniwersytet im. Adama Mickiewicza w Poznaniu	Jade Hochschule
Sveučilište u Zagrebu	Universidad de Cadiz
Universita' di Bergamo	Université de Bordeaux

Table 2: Course content peer review pairs

Initially, the peer-review of Module 2 developed by the University of Cukurova was the responsibility of Hochschule Pforzheim. However, after this partner left the project, this task was taken over by Universidad de Cadiz.

A sample application of the “Peer Review Course Content Evaluation Instrument” used by Jade Hochschule to peer-review Module 3.2. on disciplinary genres, developed by the University of Ljubljana, can be found in Annex 3. It is important to note that this instrument was supplemented by several screenshots of the module content and a video with detailed audio comments.

IO3 Phase 5: the revision of the modules' content based on the peer review

The final phase of IO3, Phase 5, involved the revision of the modules' content based on the peer review. The final Course Content was presented to and discussed with all consortium partners at the fourth transnational meeting held online on 7 and 8 September 2022.

The screenshots (Figures 2 – 7) provided below present examples of the various sections taken from Module 3.2. on disciplinary genres after the final revision made by the University of Ljubljana following the peer review made by Jade Hochschule.

The **learning outcomes** that you are expected to reach by completing this module include:

- become aware of disciplinary differences among disciplines and disciplinary genres,
- analyse the discipline-specific genres through the use of ICT tools,
- analyse the discipline-specific genres through the use of ICT tools,
- create an outline of disciplinary genre-based teaching materials, and
- reflect on and evaluate one's own and others' outlines of disciplinary genre-based teaching materials.

Figure 2: Learning outcomes for Module 3.2. – disciplinary genres

M3.2 PPT 1: Disciplinary genres - Definition

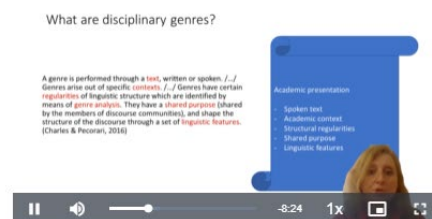


Figure 3: Sample visual input in Module 3.2. – disciplinary genres



Figure 4: Title page of the slides used in Module 3.2. – disciplinary genres



Decide whether the following statement about genre analysis is true or false.

At the micro-level of genre analysis, the structure of the whole text is analysed.

Select one:

- ☐ True
- ☐ False

Figure 5: Sample quiz question used in Module 3.2. – disciplinary genres

M3.2 ACTIVITY 5: Analysis of the macro and microstructure

A: ANALYSE THE MACROSTRUCTURE

1. Analyse the selected text by taking notes pertaining to the macrostructure of the selected genre:

- discipline of the text
- discourse community (target users)
- purpose of the text in a sentence
- LSP receptive and/or LSP productive skills of the learners needed

2. Add this information to the definition of the group of learners in the previous step.

3. Select a self-contained text section or several text sections (of 250-500 words) and copy the text into the same word processing document.

Figure 6: Sample instructions from Module 3.2. – disciplinary genres

STUDENT COGNITION TASK

1. How will the awareness of disciplinary genres affect your LSP teaching?
2. What have been the main highlights of this section for you?
3. Take notes about both questions into your reflection journal (see below). Highlight the most inspiring ideas.

Figure 7: Sample cognition task from Module 3.2. – disciplinary genres



Conclusion

In IO3 the content of the online LSP teacher education course for professional development was developed, peer reviewed, revised, and largely made available online by all partners; this partly supports the activities designed to be completed in IO4.

One of the activities that was supposed to be completed in IO3 as per project application is that “Upon agreement on the course material in English, each partner will translate the content into their respective native language.” However, because IO5 involves the testing and evaluation of the LSP-Teoc.Pro course by internal and external testees, after which further revisions will be made to each module, one of the conclusions adopted at the fourth transnational meeting was that “the translation of the English version will be made directly after IO5 and right before IO6 so that any changes made to the course should not be duplicated in IO6.”

Finally, because of the delay caused to the project timeline by the abandonment of the project consortium by Hochschule Pforzheim, the project consortium members were required to extend the deadline for IO3 activities. This required simultaneous work on IO3 and IO4 and thus additional communication efforts willingly invested into the project by all involved partners.



References

John, P., Greenwood, R., Jurkovič, V., Kereković, S. & Kic-Drgas, J. (2019). Identification and analysis of LSP teacher training programmes in Europe. Retrieved from https://www.researchgate.net/publication/332843727_Identification_and_analysis_of_LSP_teacher_training_programmes_in_Europe on June 10, 2021.

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Podgoršek, S., Jurkovič, V., Dostal, M. & Mertelj, D. (2021). Analiza izobraževalnih potreb visokošolskih učiteljev tujih jezikov stroke v Sloveniji. *Sodobna pedagogika*, 72(3), 94–110.



Annex 1

Intellectual Output 3: Development of course content for LSP teacher education and development

1 Introduction

Duration of IO3: 01. 09. 2021 – 28. 02. 2022

Participating organisations in IO3 and number of working days per partner:

1. University of Ljubljana – 60 days
2. Hochschule Pforzheim – 35 days
3. Jade Hochschule – 35 days
4. Universidad de Cadiz – 35 days
5. Université de Bordeaux – 35 days
6. University of Cukurova – 35 days
7. Uniwersytet im. Adama Mickiewicza w Poznaniu – 35 days
8. Sveučilište u Zagrebu – 35 days
9. Università' di Bergamo – 35 days
10. Arcola Research – 35 days

Summary of IO3 (from the LSP-TEOC.Pro project submission):

“Intellectual output 3 includes the development of the actual course content for the online LSP teacher education and development course. The development is based on the adaptation of programmes identified in intellectual output 1 into those online course formats defined in intellectual output 2. In this output, course content is firstly developed in English. After the initial development stage the contents are reviewed by partners and translations as well as intercultural adaptations are undertaken into the different native languages of project partners. The development of course content will be based on templates which have been implemented for the purpose of an efficient integration into the online course. The templates will guarantee a constant format and very little variation amongst the different implementation languages (i.e. Croatian, English, French, German, Italian, Polish, Slovenian, Spanish and Turkish).

The leading partner (University of Ljubljana) will firstly develop the templates according to the guidelines given by intellectual output 3. Partners will discuss and agree on those templates. The course content will be developed by partners in English and reviewed by other partners (the review process will be defined by the leading partner. Upon agreement on the course material in English, each partner will translate the content into their respective native language. The leading partner will ensure all course material is completed in all languages and prepare the script for implementing the material into the selected learning management system.”

NOTE: As per the project application, during IO3 “translations as well as intercultural adaptations are undertaken into the different native languages of project partners”. During IO5 and IO6 the course will be piloted and trialled, which means that it will later need to be revised according to the feedback received by the students that will pilot and trial it. If the course content is translated into the national languages during IO3, then changes will need to be made to all different versions of the course, which will be extremely time consuming. This is why we suggest postponing the translation stage so that first only the English version is piloted and trialled, revised based on the received feedback, and only then translated into the national languages and adapted to the national cultures.

DECISION: The translation into the national languages and adaptation to the national cultures will be undertaken during IO6.

2 Course content module development

As defined in IO2, the course should include 48 hours of student dedication time divided into the introductory Module 0 and seven core course modules (Modules 1–7). Each partner will be in charge of the development of course materials covering six hours of student dedication time or, in other words, one module, where possible. This will make sure that the workload is equally distributed among the participating organisations. A suggestion which participating organisations will be in charge of the development of course content for each module is presented in Table 1.

Module no.	Title	Student dedication time	Participating organisation
0	Introduction to LSP	2 hrs	Jade Hochschule
1	Needs analysis in LSP	6 hrs	Universidad de Cadiz
2	LSP course and syllabus design	6 hrs	University of Cukurova
3	LSP communities,	1 hr	Jade Hochschule
	genres,	5 hrs	University of Ljubljana
	and corpora	4 hrs	Université de Bordeaux
4	LSP teaching skills	6 hrs	Sveučilište u Zagrebu
5	LSP materials evaluation and design	6 hrs	Universita' di Bergamo
6	Task, project, problem-based LSP teaching/learning	6 hrs	Uniwersytet im. Adama Mickiewicza w Poznaniu
7	LSP assessment	6 hrs	Hochschule Pforzheim

Table 1: Participating organisations in charge of the development of course content for each LSP-TEOC.Pro module

The number of course hours of estimated student dedication time per participating organisation is as follows:

1. University of Ljubljana – 5 hrs
2. Hochschule Pforzheim – 6 hrs
3. Jade Hochschule – 3 hrs
4. Universidad de Cadiz – 6 hrs
5. Université de Bordeaux – 4 hrs
6. University of Cukurova – 6 hrs
7. Uniwersytet im. Adama Mickiewicza w Poznaniu – 6 hrs
8. Sveučilište u Zagrebu – 6 hrs
9. Universita' di Bergamo – 6 hrs

The partners that have a lower workload at this stage of IO3 will have a higher workload during the peer reviewing stage of IO3 (see below).

3 Peer review course content evaluation instrument

For IO3 (peer review of course module content), IO5 (piloting) and IO6 (trialling) a peer review course content evaluation instrument needs to be developed:

- A peer review course content evaluation instrument is developed by Arcola Research.
- The peer review course content evaluation instrument is reviewed by the University of Ljubljana.
- The peer review course content evaluation instrument is revised and tested by Arcola Research on Module 3 (sample module developed by the University of Ljubljana).
- The peer review course content evaluation instrument is used by all partners in the module content peer review process (see next section).



4 Peer review of course module content

After the course module content has been developed by the individual partners, a peer review process will take place. For the review of the course content of their peers, the partners will use the peer review course content evaluation instrument developed by Arcola Research and tested by Arcola Research and the University of Ljubljana (see above).

To ensure a balanced workload in IO3, the pairs of peers for the review of course module content are as presented in Table 2:

Course content produced by	Course content peer reviewed by
University of Ljubljana	Jade Hochschule
Hochschule Pforzheim	University of Cukurova
Jade Hochschule	Uniwersytet im. Adama Mickiewicza w Poznaniu
Universidad de Cadiz	Sveučilište u Zagrebu
Université de Bordeaux	Universita' di Bergamo
University of Cukurova	Hochschule Pforzheim
Uniwersytet im. Adama Mickiewicza w Poznaniu	Jade Hochschule
Sveučilište u Zagrebu	Universidad de Cadiz
Universita' di Bergamo	Université de Bordeaux

Table 2: Course content peer review pairs

5 Course module development script

Below is a comprehensive course development script that will help us develop a cohesive course consisting of eight separate modules (Figure 1), as defined in IO2. **It is important to note that not all script elements will be applicable to all modules so a degree of flexibility will be required.**

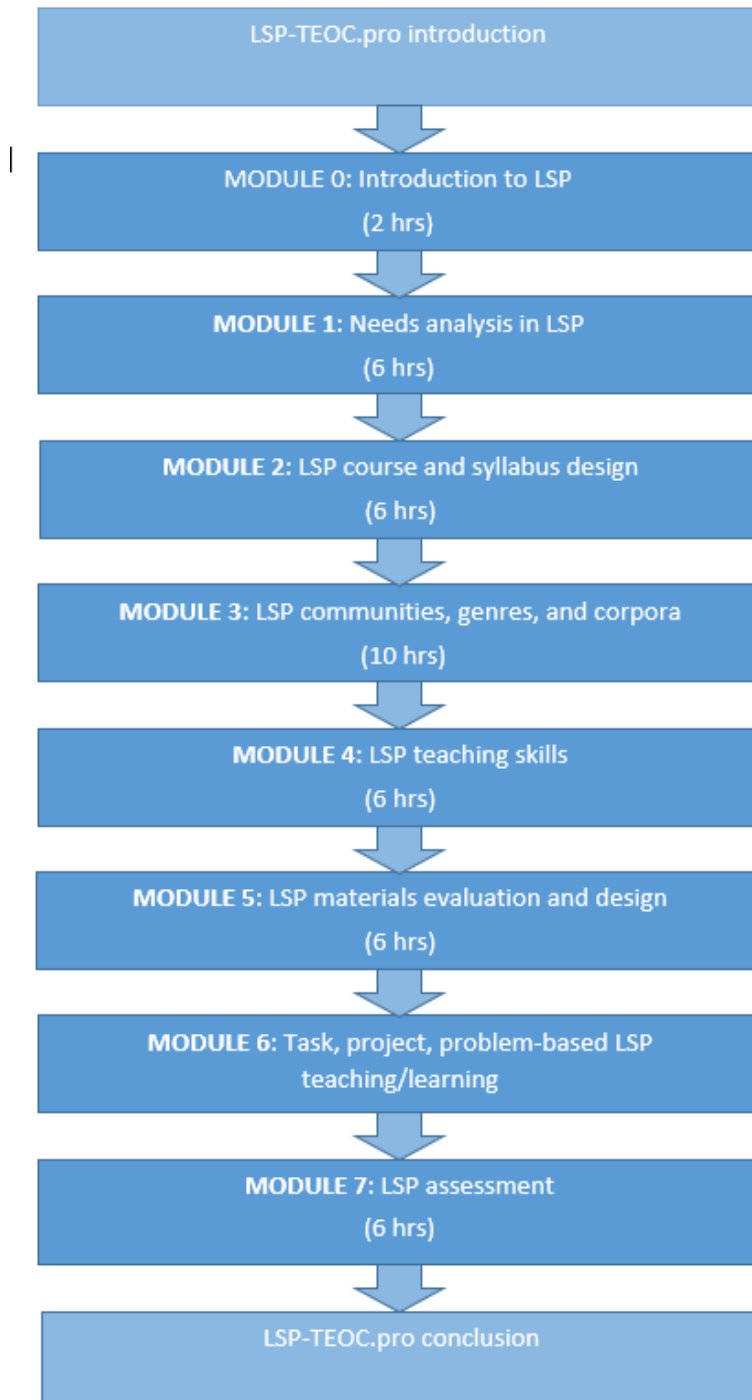


Figure 1: LSP-TEOC.Pro modules



5.1 General guidelines

1. If possible, the partner in charge of each LSP-TEOC.Pro module is the partner who was in charge of this module for TRAILS (see page 2).
2. The partners that were not involved in the TRAILS project will be provided with the materials developed for TRAILS (slides used for interactive plenaries and group sessions, and the TRAILS e-course companion).
3. We need to create a visual 'theme' for the Moodle course to make it visually attractive.
4. The ones taking the course shall be referred to as 'students' (as per the project application form).
5. One hour of student dedication time corresponds to 45 minutes.
6. Divide each LSP-TEOC.Pro course module into the introduction and three main sections (see Figure 2) and the conclusion.
7. Respect the student dedication time for each module or section. Do not exceed it, especially in the theoretical Section 1.
8. Label activities and resources appropriately according to these instructions:
 - Quizzes: M3.2 QUIZ 1: Name of module and/or module section
 - Slides: M3.2 PPT 1: Name of module and/or module section
 - Word files: M3.2: Name of module and/or module section
 - Video clip: M3.2 VIDEO 1: Name of module and/or module section
 - Activity: M3.2 ACTIVITY 1: Name of module and/or module section
 - Etc.
9. Divide questions into categories and label them. At the end of the course, we could have a comprehensive quiz with questions from each module. It will be easier to use the questions if they are labelled appropriately and consistently.
10. Divide long tasks into sections. Provide feedback after each section. It shouldn't be too fragmented (not after each missing word, for instance).
11. Insert some funny blips (e.g., "No pain, no gain."), praises, positive feedback and explanations, but not too many. Only use these if this is culturally acceptable in your context.
12. Every time the students are asked to create something (a lesson plan, a needs analysis questionnaire, an assessment test, a response in a teacher cognition task, etc.), they are instructed to add this to their personal portfolios.
13. The forum will not be used. It can be demotivating for the students if there are no (few) entries/replies in it.
14. Badges are collected on completion of each module.
15. In order to access Section 2, the students will need to have completed all activities in Section 1. Otherwise, progress to Section 2 will be locked. In order to access Section 3, the students will need to have completed all activities in Sections 1 and 2. Otherwise, progress to Section 3 will be locked.
16. A certificate is automatically issued to the student for the completion of separate modules or for the completion of the course (i.e., based on the badges received).
17. Use common 'teacher talk' (e.g., instructions to tasks) through all modules. An initial inventory of possible 'teacher talk' items has been prepared but may be edited and changed:
https://docs.google.com/document/d/1KDvIY9OAipLYnkyhepsYUD_6GkTTebyN/edit?usp=sharing&ouid=112627949817638986409&rtpof=true&sd=true
18. Use items from this inventory for the tasks of the same typology. When preparing materials, first check it to see if somebody has already provided instructions for this particular task type.
19. Add items to this inventory when they are used for the first time. The instructions need to be clear (i.e., state clearly what the students need to do) and as simple and as short as possible.
20. Refer to previous or following modules, if possible (e.g., "Corpus analysis that can be used for genre analysis at the micro-level will be dealt with separately in the final section of Module 3.")
21. At the end of each module, provide a list of three to five recommended further reading sources (APA style: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).
22. The University of Ljubljana team has created a Google Doc FAQ document. You can find it here:
<https://docs.google.com/document/d/1uKDIwPPZFy0NFfL6GGf8kwMKIz9pJvWLaTf6xr9ZHyk/edit?usp=sharing>
23. You are kindly asked to use this document for your questions/comments.

5.2. Course introduction

- Jade Hochschule will prepare the course introduction text containing at least the following information:
 - a global introduction into the course,
 - recommendations how to proceed through the course (e.g., enter the modules in the suggested sequence but they are stand-alone modules), and
 - an explanation of the certification procedure.

The suggested structure of each module is presented in Figure 2. Each section will be presented in detail in the following pages.

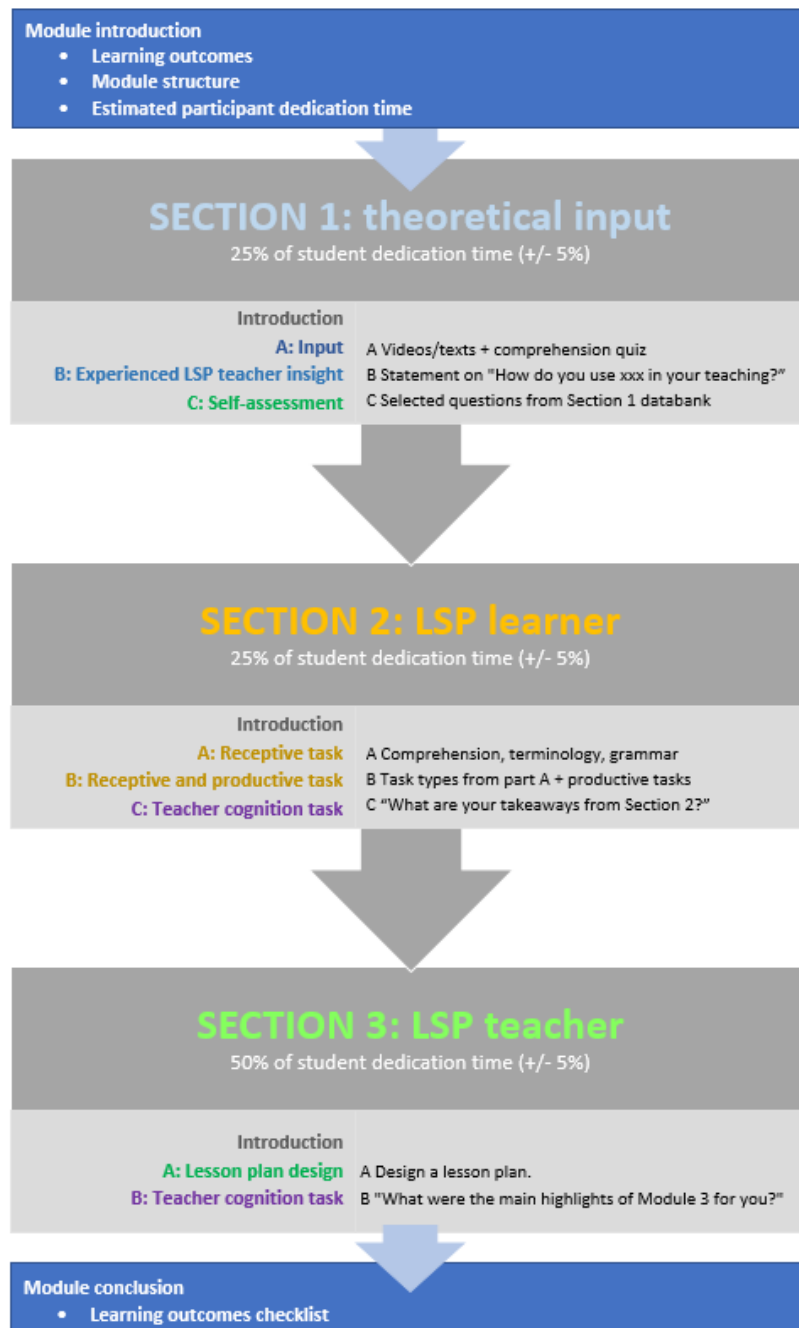


Figure 2: LSP-TEOC.Pro module structure

5.3 Module introduction

Module introduction

- Learning outcomes
- Module structure
- Estimated participant dedication time

Figure 3: LSP-TEOC.Pro module introduction

1. Each module begins with an introduction (Figure 3) in which the following elements are explained:
 - a. Learning outcomes (see IO2).
 - b. Module structure (“What is this module about?”, “Which sections is this module divided into?”)
 - c. Estimated student dedication time.
2. Each module introduction contains a graphic representation of the module structure.

5.4 Module section 1

SECTION 1: theoretical input

25% of student dedication time (+/- 5%)

Introduction	
A: Input	A Videos/texts + comprehension quiz
B: Experienced LSP teacher insight	B Statement on “How do you use xxx in your teaching?”
C: Self-assessment	C Selected questions from Section 1 databank

Figure 4: LSP-TEOC.Pro module Section 1

1. Section 1 (Figure 4) should take approximately 25% of the student dedication time (+/-5%).
2. Section 1 should begin with a brief introductory sentence answering the question: “What is this section about?” and “What is the student’s role in this section?”
3. The main purpose of Section 1 is to provide students with the theoretical input they need to work on Sections 2 and Section 3 activities.
4. The theoretical input should be divided into self-contained short sections (e.g., a maximum of 5 minutes for each slide presentation).
5. The theoretical input can be provided in the form of a) text or b) video slide presentations¹ (TRAILS interactive plenary slides might be useful).
6. Any text needs to be appropriately referenced (APA 6.0 style).
7. If video slide presentations are used, the speaker should be visible in the foreground or background to allow the student to create a personal connection with the content.
8. If video slide presentations are used, each should refer to previous presentations and anticipate the following ones (e.g., “In this previous presentation we examined ...”, “Now, in this presentation we will have a look at ...”).
9. After each video slide presentation, include a pdf file with the slides. In these slides, all used sources need to be referenced.
10. Each video presentation/text should be followed by a set of comprehension self-assessment questions (5–6 questions per presentation/text) that address the main points that we would like the students to remember so that they can apply this knowledge in the following sections.
11. After the final theoretical input section and pertinent comprehension quiz, Section 1 contains a short video or audio recording (1–2 minutes) or written statement of an experienced LSP teacher (or experienced Trails winter school student) explaining the importance of this module’s topic for their work (e.g., “How do you use xxx in your teaching practice?” or “How has the knowledge of xxx changed your LSP teaching?” etc.). This video clip should not add new theoretical knowledge. Instead, its aim is to be a motivating element and provide a break between the quiz taken by the students after the final theoretical video presentation/text and the final Section 1 quiz.
12. Section 1 concludes with a final Section 1 quiz (e.g., a careful selection of 7–8 key questions extracted from the databank of questions built for the comprehension video presentations/texts). The objective of this final section quiz is the consolidation of the most relevant theoretical points.

¹ At the translation stage, subtitles/transcripts in the national languages can be provided for the video presentations.

5.5 Module section 2

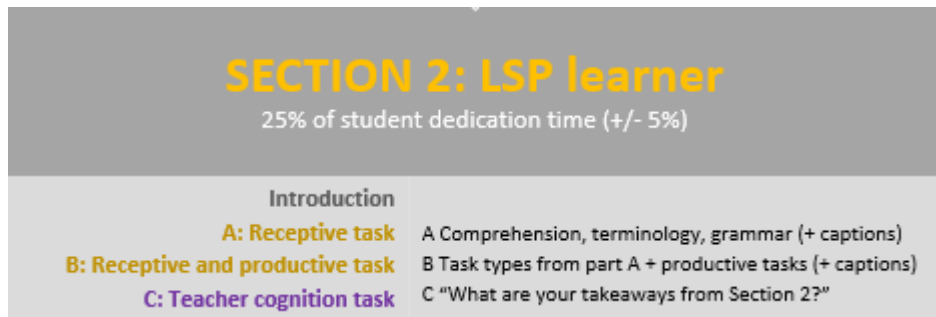


Figure 5: LSP-TEOC.Pro module Section 2

1. In order to access Section 2 (Figure 5), the students will need to have completed all activities in Section 1. Otherwise, progress to Section 2 will be locked.
2. Section 2 should take approximately 25% of student dedication time (+/-5%).
3. Section 2 should begin with a brief introductory sentence answering the question: "What is this section about?" and "What is the student's role in this section?" (e.g., "You are about to take two genre-based learning paths. In each, you will assume two roles: 1. the role of pre-service LSP teacher – before each set of tasks you will be provided with a reminder of the theoretical concepts from Section 1 that each set of tasks rests upon. This will allow you to understand which xxx-related theoretical concepts the course developer had in mind when preparing the tasks. 2. the role of LSP learner – you will be asked to complete the tasks and compare your suggestions with the keys. This will allow you to reflect on the learning process of LSP learners.")
4. In Section 2, the students will go through the module content in the role of LSP learners. In this way, they will be provided with a model for the development of their own products in Section 3.
5. The tasks in Section 2 need to refer to theoretical concepts presented in Section 1.
6. Because in Section 2 the students will have the role of LSP learners, task instructions will be provided with captions that will remind the students how a particular task is related to the theoretical input discussed in Section 1 and to the students as future LSP teachers. In this way, the students will be able to reflect on the assumptions that guided the theory-based process of material development. E.g., "At the terminology and/or grammar development stage, your LSP learners will focus on the micro level of this genre. They will learn how each step is realised through the relevant phraseology, useful discourse elements, and formality and politeness issues. In this way, they will prepare for the production of this spoken genre during the next stage."
7. Section 2, if possible, should address the development of language skills and elements at the receptive and productive level.
8. The content of Section 2 needs to be related to the module topic.
9. The learning materials in Section 2 need to include pre-activities (warming-up tasks), comprehension questions and tasks, terminology tasks, grammar tasks, and wrap-up tasks. Partners are advised to adjust the structure to the content of the module. This means that the division into tasks depends on the topic/nature of the module.
10. Section 2 should conclude with a teacher cognition task that encourages the students to reflect on the tasks and process they experienced in Section 2 (e.g., "What have I learnt?", "Which are my personal highlights from Section 2?", "What are my takeaways?").
11. This teacher cognition task should be in the form of an essay question. After they have submitted their response, the students will be able to access sample responses of other students and compare them against theirs (sample responses can be provided by the partners when developing the module content or by the peer reviewers during the peer reviewing stage).
12. The students are instructed to add their responses to their personal portfolios.

5.6 Module section 3

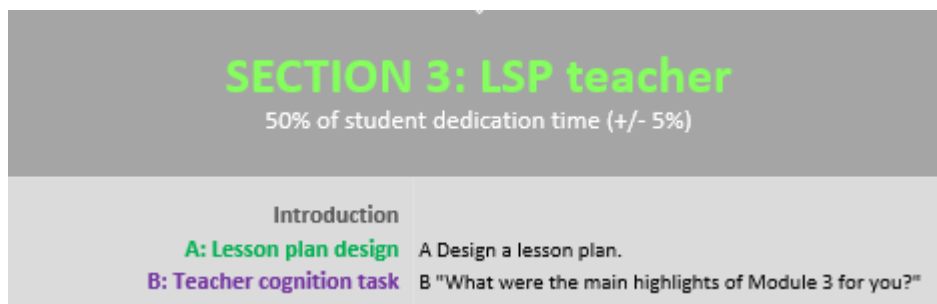


Figure 6: LSP-TEOC.Pro module Section 3

1. In order to access Section 3 (Figure 6), the students will need to have completed all activities in Sections 1 and 2. Otherwise, progress to Section 3 will be locked.
2. Section 3 should take approximately 50% of the student dedication time (+/- 5%).
3. Section 3 should begin with a brief introductory sentence answering the question: "What is this section about?" and "What is the student's role in this section?" (e.g., "Now you will take the role of LSP teacher. You will prepare LSP materials for a hypothetical or real group of learners. As a model, you may refer to the concepts presented in Section 1 and materials in Section 2.").
4. The students are instructed to add the lesson plans or other materials that they have created to their personal portfolios. A common lesson plan template will be used by all partners, if applicable. This template is available here:
<https://docs.google.com/document/d/1svoQ025iNkFDJzyCjRnQGcHlMlCp9d9m/edit?usp=sharing&ouid=112627949817638986409&rtpof=true&sd=true>
5. The students are instructed to add their responses to their personal portfolios.
6. Section 3 concludes with a teacher cognition task. In it, the students will be able to compare their own products with the products created by the partners themselves at the course development stage. E.g., "Study the lesson plan created by an experienced LSP teacher on xxx and compare it with yours."

5.7 Module conclusion



Figure 7: LSP-TEOC.Pro module conclusion

1. In the module conclusion (Figure 7), the students reflect on their learning process by checking whether they have achieved the learning outcomes defined in the module introduction ("I think that I am now able to ...").



6 Sample module section

The script been applied by the University of Ljubljana for the development of a section on genres of Module 3: “LSP communities, genres, and corpora”. For FAQ please use the Google Doc FAQ document that you can find here:

<https://docs.google.com/document/d/1uKDIwPPZFy0NFfL6GGf8kwMKIz9pjuWLaTf6xr9ZHk/edit?usp=sharing>

The sample module section is available for guest access at:

<https://e-ucenje.ff.uni-lj.si/course/view.php?id=8978>

▼ Gostujoči dostop

Geslo

Password ('geslo'): sunshine

7 Deadlines

- Development of peer review course content evaluation instrument (Arcola Research): 10 January 2022
- Revision of peer review course content evaluation instrument (University of Ljubljana): 25 January 2022
- Final revision of peer review course content evaluation instrument (Arcola Research): 1 February 2022
- Preparation of course content (see Table 1): 1 February 2022
- Peer review of course content (see Table 2): 10 February 2022
- Finalisation of course content: 28 February 2022

Annex 2

LSP-TEOC.Pro

IO3: Development of course content for LSP teacher education and development

Peer review course content evaluation instrument

Purpose of the Instrument

This instrument provides a procedure and tool for carrying out a peer review of LSP-TEOC.Pro IO3 – Development of Course Content for LSP Teacher Education and Development.

IO3 includes provision for review by partners of the content developed for the online LSP teacher education and development course in IO3.

The ‘Course Content Development Guidelines’ produced to support this content development specify the production and use of a peer review content evaluation instrument:

- a) to enable feedback on the course to be collected and analysed, so as
- b) to improve the course structure and content as necessary.

Each module of the course is reviewed by a representative of a partner who is not involved in the production of that Module (see the relevant table in the ‘IO3 Course Content Development Guidelines’).

Peer Review Methodology

The methodology for the Peer Review is based on ‘co-design’ and ‘Usability Study’ principles. This aims to involve reviewers not merely as passive ‘guinea pigs’ in a validation exercise but as co-collaborators who will contribute to improving the usability, user-friendliness, efficiency and effectiveness of all Modules in the LSP-TEOC.Pro Course. It incorporates two elements that need to be covered by the reviewer of the Module content:

- An initial hands-on ‘walk-through’ (by the reviewer of the Module content – see the relevant table in the ‘IO3 Course Content Development Guidelines’).
- A follow-up self-reported structured feedback questionnaire that collects the reviewer’s observations on the suitability and efficacy of the Module course content.

Peer Review Procedure

The Peer Review covers three stages:

- Walk through “Walk through (the reviewer assumes the role of **LSP-TEOC.Pro course participant** and reads, watches, listens to and does all activities)”
- Structured feedback questionnaire
- Analysis

Division of work:

PARTNERS:

- 1) Walk through.
- 2) Structured feedback questionnaire.



ARCOLA:

- 1) Data collection and analysis.
- 2) Presentation of results to all partners.

Walk through

- In order to carry out a systematic review, the Moodle content will need to be provided in word document form for the peer reviewer. Alternatively, the reviewer can do the walk through directly in the Moodle environment, taking notes on suggestions for improvement, copying or snipping problematic points and/or referring to them in the reviewer's document.
- All peer-reviewers need to make sure that the 'track changes' and 'all mark up' functionalities are enabled in the document, in case many improvements are intended to be communicated to peers (using the 'Review' tab in Word, or equivalent in PowerPoint), as well as adding any comments (using the 'New Comment' functionality in Word) they think are relevant – for example highlighting examples in the text that are unclear, or inaccurate, or need elaboration.
- On completion of the Walk-Through, the reviewer needs to save the file(s), adding a file extension to the document file name, e.g. by adding their initials.

Structured Feedback Questionnaire

Module name:

Reviewer Name:

Introduction

Please record your answers about what you think of the Module; why it is suitable for the purposes of the LSP-TEOC.Pro Course, and what aspects could be improved.

Note that the word “**student(s)**” stands for “**LSP-TEOC.Pro course participants**” *versus* “**LSP learners**” where the **LSP-TEOC.Pro course participants** learners are meant.

1. Suitability

This first evaluation section covers how suitable you think the Module is for helping students learn more about the LSP specific competences of this Module that will prepare them for LSP teaching in practice.

- 1.1 Do you think the Module will enable the students to achieve the learning outcomes for this Module?

not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)

Comments: _____ ...

- 1.2 Do you think the Module will provide them with relevant learning methodology?

not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)

Comments: _____ ...

- 1.3 Do you think the Module will help them acquire additional skills for their job?

not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)



Comments: _____ ...

- 1.4 Do you think the Module reflects their actual work in various LSP contexts?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
- 1.5 Which part(s) of the Module do you find particularly well-suited for the students? Which part(s) would have been particularly helpful in the first stages of your LSP teacher career?
Comments: _____ ...

2. Comprehensiveness

This section looks at whether the Module covers the ground necessary to educate the students.

- 2.1 Do you think the Module appropriately covers everything it should?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Is the content comprehensive enough? Is there a right balance between the different sections – e.g. introduction, tasks, activities, self-assessment?
Comments: _____ ...
- 2.2 Is there any content that is not included but should be? What is missing?
Comments: _____ ...

3. Interest and engagement

This section looks at whether you think the Module is sufficiently interesting and engaging.

MOTIVATION:

- 3.1 Do you think the Module is sufficiently interesting and engaging for students?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Which aspects of the Module (if any) are boring or demotivating? Why?
Comments: _____ ...
- 3.2 How could the Module be made more engaging for them? What changes (if any) would you suggest with regard to content, or to pedagogic/didactic approach used?
Comments: _____ ...

TIME:

- 3.3 Do you think the students' dedication time for the Module as a whole is appropriate?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Please specify whether too long, too short and suggest appropriate modifications.)
Comments: _____ ...
- 3.4 Do you think the students' dedication time for particular sections of the Module is appropriate?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Please specify which section(s) (if any) of the Module need(s) adjustment and how.
Comments: _____ ...

4. Challenges and improvements

This section looks into any difficulties students may have with it – and how they could be addressed.

4.1 Which aspects/elements of the Module (if any) do you find challenging or difficult to understand and why?

Comments: _____ ...

4.2 How could the Module be improved?

Comments: _____ ...

5. Recommendations

This section asks for recommendations for specific improvements in the framework and design features of the module. Please provide your suggestions in the Table below. Please state N/A if not applicable.

Introduction	
Item	Recommended changes
Learning outcomes	
Module structure	
Graphic representation	
Section 1: Theoretical input	
Item	Recommended changes
Introduction	
Input	
LSP teacher insight(s)	
Self-assessment	
Section 2: LSP learner	
Introduction	
Receptive task(s)	
Receptive and productive task(s)	
LSP learner cognition task(s)	
Section 3: LSP teacher	
Item	Recommended changes
Introduction	
LSP lesson plan design	
LSP teacher cognition task(s)	
Module Conclusion	
Item	Recommended changes
Outcomes checklist	

6. Summary

Please rate the module overall on the following evaluation criteria. Select the number on the scale you think applies.

Evaluation criteria	Rating
1. Comprehensiveness and coverage of overall LSP teacher education and professional development needs	poor (1) --- limited (2) --- moderate (3) --- good (4) --- very good (5)
2. How 'easy' the content is to understand	not at all easy (1) --- moderately easy (2) --- easy (3) --- very easy (4) --- extremely easy (5)
3. Extent to which the Module meets the need for an Innovative LSP Teacher education and development course	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- very much (5)
4. Relevance of the Module for LSP Teacher education and development needs	poor (1) --- limited (2) --- moderate (3) --- good (4) --- very good (5)
5. How interesting and motivating the Module is	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- very much (5)
6. Extent to which the Module is likely to improve the student's understanding of LSP Teacher education and development competences	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- very much (5)
7. Extent to which the Module is likely to improve the student's mastery on how the LSP communicative competences can be taught in an LSP teaching and learning setting	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- very much (5)
8. Extent to which the Module will provide students with the learning that they could apply in their professional practice	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- very much (5)



Annex 3

Module 3.2. – Disciplinary genres

Structured Feedback Questionnaire

Module name: 3.2 Disciplinary genres

Reviewer Name: Sylvia Farag(JHS)

Introduction

Please record your answers about what you think of the Module; why it is suitable for the purposes of the LSP-TEOC.Pro Course, and what aspects could be improved.

Note that the word “**student(s)**” stands for “**LSP-TEOC.Pro course participants**” *versus* “**LSP learners**” where the **LSP-TEOC.Pro course participants**’ learners are meant.

1. Suitability

This first evaluation section covers how suitable you think the Module is for helping students learn more about the LSP specific competences of this Module that will prepare them for LSP teaching in practice.

- 1.1 Do you think the Module will enable the students to achieve the learning outcomes for this Module?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Comments: _____ ...
- 1.2 Do you think the Module will provide them with relevant learning methodology?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Comments: _____ ...
- 1.3 Do you think the Module will help them acquire additional skills for their job?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
Comments: _____ ...
- 1.4 Do you think the Module reflects their actual work in various LSP contexts?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)
- 1.5 Which part(s) of the Module do you find particularly well-suited for the students? Which part(s) would have been particularly helpful in the first stages of your LSP teacher career?
Comments: **The EU directives are quite useful in maritime English.**

2. Comprehensiveness

This section looks at whether the Module covers the ground necessary to educate the students.

- 2.1 Do you think the Module appropriately covers everything it should?
not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)

Is the content comprehensive enough? Is there a right balance between the different sections – e.g. introduction, tasks, activities, self-assessment?

Comments: The module is quite balanced. I only found section 2 a bit long, especially there are many quizzes in section 2. Maybe less quizzes or division of quizzes elsewhere.

- 2.2 Is there any content that is not included but should be? What is missing?

Comments: All guidelines in course framework in IO2 have been covered.

3. Interest and engagement

This section looks at whether you think the Module is sufficiently interesting and engaging.

MOTIVATION:

- 3.1 Do you think the Module is sufficiently interesting and engaging for students?

not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)

Which aspects of the Module (if any) are boring or demotivating? Why?

Comments: Only the very many quizzes in Section 2 might be a bit long for students. Maybe each quiz contains less questions. Ljubljana has been very zealous in creating quizzes.

- 3.2 How could the Module be made more engaging for them? What changes (if any) would you suggest with regard to content, or to pedagogic/didactic approach used?

Comments: None at all.

TIME:

- 3.3 Do you think the students' dedication time for the Module as a whole is appropriate?

not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)

Please specify whether too long, too short and suggest appropriate modifications.)

Comments: _____ ...

- 3.4 Do you think the students' dedication time for particular sections of the Module is appropriate?

not at all (1) --- slightly (2) --- moderately (3) --- a lot (4) --- very much (5)

Please specify which section(s) (if any) of the Module need(s) adjustment and how.

Comments: _____ ...

4. Challenges and improvements

This section looks into any difficulties students may have with it – and how they could be addressed.

- 4.1 Which aspects/elements of the Module (if any) do you find challenging or difficult to understand and why?

Comments: None at all. Language is easy and accessible. Instructions are quite clear and quizzes are quite useful.

- 4.2 How could the Module be improved?

Comments: _____ ...

5. Recommendations

This section asks for recommendations for specific improvements in the framework and design features of the module. Please provide your suggestions in the Table below. Please state N/A if not applicable.

I have made many comments in the materials themselves, added many screenshots and links to websites. I do not think I can possibly explain everything in the below table.

Introduction	
Item	Recommended changes
Learning outcomes	
Module structure	
Graphic representation	
Section 1: Theoretical input	
Item	Recommended changes
Introduction	
Input	
LSP teacher insight(s)	
Self-assessment	
Section 2: LSP learner	
Introduction	
Receptive task(s)	
Receptive and productive task(s)	
LSP learner cognition task(s)	
Section 3: LSP teacher	
Item	Recommended changes
Introduction	
LSP lesson plan design	
LSP teacher cognition task(s)	
Module Conclusion	
Item	Recommended changes
Outcomes checklist	



6. Summary

Please rate the module overall on the following evaluation criteria. Select the number on the scale you think applies.

Evaluation criteria	Rating
1. Comprehensiveness and coverage of overall LSP teacher education and professional development needs	poor (1) --- limited (2) --- moderate (3) --- good (4) --- <u>very good (5)</u>
2. How 'easy' the content is to understand	not at all easy (1) --- moderately easy (2) --- easy (3) --- <u>very easy (4)</u> --- extremely easy (5)
3. Extent to which the Module meets the need for an Innovative LSP Teacher education and development course	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- <u>very much (5)</u>
4. Relevance of the Module for LSP Teacher education and development needs	poor (1) --- limited (2) --- moderate (3) --- good (4) --- <u>very good (5)</u>
5. How interesting and motivating the Module is	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- <u>very much (5)</u>
6. Extent to which the Module is likely to improve the student's understanding of LSP Teacher education and development competences	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- <u>very much (5)</u>
7. Extent to which the Module is likely to improve the student's mastery on how the LSP communicative competences can be taught in an LSP teaching and learning setting	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- <u>very much (5)</u>
8. Extent to which the Module will provide students with the learning that they could apply in their professional practice	not at all (1) ---- a little (2) --- moderately (3) --- a lot (4) --- <u>very much (5)</u>