# LSP TEACHER EDUCATION ONLINE COURSE FOR

# PROFESSIONAL DEVELOPMENT – LSP-TEOC. Pro

## INTELLECTUAL OUTPUT 4:

# Implementation of online course for new LSP Teacher Education Development on Internet platform

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## Summary of Report

This report presents a synthesis of Intellectual Output 4 (IO4) 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 IO4 is as follows: In intellectual output 4, the online course content developed in intellectual output 3 is integrated into the selected learning management systems (LMS). The online course will allow its users to train LSP teacher contents.

The leading partner (Jade University of Applied Sciences) installed the learning management system on the project's web pages so that a seamless integration is possible during the project and once the project is finished. The leading partner makes sure the online presence of the developed course will be hosted permanently after the project end and will be maintained in a way that a sustainable use is safeguarded.

Contributing partners assisted the leading partner in the integration process of the online courses and ensured a high usability. Tests were carried out by all partners to check the system for any errors and vulnerabilities.

At the end of this intellectual output, a fully functioning online course was available for its use in the piloting and trialling phase of the project.

The main final outcome of IO4 was a fully functioning online course that is available for its use in the piloting and trialling phase of the project.

## 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 which 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 4 (IO4) was focused on intergrating the online course on Moodle. IO4 included implementing the online structure, form and content that was agreed upon in IO3. The main aim of IO4 was to create a user-friendly online course that reflected consistency in form, structure and content design. This critical phase paved the way for a smooth transition to small-scale and large-scale piloting of the online course.

IO4 was divided into 6 phases:

- IO4 Phase 1: The transfer of leaning materials of the online course content to Moodle and using the same structure, wording and instructions agreed upon in IO3 to help create the online course on Moodle.
- IO4 Phase 2: Creating quizzes that have the same heading, Moodle setting, same grading system.
- IO4 Phase 3: Designing and creating attractive badges to be used on Moodle.
- IO4 Phase 4: Copyright issues and the use of pictures/images/books in the online course.
- IO4 Phase 5: Implementing IO5 instrument on Moodle.
- IO4 Phase 6: Implementing IO6 Instrument on Moodle.

## Phase 1: The transfer of leaning materials to the Learning Management System

- The Jade undertook all the following tasks in IO4:

  • Assist partners with queries on how to work with Moodle.
  • Check and, where necessary, format modules in uniform design
  • Rename learning elements and activities as per design
  • Enhance useability by configuring that the modules were shown on separate pages
  • Different activities were numbered and compiled together in separate folders so as not to overcrowd the front page.

- Guarantee a uniform layout of the online course in the learning management system in order to prepare the course for small-scale and large-scale testing.
- Online Tests and Quizzes had to be unified and they had been checked and configured for partners in all modules, e.g., configure minimum points for a pass.
- Resolve all technical issues and check all modules manually to ensure their conformity with IO3 guidelines in terms of structure, organization, form and usability.
- Some videos were very long and necessitated large space and could not be uploaded to the Moodle. They were shortened and processed by the Jade in order to be successfully uploaded to the online course.
- Some videos were technically reconfigured to eliminate some inconsistencies with them without having to rerecord them in some modules.

## Phase 2: Creating quizzes according to format and settings
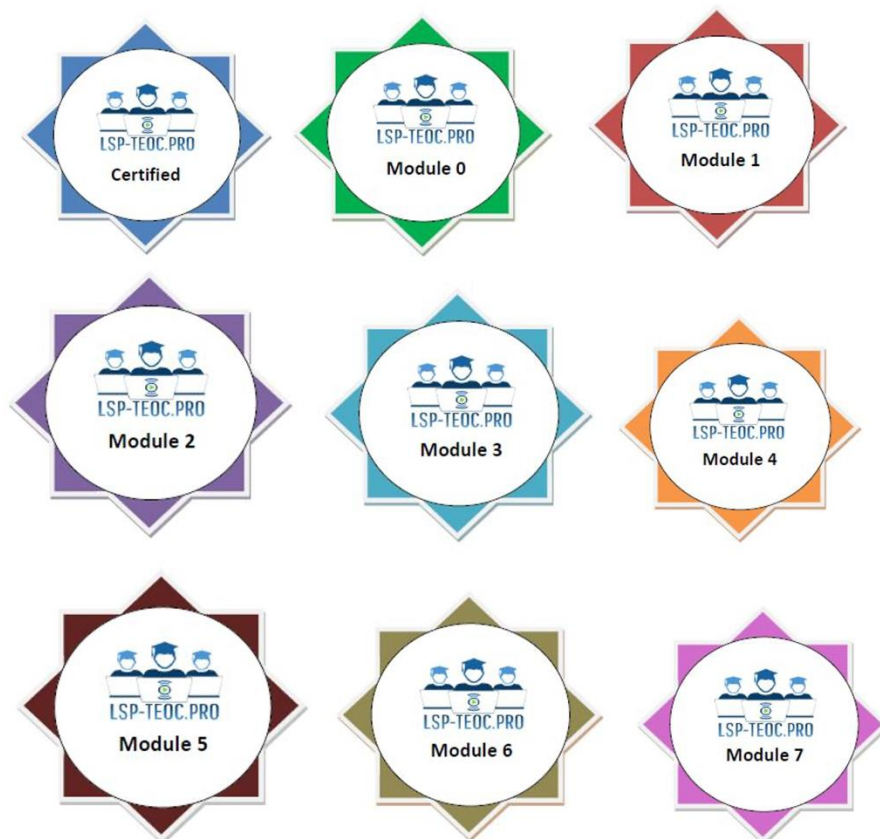
-        Many quizzes were directly devised by partners on Moodle except for module 4 and module 3.3. Partners were informed to either provide the coordinator with learning materials or simply deal directly with Moodle. Many partners have a vast knowledge in dealing with Moodle and they chose willingly to upload their materials themselves. The project was in a transition phase and partners wanted to help the project move forwards.

-        Cadiz University transferred the quizzes for module 3.3. and module 4 to Moodle and doublechecked with their creators to eliminate any technical issues.  The main problem faced in this process was that Module 3.3. and 4 developers (U of Bordeaux and Zagreb, respectively) had designed a series of activities that did not match Moodle features and, therefore, some activities had to be re-designed. This entailed a long process of communication between the module developers and UCA team, who advised on other options or similar activities that could fit the system requirements. For instance, activities containing about six true/false statements were initially designed. Since the Moodle system allows for just one statement in the true/false type questions, the activities were converted into multiple choice or matching exercises in which respondents had to choose between true or false labels. Once all the quizzes had been developed, both module and quiz developers worked together in testing the final result, adjusting the grading of each activity per quiz, and checking that the feedback provided was correct and complete.

## Phase 3: Designing and creating a badge system

-        Numerous designs of badges were created by Cadiz University with different colours and layouts. The consortium agreed on using the most attractive designs for each module and for completing the entire online course. UCA team was also responsible for implementing the badges per module and for the whole course.

-        Each module has a specific badge with a specific colour and there is a final badge that participants earn at the end of the entire course.

- Partners agreed on which quizzes and other activities (if any) were most appropriate and/or necessary for a badge. These "badged quizzes" and "badged activities" were signposted with the symbol ☼ so that participants became aware of the relevance of that task for the successful completion of the module and particularly endeavoured to get good grades there.
- Restrictions between activities within the same module were created. This pursued a double goal: firstly, to guide the participant through the module stages and knowledge progression, and secondly, to ensure that the participant reached all the activity completion stages. In sum, participants could not flout any activity or skip sections or decide to follow the module randomly.
- The final aim of the badges was to serve as an incentive or award to encourage all participants to finish all modules. Those participants who completed the eight modules and received eight badges, automatically received another one for the whole course.
- The procedure is as follows: participants complete a module; then, they immediately receive a notification on the Moodle course containing a message that congratulates them for having earned a badge; after this, they can access that information, details about their achievement, and download (badge included) for their personal use. It was agreed that each badge would expire fifteen days after granting (so as to prompt participants to download).
- The following figure 1 displays the badges for all modules and the badge earned for successfully completing the entire online course in IO5 and IO6.

## Phase 4: Copyright issues and the use of resources

- Copyright affects the online course in two significant ways. First, copyright includes the questions on using texts, images, drawings, tables, or the like that are copied for use by other researchers and scholars in our online content. Second, copyright includes the materials (pdfs, quizzes, activities and the like) created, used and reproduced by the consortium and made available on learning management systems, or used as teaching materials for future participants.
- Since the Jade University of Applied Sciences is the coordinator of the project, we have adhered to the German law available in the handout from the Federal German Ministry for Education and Research at:

  https://www.bmbf.de/SharedDocs/Publikationen/de/bmbf/FS/24710_Urheberrecht_in_der_Wissenschaft_en.pdf?__blob=publicationFile&amp%3Bv=4

- That means the consortium has complied with good academic practice in general and in Germany in specific. This encompasses all of the activities that academics do in order to ensure their work is scholarly, ethical and trustworthy.
- The Jade consulted with the head of the Central Digital Services Department for Overall Management of Information Transfer for Research and Teaching Open Access Consulting and the consortium was advised to check all pictures/table/images/figures used by the consortium in creating and devising their online course content. The consortium checked if these can be used freely or if the copyright author/holder can be contacted and asked for permission.
- Second, all pictures/labels/pictures/images were checked by all members in the consortium for any copyright issues. Problematic pictures and the like were either removed or replaced by our own pictures/tables/figures/drawings in our leaning materials.
- These issues were resolved and eliminated in our online course before small-scale in IO5 and large-scale testing in IO6.
- The second aspect of copyright issues was to make our learning materials available to the public for free since our project belongs to the category of Open Education Resources (OER).
- The Jade consulted with a team of experts in digital education and they suggested that we license our learning materials under a Creative Commons license. This enabled interested third parties to use our documents and learning materials on Moodle provided they mention our name as authors.
- This does not mean that the consortium loses its copyrights but others are allowed to use our work free of charge. This also helps to disseminate our project.
- We added the following logo and sentence to all our slides in the PowerPoint presentations and in all documents and files in our online course.

**Figure 2: Slide Template in IO5**

- See annex 1 for the templates for the lesson plan and any activity document used in the online course respectively.

## Phase 5: Implementing IO5 instrument on Moodle

- After compiling feedback from external and internal pilotees in the small-small scale testing in IO5 that took place from the 17th of October to the 2nd of December, many inherent changes to the course content and overall structure were implemented on Moodle.

- Quizzes that proved to be very difficult to understand or were deemed irrelevant by pilotees in IO5 were edited, rephrased or removed altogether. New guidelines in editing the setting of grading in the Moodle were developed by Cadiz University that helped in the generic grading system on Moodle. The self -assessment quiz at the end of each module was re-graded so participants did not feel pressured to choose all the learning outcomes to only receive the grade and pass. See figures 3 and 4 below.

**Figure 3: General guidelines for self-assessment quiz**



**Figure 4: Self-assessment quiz in all modules**

- The Jade worked closely with IO5 leading organization (Bordeaux University) in order to implement IO5 instrument and undertook all the following tasks in this respect:

- Develop technical possibilities in order to enable the collection of data as per IO5 guidelines.
- Inserting the Data on trialee and Privacy Notice as well as information on evaluation Feedback on Moodle so basic information on each pilotee can be collected on Moodle in IO5
- Implementing and adjusting pre-participation tests for all modules in IO5 to collect data
- Implementing and adjusting post-participation tests for all modules in IO5 to collect data
- Add restrictions within the modules in order to guide pilotees through the course: e.g. test 2 can only be done once test 1 has been successfully passed and so on within the different modules only. On the other hand, module 2 can be taken before module 1. This was successfully and technically implemented on Moodle by Jade University.
- Collect data from all partners on pilotees in IO5
- Create user accounts as per list for all external pilotees in IO5
- Send login data and instructions to pilotees in IO5
- Solve many individual problems with accounts, login data, useability of Moodle, especially answering pilotees' e-mails
- Answer and forward different queries of pilotees to first point of contact
- Update many inherent elements on Moodle such as invalid links on Moodle or wrong uploaded document etc. during IO5 as many issues reappeared when pilotees started testing the online course in IO5.
- Assist pilotees in IO5 by marking open answer questions → lesson learned: no open questions for self-directed online course (no supervision)
- After the completion of the small-scale piloting, the Jade had a zoom meeting with IO5 leading organization and assisted them in extracting relevant information on and feedback from IO5 pilotees.
- The Jade was responsible for collecting comments received from external pilotees or internal partners and made them available to the consortium.
- The Jade collected all peer review comments in IO5 and made them available to the consortium
- The Jade collected diaries from external pilotees and/or their generic comments on the online course during the entire duration of small-scale testing in IO5.
- The Jade maintained close contact with IO5 external pilotees during their piloting phase in order to facilitate their piloting experience in IO5.
- The Jade resolved any technical issues during IO5 as many problems surged during testing and could be directly eliminated.
- The Jade changed the role of the consortium members from teachers to students on Moodle as to avoid making any accidental mistakes in our online course during small-scale testing.

## Phase 6: Implementing IO6 Instrument on Moodle

- The Jade worked closely with IO6 and IO7 leading organizations in order to implement IO6 and IO7 instruments in the large-scale testing and undertook all the following tasks in this respect:

- A new version of the online course has been duplicated on Moodle by Jade as to have different correlation between IO5 and IO6 data collection on Moodle.
- After many zoom meetings, the Jade extracted IO5 relevant information from Moodle in IO5 and made the diaries available to IO6 and IO7 leading organizations.
- New elements were added to and/or removed in IO6 instrument on Moodle and the Jade technically made that possible.
- An overall survey (post course participation quiz) was implemented on Moodle in IO6 to collect feedback from pilotees in IO6 by Jade.
- Collecting data and preparing lists of all IO6 pilotees (approximately 289 pilotees)
- Sending login data and instructions to IO6 pilotees
- Maintaining close contact with IO6 pilotees throughout the entire duration of testing. That necessitated answering many emails daily and forwarding questions to the consortium.
- Collecting feedback and diaries from pilotees and making them available to IO6 leading organization.
- The Jade University sent encouraging messages on Moodle to nudge pilotees to finish on time.
- The Jade made a list of all the pilotees that had never accessed the online course and sent them an email encouraging them to start large-scale testing.
- The Jade suspended all accounts of pilotees during IO6 who could not test the online course due to private reasons.
- The Jade rigorously collected all comments sent by pilotees and made them available to the consortium as to improve the online course in IO6.
- The Jade again changed the role of the consortium members from teachers to students on Moodle in IO6 in order to avoid making any accidental mistakes in our online course during large-scale testing.
- Answer daily emails and messages from pilotees in regard to content or technicality.
- The Jade maintained close contact with IO6 pilotees on Moodle as to offer them encouragement and support to finish testing the online course on time.
- The Jade collected diaries from IO6 pilotees which were used in IO6 and IO7 data analysis.

## Conclusion

IO4 was a decisive step to create a smooth and user-friendly online course. It was an ongoing process that took place in IO3, IO5 and IO6 respectively and/or simultaneously. The consortium received recommendations to be made in all modules in IO5 and IO6. Changes to improve the content and the structure of the online course were made in small-scale testing of the online course which was done by internal and external users in IO5. Many changes were made in the online course in IO5 as to improve the quality of the online course. More changes were scheduled to be made in large-scale piloting of the online course in IO6. Translation of the online course into national languages was planned to be made after amending all mistakes in the online course i.e., right after IO6 large-scale testing. This prevented the duplication of any changes that needed to be done in the online course because the English version had been peer reviewed numerous times by partners. All recommendations received by external pilotees in IO5 and IO6 have been taken into consideration. The English version of the online course had been refined and edited many times. Comments, feedback and diaries by external users were collected periodically in IO5 and IO6 in order to enhance the online course and that was reflected in IO4. The work done in IO4, IO5 and IO6 was highly synchronized and took place simultaneously in order to enhance the content and structure of the online course. IO4 was a very intensive phase that contributed greatly to the other following intellectual outputs.

MODULE X

## LESSON PLAN TEMPLATE

**GROUP:**
**GENRE:**
**LEARNING OUTCOMES:**
- Students will be able to … understand / write / speak / reflect / etc.

**FINAL ASSESSMENT/EVALUATION**
**Performance task:** all LSP learners will understand … / perform …
**Criteria: …** – pass mark at ___ %
**LEARNING MATERIALS**
Youtube video-clip / a series of tasks / handouts / pptx(s) / realia / __

## LEARNING ARTICULATION

**1. Pre-input –** e.g., the macro-level analysis (genre recognition and the introduction of the core terminology)

| Tasks – short description | LSP teacher's activity* | LSP learner's activity |
|---|---|---|
|  |  |  |

**Estimated time:** ___ min
**Instructions (teacher talk), optional:** partly available in the task descriptions
**Checking:** ___

**2. Input comprehension –** e.g., tasks based on the results of genre analysis at the macro- and micro levels

| Tasks – short description | LSP teacher's activity | LSP learner's activity |
|---|---|---|
|  |  |  |

**Estimated time:** ___ min
**Instructions (teacher talk), optional:** partly available in the task descriptions
**Checking:** ___

**3. Terminology and/or grammar development –** e.g., specific terminology and salient grammar/discourse features of the genre at the micro level

| Tasks – short description | LSP teacher's activity* | LSP learner's activity |
|---|---|---|
|  |  |  |

**Estimated time:** ___ min
**Instructions (teacher talk), optional:** partly available in the task descriptions
**Checking:** ___

**4. Post-input** - e.g., explicit awareness-raising about the examined genre

| Tasks – short description | LSP teacher's activity* | LSP learner's activity |
|---|---|---|
| | | |

**Estimated time:** ___ min
**Instructions (teacher talk), optional:** partly available in the task descriptions
**Checking:** ___

if the lesson combines reception and production, further:

**5. Language production – SPEAKING and/or WRITING -** e.g., genre production: focus on the production of the genre (based on all previous activities of the lesson)

| Tasks – short description | LSP teacher's activity* | LSP learner's activity |
|---|---|---|
| | | |

**Estimated time:** ___ min
**Instructions (teacher talk), optional:** partly available in the task descriptions
**Checking:** ___

**6. Post-input and post language production –** e.g., implicit and explicit awareness-raising about the examined genre (consolidating key features and explicit reflection)

| Tasks – short description | LSP teacher's activity* | LSP learner's activity |
|---|---|---|
| | | |

**Estimated time:** ___ min
**Instructions (teacher talk), optional:** partly available in the task descriptions
**Checking:** ___

**Figure 5: Lesson Plan Template in IO5 and IO6**

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**Activity: xxxxxx**
Instructions

**Figure 6: Activities template in IO5 and IO6**