



TeCoLa - Pedagogical differentiation through telecollaboration and gaming for intercultural and content integrated language teaching

## REPORT ACCOMPANYING OUTPUT O9: ONLINE PEDAGOGICAL GUIDES

### Output leader and report:

Universiteit Utrecht, NL

Kristi Jauregi [k.jauregi@uu.nl]

### Project partners:

Universiteit Utrecht, NL

Kristi Jauregi [k.jauregi@uu.nl]

Linda Gijsen [L. Gijsen@uu.nl]

University of Roehampton, UK

Sabela Melchor-Couto [S.Melchor-Couto@roehampton.ac.uk]

Elna Vilar [e.vilar@qmul.ac.uk]

Universiteit Antwerpen, BE

Jozef Colpaert [jozef.colpaert@uantwerpen.be]

Evelyn Spruyt [evelyn.spruyt@uantwerpen.be]

Universitat de València, ES

Barry Pennock-Speck [barry.pennock@uv.es]

Begoña Clavel-Arroitia [Begona.Clavel@uv.es]

Transit Lingua, FR

Martine Derivry [martine.derivry@u-bordeaux.fr]

Anthippi Potolia [apotolia@hotmail.com]

3DLES

Nick Zwart [nick@3dles.com]

**Project Coordination:** Kristi Jauregi, Universiteit Utrecht, NL

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## INTRODUCTION

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This report accompanies output O9 “Online Pedagogical Guides”.

TeCoLa’s online pedagogical guides have been created based on the knowledge developed in the different activities designed, carried out and tested during the project’s lifetime. The online pedagogical guides are meant as a frame of reference for those teachers, teacher trainers and policy makers willing to know more about the ways meaningful intercultural, content and language integrated or vocational learning can be integrated in the curriculum by resorting to (gamified) telecollaboration exchanges and how to address diversity.

Taking into consideration the pedagogical challenges schools face with regard to addressing the promotion of authentic communication in the target language, intercultural competence development and learner diversity (O1 and all pilot experiences), we have created a series of pedagogical video guides to help teachers integrate telecollaboration practices in their teaching. To ascertain the quality of the teacher guides, these have received feedback from both the TeCoLa partners and the teachers engaged in TeCoLa telecollaboration exchanges.

## TASKS LEADING TO THE PRODUCTION OF THE INTELLECTUAL OUTPUT & THE APPLIED METHODOLOGY

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The pedagogical video guides consist of short video clips (and online handouts) tackling main TeCoLa foci (see next section). These video guides have been done in English. However, since TeCoLa seeks to promote plurilingualism and reinforce the project’s impact in the different European countries, some video guides include subtitles in Spanish or French. In this way we expect to facilitate accessibility to the content and reinforce impact.

All activities undertaken in TeCoLa and particularly the intellectual outputs, have fed these pedagogical video guides.

At the initial design phase, design and content elaboration criteria were developed as a basis to create engaging and appealing online video guides that address relevant topics for the educational field. At the elaboration phase pedagogical content for the guides was created after having evaluated the quality and relevance of the pedagogical experiences of telecollaboration exchanges and the materials developed in the different intellectual outputs (Teacher training O4, Tasks design O5, Task prototyping O6, Task content development O7).

Handouts and recordings have been made following these steps in order to guarantee quality and coherence of the output:

- A sample of recordings and handouts have been elaborated on specific topics (English with subtitles)
- These have then be evaluated by the TeCoLa team, teachers who have participated in gamified telecollaboration in different educational sectors and new teachers.
- Depending on the results this sample recordings and handouts have been adapted and new video clips elaborated following the same coherent style.



Once finalised, the pedagogical guides have been included in the Open Educational Resources Pool (O2).

## VIDEO GUIDES: TOPICS ADDRESSED

The online pedagogical video guides tackle issues relevant to successful integration of (gamified) telecollaboration practices in the curriculum of languages in different educational sectors (vocational, CLIL, Language+ schools, schools where language teaching is a challenge). The video guides address TeCoLa's main educational concepts: differentiated pedagogies for language teaching, diversity, intercultural communication (EU citizenship), ICT-literacy, gamification, telecollaboration (see Table 1).

Video Guides for teachers	Background topics in project description						
	Pedagogical challenges	Gamification	Differentiated pedagogies	Diversity	IC (EU citizenship)	ICT-literacy	Telecollaboration
Why should telecollaboration exchanges be a part of language courses_UU	x		x	x	x	x	x
Task engagement in TC encounters_UU	x			x			x
Lingua franca approach to language learning (LINK)	x						x
Blended learning and flipping intercultural communication practice (LINK)					x		x
Diversity and cooperative learning (LINK)			x	x			x
Differentiation by offering tools with different affordances (LINK)	x		x	x			x
Learning stations and learning paths in the TeCoLa Virtual World - 3 separate guides (LINK)		x				x	x
Gamifying telecollaboration (UU + UR+3DLES) A treasure Hunt		x				x	x
Gamifying telecollaboration (UU/UR/3DLES) Snakes & Ladders		x				x	x
Different characteristics for telecollaborative tasks that can help boost learner engagement and motivation_UA	x	x		x			x
The Content and Language Integrated Learning approach in telecollaboration (UV)	x	x		x			x
Experiences in telecollaboration among primary education students (UV) + (UR)	x	x		x			x
How to get started on telecollaboration?_UA	x						x
Varying task autonomy to create more engaging and motivating tasks_UA	x	x	x	x	x		x
Varying activity type and using psychology to create more engaging and motivating tasks_UA	x	x	x	x	x		x
The Intercultural Approach in Telecollaboration (TL)	x		x	x	x		x
The Intercultural Approach and European Citizenship in Telecollaboration_TL	x		x	x	x		x
What is an Intercultural Task?_TL	x		x	x	x		x
The Experience Journal for the Intercultural Approach_TL	x		x	x	x		x

Table 1. Background topics addressed in the video guides.

They (see Table 2):

- Describe the contextual requirements needed to promote intercultural language learning in rich learning contexts (Topic 1)
- Describe the affordances of TeCoLa tools to gamify and personalise learning (Topic 2)
- Describe the affordances of TeCoLa tools for telecollaboration (Topic 3)



- Define what meaningful tasks are for gamified telecollaboration for specific educational sectors (vocational, Language+) (Topic 4)
- Show characteristics of meaningful tasks for gamified telecollaboration addressing diversity in different educational contexts (Topic 5)
- Tackle organisational and technological issues of telecollaboration exchanges (Topic 6)
- Reflect on teachers' roles as task designers, coaches and assessors of learning processes in gamified telecollaboration exchanges (Topic 7)

Video Guides for teachers	Main topics in project description						
	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Topic 7
Why should telecollaboration exchanges be a part of language courses (UU)	x	x	x	x	x	x	
Task engagement in TC encounters (UU)				x	x		x
Lingua franca approach to language learning (LINK)	x						
Blended learning and flipping intercultural communication practice (LINK))	x					x	
Diversity and cooperative learning (LINK)							
Differentiation by offering tools with different affordances (LINK)		x	x				
Learning stations & learning paths in the TeCoLa Virtual World: 3 guides (LINK)		x	x				
Gamifying telecollaboration (UU/UR/3DLES): A treasure Hunt		x	x		x		
Gamifying telecollaboration (UU/UR/3DLES): Snakes & Ladders		x	x		x		
Different characteristics for telecollaborative tasks that can help boost learner engagement and motivation (UA)				x	x		x
The Content and Language Integrated Learning approach in telecollaboration (UV)	x			x			
Experiences in telecollaboration among primary education students (UV) + (UR)				x	x		
How to get started on telecollaboration? (UA)			x			x	x
Varying task autonomy to create more engaging and motivating tasks (UA)		x	x	x	x		



Varying activity type and using psychology to create more engaging and motivating tasks (UA?)		x	x	x	x		
The Intercultural Approach in Telecollaboration (TL)	x						x
The Intercultural Approach and European Citizenship in Telecollaboration (TL)	x	x		x	x		x
What is an Intercultural Task? (TL)							
The Experience Journal for the Intercultural Approach (TL)	x	x	x	x	x		x

Table 2. Background topics addressed in the video guides.

## PEDAGOGICAL VIDEO GUIDES AT THE TeCOLA OER

24 video guides have been developed by the TeCoLa partners to help stakeholders get familiarized with telecollaboration and help teachers to integrate telecollaboration exchanges in their courses. The pedagogical video guides range from explaining why telecollaboration should be integrated in language courses, or how telecollaboration exchanges can be started, to how to create engaging tasks or how to address intercultural issues in telecollaboration projects, while taking into consideration differentiation issues. In addition, since several very successful pilot experiences were carried out at primary schools, two teacher guides have been developed addressing this educational sector. All video guides have been uploaded to the TeCoLa Open Educational Resources Pool (OER). This is the direct link to the video guides page in the TeCoLa OER: <https://sites.google.com/site/tecolaprojectoer/guides/video-guides>

### Video Guides for Teachers

**Our Video Guides have been developed to help you, language and CLIL teachers working at primary, secondary and vocational education contexts, integrate telecollaboration exchanges in your teaching. You learn:**

- why telecollaboration should be integrated in the curriculum
- how to start telecollaboration exchanges
- how to organise sessions by resorting to flipped classrooms
- how to address diversity and differentiation issues
- how to create engaging tasks
- how to gamify tasks in a virtual world
- how to address intercultural issues
- how to organise telecollaboration exchanges at primary schools

Fig 1. Screenshot of the Video Guides page in the TeCoLa OER



In the TeCoLa OER the video guides have been embedded in the Video Guides' page. They include a short description explaining what the video guide is about and links to the handouts and tasks (where relevant) are provided. The videos addressing a given topic have been grouped together in order to facilitate navigation and transparency.

The first four video guides provide an introduction to telecollaboration projects: why should telecollaboration exchanges be a part of language courses, how to start a telecollaboration project, the importance of blended learning and flipping the classroom and the choice between lingua franca and communication constellations to organise telecollaboration exchanges.



## Getting started with telecollaboration

### Why should telecollaboration exchanges be a part of language courses

In this video guide we describe the added value of integrating telecollaboration project in the languages curriculum.

Handout: Download it [here](#)



### How to start a telecollaboration project

This guide gives a clear overview of different steps and tips to follow when you want to set up a telecollaboration exchange for your students.

Handout: Download it [here](#)



### Blended language learning and the flipped classroom

In this guide we will talk about blended language learning and flipping the classroom to enhance intercultural communication in telecollaboration exchanges.

Handout: Download [here](#)



### Telecollaboration in lingua franca and tandem constellations

This guide is about two complementary language constellations that can be adopted in intercultural telecollaborations, namely TANDEM and LINGUA FRANCA.

Handout: Download [here](#)

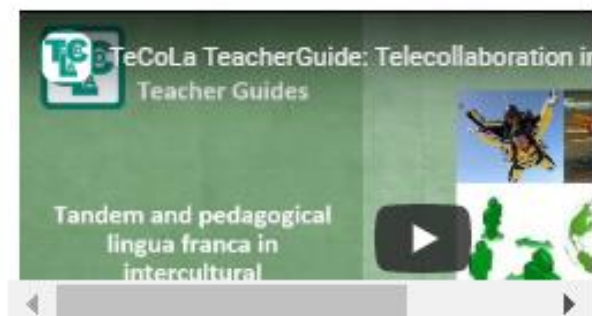


Fig. 2. Screenshot of the first general topic addressed by the video guides' site: "Getting started"





Two video guides address learner diversity and pedagogical differentiation issues in telecollaboration encounters: Telecollaboration tools & pedagogical differentiation and Telecollaboration, Learner Diversity & Cooperative learning.

### Learner diversity & pedagogical differentiation

#### Telecollaboration tools and pedagogical differentiation

This guide illustrates how to support pedagogical differentiation and scaffolding by giving students the choice between different tool environments for oral or written intercultural communication.

**Handout:** [Download PDF](#)



#### Telecollaboration, Learner Diversity and Cooperative Learning

In this guide we talk about how to cope with learner diversity by adopting a collaborative learning approach in intercultural communication in telecollaboration exchanges.

**Handout:** [View or download PDF](#)



Fig. 3. Screenshot of the two video guides addressing the topic “Learner diversity & pedagogical differentiation”

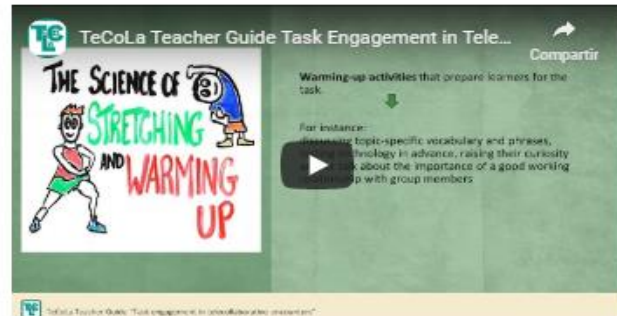


Four video guides focus on relevant issues around how to design meaningful tasks and how to promote task engagement by learners: Task engagement in telecollaborative encounters, Characteristics for telecollaborative tasks that can help boost learner engagement, Using psychology to create motivating tasks and Varying task autonomy to create more engaging tasks.

#### Task engagement in telecollaborative encounters

This guide shows how teachers can engage their learners in tasks during online intercultural collaborative activities. The pedagogical tips & tricks given here can make your telecollaborative experience into a success.

**Subtítulos en español** (pulsar en los ajustes del vídeo > subtítulos > español)



#### Characteristics for telecollaborative tasks that can help boost learner engagement

This guide gives an overview of different layers you can add to your telecollaborative tasks that can help boost learner engagement, for example by hiding the actual learning goal.

**Handout:** Download it [here](#)



#### Using psychology to create motivating tasks

This guide continues on the general guide on different characteristics of telecollaborative tasks that can help boost learner engagement and further explains the potential of varying the different activity types and using basic psychology to create more engagement and motivation for your students.

**Handout:** Download it [here](#)



#### Varying task autonomy to create more engaging tasks

This guide continues on the general guide on different characteristics of telecollaborative tasks that can help boost learner engagement and further explains the potential of varying the different degrees of task autonomy to create more engagement and motivation for your students.

**Handout:** Click [here](#)



Fig. 4. Screenshot of the video guides addressing “Task design & Task engagement”



Telecollaboration can be used with gamification elements to increase fun in learning processes. Gamification seems to be a powerful motivational element that can be easily integrated in language teaching processes and telecollaborative exchanges. Seven video guides focus on gamification in the TeCoLa Virtual World. They describe the games developed: “Snakes & Ladders” in all languages; “The Treasure Hunt” for Spanish; and the gamification possibilities using the “gamify” site of TeCoLa to create gamified “Learning stations” and “Learning Paths”. These video guides offer links to relevant task descriptions.

## Gamification

### Example of the game Snakes and Ladders in the Virtual World

This guide shows how to play the game Snakes and Ladders in Chatterdale, our English Virtual World. Watch it and you are ready to play!

Here are some support materials:

**Teacher guide** **handout:** [View or Download](#)

**Task Descriptions:** ([ENG](#) - [DE](#) - [FR](#) - [ES](#))

**Worksheet:** [ES](#)



### Example of a Treasure Hunt game in the Virtual World

This guide starts with an introduction to gamification and shows how to play the Treasure Hunt in our Virtual Valencia. Our Treasure Hunt is a great activity to practise your Spanish.

Here are some support materials:

**Teacher Guide** **handout:** [View or download](#)

**Task Description:** [View or download](#)

**Teacher Worksheet:** [View or download](#)

**Student Worksheet:** [View or download](#)



### Learning Stations in the TeCoLa Virtual World

In this guide you can find out how to use or create a learning station in a 3D virtual environment for engaging intercultural encounters between students from different countries

[View or download PDF](#)

Task examples using learning stations:

- Breakfast ([ENG](#) - [DE](#) - [FR](#) - [ES](#))
- Fashion ([ENG](#) - [DE](#) - [FR](#) - [ES](#))
- Waste ([ENG](#) - [DE](#) - [FR](#) - [ES](#))





### Learning Paths in the TeCoLa Virtual World

Find out about learning paths in the TeCoLa Virtual World.

Handout: [View or download PDF](#)



### Learning path example "An interesting sport"

This guide shows an example of a learning path for learners of English.

You can also view or download task descriptions for learning paths in the TeCoLa Virtual World:

- [An interesting Sport](#)
- [Trashed](#)



These guides show how to use the TeCoLa Gamify tools to create or edit learning stations and learning paths in the TeCoLa Virtual World.



Fig. 5. Screenshot showing the video guides on ‘Gamification’ at the OER

One video guide addresses CLIL issues in telecollaboration exchanges at secondary and vocational schools.

### Telecollaboration and Content and Language Integrated Learning

#### A telecollaboration perspective on Content and Language Integrated Learning (CLIL)

This guide described the possibilities of enriching Content and Language Integrated Learning by integrating intercultural telecollaboration exchanges.

Handout: [view or download pdf](#)

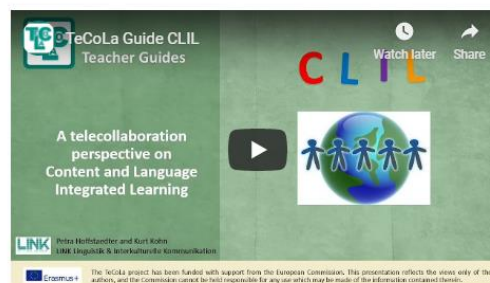


Fig. 6. Screenshot showing the video guide on ‘CLIL’ at the OER



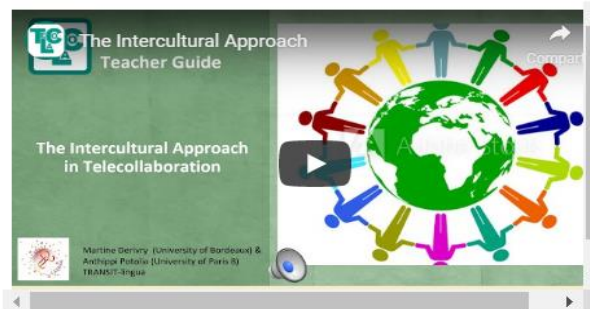
The development of intercultural strategies is important for learners to learn to successfully collaborate with peers of a different cultural or social background. This can be achieved by providing learners with opportunities to engage in meaningful task-based telecollaboration practices with peers with different backgrounds and to reflect on the exchanges. Four teacher guides have been created addressing this very important topic: The intercultural approach in telecollaboration, The intercultural approach and the European citizenship in telecollaboration, What is an intercultural task and The Experience Journal for the Intercultural Approach.

## Intercultural Issues

### The intercultural approach in telecollaboration

This guide provides an overview of the Intercultural Approach in Telecollaboration: its importance, advantages, and organisation.

[Click here to download the handout](#)



### European citizenship through telecollaboration

This guide provides an overview of the Intercultural Approach in Telecollaboration within a European context. It presents the link between the Intercultural Approach and European Citizenship.

[Click here to download the handout](#)

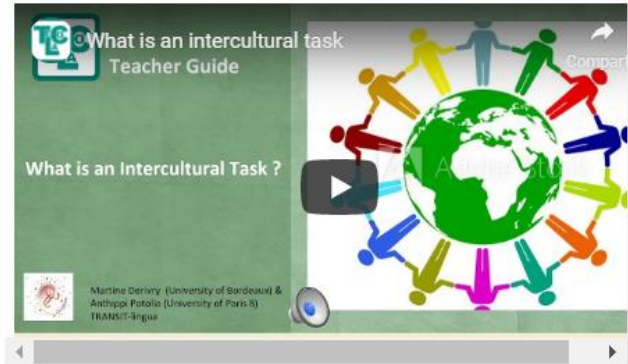




### What is an intercultural task

This guide offers a brief description of an Intercultural Task in Telecollaboration through a TeCoLa task about breakfast and how it can support an Anthropological Approach.

[Click here to download the handout](#)



### The experience journal

This guide provides a brief description of what an Experience Journal (EJ) is and how it is a necessary task to develop an anthropological approach within a pedagogical intercultural objective

[Click here to download the handout](#)

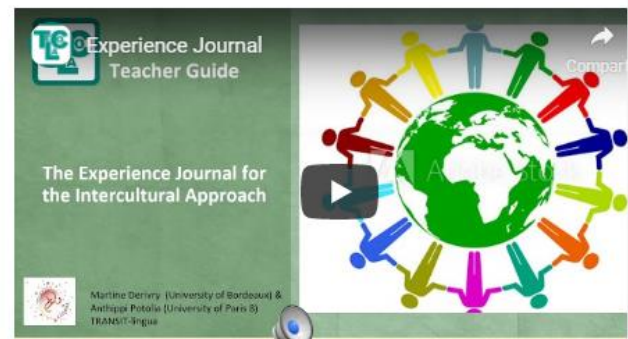


Fig. 7. Screenshot showing the video guides on the Intercultural approach at the OER



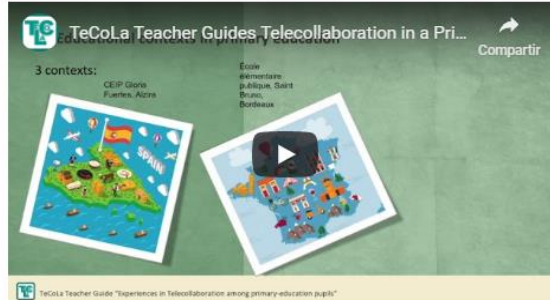
As experiences at primary schools were highly successful, two video guides were created to help (bilingual) primary school teachers to organise telecollaboration encounters.

### Telecollaboration in primary schools

#### Telecollaboration in a primary school context

This guide provides an overview of our experiences using telecollaboration with primary school learners. It includes the organisation of the partnerships, the challenges arising from the different educational contexts in each partnership, some ideas for tasks and activities for primary school teachers and, finally, comments from teachers and pupils who were actually involved in the partnerships.

[Click here to download the handout](#)



#### CLIL through telecollaboration in a primary school context

This guide provides a brief description of Content and Language Integrated Learning (CLIL) in general, CLIL in Europe, the reasons for its popularity and, finally, an example of a CLIL partnership between primary schools in France and Spain.

[Click here to download the handout](#)



Fig. 8. Screenshot showing the video guides on ‘Telecollaboration in primary schools’ at the OER



In our strategy to promote plurilingualism and reach as many stakeholders as possible, all video guides are spoken in English as Lingua Franca. The following video guides offer subtitles in Spanish and/or French (see Table 3).

Why should telecollaboration exchanges be a part of language courses	Spanish
How to start the telecollaboration project	French
Task engagement in TC encounters	Spanish French
Characteristics for telecollaborative tasks that can help boost learner engagement	French
Using psychology to create motivating tasks	French
Varying task autonomy to create more engaging tasks	French
Learning Stations in the TeCoLa Virtual World	French
Learning Stations in the TeCoLa Virtual World	French
A telecollaboration perspective on Content and Language Integrated Learning (CLIL)	French
CLIL through telecollaboration in a primary school context	Spanish French
Experiences in telecollaboration among primary education students	Spanish French
The intercultural approach in telecollaboration	French
The intercultural approach and the European citizenship in telecollaboration	French
What is an intercultural task	French
The Experience Journal for the Intercultural Approach	French
How to get started on telecollaboration	French

Table 3: video guides including subtitles in French &/or Spanish

We hope that with the help of these video guides more teachers at primary and secondary education will be willing to integrate telecollaboration projects in their curriculum as a clear means to enrich the learning opportunities of their learners at intercultural, communicative, linguistic and social levels.