DELCYME

OFAJ
DFJW

Guideline for the conception of learning modules for the platform PARKUR

Version 2.0 – August 2019

PARKUR

Guideline for the conception of learning modules for the platform PARKUR

1. General Definition

1.1. Target group and pre-requisite conditions

The group targeted by PARKUR is comprised essentially of youth in vocational training who plan to complete a professional internship abroad and whose foreign language level does not generally exceed CEFR levels A1-A2.
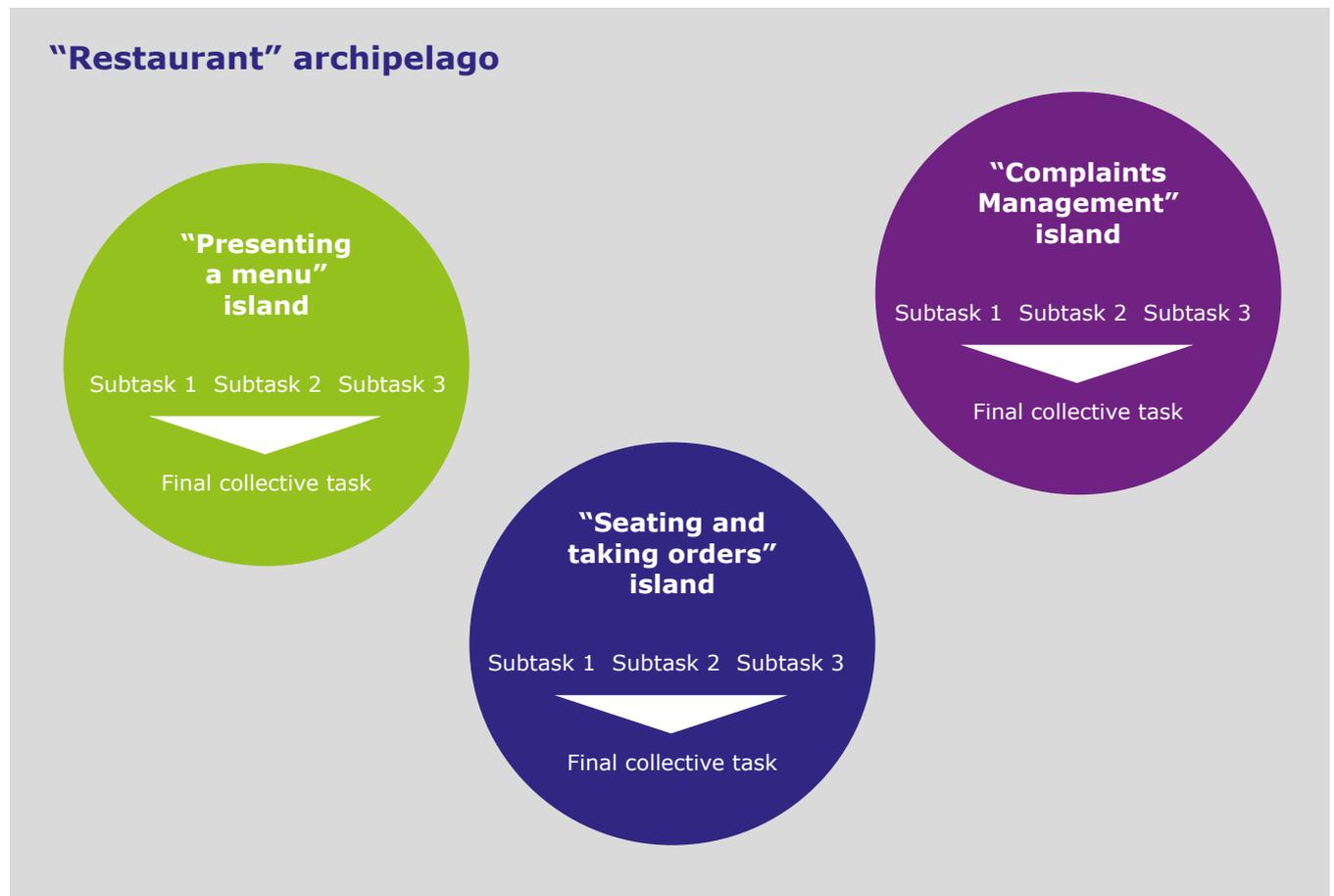
Each learner has a different language level, schedule and time available to work on the platform, as well as different learning interests. The start date on the platform is also variable.

1.2. Learning path – island – archipelago

Each learner follows an **individual learning path** on PARKUR, which is established with a tutor based on the thematic emphasis, and learning goals defined by the two parties. Learning islands are at the core of the learning path and each one addresses **a theme.** A learning island is composed of **exercises, subtasks and a final collective task,** which constitutes the final task (see 2.2.2 and 2.2.3). Several islands focused on the same theme may form an archipelago. The different stages allow learners to gather the elements necessary to acquire the proficiencies needed to complete the **final collective task.** During the final stage, a group of learners from the same session work together to complete an action-based task.

Learning islands that address the same theme form a group of islands referred to here as an **archipelago.**

Example:

"Restaurant" archipelago

"Presenting a menu" island

Subtask 1   Subtask 2   Subtask 3

Final collective task

"Complaints Management" island

Subtask 1   Subtask 2   Subtask 3

Final collective task

"Seating and taking orders" island

Subtask 1   Subtask 2   Subtask 3

Final collective task

All the islands in an archipelago address the same topic, for example "the restaurant trade", but facilitate work on different aspects of the theme. Each island places emphasis on a specific language proficiency and the islands as such mutually reinforce each other. They form a coherent whole but do not impose linear progression. Thus, the first island might emphasize oral and visual comprehension; the second focus on some relevant grammatical forms; and the third deal with oral or written expression for example. Learners can as such be oriented towards the island that best suits their specific needs and goals. Within an island, there is however a slight progression when moving from stage 1 to stage 3.

1.3. Additional learning opportunities

Alongside the islands, which allow learners to advance along their personal learning path, PARKUR also offers learners other, more informal learning opportunities. Modules called **additional resources** also exist to address thematic aspects not covered in the current islands and/or from different levels. These modules are available for self-study and offer activities grouped around a given theme or level.

Moreover, learners can connect with each other via the platform's social network that allows for peer interaction. It is as such possible to envisage setting up "roundtable discussions" for different language pairs, for example.

2. Pedagogical overview of the island

2.1. Goals

Tutors[1] accompany learners throughout the **entire duration of their work on an island.** Their main goal is to help learners acquire an **action-based proficiency** in the sense outlined in the CEFR. The goal is to lead learners towards being able to undertake similar tasks independently in the context of their future internship abroad.

[1] For more information on the role of tutors, please look into the concept of tutoring.

2.2. Structure of the islands

Diagram: learning island and platform environment.
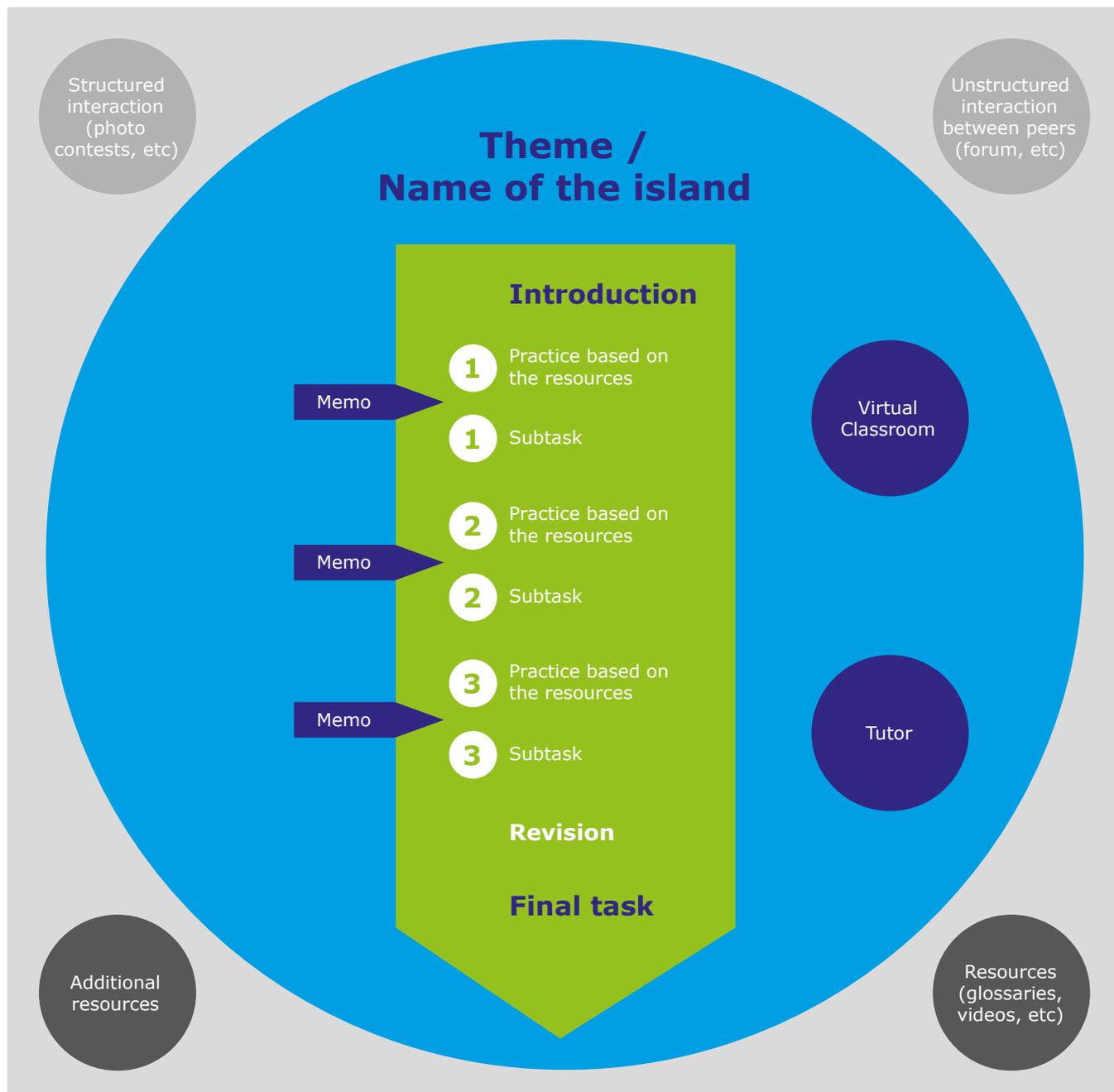
The islands are built around **a theme** and contain **3 stages.** Some islands address themes related to everyday life, others focus on entering professional life, while others still offer content that addresses a specific professional sector or industry.

To help keep up motivation and encourage a high degree of participation, a volume of 90 to 120 minutes is allotted for **practicing** and **completing the subtasks.** The time required to complete the **entire island, including the final collective task** should not exceed **6 hours of work** in total. It is as such possible to combine within an island subtask of differing length, the goal being not to exceed 5 hours of work excluding the final collective task.

Learning islands must be accessible from **level A1.2** and should not exceed level A2. Some proficiencies (for example in terms of oral or visual comprehension) may nevertheless be at the B1 level. It is important to note that it is not a question of acquiring all the skills described in the CEFR for a level but rather of training the skills deemed relevant for the internship experience.

The development of new islands by a partner is built on a **descriptive form** based on the following model:

Theme / Name of the archipelago		
E.g.: The restaurant sector		
Theme / Name of the island		
E.g.: Presenting a menu		
Action-based proficiencies:		
Describe a dish by naming its ingredients	Describe how the dish is prepared	Describe the flavours
Grammar	Vocabulary	Intercultural

Structure of the island / Stages	Subtasks
Stage 1	Subtask
Stage 2	Subtask
Stage 3	Subtask
Final collective task	

Partners must provide a descriptive form for each island which is then reviewed in a workgroup. In addition to a description of the targeted proficiencies, the form also contains proposals for the subtasks and final collective task. Once the content manager approves the form after a group exchange, content creators didacticize these tasks and create the exercises that lead to the different subtasks. They formulate instructions for learners and create any necessary pedagogical materials.

2.2.1. Warm-up

Each island begins with a warm-up that lasts about 10 minutes and is based on a thematic introduction with the following goals in mind:

- **Mobilize knowledge** (both in terms of declarative linguistic knowledge and lexical and grammatical knowledge)
- Foster a **personal connection** with the proposed content
- **Spark curiosity** about the proposed theme
- Offer learners a first **positive experience** to motivate them

This attention-catching opportunity must allow for an introduction to the theme of the island that is accessible to all, for example using **visual components.** This may involve short illustrated texts, infographics or short videos (these resources must be copyright free). The activity may be followed up with a reflexive exercise (such as "Are things the same in your country?", "What about you: what are you careful about when greeting a customer?", etc.) or with closed questions.

It is important to ensure that the type of exercise chosen aligns with the targeted goals.

2.2.2. Exercises and subtasks

An island is comprised of 3 stages. Each stage involves exercises based on authentic resources that lead to a subtask rooted in an action-based approach. There is no set number of exercises. The goal of such exercises is to acquire and consolidate the proficiencies necessary to complete the subtasks, which in turn prepare learners for the final collective task. They are completed individually and lead to an exchange with the tutor.

Most activities are done alone, in the form of self-corrected exercises, so as to strike a balance between the synchronic phases necessary for interaction and the freedom offered by online learning for learners to advance at their own pace.

The exercises must be calibrated in such a way as to be possible on a micro-learning scale. That means that they must last between 1 and 5 minutes, including the time necessary to read the resource. The number of questions per exercise should therefore be limited to 5 to 7 questions, although this will depend on the type of exercise, since the time required is the determining factor. It is also important to vary the typology of exercises as much as possible based on the technical possibilities offered by the LMS.[2] It is nevertheless important to ensure that the exercises are adapted to the chosen resource and pedagogical goal.

Grammar is introduced in context and in an inductive manner. It is also necessary to have an exercise to induce the rules and a systemizing exercise.

Once the learner finishes the first stage by completing the subtask 1, the following stages automatically become accessible, independently from when the tutor sends his or her feedback. The subtasks make it possible to work on different proficiencies, but to prepare learners for the final task at least one of the subtasks must be an oral production.

For the exercises, the FGYO has drafted a feedback model (encouraging the learner to repeat an exercise when he has a success rate of less than 50%. The exercises can be repeated a maximum of 3 times if the learner wishes). Content creators can as such integrate it in Chamilo in the "Test finalization text" block when the islands are uploaded online[3].

The subtasks however lead to an individualized feedback from the tutor. However, the learner receives an automatic "acknowledgement of receipt" message when he sends his production.

2.2.3. Final collective tasks

Depending on the targeted learning goals, the **final collective task** should be conceived in a manner that allows it to be approached in **different ways** (completed individually and followed up with comments from other learners; group concertation and individual completion; or group concertation and completion), to be defined during the conception phase. It should also leave some margin of manoeuvre for tutors to adapt to the makeup of the group in each session. It nevertheless must involve interaction at one point or another.

[2] See Appendix A on the typology of exercises available in Chamilo.
[3] See Appendix D List of instructions

The subtasks are completed individually and result in interaction with the tutor, whereas the final collective task is completed in cooperation with other learners learning the same target language, but who may have a different language 1. The final collective task may be a simulation or the production of a shared oral or written document. In specialty islands related to professions in contact with the public, a basic simulation in a videoconference would create an unauthentic situation due to the lack of physical presence. It is important to encourage an analysis / comparison of reactions or behaviour based on the use of prompts (video or text). Or else to create scenarios that require learners to speak in the context of their job.

Learners must be able to complete the final task in roughly 1 hour (60 to 75 minutes at most), including the preparation time (which should not exceed fifteen minutes).

To encourage interaction within the islands, **sessions** lasting between 10 and 12 days are regularly opened. Each session hosts a group of 2 to 6 learners.

At the end of the final task, each learner receives a final individualized feedback from the tutor who led the island.

2.2.4. Memos

Each island has **learning aids** which are available to learners in their **language 1,** except for the lexical memos which do not contain explanations in other languages but are mainly image-based, sometimes based on explanatory descriptions, but always in the target language. Their aim is to synthesize the main skills acquired in the stage: grammatical structures, vocabulary and intercultural aspects. Memos are available to learners in PDF form at the end of each stage, after the exercises on the targeted theme. It is important to focus particularly on their visual form (mind maps, images, etc.) when preparing these documents and to respect the model recommended by FGYO[4] for their layout in order to maintain consistency across the platform.

The exact number (3 to 6 per island) as well as their content are proposed by designers in the scenario. They are then reviewed and approved by the content manager during the validation stage. A memo may be reused in different islands with only slight modifications when necessary (e.g., in the examples used). So as not to make production work more cumbersome, at most, 3 memos per island should have to be translated into different source languages (language 1).

[4] See the Appendix on memos

2.2.5. Validating the island

To validate an island, learners must complete the first two subtasks, as well as the final task.

3. Resources

Whenever possible, practice activities should be based on **authentic resources.** The handling of a resource is limited to 30 minutes (including the time required for reading/watching it).

Resources must prepare young learners to be operational in their host country and should as such be adapted to the target audience: i.e., youth from vocational training programmes who have not necessarily had formal academic training.

Resources should be free of copyright or the PARKUR platform must have user rights.

FGYO has agreements with certain partners so we encourage French as Foreign Language resources from RFI, TV5 Monde or Educ'Arte. For all other resources, we ask partners to opt for documents that are copyright free, under Creative Commons license or drawn from the websites of public education institutions. When necessary, partners must request the right to use a resource in the specific context of the FGYO platform before undertaking any content-related work. A legal disclaimer should be included at the end of each island by order of appearance.[5]

A **transcription** of audio and video recordings is systematically available in PDF format at the end of each stage to help learners or for those who want to further review the exercises.

4. Content revision

Revision of the grammatical, lexical and intercultural skills acquired should take place before the final task. This is done in the form of 15 multiple choice questions (with at least 3 possible answers per question) over a 20-minute period. FGYO has drafted a feedback model based on the success rate of the revision exercises. Content creators can as such integrate it in the LMS in the "Test finalization text" block when the islands are uploaded online. Revision test results do not affect access to the final task however.

[5] See the Appendix on acknowledgements

5. Formulating goals and instructions

To encourage autonomous learning, the learning goals are presented in the general introduction on the homepage of the island. They outline the idea behind the stages, subtasks and final task in the learner's native language. For example, for the island on banking:

"Welcome to this island! Here you will discover the most common payment methods, learn how to handle money in everyday life and find out about opening a bank account in your host country.

Each stage is built around self-study exercises and ends with a text or audio recording. These will prepare you for a final collective task, in which you will discuss, with the other participants and your tutor, the benefits of having a bank account in your host country.

To start, click on „Questions d'argent, la banque". Have fun and good luck!"

The tutor of the learning island also introduces himself in a short text in the target language, in the forum of the learning island („chat corner"), which is accessible through the menu and in which all participants of one session can exchange themselves. The presence of this forum is explained in more detail in language 1 at the beginning of the learning path via the introduction video.

Before you start with the exercises, watch the video to see what awaits you here! You are not alone on this learning island, but part of a learning group. In the „chat corner" you can exchange ideas with the other learners and is accessible via the menu on the left. Take a quick look inside to know who your tutor is!

There are other texts in the source language later on: at the start of each stage there is a short overview of the stage, as well as for the final collective task which is also presented in a way that should reassure learners. There are as such 5 short texts in the different source languages for each island (island presentation, presentation of the 3 stages, presentation of the final task).

All work instructions are written in the target language however. The instructions should use an informal tone to address learners individually. We as such recommend using the imperative form of the 2nd person singular.

To ensure consistency in the instructions across all the platform's islands, FGYO will provide a list of standard multilingual instructions to use whenever possible, as well as a list of symbols to use to allow learners to visually identify the different types of exercises.

6. The production process: scenario and script

6.1. Descriptive form

The first stage of the production process is the descriptive form described in point 2.2.2.

6.2. Scenario

Based on the descriptive form, the scenario is developed following the "Island-model-scenario" table. The **"Learning goals"** row should be filled with infinitive verbs that make it possible to quickly identify the added value of each exercise. It is in the scenario that **the resources** that will later form the basis of the exercises are chosen. It is also important to ensure that valid **user rights** have been obtained for these resources.

Within the scenario, it is sufficient to **present the themes of the proposed memos** and indicate whether they are lexical, grammatical or intercultural memos, and their pedagogical goal in the context of the stage or even the island.

Scenarios must be reviewed and approved by the content manager before moving on to the script phase.

[7] Anlage Liste der Arbeitsanweisungen

6.3. Script

The script is a text document that presents in detail all activities, the reference to the resources and all instructions. If all files cannot be included in a single document, please use the following system for naming files:

0 Icebreaker

1 Name of stage 1
  1_0 Presentation of stage 1
  1_1 Name of part 1
      1_1_1 Exercise 1
      1_1_2 Exercise 2
      1_1_3 Exercise 3
  1_2 Name of part 2
      1_2_1 Exercise 1
      1_2_2 Exercise 2
      …
  1_3 Name of part 3
      1_3_1 Exercise 1
      …
  1_4 Memos
      1_4_1 Memo 1
      1_4_2 Memo 2
  1_5 Transcriptions
      1_5_1 Transcription 1
      1_5_2 Transcription 2
1_6 Subtask 1

2 Name of stage 2
  …
2_6 Subtask 2

3 Name of stage 3
  …
3_6 Subtask 3

4 Revision (multiple choice questions)

5 Final task

6 Acknowledgements

The script is validated, either in its entirety or step by step by the content manager before being integrated into the LMS. Since slight changes may occur during integration, it is important to deliver an updated script at the end of the integration so that the FGYO can monitor and update it in the long term.

7. Stages of work – the validation process

1 Completion of the descriptive form which identifies the theme, proficiencies and makes proposals for the final task and subtasks.

2 Approval by the FGYO and the partner

3 Content creators deliver a scenario in table form including proposals for resources, clarification regarding copyright access and the topics of the memos

4 Approval by the FGYO and the partner

5 Developers create a detailed script

6 Validation of the script by the FGYO and possible corrections

7 The feedback form is available in the shared file on the Cloud and can be commented by developers

8 Developers create the learning path and integrate the resources on the platform

9 Approval of the integration by the FGYO

10 Final corrections and finalization

8. Appendices and templates

This guide is supplemented by a number of appendices and templates that the authors will use during the conception.

A. Typology of exercises available in LMS

B. Creation of memos and transcriptions

C. Model for the legal disclaimer

D. List of wording to use in instructions and symbols to identify the exercises

E. PARKUR glossary

F. Recommendation for the drafting of the additional texts

G. Integration guide

Templates

– Memos

– Transcriptions

– Descriptive form

– Scenario (frame-scenario)

Copyright page

Authors: Agnès Hammers (Champeaux), Christiane Behling, Valérie Froissart

In cooperation with the partners of the project Delcyme (Monica Barsi, Michel Boiron, Helga Grabbe, Anne Jardin, Julian Serrano, Alfredo Segura, Marta Ulbrych, Donatella Zema, Emmanuel Zimmert)

Proof-reading and finalization: Camille Farnoux, Jessica Nouguier

Translation: from French by Jocelyne Serveau