



Language Learning with Certified Live Online Language Teachers



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Trainer Manual



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1 LANCELOT General Introduction

1.1 General Introduction

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1.1.1 Orientation

The LANCELOT Trainer Manual consists of two parts:

1. the Curriculum (LANCELOT), which provides cooperation methods, learning aims and objectives, and suggestions for the design of the various course sections.
2. the LANCELOT communication methods, i.e. E-Moderation, Supervision and Coaching.
 - E-Moderation refers to the organisation of online communication.
 - Supervision constitutes a guide to reflecting on one's own online teaching and learning experience.
 - Coaching helps resolving problems in connection with the online learning process.

1.1.2 Explanation

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The LANCELOT course programme was developed in the framework of the LANCELOT project funded by the European Union's Leonardo da Vinci programme. It offers training for face-to-face language trainers, qualifying them for live online language teaching. The training comprises technological, methodological and intercultural aspects of live online language teaching and learning, which are integrated on the learning platform "LANCELOT Courses", using the innovative pedagogical concept of web didactics. The LANCELOT cooperation methods are the fundamental principle underlying the 12 Learning Blocks of the course programme. The communication methods, on the other hand, help trainers in supporting, promoting and moderating learner progress.

The cooperation method consists of three steps:

1. In the weekly live online sessions, you as the LANCELOT trainer will introduce your learners to the contents of the new Learning Block: by applying them to your own teaching you automatically demonstrate their use to the learners.
2. The participants explore technological, methodological and intercultural aspects by working on the tasks provided on the learning platform in peer-to-peer activities.
3. The participants present the results of their activities in the subsequent live online session.

Learner progress manifests itself, on the one hand, in the results of the weekly peer-to-peer activities, which the learners present within a teaching and learning scenario, applying their newly acquired skills. On the other hand, learner progress becomes apparent in the development portfolios of the individual participants, which they hand in to the LANCELOT trainers at two fixed points during the course. The LANCELOT trainers provide their constructive feedback, thus supporting the learning process of the participants.

1.2 Communication Methods

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1.2.1 Orientation

The LANCELOT training programme teaches learners in a virtual classroom how to teach learners in a virtual classroom. The application of new tools in live online teaching and learning calls for a new form of teaching; moreover, learning how to use these tools by using them at the same time within the LANCELOT course contributes to a changing concept of teaching and learning and, especially, of the trainer role.

LANCELOT trainers are conceived of as learning facilitators who offer support in working with a virtual environment, promote group building and communication within the group, and assist in the individual learning processes.

The LANCELOT communication methods, which comprise Supervision, Coaching and E-Moderation, were developed to support trainers in complying with the tasks arising from their new role as LANCELOT trainers. This guide further introduces specific areas of application of these communication methods, which enable trainers to facilitate effective learning and provide adequate support for the trainees. These areas of application include support for the trainees in terms of time management, providing feedback, and promoting intercultural communicative competence within the group.

1.2.2 Explanation

The LANCELOT communication methods for trainers are a compilation of tips and advice for trainers to follow during their teaching practice. They are not meant as obligatory rules which have to be followed; they do, in fact, need to be adapted by the trainers to the individual participants and unique circumstances of each course.

Online communication – in the forums, group sessions and peer-to-peer activities – has some particular characteristics. Since not all the participants are familiar with these characteristics, it is your role as a trainer to initiate an appropriate way of communication using the e-moderation methods.

What distinguishes LANCELOT from other training programmes is the fact that LANCELOT trainees are learners in an online course who learn how to teach an online course. This approach gives rise to a special teaching and learning method: first, you as the trainer demonstrate how teaching online can take place; then you and the group reflect on your performance as a trainer together; eventually, the trainees plan and prepare their own teaching scenario, which will also be reflected on. Reflection thus takes place after the trainer's demonstration and again after the learners' demonstration of their own teaching practice. We refer to this reflection as the LANCELOT supervision method: you as the trainer monitor the reflection process according to the LANCELOT supervision method.

This cycle of practice and reflection provides the participants with a real-life example of live online training as well as an opportunity to develop their own online teaching style.

In addition to reflecting on their own learning process, online learners are faced with several kinds of specific problems: they may find it difficult to blend in with the group, they may lose their motivation or have difficulties organising their studies. Problems like these call for individual consultation, referred to as LANCELOT coaching.

As soon as coaching is brought up for discussion, that is, as soon as you as the trainer bring to the trainees' attention how you have worked as a coach, you have entered the field of supervision. When problems arise

during the supervision process, for example in connection with communication among participants, coaching comes into play.

1.3 Supervision

Katharina Toifl

1.3.1 Orientation

In your role as a LANCELOT trainer you are yourself an example of successful online teaching. At the same time you are a partner for the trainees on their way to becoming live online language trainers. This process, which guides the trainees to a new form of teaching, also includes a learning process. The trainees actually learn this new form of teaching by way of a live online teaching and learning scenario – which means that they learn how to teach online in a live online teaching and learning situation. This constitutes a particular challenge requiring reflection on one's own learning process, which thus constitutes an important part of the LANCELOT training programme.

Based on your own experience as a live online trainer, you will initiate a reflection process in the trainees and in the learning group as a supervisor, with the support of supervision methodology. In this Learning Unit you will acquire basic knowledge about supervision and learn how to apply it in your role as a LANCELOT trainer.

Supervision in this context means guiding the trainees in their continuous reflection of the learning process. Coaching deals with clearly specified learning problems, whereas the moderation of the communication process can be attributed to e-moderation.

1.3.2 Definition

In the area of training and further training, which is relevant for this course, the Association of national organisations for supervision in Europe (ANSE) defines supervision as follows:

“In the framework of programs for professional (further) education supervision fulfils a central role for the training and retraining of various professions. The main target is the learning of self-reflective behaviour regarding the own way of handling the given professional tasks, as a means to continuous improvement of the own way of realising professional work and the gaining of a qualified professional competence.” (http://www.supervision-eu.org/anse/en_index.html, 13.04.2007)

Supervision is a kind of counselling where people are taught how to reflect on topics and questions concerning their day-to-day professional life, how to resolve them and how to find alternative courses of action. In the LANCELOT course, the trainees are supported in coming to terms with their new role as live online language teachers.

Supervision does not supply pre-fabricated solutions or tips; instead it offers trainees help in finding their own solution by discussing the problem. The goal of supervision is to expose individual problems arising within the new profession through a guided reflection process and thus achieve improvement of the professional performance.

1.3.3 Explanation

In the LANCELOT course, face-to-face language teachers learn how to teach in a virtual environment. This kind of teaching is a new experience for many. In order to learn how to teach live online, the trainees have to acquire not only new technical abilities during their training, but also new teaching methods, new forms of

communication and a new awareness of intercultural interaction. This new kind of language teaching requires the trainees to develop a new image of themselves as language trainers. Learning and assimilating all this over a period of 12 weeks can be a challenge, and not just from an intellectual point of view: getting used to the new role, operating in cyberspace with all its special ways of communication, as well as building a relationship with people you never actually meet “in the flesh” can lead to difficulties. These difficulties can be the cause for frustration and a lack of motivation further down the road.

This is why LANCELOT trainers do not just have to impart knowledge, but also facilitate reflection of the development process in becoming a live online language teacher, recognise frustration and help trainees obtain a positive outlook through personal discussions. With the help of supervision methods it is possible to initiate a “learning loop” (cf. Weis 2005), subjecting the problems arising in the group session to a reflection process, thus turning the learning process into a learning object itself. Before such a “learning loop” can be singled out, the trainees have to go through a reflection process. Adults mostly develop and improve their practice by reflecting on it through communication with themselves or with others. (Cf. SCHÖN 1983, in Salmon 2002) By singling out certain experiences and reflecting on them, they can be put into a new context and be subjected to re-evaluation. Existing attitudes and basic assumptions can also be revealed through reflection and thus potentially become an object of (self-) criticism.

In this context trainers have a special responsibility, since in further education based on e-learning a single person may become very important as an attachment figure due to the physical distance. (Cf. Rosdale 2003) As an attachment figure you can guide the trainees in a continuous reflection process on their own actions as teachers in cyberspace, using supervision methodology. This will largely be part of the feedback that you give the trainees on their tasks, but it can also be applied to other forms of interaction with the trainees.

1.3.4 Principle

Trust as a basic principle

As a LANCELOT trainer your own lesson becomes an object of group reflection. The trainees analyse and criticise your lesson and then apply the results to their own lessons. You as a trainer will then criticise and evaluate the trainees’ lessons.

Both of these evaluation processes are necessary to stimulate reflection on teaching and thus learn about teaching. In order to facilitate constructive criticism a good relationship with the trainees and an open atmosphere during the conversation is necessary. With a good supervision strategy and the ensuing basic attitude towards the students you can build the trust necessary for a constructive reflection process. When supervision methodology is applied to critical reflection, a basis for trust is maintained and the reflection process on the trainees’ side is set into motion. When applying supervision methodology, the following principles should be adhered to:

Guiding principles of supervision methodology

- Always be respectful towards trainees, show them your esteem.
- When you are being attacked and criticised, reply to the professional criticism, not to the personal attack.
- Use questions to isolate your lessons from their context in order to initiate learning about teaching.
- Use questions to encourage the participants to reflect on their own lessons, and in the process help them reflect on existing thought patterns and find their role as live online trainers.
- Do not focus on deficiencies; emphasise the participants’ strong sides instead.
- Feel free to voice opinions contrary to the participants’ explanation patterns and to defend them.

- Do not act in a schoolmasterly manner; instead initiate a reflection process on your own thought patterns. Do not instruct on how to do it properly; instead ask questions and help the participants finding their own solution.

1.3.5 Strategy

The LANCELOT supervision strategy is based on supervision methodology. Supervision methodology facilitates the trainees' learning and development process and, in addition, helps LANCELOT trainers reconcile their different roles as conveyors of knowledge and learning facilitators.

Procedures in supervision:

1. When trainees give presentations during group sessions, your first question should always be how they fared with their presentation, how they felt and what problems they have noticed. This way supervision methodology becomes part of the feedback during the group sessions.
2. After a negative feedback session, mention the possibility of a personal interview. This interview will then be regarded as a part of "coaching", since it deals with a specific problem.
3. If you cannot identify the problem, you can try to get the trainee to connect the problem to a certain example or event by asking questions such as: "Can you remember a situation where...?"
4. Ask the trainees for their explanation of this problem.
5. In case of incoherencies, point these out to the trainee and ask further questions. This way the problem/irritating occurrence is taken out of the context and the trainees can reflect on it, gain new insights and adopt new attitudes, and finally re-evaluate the occurrence.
6. Ask for possible solutions which the trainee might think of him-/ herself and only give input or advice if absolutely necessary (in fact, this should be avoided altogether).
7. Define the measures you have identified together with the trainee and go back to them as soon as possible. This way the trainee will develop a sense for his/ her progress or problems on which he/ she still has to work.

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1.4 Coaching

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1.4.1 Orientation

Does it ever happen to you that you get stuck at some point and you just don't seem to be able to make any progress? This can occur while mountaineering or just as well during teaching lessons. Coaching helps with such specific problems.

Coaching deals with personal and interpersonal problems in a professional setting as well as with questions concerning career-building decisions. In LANCELOT, coaching is the handling of specific problems that trainees may encounter during the course. Since the LANCELOT training may frequently constitute an entry into a new occupational field for the trainees, and since it is mostly taken while working a full-time job, various learning difficulties can occur. These can be problems with personal time management, problems assimilating the course material or problems with the group due to different intercultural communication methods. Problems that trainees have with their own tuition during the live online sessions are not covered by coaching but by supervision.

It is important to respect and adhere to the main principles and fields of application of coaching in order to be able to assist the trainees in the problem-solving process. A specific coaching strategy facilitates the planning and implementation of a coaching interview within the LANCELOT training.

1.4.2 Definition

The Austrian Coaching Council defines coaching as follows: "Coaching is an interactive, person-centered counselling and guidance process in a professional context which is limited in time and has a clearly defined topic (goal-oriented)." (Rauen/Tomaschek 2000 in <http://www.coachingdachverband.at/coachingdefinition.asp>, 19.02.2007)

Just like supervision, coaching within the LANCELOT training is aimed at individuals, teams or groups regarding their professional training. The aim of coaching is to encourage self-reflection and to support self help. Unlike supervision, coaching always deals with a specific topic for a limited and predetermined amount of session. Coaching does not offer guidance in training in the way supervision does. It is used when a specific problem comes up in accomplishing the LANCELOT course.

"We can safely assume that there is a continuum between supervision, coaching applied according to supervision methods and varying coaching strategies which go back to the tradition of diverse counselling approaches and firms." (Gotthard-Lorenz, Lorenz 2005)

We may state that coaching (just like supervision) uses different methods, which in turn determines how closely coaching is linked with supervision. Thus, coaching can be either an independent branch of supervision, as defined by the Association of national organisations for supervision in Europe (ANSE), or it can be part of different traditions, for instance neuro-linguistic programming (NLP), and consequently vary substantially from supervision.

In the LANCELOT course, coaching is applied in situations of acute problems, e.g.:

- as an aid when dealing with new challenges.
- for conflict mediation between individuals or within groups.
- as an aid when dealing with crises in connection with the LANCELOT course.

1.4.3 Explanation

Coaching originated in sports, was then developed further and is now used in the field of professional practice. The idea is to solve a personal problem in a professional context within a given timeframe. Here an emphasis is placed on the development of the coachees' own competence and self-reflection; coaches do not apply manipulative methods. Together with his/ her coachee the coach develops individual solutions by activating the coachee's own competence to solve problems.

Since the LANCELOT course teaches language trainers to act professionally in a new (professional) surrounding, coaching focuses on specific problems related to professional development. During the 12-week training the trainees are introduced to a, in most cases, previously unknown teaching environment; in addition, they are confronted again by their role as language teachers and they face an entry into a new market. The LANCELOT course is mostly taken while working another job, which can be an extra burden.

Should problems arise in these areas, the LANCELOT trainer can intervene with the help of coaching techniques if the trainee so wishes. Successful coaching can only take place on a voluntary basis and with mutual consent between trainer and trainee.

1.4.4 Principle

Coaching as a solution-focused strategy

Coaching elements are used in the LANCELOT course to deal with specific problems that trainees may have within the LANCELOT course. However, concrete problems occurring within the group can also be at the centre of coaching sessions.

Coaching processes are always limited in time and focus on a problem-solving process. The cornerstone to a successful solution is an appropriate behaviour and attitude towards the trainees during a session.

Below you find guiding principles of the coaching methodology:

- The Austrian Coaching Council defines the following as a prerequisite for a coaching relationship: "Coaching takes place on the basis of a stable relationship which relies on voluntariness, mutual respect and trust and requires an equal level of cooperation." (<http://www.coachingdachverband.at/coachingdefinition.asp>, 27.02.2007)
- Always focus on positive aspects.
- You have to impart on the trainees that they carry the necessary tools for a change for the better inside them.
- People attribute individual meaning to their experiences: try to understand the trainee's thoughts and actions.
- Ask about exceptions to a problem; these can often point you in the right direction.
- Do not volunteer any solutions. You have to let the trainee find an individual solution him-/ herself by supporting him/ her in reflecting on his/ her situation.
- Coaching can only be done voluntarily, which means that you cannot force a coaching session on someone.
- Offer the trainees help from the very beginning of the course.
- Show openness towards the problems of the trainees.

1.4.5 Strategy

Good initiation followed by good preparation are the first steps towards a successful and motivating coaching session with a potential of improvement.

Planning the coaching session:

- Since a coaching session always has to be voluntary, wait until the trainee comes to you with a concern or carefully offer your help.
- Agree on a date where you are under no time constraints.
- Try to determine the relevant topic in advance in order to keep expectations for the session realistic.
- Prepare for the session by collecting relevant data, exercises or recordings from the group session which show the trainee's problem.
- Have these ready for the session.
- Together with the trainee, choose a suitable means of communication.
- Voice over IP in combination with a web cam and the familiar virtual classroom are well suited for a coaching session. In these settings the social presence, in other words the mutual perception as real people, is very high since gestures, facial expressions and clothes are visible (cf. Bett/Gaiser 2004). On the one hand this allows you to build a trusting basis for communication. On the other hand, non-verbal messages of the trainee can be used to properly interpret his/ her statements or to identify and address possible discrepancies between what was said and what was "shown". This can contribute to resolving the problem.
- If the use of cyberspace or technical equipment in general is part of the problem, it is also possible to communicate via chat or instant messenger.

A coaching session can be divided into five consecutive phases (cf. Tomaschek 2003).

Main steps in the coaching process:

1. The trainee explains the problem.
2. Analysis of the problem together with the trainee.
3. Development of new ideas and measures that could lead to resolving the problem, also in cooperation with the trainee.
4. Determination of "critical points" which can serve as an indicator of progress in solving the problem.
5. Appraisal of the measure taken, together with the trainee.
6. Reflection on changes in a second session.

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1.5 E-Moderation

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1.5.1 Orientation

Assisting the trainees in socialising in the new (learning) environment and finding orientation within the course structure is vital, especially at the beginning of the course. During the initial phase, technical support is particularly important, but it is also necessary to provide guidance and support for the trainees during this start-up process. Furthermore, initiation and moderation of discussion forums, assistance in community building, as well as structuring and moderation of the group session are central tasks of the LANCELOT trainers. All these tasks combined are what we refer to as e-moderation.

Efficient moderation of the LANCELOT course, especially in the beginning, is imperative, because this way trainees can be spared frustration and offered a positive learning experience from the very beginning. To better understand the socialisation process and the progress of beginners in the field of Computer Assisted Distance Learning, this Learning Unit introduces Gilly Salmon's 5-step model and adapts it for specific application in the LANCELOT course. We will also learn more about the various areas of responsibility of e-moderators.

Coaching deals with the handling of learning difficulties and communication problems, whereas reflection of the learning experience during the LANCELOT course is covered by supervision.

1.5.2 Definition

It is the task of e-moderators to initiate and maintain communication and interaction processes of learning groups in cyberspace and to ensure well-structured communication. (Cf. Bett/Gaiser 2004) Within the LANCELOT course this includes the group's asynchronous communication via forums, interaction within peer groups, and structuring of group sessions. As e-moderators the LANCELOT trainers also have the responsibility of presenting new teaching content during the group sessions.

1.5.3 Explanation

The responsibility of e-moderators can be divided into 4 distinct areas (cf. Bett/Gaiser 2004):

1. Organisational and administrative role
2. Motivational and emotional role
3. Role as provider of content
4. Role as teacher of didactical skills

ad (1) Here the focus is on preventing the trainees from becoming overburdened with new content, a new learning environment, a new group and a new form of communication. Through e-moderation you can assist the trainees in getting acclimatised and getting their bearings; this can be accomplished by writing a welcome e-mail and supplying a time plan and a precise description of the tasks to be completed for the first group session.

Methods for moderating the initial stage for trainees include a quick introduction in how to use the learning platform and providing information as to when and where you will be available for questions.

ad (2) Active participation in the group sessions and a high level of individual responsibility for one's own learning process required for this course demand a high level of commitment from the trainers, especially in the early stages of the course. Since communication within the course and the group sessions (depending on the platform) may be experienced anonymously, it has to be actively encouraged by LANCELOT trainers. In the beginning the trainees will be unfamiliar with the learning environment as well as with the form of communication. Furthermore, the members of the group are not acquainted with one another and will consequently be more reserved in the beginning. Thus, LANCELOT trainers have to offer an incentive for the trainees to participate actively in the group sessions and forums. Since not only the trainees' learning process is being moderated, but trainees also have to learn to moderate learning processes themselves, it is necessary to point out how to apply these moderation techniques or, in other words, how to reflect upon one's own learning process. This is where supervision comes into play.

ad (3) In his/ her role as a provider of content, it is the LANCELOT trainer's job to support the trainees in comprehending the course content. This can take place in the form of specific questions directed at the LANCELOT trainer, but also by asking questions in the discussion forum. Moderation of the discussion forum on a content basis thus becomes necessary, on the one hand to give correcting answers to postings that contain wrongly interpreted contents; on the other hand, the trainers have to ensure that the content of the discussion stays coherent. If two different topics are discussed in one thread, a new thread should be opened and the discussion on one of the topics be redirected. This allows for a better orientation for all readers who may join the discussion at a later point and prevents them from feeling overburdened by a large amount of unstructured articles.

ad (4) The LANCELOT trainer's role of conveying didactical skills relates to the presentation and imparting of language teaching methodology and forms of communication in cyberspace during the group sessions. Afterwards, these skills are consolidated theoretically and in peer-to-peer activities with corresponding learning materials; however, the LANCELOT trainers are still responsible for the presentation.

1.5.4 How to

Especially in the beginning of a course it is important to efficiently structure the process of introduction to the learning environment, cyberspace and group building. In her 5-step model, Gilly Salmon describes a succession of steps which make it easier for the participants to live up to the great number of new challenges and thus increase their motivation and their pleasure of learning in cyberspace. The model shows the technical challenges the participants and trainer have to face together, as well as the special moderation segment that has to be applied by the trainer during various phases of the course.

Knowledge of these phases and the role of e-moderation therein is extremely helpful to better moderate the introduction of e-learning beginners. As the learning and adaptation process will not take place at the same pace for all trainees, the LANCELOT trainer will have to pay particular attention to their personal needs. The following paragraphs describe how to apply these phases to the LANCELOT programme.

1. Access and motivation

In this phase the trainees are given access to the e-learning environment. The LANCELOT trainer establishes initial contact with the trainees with a welcome email and supplies the access data to InLearn. The technical check-in for the web conferencing system is also part of this phase. The LANCELOT trainer will help configuring the trainee's software and hardware for use during the course. At this stage it is important to motivate the trainees and to give them time to adjust to the new learning environments.

2. Online socialising

As soon as the trainees have full access to the systems, they will start to use them. Experience shows that initially most participants are reluctant to post messages in the forums or to interact voluntarily during the first group sessions. You can support them in getting used to the environment by frequently posting in the forums yourself and by starting the first group session with an icebreaker activity. The first peer-to-peer activities will usually establish a sense of community, and familiarity with the technical aspects will increase. Subsequently, these kinds of methods will become less necessary. Technical support now also becomes less important, however, it might become necessary at this point to moderate the group processes and communication if, for instance, certain groups experience difficulties in fixing dates. Whenever a group faces more acute problems in this respect, you can always go back to the coaching method.

3. Information exchange

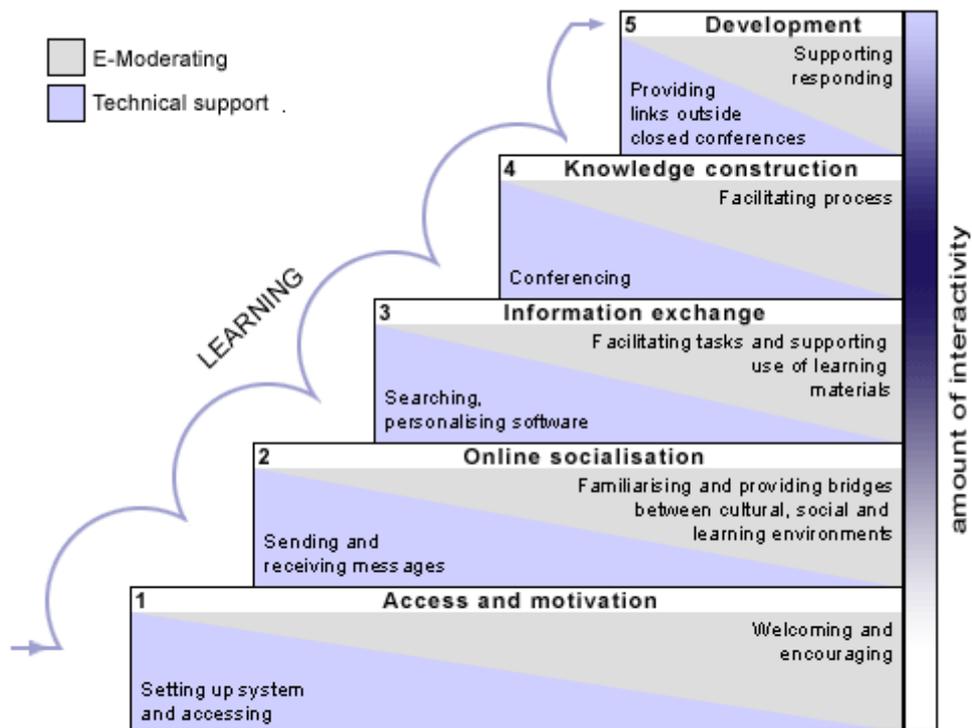
If socialisation with the learning environment was successful, and as soon as the group members know each other better, you will no longer be the only one the trainees turn to with their questions; instead the group will solve part of the problems (concerning content and organisation) on its own accord. At this point working with new communication tools such as forums, IM systems or virtual classrooms will become more fun and less of a problem, since the trainees are now used to using them. This encourages the exchange of information within the group and your role as initiator of communication processes becomes less important. You can encourage your group to initiate this process by posting answers to questions of general concern in the forum or by passing on questions to the group during the group session.

4. Knowledge building

The level of cooperation within the group increases steadily, with trainees learning more and more together and from one another. They expand their own view on things through exchange with other participants, which can change their own concepts and thought patterns. In the LANCELOT course, support in this area comes from the LANCELOT trainer, who sets off the reflection process with the help of supervision methodology. This takes place mainly during the group session and through direct contact with individual trainees.

5. Self-management

During this phase the participants assume responsibility for their learning process themselves for the most part. They are at ease using the learning platform, they structure the three learning phases themselves, and they are comfortable with the virtual classroom. Trainees start to strengthen their self-image as live online language teachers.



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1.5.5 References

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1.6 Time management

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1.6.1 Orientation

We all are familiar with the problem of having too much on our to-do list and not enough time to get it all done: we are completely worn out before our work is even remotely completed. If this state of things becomes normal for you, then something is probably wrong with your time management.

Most of the trainees continue teaching their language courses while attending the LANCELOT course. Except for the actual teaching sessions they enjoy absolute freedom in managing their working time. Through participation in the LANCELOT course this is increased by an additional 10 hours of self-organised study time

per week, which may easily lead to problems and work overload. However, managing your time consistently may help you make optimum use of the available time resources.

Coaching is about identifying the trainees' time management problems and finding viable solutions. Problems with time management are individual and unique to each trainee, and solving them requires individual support.

The methods for self management and time management presented in this Learning Unit are designed to meet the specific needs of the individual LANCELOT trainees. They serve as a basis for you as a trainer to offer specific advice in Coaching sessions where the trainees cannot come up with a solution themselves.

1.6.2 Definition

According to Lothar Seiwert the term "time management" is a contradiction in terms as we cannot manage time but only ourselves. Time management really means self management because time is an absolute term; it is continuous and relentless and cannot be influenced. (Seiwert 1998, p.69)

1.6.3 Explanation

Most of the LANCELOT trainees attend this course alongside a normal working life. In addition to the daily job and private obligations, the LANCELOT training programme gives them even more tasks to complete on a weekly basis. The trainees have to fix synchronous online times for their peer-to-peer activities, they are confronted with new learning contents each week, and they have to complete the tasks for their development portfolio. Time which was previously spent on leisure and recreational activities is now dedicated to LANCELOT. In the long run they may get the feeling of not being able to live up to the challenge, difficulties in focussing on their studies may arise, and some may even wish to quit the LANCELOT programme.

Werner Stangl states that the main cause for learning difficulties is a lack of adequate learning habits and especially a lack of effective time management. He identifies three main difficulties:

- **Wasting time**

Many learners want to do many different things at a time. They try to get done as many tasks as possible in one day, or even simultaneously, instead of concentrating on one single activity. In doing so, however, they do not manage to complete their tasks properly or sometimes they do not get them done at all, thus remaining unsatisfied with their work. While having wasted a lot of time, they basically have not accomplished anything and are left with a feeling of dissatisfaction.

- **Initial lack of motivation**

Many learners have difficulties sitting down and getting started on their work. They welcome any distraction that presents itself or engage in any other activity as an alibi.

- **Bad conscience**

They need this alibi because they feel that they are not accomplishing enough or that they could in fact accomplish more. This feeling arises even when they wish to take some time off, thus making it impossible to relax at all. What they are faced with in the end is a lot of unfinished work and a lack of recovery.

Methods of time management help you organise and plan your daily and weekly tasks and duties. They prevent you from wasting time and provide you with an overview of your completed and pending tasks and thus allow you to benefit effectively from your recreational time.

The LANCELOT programme addresses language teachers, who spend a lot of time outside the actual teaching session with lesson planning and lesson follow-up work at irregular times, very often working from home.

LANCELOT adds an extra 6 hours per week of individually organised workload. In order to be able to complete all these extra tasks, time management is of the essence not only for the trainees' professional lives but also for the LANCELOT study time.

As a LANCELOT trainer you are qualified to provide support for time management within the LANCELOT programme as well as to encourage the trainees to apply their individual time management to any other purpose as well.

1.6.4 Principle

Seiwert's method of time management

Lothar Seiwert (Seiwert 1995, p.48-52) has developed a specific method for setting up a week or day plan. This method helps you organise your upcoming work systematically, thus serving as a basis for efficient planning.

- List of tasks, activities and appointments

When drawing up a time plan you first have to be clear about your tasks and activities for the upcoming week or day and write them down. It is recommended to make a list of all the major aims and tasks for your weekly plan at the beginning of the week. You should plan your activities with more detail each day, including also minor tasks like telephone calls, repetitive activities and appointments.

- Time frame for individual activities

Underestimating the time required to complete a task is a frequent mistake. People often plan to accomplish more work in one day than they can manage and end up feeling frustrated. Experience also shows that a specific task usually takes as much time as planned. If you set yourself exact but realistic time frames, you will be more likely to prevent interruptions and concentrate more effectively on your work in order to adhere to them.

- Extra time

Something unexpected can always come up: your computer may break down and have to be fixed or a meeting may take longer than expected. You should include such unexpected events into your planning and plan for only 60% of your time. 20% account for unexpected activities like interruptions and time killers, and another 20% for spontaneous and social activities. This way you get a chance to complete your tasks and avoid time pressure even at times when chaos rules.

- Decision-making: identifying priorities, reducing activities and delegating tasks

In order to be able to plan for only 60% of your working day, it is often necessary to reduce your workload and your list of tasks to a realistic amount. You can do this by setting priorities, delegating tasks and reducing workload. If there is still work left at the end of the day, you can either catch up on it by adding working time, or postpone or cancel it.

Setting priorities is the most important rule for working effectively. You can sort your tasks according to priority, using the ABC analysis to decide which tasks can be done at a later time, which can be delegated and which can even be cancelled.

A tasks are tasks of highest priority. They cannot be delegated because they can be done only by you or in teamwork. They are the most important ones for reaching the professional goals you have set for yourself.

B tasks are tasks of medium importance and can sometimes be delegated.

C tasks are least important for reaching your professional or private goals. Some of them are necessary because they are routine tasks like administration or making phone calls; and they take up the majority of your time. Some of these tasks can be delegated, some can be completed with higher efficiency and some can even be cancelled.

- Updating your list – planning for uncompleted tasks

At the end of the working day, cross out the tasks you have completed and reallocate the uncompleted tasks to the next possible day.

1.6.5 Strategy

The following questions formulated by Marion E. Hynes (1991) serve as an interview guide in order to identify any problems trainees may be facing in connection with time management. These questions are framed with respect to the LANCELOT course, however, you should point out to your trainees that this method for time management can also be applied to any other area outside LANCELOT in order to gain additional time for completing the LANCELOT tasks.

You can use the following questions to identify and eliminate more easily, together with your trainees, the sources of their problems in respect to time management within the LANCELOT course. Use the Coaching method for discussion and, by primarily asking specific questions, help the trainees to find ways to resolve their problems themselves. Provide the tips given below only when you realise that the trainees cannot come up with any solutions themselves.

Question	Tip
Do you make a task list every day?	List activities. Use the overview of the weekly LANCELOT tasks given in the introductory Learning Units of each Learning Block for support.
Do you calculate how much time you will need to spend on each task?	Calculate time needed. You need to include more time for Learning Units which introduce new contents than for Learning Units with whose content you are already familiar. You should also take individual abilities into consideration in order to assess how much time you need. For example, experienced writers are faster in producing short essays or writing tasks.
Do you set priorities and decide on a sequence of activities?	Set priorities and decide on a sequence of activities. It is recommended to get a general overview of the Learning Block you are working on first, and then make a list of tasks, setting priorities. For example, preparation for the group session within the peer-to-peer activity is one of the most important tasks, whereas reading Learning Units on subjects you are already familiar with is of lower priority.
Do you always complete all the tasks (in the list)?	Reduce the number of daily activities to a realistic amount.
Do you fix study times?	Make a daily study plan fixing specific times for the individual tasks.
When planning your study time, do you take your personal degree of efficiency at different times of the day into consideration?	Allocate difficult and new tasks to times when you work more efficiently and less challenging tasks to times when you work less efficiently.
Do you plan for enough extra time?	Take into account that you will need time for anything unexpected (e.g. computer problems which turn out to be more tricky than they first seem to be).

<p>Do you defend your time budget; do you get easily distracted?</p>	<p>Do not permit any distraction from outside, or deal with such distractions as quickly as possible. Complete the task according to your plan; take notes on thoughts, ideas and additional tasks rather than tackling the tasks right away. For example, when studying the Learning Units on technology, it does not make sense to look at all the tools in the list and try them out immediately while you are working on a completely different task. As for your Instant Messenger, you should not make yourself available to everybody while you are working on a LANCELOT task, thus avoiding interruptions.</p>
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1.6.6 References

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1.7 Feedback

Katharina Toifl

1.7.1 Orientation

"This was an incredibly poor performance!"

Although this is an extremely negative example for giving feedback, most of us have received some similarly negative feedback on our professional performance at some point, which leaves us with nothing but frustration. Comments like this don't give us any indication as to what may be the reason for our bad performance. All we know is that it was "incredibly poor". In order to find out how to do better next time, we have to know what caused the problem. Only then can the actual learning/ changing process begin.

The LANCELOT feedback methodology is an integral part of the supervision methodology and as such enables trainer feedback to support the trainees in successfully progressing in their learning process.

1.7.2 Explanation

The peer-to-peer activities within the LANCELOT training programme give trainees the opportunity to put their acquired theoretical knowledge into practice. In small groups the trainees plan activities and practice the application of new tools and teaching methods. Each activity is presented in the following group session.

By applying their previously acquired theoretical knowledge, the trainees get the opportunity to check on their understanding of the theoretical input and on their ability to put this knowledge into practice. The idea of learning from initial mistakes, thus making steady progress in becoming qualified live online language trainers, is an essential part of the learning process. In order to achieve this goal it is important for the trainees to reflect on their own teaching practice and make the necessary changes. This reflection process is encouraged and supported by the LANCELOT supervision methodology and enhanced through specific feedback methods.

The LANCELOT feedback methodology can also be applied to any other situation which requires providing feedback within the LANCELOT training programme.

1.7.3 Principle

The peer-to-peer activity consists in planning and preparing a short teaching scenario. After the presentation of the peer-to-peer activity by the individual groups during the weekly synchronous session, trainers and peers can give feedback to presenters and their groups.

Feedback is provided with respect to the presentation of the activity, which has been prepared in groups. Presenting/ Delivering their prepared teaching and learning activity gives the trainees an opportunity to practice teaching in a virtual environment. The “teaching and learning activity” is evaluated with particular regard to the presenter’s behaviour in the virtual environment, use of necessary tools, involvement of learners and handling of unexpected situations/ problems.

Feedback is also provided with respect to the activity itself.

Feedback is closely linked with the LANCELOT supervision methodology. There are three steps to the feedback process:

1. Self-evaluation by the presenter
2. Feedback by the LANCELOT trainer as an expert in live online teaching.
3. Peer feedback.

1.7.4 Rule

Rules of communication in feedback situations

There are certain rules (Kowlazczyk and Ottich, 2007) which you have to keep in mind in order to ensure that your feedback is accepted by the trainees and encourages the learning process:

- Feedback should be descriptive, not evaluating or interpreting. First describe what you have observed and then give your feedback from your own personal perspective. By describing your own view of what you have seen, you leave it up to the presenter to decide if he/ she wants to make use of that information or not. Although you as the trainer are an expert in live online teaching, you have to bear in mind that the trainees have adopted a certain teaching style in their face-to-face teaching practice. While this style may differ from your personal teaching style, it need not automatically be wrong. By adopting a non-judgemental attitude you avoid making trainees feel like they have to defend themselves.

- Feedback should be directed. Refer to a specific situation or action on which you provide your opinion. General statements like “I think your presentation was bad“ make trainees feel attacked, and they reject the feedback. Moreover, general statements don’t convey a concrete idea, making it difficult for the trainees to learn from their mistakes.
- Feedback should be realistic. It should address forms of behaviour which can be changed. If negative feedback is given on aspects on which the trainee has no influence, frustration will be the only outcome.
- Feedback should be clear and precise.
- Feedback is most effective when the recipient asks a specific question him-/ herself. It is thus recommended to encourage the trainee after his/ her presentation to reflect on his/ her own performance. This frequently promotes a problem awareness in the trainee him-/ herself which can consequently be expressed in questions to the expert to make suggestions for improvement. After that, you as the expert can provide your feedback explaining your own point of view.
- Feedback should be correct. As an expert in live online teaching, it is easier for you to identify and analyse inappropriate behaviour in teaching situations than it is for the group. Still, your impressions are at least partly subjective. In order to objectify feedback (also for the trainees’ point of view), you should involve the group in the feedback-giving process. The group has experienced the teaching scenario from a perspective which is similar to the one of learners in the virtual classroom. Furthermore, this method enables the group to also engage in the reflection process regarding the teaching situation, thus being able to internalise criteria for qualified live online teaching.

1.7.5 Strategy

After the presentation of the peer-to-peer activity by the individual groups during the weekly group session, the trainer has the opportunity to give feedback to each presenter and his/ her group. Ideally this should take place immediately after the respective presentation in order for the trainer and the trainees to remember the presentation well and be able to give detailed feedback.

The LANCELOT feedback methodology is part of the supervision methodology: the idea of peer feedback is to initiate in the trainees a reflection process regarding their own personal live online teaching practice. Thus you should also keep supervision methodology in mind when providing feedback.

1. First, after the presentation the presenter should be asked about his/ her own impression of his/ her performance. Phrases like “Very well done. How did you feel about it? Is there anything that you enjoyed in particular? Did you experience any difficulties?“ encourage trainees to reflect on their own teaching/ presenting behaviour. It is frequently at this early stage that questions arise which you can answer using your expert knowledge.
2. Second, if the first step has not settled all the questions yet or if there is something in particular that you would like to bring up, you should provide your expert feedback on the teaching presentation, bearing the communication rules in feedback situations in mind.
3. In a third step, it is the trainees’ turn to make comments and analyse the teaching situation from their point of view. During the presentation they adopt the role of language learners, take part in activities or just observe the presentation. This kind of feedback is of great value for presenters, since their peers experience the situation from a learner point of view. Moreover, seeing things from a learner perspective and undertaking post-session reflection gives trainees an opportunity to explicitly put themselves in a live online learner’s position.

1.7.6 References

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1.8 Intercultural group management

Hanna Schultz

1.8.1 Orientation

Being a language trainer, you are naturally aware of the fact that communication among people from different cultures is not only different in language but also in other communication aspects. These differing communication patterns are based on specific “values, norms, forms of beliefs, perceptions and thought and, generally, the knowledge that is common to members of a culture” (Knapp-Potthoff, 1997:181), which can lead to misunderstandings in the interaction with people from other cultures.

The place independence of the LANCELOT course gives rise to an increased participation of members of diverse cultures. In order to prevent cultural misunderstandings in the teaching and learning situation, we will present some strategies which may support successful communication between trainer and trainees from a different culture as well as among the trainees themselves. Since we cannot assume the participants of the LANCELOT course to be members of certain cultures, a knowledge-based approach to contrast cultures does not seem to fit the purpose. Thus, a holistic model was chosen which aims at the development of abilities such as empathy, tolerance and acceptance.

1.8.2 Definition

Annelie Knapp-Potthoff (1997:196) defines intercultural communicative competence as follows: „Intercultural communicative competence is the ability to communicate as effectively with people from foreign communicative communities as with people of one’s own, overcoming problems which, due to their foreign nature, could not be anticipated accurately, by using compensation strategies and by building new communicative communities.

1.8.3 Explanation

Synchronous and asynchronous online learning environments are a means of supporting the development of distance learning, which at the same time leads to cultural diversity of participants within the LANCELOT training course. Naturally this may be a cause for misunderstandings, which will occur frequently when people from different cultures meet. This in turn may give rise to conflicts or even lead to the disruption of the relationship between trainer and learners.

Such misunderstandings are caused by the fact that members of a culture expect a certain kind of behaviour. They expect a specific reaction which they consider to be normal or appropriate in a certain situation. (Cf. Knapp, 1995) However, since these expectations differ considerably from one culture to another, unexpected reactions may cause irritations in the communication partner.

A high degree of intercultural communicative competence of both partners in the communication is an essential prerequisite for successful communication in an intercultural communication situation.

1.8.4 Principle

In the framework of the INCA project (2004) the following 6 abilities were defined as essential for intercultural communicative competence

- Tolerance of ambiguity: Tolerance for ambiguity is understood as the ability to accept ambiguity and lack of clarity and to be able to deal with it constructively.
- Empathy: The ability to intuitively understand what other people think and how they feel in concrete situations. Empathic persons are able to deal appropriately with the feelings, wishes and ways of thinking of other persons.
- Communicative awareness: The ability in intercultural communication to establish relationships between linguistic expression and cultural contents, to identify and consciously work with various communicative conventions of partners from other cultural backgrounds and to modify correspondingly one's own linguistic forms of expression.
- Respect for otherness: Curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own.
- Behavioural flexibility: Behavioural flexibility is the ability to adapt one's own behaviour to different requirements and situations.
- Knowledge discovery: The ability to acquire new knowledge of a culture and cultural practices and the ability to act using that knowledge, those attitudes and those skills under the constraints of real-time communication and interaction.

These 6 abilities were further summarised under three overarching strands: adaptability (behavioural flexibility and communicative awareness), openness (respect for other cultures and tolerance of ambiguity), and knowledge (knowledge discovery and empathy).

1.8.5 Strategy

How can we achieve successful communication in an intercultural communication situation such as the LANCELOT course?

Annelie Knapp-Potthoff (1997) suggests the following strategy for interaction:

- You can positively influence the trainees' readiness to communicate by
 - trying not to break taboos
 - signalising readiness to adapt to the foreign culture in question
 - looking for common ground
- Create common ground for interaction in the training course by finding out what the participants have in common, such as:
 - Searching for common background (such as experiences based on a similar professional background)
 - Searching for similarities between the cultures
- Be aware of the fact that cultural differences may have an impact on the interaction taking place in an online teaching and learning scenario. It is thus important not to interpret the trainees' statements at an early stage.

- Furthermore you have to consider the possibility that the trainees might misunderstand you, which is why you need to look out for indicators of misunderstanding in the course of the interaction.
- Use your knowledge about the other cultures and knowledge about the differences between the relevant cultures in order to be able to infer the intended meaning from the trainees' statements.

In order to apply these aspects for the moderation of the intragroup communication it may be helpful to turn to the supervision strategy: stimulate reflection on intercultural communication by asking directed questions.

1.8.6 References

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2 Curriculum

2.1 *The LANCELOT Curriculum*

Katharina Toifl

2.1.1 Orientation

The LANCELOT Curriculum is one of the two parts of the Trainer Manual, the other part being the Communication Methods.

The curriculum is in a blended format with online synchronous and asynchronous tasks and activities. The basic format of each week follows a similar pattern, but tasks and activities vary according to the nature of the input material:

- The trainees study the input material and reflect on it by completing various tasks. Postings to forums are commented on by the peers, and these comments provide the participants with yet another opportunity to engage with the learning material.
- In peer-to-peer sessions the participants work together to prepare their own teaching and learning activities, applying their newly acquired knowledge concerning tools, intercultural competence and teaching methodology.
- In the live online session new content and ideas are discussed and new teaching ideas and learning scenarios are presented and debated.
- In follow-up asynchronous self-study activities the participants explore the content which has been explored in the weekly live online session.

The LANCELOT training distinguishes between two forms of cooperation: first, intended forms of cooperation which are didactically integrated into the learning programme such as peer-to-peer activities or cooperative writing tasks; and second, cooperation via tools such as the online forum, e-mail and instant messengers, which support spontaneous cooperation between trainer and trainees, exchange between trainees, and group building.

Details on the structure and organisation of the course are provided in the scripts. For information on which of the learning content and tasks to be accomplished by the trainees are important for the final assessment and on how much of the final grade they account for, consult the Learning Unit Assessment .

2.1.2 Definition

A curriculum contains not only learning aims and objectives and learning contents, but also learning processes and learning organisation.

In English we generally distinguish between syllabi for particular courses on the one hand and curricula, which apply to a whole education programme or to a set of courses and their contents offered by a specific schooling system, grade, type of school or teaching subject, on the other.

2.1.3 Explanation

The LANCELOT training programme picks up the concept of ‘situated learning’ (cf. Lave and Wenger): the basic principle underlying this concept is that knowledge can hardly ever be imparted out of context but is ideally acquired within the context in which it occurs. Wessner and Pister (2000, p.3) claim that learning processes should be ‘situated’, meaning that they ought to be embedded in the social and physical environment to which they relate.

Based on this concept of situated learning, in LANCELOT the learning contents of each Learning Block are presented in five distinct steps according to the didactical succession of ‘exposure – exploration – practice’:

1. First, the learning content is presented within its own context, that is, in the teaching and learning situation: new learning contents (tools, teaching methods, intercultural communication) are presented during the live online session by applying them in this very same live online session. This allows for an extensive presentation of the new contents as well as for demonstration of its application in teaching practice.
2. In a next step the learning contents, after being presented and introduced to the participants during the live online session, are made available on the learning platform to be explored in theory.
3. During the peer-to-peer activity these contents are eventually applied actively: the trainees learn how to work with them and use them by preparing short teaching and learning activities in small groups, applying the new tools and methods while taking intercultural aspects into consideration.
4. In the subsequent live online session the trainees present and demonstrate their prepared teaching and learning scenarios.
5. After the demonstration the trainees receive detailed personal feedback from the trainer.

The development portfolio and the continuous feedback given on the learning progress, which is reflected by the portfolio, are used as a reference for monitoring and assessing (constructively and individually) the performance of the individual trainees.

2.1.4 References

- Lambert, Anselm (25.5. 2001): Ein(e) Führung in die didaktische Konzeption und Entwicklung medienbasierter Lernumgebungen
- Martin Wessner, Hans-Rüdiger Pfister (11.07.2007): Kooperatives Lehren und Lernen
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2.2 Script Learning Block 1

Hanna Schultz

2.2.1 Orientation

The objectives of this unit are to:

- begin to understand the potential of the live online environment for language teaching and learning
- reflect on current practice in the face-to-face environment and to discuss ways in which this might be adapted to new environments
- gain a preliminary understanding of the key issues in Intercultural Competence (IC) and Intercultural Communicative Competence (ICC) in language teaching and learning
- engage with new technologies
- **begin to get to know the group**

2.2.2 Script

Learning Block 1

Trainer Script

Pre-course Activities

<i>Trainer Manual (Instructions for Trainer)</i>	<i>Course Outline (Activities by Trainees)</i>
<p>(DAY before)</p> <p>Access the course materials and browse the pages. This will allow you to plan your time input for Learning Block 1 carefully, according to content and trainee numbers. [Allow 2 hours if you have not looked before]</p> <p>Set up Course Forum and any other threads you feel necessary, e.g. Technical Support, Course CafŽ etc.</p> <p>(DAY 1 – it is suggested that you allow three extra</p>	<p>Trainees re-read Course Handbook.</p> <p>Trainees register on the Course delivery system.</p> <p>Trainees fill in questionnaire and send it to Trainer.</p>

days at the beginning of the course to deal with initial admin issues LB1 = 10 days. Starting on the Monday of Week 1 means that your first synchronous session is on the Wednesday of Week 2)

Write a welcome email to all participants containing:

1. Reminder to read over the Course Handbook.
2. Reminder to do the asynchronous learning and writing activities prior to the synchronous group session.
3. Reminder to fill-in the Technical Skills Questionnaire and send this in.
4. Reminder to upload their profile and a digital photo in the Course delivery software or to the trainer.
5. Reminder to do the peer-to-peer activities prior to the synchronous group session
6. Reminder to visit [Course Forum] at any time for questions and discussion
7. Reminder to contact support for the initial set-up of audio and webcam (check-in).

Trainees install the specified hardware [or contact technical support].

Trainees posts messages on Forum.

Trainees respond to call for meeting date and time.

LU Introduction to Learning Block 1

Reading [Orientation], [Group Session]

Downloading [Ressources]

A) Asynchronous Activities (prior to group session)

<i>Trainer Manual (Instructions for Trainer)</i>	<i>Course Outline (Activities by Trainees)</i>
<p>(DAY 2)</p> <p>If needed, initiate and moderate the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 4)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p> <p>Include in invitation mail a reminder to conduct a Trainee check-in/system fine tune prior to the first synchronous system [Can be very time-consuming, but avoids later frustrations]</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check</p>	<p>LU “Lesson Observation” Reading [Orientation] Watching [Scenario] Downloading lesson plan and additional material [Resources]</p> <p>LU “Intercultural Communicative Competence” Reading [Orientation], [Explanation], [How to], [Glossary], [References] Solving [Multiple Choice]</p> <p>LU “Instant Messaging Reading [Orientation], [Description], [tools], [How to], [Resources], [Checklist]</p> <p>LU “Audio Conferencing” Reading [Orientation], [Description], [Tools], [How to], [Checklist], [Glossary], [Resources]</p> <p>LU “Becoming a Live Online Language Teacher” Reading [Orientation], [Resources] Conducting a websearch [Task]</p> <p>LU “ Icebreakers in Language Learning” Reading [Orientation], [How to]</p> <p>Trainees undertake check-in with technical support. [30 minutes per trainee].</p>

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>There is no formal peer-to-peer activity in the Learning Block 1.</p> <p>Instead, trainees are encouraged to contact É</p> <ol style="list-style-type: none"> 1. support for a system check and software installations 2. their trainer via Skype or any other Instant Messenger for an informal 'getting-to-know-each-other', adding each other's contact, clarifying availabilities and answering questions. 	<p>Trainee contacts support and the trainer.</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course (Activities by Trainees)	Outline by
Pre-session	<p>Adapt PowerPoint with Icebreaker containing photos of trainees [20-30 minutes]. Adapt Winter-Summer slide if necessary, or choose an alternative [5 minutes]. Adapt Language Grid slide if necessary, or choose your own example.</p> <p>See LB1_Intro.ppt as example.</p>		
	<p>Enter the room 30 minutes before the session to ensure that the system is working reliably. If it is not, it may be necessary to reschedule the meeting.</p>	<p>Encourage Trainees to enter at least 10minutes prior to the session.</p>	
	<p>Upload PowerPoint.</p>		
0-05	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections. with a poll. Explain that the recording will be available to the group only, and may be useful for reference purposes.</p>	<p>Trainees agree with a poll to the recording of session.</p>	

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
5-15	<p>System Check</p> <p>Run through a standard microphone/ webcam check asking the students to briefly introduce themselves. You should repeat this standard system check at every subsequent synchronous session, and it can be done through general conversation such as “Hello, how are you?” This standard check should last no longer than 10 minutes.</p> <p>If there are problems that you consider will impact adversely upon the quality and effectiveness of the session, and that you cannot resolve, you may have to reschedule the session. However, you should have a back-up activity plan that can be delivered where possible. If the fault lies with trainees’ equipment, rather than the webconferencing system, this also may not be possible.</p>	<p>Trainees note down steps in standard system check</p>
15-25	<p>As this is the first time the group has been together live online, the trainer should spend several minutes on a allowing the participants to introduce themselves.</p>	
25-35	<p>Trainer conducts Icebreaker activity</p> <p>Slide 1: Pictures of trainees</p> <p>Trainer delivers the ice-breaker activity including trainee pictures. Trainer invites one trainee (randomly) to comment on choice/background of their pictures, or the pictures themselves (You may have to adjust this activity depending on numbers in the group).</p>	<p>As many trainees as possible comment on choice/background of pictures or pictures themselves.</p>

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course (Activities by Trainees)	Outline by
45-55	<p>Slide 2: Pictures of various weather scenarios</p> <p>Trainer introduces table of images - grid of 3 x 3 (different images of weather – stormy, windy, hot and sunny, raining, winter, spring, etc. Other ideas as desired by Trainer).</p> <p><i>Encourage the trainees to note the steps in writing.</i></p> <p>Trainees are invited to associate/identify themselves with an image and write their name on the relevant box (Example of whiteboard activity).</p> <p>Trainer invites trainees to talk about their choice and for peers to make notes of all descriptive nouns and adjectives used by peers as they listen and to add to this as the activity progresses. Trainer asks the trainees to reflect on the activity to ask where the activity might go from here.</p>	<p>Trainees associate/identify themselves with an image and write their name on the relevant box.</p> <p>Trainees ‘raise hand’ (Trainer demonstrates this) to volunteer to talk. Other trainees listen and note down descriptive nouns and adjectives used by peers as they listen and to add to this as the activity progresses.</p>	
55-60	<p>Slide 3: Nouns/ Adjectives Grid</p> <p>Trainer introduces Nouns/Adjectives grid and fills in some of the boxes with words taken from above activity as examples. Encourages trainees to do the same. Trainer elicits trainee ideas/experiences etc from the group based on grid.</p>	<p>Trainees fill in the grid and comment on the activity, how it could have worked better, what it was for etc.</p>	
60-65	<p>Short break, Virtual Coffee</p>	<p>Trainees take a 5 min break</p>	
65-75	<p>Highlights of the Forum Posts (1/3)</p> <p>Trainer presents a PowerPoint slide with a collection of interesting posts of the forum. These may be highlighted by the trainer or by trainees. Trainees understand that commenting on the LANCELOT forum is a valuable contribution towards the course as a whole.</p>	<p>Group discussion and whiteboard</p>	

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
75-90	<p>LU Lesson Observation</p> <p>Trainer leads trainees in discussion on the observed teaching scenario, going through the observation targets, and inviting trainees to offer other relevant observation targets. Trainees can be grouped for this.</p>	<p>Small and large group discussion.</p>
90-105	<p>LU Becoming a Live Online Language Teacher</p> <p>Trainer now focuses the discussion on ‘<i>What makes an effective language classroom?</i>’ The trainer should suggest the first point, such as ‘providing learners with opportunities to practise oral skills’. Taking turns, trainees should offer points, writing them on the Whiteboard. You will revisit this discussion during the synchronous sessions throughout the training course to investigate in what ways the live online environment can replicate the strengths of the traditional f2f language classroom, <i>and</i> to identify any particular features of the live online environment that can promote effective language teaching and learning.</p> <p>Trainer should ensure that the points written on the Whiteboard are saved appropriately for circulation to the group as a word document after the session.</p>	<p>Group discussion and whiteboard</p>
105-110	<p>Trainer introduces new method/ new tool (15min) Whiteboarding</p> <p>Whiteboarding is introduced by asking the trainees to draw a picture on the whiteboard.</p> <p>For example: The trainer starts drawing the head of a person and asks the participants to complete the body whilst writing down the vocabulary.</p>	<p>Trainees draw an image together and add vocabulary</p>

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course (Activities Trainees)	Outline by
110-120	<p>The week ahead: LB2 is about Language teaching methodology, Perceived ICC and Whiteobarding.</p> <p>During this week trainees are motivated to create their first icebreaker activity for the virtual classroom. It may be practical to ask who would like to volunteer to present their teaching and learning activity in the following week.</p>	Q & A	

2.3 Script Learning Block 2

Katharina Toifl

2.3.1 Orientation

The objectives of this unit are to:

- continue to understand the potential of the live online environment for language teaching and learning
- reflect on the learning goal of a particular teaching approach, and to evaluate to what extent this goal may be achieved in a synchronous online environment
- be able to apply theory to practice and to discover the characteristics of perceived Intercultural Communicative Competence (ICC) that are common to people from different cultures
- engage with whiteboarding and live annotation tools
- familiarise with the peer-to-peer activity and with the tools that are used to complete the peer-to-peer task

2.3.2 [Script]

Learning Block 2

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>This is the first week during which the trainees are asked to prepare their first teaching and learning activities, namely 'Icebreakers'.</p> <p>Trainees are encouraged to rehearse this with their peers using Skype and Vyew and to present this in the virtual classroom.</p> <p>The trainer offers support to the two or three volunteers who present their teaching and learning activity this week, assisting wherever necessary.</p> <p>(DAY 1)</p> <p>Write a reminder email containing:</p> <ol style="list-style-type: none"> 1.Reminder to do the asynchronous learning and writing activities prior to the synchronous group session 2.Reminder to do the peer-to-peer activities prior to the synchronous group session 3.Reminder to visit [Course Forum] at any time for questions and discussion 	<p>LU Introduction to Learning Block 2 Reading [Orientation], [Peer to Peer], [How to], [Group Session]</p>

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>If needed, initiate and moderate the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p>	<p>LU Lesson Observation (2) Reading [Orientation] , [How to] Watching [Scenario]</p> <p>LU Language Teaching Methodology in Synchronous Online Environment (1) Reading [Orientation], Overview], [Definition] Writing [Writing Exercise]</p> <p>LU Perceived ICC Reading [Orientation], [Reflection], [Glossary], [References] Writing [Writing Exercise]</p> <p>LU Whiteboarding Reading [Orientation], [Description], [How to], [Tools], [Checklist], [Resources]</p>

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)

Read the Instructions in [Explanation] in the Learning Unit “Script LB2” , which is part of the Trainer Manual.

Establish contact with other course participants using an IM (e.g..Skype Voice chat) in combination with a Whiteboarding tool (e.g. Vyew/ VC Training room/ iVocalize) to rehearse an ice-breaker activity with methodological rationale.

Discussion over individual reflections on the questions stated in [Reflection] of “Perceived ICC. **IMPORTANT: The trainees should not read the abstract of “Identifying key componentsÉ” by Arasaratnam and the notes in the KU [Writing Exercise] as of yet.**

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	<p>(LB2 only) prior to joining the virtual classroom</p> <p>Start synchronous group session with a Skype group chat and then paste the link to the venue in the group chat.</p> <p>Start a voice chat if not more than 5 participants or stick to text chat if more than 5 participants.</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections.</p> <p>This activity will show that an Instant Messenger may be used as a tool for meeting prior to the lesson ('virtual hallway'). This may be a means of reassuring a first-time student who will be confused looking for his classroom. The link to the classroom can be placed into the text chat.</p>	<p>Trainees join text or voice chat.</p>
10-20	<p>(LB2 only) after joining the virtual classroom</p> <p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections. with a poll. Explain that the recording will be available to the group only, and may be useful for reference purposes.</p>	<p>Trainees agree with a poll to the recording of session.</p> <p>Don't record if they don't agree.</p>
20-55	<p>Trainees conduct prepared activity 'Icebreaker'.</p> <p>Each activity is preceded by explaining the methodological rationale and target group.</p> <p>Each activity is followed by reflection by trainees and comments by trainers.</p> <p>If possible conduct group work.</p> <p><i>Tool: Whiteboard</i></p>	<p>Trainees present T&L activities</p> <p>Trainees discuss and comment</p>
55-60	Short break, Virtual Coffee	Trainees take a 5 min break

60-75	<p>Highlights of the Forum Posts (2/3)</p> <p>Trainer presents a PowerPoint slide with a collection of interesting posts of the forum. These may be highlighted by the trainer or by trainees. Trainees start to see that commenting on the LANCELOT forum is a valuable contribution towards the course as a whole.</p>	Group discussion and whiteboard
80-95 min.	<p>LU Perceived ICC</p> <p>Discussion on how to perceive the characteristics of ICC and interculturally competent individuals. Discuss notes on observations and reflections on the similarities and differences mentioned by people from different cultures.</p>	Group discussion and whiteboard
95-110 min.	<p>Trainer introduces new method/ new tool: Screen sharing</p> <p>Screen-cast audio properties to learn how to optimise audio settings and remote control a participant's PC.</p>	Trainees observe
110-120 min	<p>The week ahead:</p> <p>LB3 is about Hexagon, Screen sharing and Intercultural matching exercises.</p> <p>It may be practical to ascertain who would like to volunteer to present their teaching and learning activity in the following week.</p>	Q & A

2.4 Script Learning Block 3

Hanna Schultz

2.4.1 Orientation

The objectives of this unit are to:

- continue to explore the live online environment and its possibilities
- explore Synchronous Online Methodology by means of a model: the Hexagon
- gain a deeper understanding of the key issues in Intercultural foreign language teaching and learning and in intercultural differences in the virtual environment

- explore the potential of screen sharing techniques and familiarize with scheduling tools
- utilise these scheduling tools to meet in groups of threes and fours during the peer-to-peer sessions

2.4.2 Script

Learning Block 3

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>This is the second week during which the trainees are asked to prepare further teaching and learning activities.</p> <p>The trainees are starting to become familiar with the Learning environment and with the synchronous technologies.</p> <p>The trainer offers support to the two or three volunteers who present their teaching and learning activity this week, assisting wherever necessary.</p> <p>(DAY 1)</p> <p>Write a reminder email containing:</p> <p>1.Reminder to do the asynchronous learning and writing activities prior to the synchronous group session</p>	<p>LU Introduction to Learning Block 3 Reading:[Orientation], [Peer to Peer], [How to], [Group Session]</p>

2. Reminder to do the peer-to-peer activities prior to the synchronous group session

3. Reminder to visit [Course Forum] at any time for questions and discussion

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>If needed, initiate and moderate daily the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: "Highlights of forum posts." Prepare a PowerPoint slide with comments from the forum.</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing 'where', 'when', 'agenda', 'what preparations are needed' plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p>	<p>LU Lesson Observation: (3)</p> <p>Reading [Orientation] Watching [Scenario] Downloading lesson plan and additional material [Resources] Reflecting [Task]</p> <p>LU Exploring Synchronous Online Methodology : Introducing the Hexagon</p> <p>Reading [Orientation], [Explanation] Downloading [Resources], Writing [Writing Exercise]</p> <p>LU Intercultural Foreign Language Learning and Teaching in Virtual Environment</p> <p>Reading [Orientation], [Explanation], [Definition], [Example], [Resources] Writing [Writing Exercise] Complete Intercultural Maze [Task]</p> <p>LU Intercultural Differences in the Virtual Environment</p> <p>Reading [Orientation], [Explanation], [Example], [Checklist], [Glossary], [References] Downloading [File Exchange] Matching Exercise [Task]</p>

LU Screen sharing

Reading [Orientation], [Description], [Tools]
[How to], [Checklist], [Glossary],
[Resources]

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
	<p>1. Creating a T&L Activity of between 5-10 minutes, building on Introducing New Language to Beginners. Be prepared to explain the methodological rationale, and demonstrate the activity in the group session.</p> <p>2. Matching exercise, stated under [Task] of the LU Intercultural Differences in the Virtual Environment. Discuss each item to match it with the correct heading with your peer(s), and you may find the items listed in [Checklist] helpful while matching the items with the headings.</p> <p>3. Using a Screen sharing tool (e.g. Unyte or Yugma) to screen cast Word/ a graphics program or any other application to discuss and annotate the Hexagon of the teaching and learning activity 'Introducing New Language to Beginners' (alternatively: screen cast the scale of inculturalness and discuss it)</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-15	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections. with a poll. Explain that the recording will be available to the group only, and may be useful for reference purposes.</p> <p>Short discussion on the use of the poll, let trainees know that there will be a complete LU on surveys and polling later in the course.</p> <p>Ask whether trainees have prepared any assignments. – Contingency plan if not</p>	Trainees agree with poll to recording of session.
15-55	<p>Trainees conduct prepared activity ‘Introducing New Language to Beginners’.</p> <p>Each activity is preceded by explaining the methodological rationale and target group. Each activity is followed by reflection by trainees and comments by trainers.</p> <p>If possible conduct group work.</p> <p><i>Tool: Whiteboard/ Screen sharing</i></p>	Trainees present T&L activities Trainees discuss and comment
55-60	Short break, Virtual Coffee	Trainees take a 5 min break

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
60-65	<p>Highlights of the forum posts (3/3)</p> <p>Highlighting trainees' discussion and writing exercises posts to encourage them to write and to comment on each other's postings.</p> <p>By this time the trainees will have understood that their commenting on the LANCELOT forum is a valuable contribution towards the course as a whole.</p>	<p>Trainees read highlight and pick out their favourite highlight</p>
65-95	<p>LU Exploring Synchronous Online Methodology: Introducing the Hexagon</p> <p>Hexagon mapping of previously demonstrated teaching and learning activities with continuing observations on implications for live online T&L.</p> <p>LU Intercultural Differences in Virtual Environment</p> <p>Trainees comment on their own interactional experiences placing each on a scale based on the interculturalness of the interaction and explain how intercultural it is. Followed by a discussion on their decision of the matching exercise.</p>	<p>Group discussion and whiteboard</p> <p>Group discussion and whiteboard</p>
100-110	<p>Trainer introduces new method/ new tool WebTouring</p> <p>Trainer starts a webtour.</p> <p>If this webtour is in WebTrain, then by passing the podium, the trainees can continue surfing and taking everybody along, if it is in Breeze/e:presenter, make sure you test how web touring works there. Flash based systems don't normally have a true web touring functionality, they display a website by means of screen sharing and don't normally allow a 'true' co-browsing with shared control.</p>	<p>Trainees observe</p>

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
110-120	<p>The week ahead: LB4 is about Hexagon mapping, Wang and Knowledge.</p>	

2.5 Script Learning Block 4

Learning Block 4

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL By the end of this week, trainees should be conversant with the main features of virtual classroom technology and should be granted hosting rights to a full-featured version. If a training room is available (i.e. Acrobat Connect) the concept of various moderator, presenter and participant roles should be established.</p> <p>(DAY 1) Write a reminder email containing:</p> <p>1.Reminder to do the asynchronous learning and writing activities prior to the synchronous group session.</p>	<p>LU Introduction to Learning Block 4 Reading:[Orientation], [Peer to Peer], [How to], [Group Session]</p>

2. Reminder to do the peer-to-peer activities prior to the synchronous group session

3. Reminder to visit [Course Forum] at any time for questions and discussion

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>If needed, initiate and moderate daily the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.” Prepare a PowerPoint slide with comments from the forum.</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p>	<p>LU Lesson Observation: (3)</p> <p>Reading [Orientation] Watching [Scenario] Downloading lesson plan and additional material [Resources] Reflecting [Task]</p> <p>LU Exploring Synchronous Online Methodology : Introducing the Hexagon</p> <p>Reading [Orientation], [Explanation] Downloading [Resources], Writing [Writing Exercise]</p> <p>LU Intercultural Foreign Language Learning and Teaching in Virtual Environment</p> <p>Reading [Orientation], [Explanation], [Definition], [Example], [Resources] Writing [Writing Exercise] Complete Intercultural Maze [Task]</p> <p>LU Intercultural Differences in the Virtual Environment</p> <p>Reading [Orientation], [Explanation], [Example], [Checklist], [Glossary], [References] Downloading [File Exchange]</p>

Matching Exercise [Task]

LU Screen sharing

Reading [Orientation], [Description],
[Tools] [How to], [Checklist], [Glossary],
[Resources]

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
	<p>1. Creating a T&L Activity of between 5-10 minutes, building on Introducing New Language to Beginners. Be prepared to explain the methodological rationale, and demonstrate the activity in the group session.</p> <p>2. Matching exercise, stated under [Task] of the LU Intercultural Differences in the Virtual Environment. Discuss each item to match it with the correct heading with your peer(s), and you may find the items listed in [Checklist] helpful while matching the items with the headings.</p> <p>3. Using a Screen sharing tool (e.g. Unyte or Yugma) to screen cast Word/ a graphics program or any other application to discuss and annotate the Hexagon of the teaching and learning activity 'Introducing New Language to Beginners' (alternatively: screen cast the scale of inculturalness and discuss it)</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-15	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections. with a poll. Explain that the recording will be available to the group only, and may be useful for reference purposes.</p> <p>Short discussion on the use of the poll, let trainees know that there will be a complete LU on surveys and polling later in the course.</p> <p>Ask whether trainees have prepared any assignments. – Contingency plan if not</p>	Trainees agree with poll to recording of session.
15-55	<p>Trainees conduct prepared activity ‘Introducing New Language to Beginners’.</p> <p>Each activity is preceded by explaining the methodological rationale and target group.</p> <p>Each activity is followed by reflection by trainees and comments by trainers.</p> <p>If possible conduct group work.</p> <p><i>Tool: Whiteboard/ Screen sharing</i></p>	Trainees present T&L activities Trainees discuss and comment
55-60	Short break, Virtual Coffee	Trainees take a 5 min break

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
60-65	<p>Highlights of the forum posts (3/3)</p> <p>Highlighting trainees' discussion and writing exercises posts to encourage them to write and to comment on each other's postings.</p> <p>By this time the trainees will have understood that their commenting on the LANCELOT forum is a valuable contribution towards the course as a whole.</p>	<p>Trainees read highlight and pick out their favourite highlight</p>
65-95	<p>LU Exploring Synchronous Online Methodology: Introducing the Hexagon</p> <p>Hexagon mapping of previously demonstrated teaching and learning activities with continuing observations on implications for live online T&L.</p> <p>LU Intercultural Differences in Virtual Environment</p> <p>Trainees comment on their own interactional experiences placing each on a scale based on the interculturalness of the interaction and explain how intercultural it is. Followed by a discussion on their decision of the matching exercise.</p>	<p>Group discussion and whiteboard</p> <p>Group discussion and whiteboard</p>
100-110	<p>Trainer introduces new method/ new tool WebTouring</p> <p>Trainer starts a webtour.</p> <p>If this webtour is in WebTrain, then by passing the podium, the trainees can continue surfing and taking everybody along, if it is in Breeze/ e:presenter, make sure you test how web touring works there. Flash based systems don't normally have a true web touring functionality, they display a website by means of screen sharing and don't normally allow a 'true' co-browsing with shared control.</p>	<p>Trainees observe</p>

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
110-120	The week ahead: LB4 is about Hexagon mapping, Wang and Knowledge.	

2.6 Script Learning Block 4

Hanna Schultz

2.6.1 Orientation

The objectives of this learning block are:

- develop further the ideas that have been presented in earlier units
- introduce and practise new techniques for using live online tools
- build methodological skills and reflect on new skills that have been acquired
- continue the explorations into the role of ICC and its relevance to modern language teaching

2.6.2 Script

Learning Block 4

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>By the end of this week, trainees should be conversant with the main features of virtual classroom technology and should be granted hosting rights to a full-featured version. If a training room is available (i.e. Acrobat</p>	

Connect) the concept of various moderator, presenter and participant roles should be established.

(DAY 1)

Write a reminder email containing:

- 1.Reminder to do the asynchronous learning and writing activities prior to the synchronous group session.
- 2.Reminder to do the peer-to-peer activities prior to the synchronous group session
- 3.Reminder to visit [Course Forum] at any time for questions and discussion

LU Introduction to Learning Block 4

Reading:[Orientation], [Peer to Peer], [How to], [Group Session]

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
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(DAY 2)

If needed, initiate and moderate daily the asynchronous discussion in main Discussion Forum.

Read and, where appropriate, respond in writing to the observation forum entries.

(DAY 5)

Write invitation mail to synchronous event containing 'where', 'when', 'agenda', 'what preparations are needed' plus request to join the session 15min prior to the session to ensure an audio and video system-check.

LU Lesson Observation: (4)

Reading [Orientation]

Watching [Scenario]

Downloading lesson plan and additional material [Resources]

LU Exploring Synchronous Online Methodology (2) : Working with the Hexagon model

Reading [Orientation]

Mapping the Hexagon [Task]

LU Creating a simple graphic

Reading [Orientation], [How to], Mapping the Hexagon [Task] Downloading the Hexagon [Resources]

LU Knowledge

Reading [Orientation], [Definition], [Overview], [References]

Listen to the audio file [Example]

Ask your Peer whether agrees/disagrees [Task]

LU Language Teaching Methodology in a Live Online Environment (2): How Can Technology Support Language Learning?

Reading [Orientation], [Overview], [Report], [Summary], [References]

Writing [Writing Exercise]

Comment [Discussion]

LU Web Touring

Reading [Orientation], [Description], [Tools] [Checklist], [Resources]

Watching [Example]

LU Web Conferencing

Reading [Orientation], [Description], [Tools],
[Strategy], [Checklist], [Resources]

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>The trainer may need to be available to clarify technical details when granting hosting rights, such as log-in data, how to invite others, various roles etc.</p>	<p>Using a virtual classroom solution such as Breeze/ WebTrain/ iVocalize to discuss the statements given in [Task] in the LU Knowledge (ICC)</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections.</p>	<p>Trainees agree (with poll?) to recording of session.</p>
10-55	<p>Trainees conduct prepared activity.</p> <p>Each activity is followed by reflection by trainees and comments by trainer</p> <p>If possible conduct group work.</p> <p><i>Tool: Whiteboard/ Screen sharing</i></p>	<p>Trainees present T&L activities</p> <p>Trainees discuss and comment</p>
55-60	<p>Short break, Virtual Coffee</p>	<p>Trainees take a 5 min break</p>
65-95	<p>LU Exploring Online Synchronous Methodology</p> <p>Hexagon mapping of previously demonstrated teaching and learning activities with continuing observations on implications for live online T&L.</p> <p>LU Lesson Observation</p> <p>Ask for thoughts and ideas about lesson observation with particular reference to perceived strengths and weaknesses.</p>	<p>Group discussion and whiteboard</p> <p>Group discussion and whiteboard</p>
95-110	<p>Trainer introduces new method/ new tool</p> <p>Web conferencing</p> <p>Trainer provides an overview over various systems and engages into a discussion about the pros and cons of various systems.</p>	<p>Group discussion and whiteboard</p>

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
110-120	<p>The week ahead</p> <p>LB5 is about speaking and listening skills, Audio and Video Playback and Awareness.</p>	Q & A

2.7 Script Learning Block 5

Hanna Schultz

2.7.1 Orientation

The objectives of this unit are to:

- practise the technique of screen-casting by developing the "Awareness of ICC"
- refresh, as needed, methodology skills with respect to spoken language
- consider ways that existing practice with spoken language skills can be adapted to the live online environment
- further develop technical skills by creating a short online activity within peers
-

2.7.2 Script

Learning Block 5

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>This is the mid-point of the course and a time when the trainees will be under pressure to finish off the</p>	

first part of their portfolio. This will mean that they will be catching up with work they have not had time to do and deciding what they are going to submit. It is a good point to offer them a tutorial to give them personal advice on what they should be doing. This is likely to encourage those who might be feeling pressurised to stay with the course rather than leaving. The first submission of assignment material is always a critical moment in any course, but particularly problematic when the participants are involved in distance learning.

From LB 5 onwards you may wish to choose various virtual classroom environments for the synchronous group sessions.

Start collecting and reading student portfolios and comment on them. See LU Assessment for detailed procedure and Trainers Manual for suggested ways of giving constructive feedback.

LU Introduction to Learning Block 5

Reading:[Orientation], [Peer to Peer], [How to], [Group Session]

A) Asynchronous Activities (prior to group session)

<i>Trainer Manual (Instructions for Trainer)</i>	<i>Course Outline (Activities by Trainees)</i>
<p>(DAY 1)</p> <p>Write a reminder email containing:</p> <ol style="list-style-type: none"> 1. Reminder to do the asynchronous learning and writing activities prior to the synchronous group session. 2. Reminder to do the peer-to-peer activities prior to the synchronous group session. 3. Reminder to visit [Course Forum] at any time for questions and discussion. 	<p>LU Lesson Observation Reading [Orientation] Watching [Scenario]</p> <p>LU Awareness Reading [Orientation], [Reflection], [Overview], [How to], [Explanation], [Glossary], [References], [Resources] Conducting Web tour [Task]</p> <p>LU Video/Audio Playback Reading [Orientation], [Description],</p>

<p>(DAY 2)</p> <p>If needed, initiate and moderate daily the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p>	<p>[Tools], [Checklist], [How to], [Example], [Resources]</p> <p>Conducting reflective writing: A maximum of 400 words, reflective on learning to date, and identifying effective content, strategies and delivery in live online sessions, and the ways that asynchronous content and learning has supported synchronous content and learning. Indicate in what ways these may shape your professional development as live online language teachers.</p>
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B) Peer-to-Peer Activities (prior to group session)

<i>Suggested Activities for Trainer</i>	<i>Expected Activities for Trainees</i>
<p>It will be sensible to have your own version of the listening task ready in case the trainees have been unable to complete their own versions. You may want to use this for some micro teaching activity, or to show how the session could be handled.</p>	<p>Prepare a speaking & listening activity for demonstration in the group session, again giving full account of methodological approach</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	<p>Welcome and general questions</p> <p>You may decide to choose various solutions for the synchronous group sessions from this point onwards even though this might entail some additional technical difficulties and a prolonged system-check time to ensure everybody's microphones and web cams are working.</p>	<p>Asking questions they may have.</p>
10-55	<p>Trainees conduct speaking and listening activities</p> <p>Followed by discussing:</p> <p>How can we adapt our existing practice with spoken language activities in the online environment? What do we need to take into account? Can the Hexagon help us plan effectively?</p>	<p>Small group activity. Groups debate and then summarise. If the first activity was chat, use some form of instant messaging for this.</p> <p>Have a plenary round up with note-taking.</p>
55-60	Short break, Virtual Coffee	Trainees take a 5 min break
60-90	<p>Intercultural awareness</p> <p>1) Start off with some small group work in which the participants discuss what they have learned so far about the different cultures on the course and what understandings they may have gained about themselves and others? Do they feel more aware? In what ways?</p> <p>2) Discuss the potential impact of the virtual classroom on intercultural practice. What effects might there be? How might they be countered/ exploited?</p> <p>Trainer asks for a volunteer to take notes.</p>	<p>Small group work 2/3s either using text chat, or an external voice programme like Skype.</p> <p>Groups report back coming up with a summary of the issues. They present this and one of the group summarises the notes on the main screen.</p> <p>Trainees offer comments and suggestions.</p> <p>One volunteer takes notes</p>
90-110	<p>Steven and Abigail (listening text)</p> <p>Discuss how this could be conducted. Be prepared with a demo, or some ideas on what you would do.</p> <p>Discuss other materials like YouTube/ Google Video etc and debate how these could best be used. Look for some examples of online listening practice.</p>	<p>Trainees offer their suggestions. Notes should be taken.</p>
110-120	<p>The week ahead</p> <p>LB6 is about Writing and Reading Skills. Remind</p>	<p>Q & A</p>

	trainees to request a tutorial with their trainer and to hand in the first half of the portfolio	
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2.8 Script Learning Block 6

Hanna Schultz

2.8.1 Orientation

The objectives of this unit are to:

- explore how to arrive at a positive Attitude when approaching people with different cultural backgrounds
- consider ways to promote productive skills in a live online environment
- further develop technical skills by collaborating on a document

2.8.2 Script

Learning Block 6 - Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>This week’s activities focus on Writing and Reading skills in language learning. Trainees are encouraged to create writing exercises for the virtual classroom setting.</p> <p>(DAY 1)</p> <p>Write a reminder email containing:</p> <p>1.Reminder to do the asynchronous</p>	<p>LU Introduction to Learning Block 3</p> <p>Reading:[Orientation], [Peer to Peer], [How to], [Group Session]</p>

learning and writing activities prior to the synchronous group session.

2. Reminder to do the peer-to-peer activities prior to the synchronous group session.

3. Reminder to visit [Course Forum] at any time for questions and discussion.

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2) If needed, initiate and moderate daily the asynchronous discussion in main Discussion Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5) Write invitation mail to synchronous event which the ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 30min prior to the session to ensure an audio and video system-check.</p>	<p>LU Lesson Observation (6) Reading [Orientation] Watching [Scenario] Downloading lesson plan and additional material [Resources]</p> <p>LU Attitude (ICC) Reading [Orientation], [Reflection], [Overview], [Explanation], [How to], [Glossary], [Example], [References], [Resources] Writing [Task]</p> <p>LU Promoting Writing Skills in a Live Online Environment Reading [Orientation], [Overview], [Strategy], [Task], [References] Downloading [Resources] Performing [Task]</p> <p>LU Promoting Reading Skills in a Live Online Environment Reading [Orientation], [Overview], [Strategy], [Task], [References] Downloading [Resources] Performing [Task]</p> <p>LU Checking Learner Understanding Reading [Orientation], [Case Study], [Strategy]</p> <p>LU Collaborative Writing Tools Reading [Orientation], [Description], [Tools] [Checklist], [Resources]</p>

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
Trainer may encourage the use of a specific tool and may wish to demonstrate the use of a wiki.	Creating a writing exercise for your students using a collaborative writing tool (e.g. Google document/ blog/ wiki/ forum in Yahoo Groups) taking into account intercultural issues you have explored so far.

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections.</p>	<p>Trainees agree (with poll?) to recording of session.</p>
10-55	<p>Trainees present a table of ‘writing activities’ and of ‘staged writing activities’ and discuss with peers.</p> <p>Possible staged writing activities: recipes, CV writing, filling out forms, invitations to engagement, etc.</p> <p>If you have not already started doing this, you should be conducting lessons using different virtual classroom tools.</p>	<p>Trainees moderate their discussions</p>
55-60	<p>Short break, Virtual Coffee</p>	<p>Trainees take a 5 min break</p>
65-95	<p>Checking Learner Understanding</p> <p>Discussion and Reflection</p> <p>Trainees present written document on attitude.</p> <p>Trainees discuss their ideas about how to develop positive attitudes in intercultural practice, its relation to language teaching and present the list of potential cultural differences regarding the virtual environment, which they may encounter during online sessions.</p>	<p>Group Discussion</p> <p>Trainees moderate their discussions</p>

95-110	<p>Trainer introduces new method/ new tool Recording/ Screencasting Trainer explains recordings formats, file size and codecs, such as mp3, wma, avi etc. Trainer explains how to record a dialogue using Skype.</p>	Trainees observe
110-120	<p>The week ahead LB 7 is all about role-play and how to record a role-play scenario.</p>	Q & A

2.9 Script Learning Block 7

Hanna Schultz

2.9.1 Orientation

The objectives of this unit are to:

- explore some of the issues related to respect in intercultural interaction and to reflect on respectful and disrespectful behaviour in intercultural settings
- introduce role-play into language learning live online
- be able to record and publish this recorded presentation using file sharing tools and shared workspaces

2.9.2 Script

Learning Block 7 - Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>This week's activities are focusing on role-play and creating role-play audio recordings. Encourage your trainees to conduct role-play exercises during the synchronous session and</p>	

to create an audio recording.

(DAY 1)

Write a reminder email containing:

1. Reminder to do the asynchronous learning and writing activities prior to the synchronous group session
2. Reminder to do the peer-to-peer activities prior to the synchronous group session
3. Reminder to visit [Course Forum] at any time for questions and discussion

LU Introduction to Learning Block 7

Reading [Orientation], [Peer to Peer], [How to], [Group Session]

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>Initiate and moderate daily the asynchronous discussion in main Discussion Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event with the ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 30min prior to the session to ensure an audio and video system-check.</p>	<p>LU Respect (ICC)</p> <p>Reading [Orientation], [Overview], [Explanation], [How to], [Glossary], [Example], [References], [Resources]</p> <p>Writing [Task]</p> <p>Writing [Writing Exercise]</p> <p>LU Introducing Role-play into Language Learning Live Online</p> <p>Reading [Orientation], [Explanation], [Overview], [Strategy],</p> <p>Conducting [Task] (Draw up plan)</p> <p>LU Recording/ Screen casting</p> <p>Reading [Orientation], [Description], [How to], [Tools], [Checklist], [Resources]</p>

B) Peer-to-Peer Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>Create an audio recording of a dialogue using Pamela or Audacity for use in the group session as a contingency plan if none of the trainees has created one.</p>	<p>1.Create an audio recording of a dialogue using e.g. Pamela or Audacity for use in language class.</p> <p>2.Create a role-play taking into account intercultural issues you have explored on the course so far.</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections. with a poll. Explain that the recording will be available to the group only, and may be useful for reference purposes.</p>	<p>Trainees agree (with poll?) to recording of session.</p>
10-60	<p>Trainees conduct role-play teaching and learning activities.</p> <p>Discussion:</p> <p>Prior to the role-play, discuss the following two questions:</p> <ol style="list-style-type: none"> 1) When conducting role-plays between 2 or maybe 3 people, some of the other participants might easily drift away. To keep their attention focused on the discussion, you could allocate different tasks to different listeners. 2) What kind of roles could this be? 3) How is conducting role plays live online different from f2f? <p>Discuss this for about 10-15min, then create break-out groups and conduct role play with assigned roles.</p>	<p>Trainees moderate their discussions</p>
60-65	<p>Short break, Virtual Coffee</p>	<p>Trainees take a 5 min break</p>
65-95 min.	<p>LU Respect (ICC) Discussion</p> <p>Discuss possible (dis)respectful behaviour of your own or other cultures. Write main points on whiteboard.</p>	<p>Trainees moderate their discussions + Brainwriting activity</p> <p>Group Discussion</p>

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
95-110 min.	Trainer introduces new method/ new tool (15min) Screen cast a Hot Potatoes exercise or web tour a survey with grammar exercises.	Trainees observe
110-120min	The week ahead LB 8 focuses on grammar exercises.	Q & A

2.10 Script Learning Block 8

Hanna Schultz

2.10.1 Orientation

The objectives of this unit are to:

- practise skills in creating grammar exercises and surveys
- refresh knowledge about the teaching of grammar
- consider ways that interaction occurs in different cultures
- further develop skills of using collaborative tools and shared workspaces

2.10.2 Script

Learning Block 8

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>By this time in the course you need to be flexible in our</p>	

planning for the sessions. You are entering the final phase of the course and should by now have conducted individual tutorials with all of the course participants; these should give you a good insight into what is best to focus on.

(DAY 1)

Write a reminder email containing:

- Reminder to do the asynchronous learning and writing activities prior to the synchronous group session
- Reminder to do the peer-to-peer activities prior to the synchronous group session
- Reminder to visit [Course Forum] at any time for questions and discussion

LU Introduction to Learning Block 8

Reading [Orientation], [Peer to Peer], [How to], [Group Session]

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>If needed, initiate and moderate daily the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p>	<p>LU Lesson Observation (8)</p> <p>Reading [Orientation] Watching [Scenario]</p> <p>LU Approaches to Grammar Teaching</p> <p>Reading [Orientation], [Overview], [Strategy], [Reflection], [References], Download [Resources] Design a T&L activity [Task]</p> <p>LU Interaction</p> <p>Reading [Orientation], [Overview], [Explanation], [Glossary], [Example], [References], [Resources] Making a list [Task]</p> <p>LU Polls and Surveys</p> <p>Reading [Orientation], [Description], [Tools], [How to], [Checklist], [Resources], [Glossary]</p>

B) Peer-to-Peer Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>You may want to set up a poll or a survey for use in the session.</p> <p>The focus of surveys/ Hot Potatoes is on evaluation purposes, grammar tasks, vocabulary exercises, fill in blanks etc.</p> <p>In LB10 surveys will be used for course feedback, therefore a discussion on good or bad question may be best done in LB10.</p>	<ol style="list-style-type: none"> 1. Discuss and compare the rules for initial conversations between strangers in two different cultures in peers and making a list of similarities and differences between these two cultures. (stated in [Task] in the LU Interaction (ICC). 2. Create a survey for evaluation purpose (e.g. evaluate lesson, evaluate student expectations, evaluate skill levels etc.) and send the link to your peers and request their

feedback on the questions after completing the survey.

3.Design a grammar task using Hot Potatoes.

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-20	<p>Welcome and general questions</p> <p>It is still useful to check out that the technology is working for everyone. By now most people should have got the hang of it, but each week will be different because of the vagaries of the technology and the internet.</p> <p>At this point in time it is very useful to be flexible with your lesson plans and to take up any issues that the participants raise. Don't forget that they will be getting concerned about observed teaching that starts in weeks 11 & 12.</p> <p>If you have not already started doing this, you should be conducting lessons using different virtual classroom tools.</p>	<p>Asking questions they may have.</p>
20-60	<p>Grammar activities</p> <p>Check out who has prepared a grammar activity and allow them plenty of time to try out the lessons. If you have the facilities and a large groups size. you might want to do this in smaller groups.</p> <p>Take the opportunity to give lots of directive feedback to encourage the use of as wide a range of technologies as possible in lessons to demonstrate developing skills.</p> <p>You may want to get the participants to look at the teaching feedback form and to discuss any questions they have about this.</p>	<p>Presenting lessons and giving feedback.</p> <p>Participants should try their best to show off a range of skills at this point. They should also look carefully at what their colleagues are doing to learn from their practice.</p>
55-60	Short break, Virtual Coffee	Trainees take a 5 min break

65-100	<p>Interaction and shared workspaces</p> <p>Encourage the participants to talk about their discussions about Interaction and the cultural roles to initiate the conversation between strangers.</p> <p>This gives the participants an opportunity to talk both about technologies they have found interesting and useful and their developing intercultural competence.</p>	Group Discussion
100-120	<p>Polls and surveys</p> <p>If you have time here, you can demonstrate how polls and surveys work. You can have set up a couple of examples for use with the course to get feedback.</p>	If trainees have set up their own polls or surveys make use of these.

2.11 Script Learning Block 9

2.11.1 Orientation

Hanna Schultz

The objectives of this unit are to:

- practise lesson planning by identifying strengths and weaknesses of both one-to-one and group teaching
- consider ways to implement such planning in the live online environment
- explore role behaviour specific to the virtual environment and responsibilities of teachers and students
- further develop grammar exercises using Hot Potatoes

2.11.2 Script

Learning Block 9

Trainer Script

Pre-course-activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)

GENERAL

Learning Block 9 is all about lesson planning and how the same content may be taught differently depending on one-to-one or group sessions.

(DAY 1)

Write a reminder email containing:

- 1.Reminder to do the asynchronous learning and writing activities prior to the synchronous group session
- 2.Reminder to do the peer-to-peer activities prior to the synchronous group session
- 3.Reminder to visit [Course Forum] at any time for questions and discussion

LU Introduction to Learning Block 9

Reading [Orientation], [Peer to Peer], [How to], [Group Session]

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>If needed, initiate and moderate daily the asynchronous discussion in main Discussion Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 30min prior to the session to ensure an audio and video system-check.</p>	<p>LU Planning for Learning: Issues in One-to-One and Group Teaching Live Online</p> <p>Reading [Orientation], [Strategy/One-to-One], [Strategy/Group]</p> <p>Perform [Task]</p> <p>Writing [Writing Exercise]</p> <p>Downloading [Resources]</p> <p>LU Role Behaviour (ICC)</p> <p>Reading [Orientation], [Overview], [Explanation], [How to], [Glossary], [References], [Resources]</p> <p>Perform [Task] Peer-to-Peer/ Group session</p> <p>LU File hosting and Sending large files</p> <p>Reading [Orientation], [Description], [Tools] [Checklist/ Send large files], [Checklist/ File hosting], [Resources]</p>

B) Peer-to-Peer Activities (prior to the group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
	<p>1. Rehearse your teaching and learning activities with your peers.</p>

C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	Welcome and open questions Ensure that you record the session. Prior to recording, ask whether there are any objections.	Trainees agree (with poll?) to recording of session.
10-55	Trainees conduct teaching and learning activities Followed by group and trainer feed-back	Trainees moderate their discussions
55-60	Short break, Virtual Coffee	Trainees take a 5 min break
65-95	LU Planning of Learning Discuss the difference between planning for learning in a one-to-one and in a group session.	Trainees moderate their discussions + Brainwriting activity Group Discussion
95-110	LU Role Behaviour (ICC) Discuss Role Behaviour of your students	Group Discussion
110-120	The week ahead Trainer suggests that trainees select their virtual classroom for the lesson planning	Q & A

2.12 Script Learning Block 10

Hanna Schultz

2.12.1 Orientation

The objectives of this unit are to:

- to start designing a lesson plan for the observed lesson
- engage with key features that characterize class management tools
- consider ways that intercultural competence (IC) is assessed and familiarise with some proposals to introduce IC Levels

2.12.2 Script

Learning Block 10

Trainer Script

Pre-course Activities

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>GENERAL</p> <p>This is the last learning block prior to the assessments. It may be necessary to open a discussion forum about the requirements and the procedure for the following 2 assessment weeks.</p> <p>(DAY 1)</p> <p>Write a reminder email containing:</p> <p>1.Reminder to do the asynchronous learning and writing activities prior to the synchronous group session</p>	<p>LU Introduction to Learning Block 10 Reading [Orientation], [Peer to Peer], [How to], [Group Session]</p>

2.Reminder to do the peer-to-peer activities prior to the synchronous group session

3.Reminder to visit [Course Forum] at any time for questions and discussion

A) Asynchronous Activities (prior to group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>(DAY 2)</p> <p>If needed, initiate and moderate daily the asynchronous discussion in the Course Forum.</p> <p>Read and, where appropriate, respond in writing to the observation forum entries. Note any areas of potential value for future whole-group discussions under the topic: “Highlights of forum posts.”</p> <p>(DAY 5)</p> <p>Write invitation mail to synchronous event containing ‘where’, ‘when’, ‘agenda’, ‘what preparations are needed’ plus request to join the session 15min prior to the session to ensure an audio and video system-check.</p>	<p>LU Assessing IC Levels</p> <p>Reading [Orientation], [Overview], [Explanation], [How to], [Glossary], [Ressources], [References]</p> <p>Preparing draft survey [Task]</p> <p>LU Class Management</p> <p>Reading [Orientation], [Description], [Reflection], [Tools], [Checklist], [Glossary], [Rtesources]</p> <p>Conducting [Task]</p> <p>Reflective Writing</p> <p>A minimum of 400 words identifying key features of effective lesson planning for live online delivery.</p>

B) Peer-to-Peer Activities (prior to the group session)

Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
<p>You may want to set up a poll or a survey for use in the session.</p>	<ol style="list-style-type: none"> 1. Preparation of exemplary lesson plan. 2. Prepare a draft survey to give to the students in order to obtain their opinions about learning a language in the virtual environment. The items in the

	<p>survey should include all 3 aspects, namely linguistic, technological and intercultural aspects.</p>
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C) Synchronous Group Session

Session time (min.)	Trainer Manual (Instructions for Trainer)	Course Outline (Activities by Trainees)
0-10	<p>Welcome and open questions</p> <p>Ensure that you record the session. Prior to recording, ask whether there are any objections.</p> <p>Ask whether trainees have prepared any teaching and learning activities – Contingency plan if not</p>	<p>Trainees agree to recording of session.</p>
10-55	<p>Trainees conduct prepared activity. Each activity is followed by reflection by trainees and comments by trainer</p> <p><i>Tool: Survey</i></p>	<p>Trainees present T&L activities</p> <p>Trainees discuss and comment</p>
55-60	<p>Short break, Virtual Coffee</p>	<p>Trainees take a 5 min break</p>

65-110	<p>Trainer clarifies questions and answers about upcoming assessments</p> <p>Each trainee will be given a 20min time frame to conduct his/ her teaching and learning activity. During LB 11 he/ she can rehearse this with their peers and with the trainer, who will advice how to fine-tune the performance.</p> <p>Often they ask whether the teaching and learning activity during the rehearsal may be the same than the one during the final assessment.</p> <p>Screen-cast the assessment criteria and explain its various topics.</p>	Group Discussion
110-120	<p>The week ahead</p> <p>Reminder to write 400 words in Portfolio.</p>	Q & A

2.13 Assessment

Katharina Toifl

2.13.1 Orientation

In order to be awarded the LANCELOT certificate, the trainees have to meet certain criteria and objectives. The LANCELOT trainer will observe and assess the trainees' learning progress by applying the following two assessment tools:

- a development portfolio
- observed teaching practice

The development portfolio is a tool to record the trainees' learning progress. It is essentially a collection of all the tasks undertaken in the framework of the LANCELOT training, including two essays of reflective writing, and has to be handed in to the trainer at the end of Learning Blocks 5 and 10. In order to fulfil the minimum submission requirements, 80% of all the tasks have to be completed. The development portfolio makes up 40% of the overall mark. Detailed information regarding the Assessment Criteria are available under [Checklist].

In weeks 11 and 12 the trainees have to plan and conduct an observed teaching scenario for assessment purposes. The assessment of this trainee-led session makes up 60% of the mark and is conducted according to the Observation Criteria (see [Checklist] for detailed information). A detailed form for the assessment of the observed teaching practice is provided under [Resources].

Your role as LANCELOT trainer is to support the trainees on their way to obtaining the LANCELOT certificate. By giving targeted feedback you can make a significant contribution to the trainees' progress as it helps them in developing their skills according to the set criteria, and thus enables them to successfully complete the LANCELOT course.

2.13.2 Explanation

1. Development portfolio

The development portfolio represents 40% of the final mark and enables you as a trainer to monitor the learning progress of the trainees during the LANCELOT course. It essentially consists of a collection of the work conducted by the trainees and two pieces of reflective writing, which is handed in at the end of Learning Block 5 and Learning Block 10. These are then assessed and commented. The assessment criteria are available under [Checklist].

The "Development Portfolio" document is available for Download under [Resources] and contains a list of the activities and exercises that have to be included in the development portfolio. A minimum of 80% has to be completed in order to fulfil the minimum submission requirement.

The peer-to-peer activities also form part of the development portfolio. They are prepared by the trainees in the course of the Learning Blocks and demonstrated in the Group Sessions and serve as an opportunity to practice teaching in a virtual classroom environment as well as the practical application of the theoretical knowledge acquired in the Learning Block. Accordingly, the demonstration of these activities is also included in the assessment which takes place on the basis of the Observation criteria.

The teaching materials and lesson plans which are prepared in the framework of the peer-to-peer activities are included in the development portfolio.

2. Observed teaching practice

At the end of the course, will conduct a lesson themselves. In Learning Block 11 the trainees plan and prepare a teaching scenario alone or with a peer for their own preferred target language, which will then be presented in Learning Block 12. The other trainees take on the role of the "learners".

The lesson plan and the teaching practice represent 60% of the overall mark. The assessment of these two elements will be conducted according to the Observation Criteria and then, including written feedback, sent to the external assessor.

2.13.3 Strategy

As a LANCELOT trainer your role is to guide the trainees on their way to obtaining the LANCELOT certificate. Assessment is conducted via the following two tools.

1. Development Portfolio

The trainees will collect a part of the exercises and activities undertaken in the course in a development portfolio. This portfolio is essentially a tool to document the learning progress and performance of the trainees and is handed in to the LANCELOT trainer at the end of Learning Block 5 for interim assessment. Feedback regarding interim assessment enables the trainees to identify and overcome their shortcomings until the end of

the course. The more elaborate and sensitive your feedback, the more it will foster the trainees' dedication to the course. Interim assessment will take place in written form; you should also offer to discuss any questions that may come up in connection with the assessment in a Coaching session. You will find further information regarding such a Coaching session under LANCELOT Communication Methods.

One part of the portfolio consists of the course materials produced in the framework of the peer-to-peer activities. In addition to the course materials, it is also important to take into account the presentation of the activities during the Group Sessions, as they are a means of demonstrating the technological, methodological and intercultural competences acquired during the course. Furthermore, they serve as an indicator of the trainees' learning progress throughout the course. Detailed feedback regarding the demonstration of the peer-to-peer activities is essential for their learning progress. The Observation Criteria [Checklist] should be applied for this purpose in preparation for the trainee-led live online teaching sessions at the end of the course. These can also be downloaded under [Resources] in a format which enables you to take notes for your assessment. These notes will then serve as a basis for the assessment at the end of the course.

The complete learning portfolio will again be assessed after Learning Block 10 in accordance with the Assessment Criteria (see [Checklist]).

2. Observed Live Online Teaching Practice

In Learning Blocks 11 and 12, the trainees plan and conduct an observed live online teaching session. Both the lesson plan and the actual teaching session will be assessed according to the criteria available under [Checklist]. Furthermore, these criteria are available for download under [Resources].

After each trainee-led session, you should give feedback to the respective trainee, and, subsequently, the other trainees should be invited to give feedback as well. Detailed feedback and grading will be take place in written form and will then be sent to the trainees.

The final course assessment will be produced until 2 weeks after course completion. The learning portfolio represents 40%, the observed teaching practice 60% of the overall mark.

The portfolios, their assessment and the filled Observation Criteria form are then sent to ICC Europe for external assessment. Please contact Heike Philp (Heike.Philp@lancelotschool.com) to receive the contact data of the respective assessor. ICC Europe will then crosscheck your assessment of the trainees and, in the case of successful completion, award the LANCELOT certificate. Only then will the trainees be informed of their grade as the grade awarded by the external assessor may differ from yours.

2.13.4 Checklist

Observation Criteria

Professional Values and Practice

- respect and consideration for all learners
- appropriate behaviour and language
- reasonable expectations

Language Subject Knowledge and Understanding

- demonstrates sound knowledge of target language

- demonstrates understanding of, and competence in, language teaching and learning strategies with particular reference to the live online environment
- demonstrates appropriate linguistic analyses in teaching content

ICC Subject Knowledge and Understanding

- demonstrates a broad understanding of the key issues in ICC in teaching and learning

Technology Subject Knowledge and Understanding

- demonstrates ability to manage the learning environment appropriately
- manages the tools and teaching materials effectively
- demonstrates appropriate level of technological know-how

Lesson Planning and Target Setting

- demonstrates effective lesson planning with appropriate aims and objectives
- works within achievable and reasonable longer-term targets
- plans appropriately for prior learning and progression
- plans for and provides an appropriate level of challenge

Teaching and Learning Materials

- materials look professional, and are appropriately applied
- materials are appropriate for the specified aims and objectives
- materials are delivered through appropriate tools

Teaching

- includes appropriate range and structure of learning activities for live online delivery
- differentiates appropriately, addressing all levels of ability
- involves all learners
- creates and maintains an effective learning environment
- creates and maintains an effective pace to the lesson
- gives encouraging feedback and is able to identify and correct errors appropriately
- shows flexibility where necessary
- promotes appropriate learner use of technology effectively

Additional Assessor Comments

- assessors should identify key strengths and/or weaknesses of the lesson plan and conduct of the lesson, specifying where necessary how trainees may build on strengths, and address weaknesses
- where the assessor is recommending a 'fail', detailed rationale should be given, with reference to the areas of competence above

2.13.5 Resources

Assessment Criteria

	Pedagogy and Methodology	Analytical and Reflective Skills	Intercultural Communicative Competence	Technology
Good Pass	A convincing and professional demonstration of teaching strategies and activities appropriate to the live online environment, underpinned by a high level of ability and competence in the subject matter; demonstrates deep understanding of the role of community building in distance learning and appropriate behaviour in the live online environment	Awareness of context implicit in detailed preparation and an understanding of both teaching content and process of learning; demonstration of purposeful reflection to inform good practice	Awareness and understanding of key issues in ICC in general, and in the context of live online environments in particular, and demonstration of these in lesson planning and delivery	A convincing demonstration of technological skill and know-how and how these support live online language learning effectively; is able to motivate learners to assimilate new technologies to ensure sound learning
Pass	Satisfactory demonstration of teaching strategies and activities appropriate to the live online environment, with recommendation for further professional development in this area; adequate competence in subject matter; demonstrates some understanding of the role of community building in distance learning	Some awareness of context explicit in preparation with adequate understanding of both teaching content and process of learning; level of reflection currently superficial though sufficient to inform satisfactory practice	Some evidence of awareness and understanding of key issues in ICC with superficial demonstration of these in lesson planning and delivery	Satisfactory demonstration of technological skill and know-how and how these support live online language learning effectively; additional technological upskilling is desirable;
Fail	Limited demonstration of teaching strategies and activities appropriate to the live online environment, poor execution with limited levels of competence in the subject matter; not yet able to lead a learning group	Insufficient awareness of context with inappropriate and/or insubstantial preparation and no clear understanding of teaching content or process of learning; reflection remains at an extremely superficial	No substantial evidence of awareness and understanding of key issues in ICC with superficial or no demonstration of these in lesson planning and delivery	Unsatisfactory demonstration of technological skill and know-how and how these support live online language learning effectively; level of technological competence and know-how is insufficient to ensure effective learning

	level		
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Observation Criteria

Area of Competence	Criteria	Comments	Good Pass	Pass	Fail
Professional Values and Practice	<ul style="list-style-type: none"> respect and consideration for all learners appropriate behaviour and language reasonable expectations 				
Language Subject Knowledge and Understanding	<ul style="list-style-type: none"> demonstrates sound knowledge of target language demonstrates understanding of, and competence in, language teaching and learning strategies with particular reference to the live online environment demonstrates appropriate linguistic analyses in teaching content 				
ICC Subject Knowledge and Understanding	<ul style="list-style-type: none"> demonstrates a broad understanding of the key issues in ICC in teaching and learning 				
Technology Subject Knowledge	<ul style="list-style-type: none"> demonstrates ability to manage the learning environment appropriately manages the tools and teaching materials effectively demonstrates appropriate level of technological know-how 				

<p>and Understanding</p>					
<p>Lesson Planning and Target Setting</p>	<ul style="list-style-type: none"> • demonstrates effective lesson planning with appropriate aims and objectives • works within achievable and reasonable longer-term targets • plans appropriately for prior learning and progression • plans for and provides an appropriate level of challenge 				
<p>Teaching and Learning Materials</p>	<ul style="list-style-type: none"> • materials look professional, and are appropriately applied • materials are appropriate for the specified aims and objectives • materials are delivered through appropriate tools 				
<p>Teaching</p>	<ul style="list-style-type: none"> • includes appropriate range and structure of learning activities for live online delivery • differentiates appropriately, addressing all levels of ability • involves all learners • creates and maintains an effective learning environment • creates and maintains an effective pace to the lesson • gives encouraging feedback and is able to identify and correct errors appropriately • shows flexibility where necessary • promotes appropriate learner use of technology effectively 				
	<ul style="list-style-type: none"> • assessors should identify key strengths 				

<p>Additional Assessor Comments</p>	<p>and/or weaknesses of the lesson plan and conduct of the lesson, specifying where necessary how trainees may build on strengths, and address weaknesses</p> <ul style="list-style-type: none"> • where the assessor is recommending a 'fail', detailed rationale should be given, with reference to the areas of competence above 				
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