



LOVE.DIST@NCE

TofT Bcn 2020



TRAINING OF TRAINERS BARCELONA 2020



LOVE.DIST@NCE

Co-funded by the
Erasmus+ Programme
of the European Union



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1. COURSE DESCRIPTION

LOVEDISTANCE project aims to provide a holistic view and solution in building total capacity required to transition from the traditional, frontal model of teaching in institutes of higher education to distance learning, in Georgia and Israel.

The course **“Training of trainers Barcelona 2020” (ToFT Bcn 2020)** is focused on the development of pedagogical and didactical competences in distance training but also technological, technical and communicational tools for teaching online, thinking from a perception of a new educational reality, new attitudes and beliefs about teaching and learning, to an openness to change. **ToFT Bcn 2020** methodology, join theoretical approach of distance learning and teaching, with practical activities and teamwork, in an online 4 days’ course designed by FUNIBER with the participation of LOVEDISTANCE consortium.

The course will start sharing tools for students’ needs analyses, focused on establish learning objectives for the best pedagogical intervention with the inclusion of different needs in online teaching. Our training team will share didactic and pedagogic approach in virtual Learning Environment in order to design e-learning methodology, Identifying the theoretical foundations for innovative educational proposals based on ICT. These tools will be associated to digital resources and pedagogical possibilities in distance learning and linguistic strategies to facilitate the process of intercommunication through the ethical commitment derived from it.

The seminar **“Recording for educational purposes”** will show to the students how to take advantage of video-recording in online education, from practical experiences, focused on video production for teaching. Finally, during the last training day, students will know how to adapt the environment effectively for virtual learning environment, thanks to the management of communicational strategies and technological skills for distance teaching.

Enjoy it!

FUNIBER TEAM



2. TRAINING PROGRAM

November 24th

Time (CET)	Topic
10:30 - 11:00	Participant registration
11:00 - 12:00	Welcoming Remarks Presentation of the LOVEDISTANCE Virtual Campus
12:00 - 13:00	Lunch break
13:00 - 15:30	Webinar: Needs detection as a first step in distance learning Tools to analyse students' needs. Learning objectives for pedagogical intervention. Social and emotional aspects. Inclusion of different needs in online teaching.
15:30 - 16:00	TUCN: Presentation of the System Usability Scale (SUS) and its applicability to Virtual Learning environments Shared Experience: SUS Case Study in TUCN

November 25th

Time (CET)	Topic
9:30 - 10:00	Participant registration
10:00 - 11:30	Seminar: Design of didactic programs Didactic and pedagogic approach in Virtual Learning Environment. Presentation of e-learning methodology, theoretical foundations for innovative educational proposals based on ICT, characteristics of teaching and learning in virtual learning environments. The session will be focused on a case study: how to design a virtual English course.
11:30 - 12:30	TUCN: Mapping the features of a Virtual Learning ecosystem (e.g. taxonomy) Shared Experience: TUCN's eCampus ToT: structure and lessons learnt
12:30 - 13:30	Lunch break
13:30 - 15:30	Seminar: Digital resources Types of tools and pedagogical possibilities. Creating Virtual Learning Environments: design of a virtual campus. Demonstrating technological skills related to the use of ICT for accessing and managing information. Managing linguistic strategies to facilitate the process of intercommunication through the mastery of natural and formal languages, encourage teamwork and enhance social and ethical commitment.

November 26th

Time (CET)	Topic	
9:30 - 10:00	Participant registration	
10:00 - 12:00	<p>For teachers</p> <p>Seminar: <i>Recording for educational purposes</i> Analysing the audience of the video to define which tool to use, the type of discourse and the recording length. Identifying essential information to communicate in order to understand the objectives, contents, and methodologies. Reinforcing the information to facilitate implementing previous knowledge.</p>	<p>For administrators</p> <p>Workshop: <i>Moodle LMS administration 101++</i> Participants will learn how to carry out the basic tasks of a Moodle administrators, apart from one minor detail: they will draw from a list of good practices and shortcuts not visible to the naked eye. Everything will be put into practice in a sandboxed Moodle instance.</p>
12:00 - 12:30	<p>TUCN: <i>Practices for creating and organizing assistive materials and tutorials</i> Shared Experience: TUCN's eCampus.</p>	
12:30 - 13:30	Lunch break	
13:30 - 15:30	<p>For teachers</p> <p>Seminar: <i>Recording for educational purposes</i> Designing videos using symbolic elements and all the narrative possibilities of audiovisual language. Including facilitators such as indexes with the most significant aspects, graphics with information tracking, etc.</p>	<p>For administrators</p> <p>Workshop: <i>User enrolments, the basics and beyond</i> Participants will learn about not-so-common user enrolment and grouping methods for a better, more efficient management of groups with different realities and needs.</p>

November 30th

Time (CET)	Topic	
9:30 - 10:00	Participant registration	
10:00 - 12:00	<p>For teachers</p> <p>Seminar: <i>Assessment in distance training</i> Assessment tools, training and evaluation activities. This course presents a set of qualitative and quantitative assessment techniques. The session will be focused on a case study: assessment for an English course.</p>	<p>For administrators</p> <p>Workshop: <i>Moodle look&feel: the road to UX mastery</i> Participants will learn how to customize a Moodle theme, both from the GUI and the code, while acquiring some basic understanding on the importance of UX (versus traditional UI design).</p>
12:00 - 13:00	Lunch break	



13:00 - 14:00	Tour: <i>Second Life</i> visit This tour on Second Life presents some of the Sims or locations inside Second Life that can be visited with students for immersive learning experiences and interactions. The tour takes place in Second Life, Firestorm Viewer, and is shared in the course videoconferencing room in Meet.
14:00 - 14:30	Coffee break
14:30 - 15:30	Training conclusions Roundtable and questions, training assessment.

3. SESSIONS DETAILS

3.1 Webinar: Needs detection as a first step in distance learning.

November 24th 2020. 13h-15:30h (CET)

COURSE PRESENTATION	
<p>This course presents a set of tools for analyzing students' learning needs and characteristics. It familiarizes the participants with the principles of Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) Guidelines. It also includes practical exercises on the promotion of multiple intelligences in culturally diverse and inclusive virtual learning environments. The course is developed in a live interactive session developed via Meet and the Course Campus.</p>	
LEARNING OBJECTIVES	CONTENTS
<ol style="list-style-type: none"> To be aware of the importance of analyzing student's learning characteristics and style in order to design suitable pedagogical tools To get familiar with Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) Guidelines To explore available tools for defining the students' learning profiles, creating inclusive learning environments and promoting healthy online learning habits 	<ol style="list-style-type: none"> Students' learning profiles and needs detection based on learning styles and multiple intelligences theories by Fleming, Gardner Guidelines of Universal Design Learning (UDL) Principles of Culturally Responsive Teaching (CRT) Available tools for inclusive and culturally responsive teaching
DIDACTIC ACTIVITIES	TOOLS
<ol style="list-style-type: none"> Analyzing learning profiles by developing interactive polls (individual activity) Designing an online course introduction for visual, auditory and/or kinesthetic learners (group activity) Analyzing the main cultural challenges in inclusive education according to the participants perception and experiences (individual activity and open discussion) Discussion on the use of tools for promoting 	<p>Mentimeter Google Meet</p> <p>Genially, Loom, Anchor Course Forum Jitsi Meet</p> <p>Mentimeter Google Meet</p>



inclusive and culturally responsive learning environments. (individual activity and open discussion)	Course Forum Google Meet
MATERIALS AND RESOURCES	
<p>Complementary Readings:</p> <p>Apple, M. (2006) Language Learning Theories and Cooperative Learning Techniques in the EFL Classroom. In: Doshiba Studies in Language and Culture. 9 (2), 277-301</p> <p>Bass, G. (2020) Culturally Responsive Teaching and UDL. Retrieved from: https://www.facultyfocus.com/articles/course-design-ideas/culturally-responsive-teaching-and-udl/</p> <p>Columbia CLT (2020). Guide for Inclusive Teaching at Columbia. Retrieved from: https://ctl.columbia.edu/files/2020/02/Guide-for-Inclusive-Teaching-at-Columbia_Accessibility-Revisions_15-January-2020_FINAL.pdf</p> <p>Degner, J. (2016) How Universal Design for Learning Creates Culturally Accessible Classrooms. Education Week Teacher. Retrieved from: https://www.edweek.org/tm/articles/2016/11/14/udl-creates-cultural-competency-in-classroom.html?print=1</p> <p>Hollister, D. (2020) Diversity & Inclusion in the Online Classroom. Retrieved from: https://www.pearsoned.com/diversity-inclusion-in-the-online-classroom/</p> <p>Online Tools:</p> <p>https://www.mentimeter.com/ https://www.loom.com/ https://anchor.fm/ https://www.genial.ly/ https://www.animaker.com/ https://meet.jit.si/ https://meet.google.com/ http://go.secondlife.com/landing/education/?lang=en https://www.onlineocr.net/ https://ttsreader.com/ https://dictation.io/ https://my.getsubly.com/welcome https://www.mindmup.com/ https://www.ilovepdf.com/ https://justgetflux.com/ https://test.workrave.org/about/</p> <p>Resources Shared in Google Drive: https://drive.google.com/drive/folders/1gGTTrteCkt_2zc34k-xSwq6QvEDSeRq_c?usp=sharing</p> <p>Disability Resources in Second Life: https://virtualability.org/second-life-disability-resources/ https://virtualability.org/idrac-2020/</p> <p>Other resources: https://www.adobe.com/ https://www.dragon-naturally-speaking.com/</p>	



3.2. Seminar: Design of didactic programs.

November 25th 2020. 10h-11:30h (CET)

COURSE PRESENTATION	
<p>This course aims to help students to design a course in a Virtual Learning Environment. The session will be focused on a case study: how to design a virtual English course. Participants will be familiarized with the action-oriented approach to language education. The course is developed in a live interactive session and includes practical exercises via Course Forum.</p>	
LEARNING OBJECTIVES	CONTENTS
<ol style="list-style-type: none"> To get familiar with the Common European Framework of Reference for Languages and the action-oriented approach to language education. To be aware of the importance of analyzing students' communicative purposes in order to design language activities. To explore how to design a general English course. 	<ol style="list-style-type: none"> The Common European Framework of Reference for Languages and the action-oriented approach to language education. Communicative purposes. How to design a general English course.
DIDACTIC ACTIVITIES	TOOLS
<ol style="list-style-type: none"> What purposes do we need to use language for in our daily life? (INDIVIDUAL ACTIVITY via Course Forum) For what communicative purposes would your students need to use English language? (INDIVIDUAL ACTIVITY via Course Forum) What is the most important activity that you would do in daily life if you have to rent an apartment? (INDIVIDUAL ACTIVITY via Course Forum) In which situations would we use skills in isolation in daily life? In which situations would we use integrated skills? 	<p>Google Meet</p> <p>Course Forum</p>

**(INDIVIDUAL ACTIVITY via Course Forum)**

5. Which activities could you include in the learning unit in order to prepare your students to carry out the final task?

(GROUP ACTIVITY via Course Forum)**MATERIALS AND RESOURCES****Current literature:**

- BASTURKMEN, H. (2010). *Developing Courses in English for Specific Purposes*. New York: Palgrave.
- BOON, A. (2011). Negotiated syllabus: Do you want to?. In I. S. P. Nation & J. Macalister (Eds.), *Case Studies in Language Curriculum Design*. New York: Routledge.
- CHEGENI, N. & CHEGENI, N. (2013). Language Curriculum Development and Importance of Needs Analysis. *ELT Voices India*, 3 (4), 2-13.
- EAST, M. (2012). *Task-Based Language Teaching from the Teachers' Perspective*. Amsterdam: John Benjamins.
- GONZÁLEZ-LLORET, M. (2014). *A Practical Guide to Integrating Technology into Task-Based Language Teaching*. Washington: Georgetown University Press.
- MA, D. (2013). Designing Approaches and Procedure of Syllabus. *Canadian Social Science*, 9 (6), 185-188.
- MELLATI, M. & KHADEMI, M. (2014). ELT learners' preferences and teachers' attitudes: Determinant factors in curriculum design. *International Journal of Language Learning and Applied Linguistics World*, 5 (3), 258-273.
- MOLLAEI, F. (2013). Concepts of Negotiated Syllabus and Assessments in EFL Setting. *Journal of Studies in Learning and Teaching English*, 1 (4), 103-115.
- RAHIMPOUR, M. (2010). Current trends on syllabus design in foreign language instruction. *Procedia. Social and Behavioral Sciences*, 2 (2), 1660-1664.
- RAJAEI NIA, M., ABBASPOUR, E. & ZARE, J. (2013). A critical review of recent trends in second language syllabus design and curriculum development. *International Journal of Research Studies in Language Learning*, 2 (2), 63-82.
- ROBINSON, P. (Ed.) (2011). *Task-Based Language Learning*. Chichester, West Sussex: Wiley Blackwell.
- ROZATI, S. (2014). Language Teaching and Task Based Approach. *Theory and Practice in Language Studies*, 4 (6), 1273-1278.
- SALABERRI, M. S., AL-MASRI, N. & MONTIJANO, M. P. (2014). Teaching and learning how to plan lessons for EFL classrooms: Implementation of classroom techniques and activities, in J. D. Martínez Agudo (Ed.), *English as a Foreign Language Teacher Education. Current perspectives and challenges*. Amsterdam: Rodopi.
- SALIMI, A. (2012). Critical Review of Approaches to Foreign Language Syllabus Design: Task-Based Syllabus (A Shortcut). *Procedia. Social and Behavioral Sciences*, 46, 828-832.
- SHEHADEH, A. & COOMBE, C. A. (Eds.) (2012). *Task-Based Language Teaching in Foreign Language Contexts*. Amsterdam: John Benjamins.
- TABARI, A. G. (2013). Challenges of Language Syllabus Design in EFL/ESL Contexts. *Journal of Language Teaching and Research*, 4 (4), 869-873.



THOMAS, M. & REINDERS, H. (Eds.) (2010). *Task-Based Language Learning and Teaching with Technology*. London: Continuum.

Bibliographic references:

BREEN, M. (1984). Process syllabuses for the language classroom, in C. Brumfit (Ed.), *General English Syllabus Design*. Oxford: Pergamon Press.

BREEN, M. (1987). Learner contributions to task design, in C. Candlin & D. Murphy (Eds.), *Language Learning Tasks*. Englewood Cliffs, NJ: Prentice Hall.

CANDLIN, C. & MURPHY, D. (Eds.) (1987). *Language Learning Tasks*. Englewood Cliffs, NJ: Prentice Hall.

COUNCIL OF EUROPE. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

ESTAIRE, S. & ZANÓN, J. (1994). *Planning Classwork: A Task Based Approach*. Oxford: Heinemann.

FRIED-BOOTH, D. (1986). *Project Work*. Oxford: Oxford University Press.

MUNBY, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.

NUNAN, D. (1988). *Syllabus design*. Oxford: Oxford University Press.

NUNAN, D. (1989). *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.

RIBÉ, R. & VIDAL, N. (1993). *Project Work Step by Step*. Oxford: Heinemann.

ROBINSON, P. (2001). Task complexity, task difficulty and task production: Exploring interactions in a componential framework. *Applied Linguistics*, 22, 27-57.

WIDDOWSON, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.

WILKINS, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

WILLIS, J. (1996). *A Framework for Task-based Learning*. London: Longman.

YALDEN, J. (1983). *The communicative syllabus: evolution, design and implementation*. Oxford: Pergamon.



3.3. Seminar: Digital Resources.

November 25h 2020. 13h-15:00h (CET)

COURSE PRESENTATION	
<p>This course presents a set of tools for online learning based on the principles of gamification, interaction, interactivity and the development of digital competence. It invites the participant to reflect on the active and assertive integration of technological tools and online resources in the curricula. The course is developed in a live interactive session developed via Meet and the Course Campus.</p>	
LEARNING OBJECTIVES	CONTENTS
<ol style="list-style-type: none"> 1. To get familiar with different types of online learning and related key concepts. 2. To reflect on the active and assertive integration of technological tools and online resources in the curricula. 3. To get familiar with tools and tips for learning gamification, interaction and online teaching 	<ol style="list-style-type: none"> 1. Characteristics and differences of face-to-face, distance, blended, virtual, online and e-learning. 2. Presentation of concepts related to online education including e-learning, mobile learning, computer learning, learning software management, computer supported collaborative learning, virtual learning environments and virtual words for education. 3. Integration of technological and digital tools in the curricula with Bloom's Taxonomy. 4. Presentation of tools for learning gamification, interaction and online teaching (Kahoot, Quizizz, Animaker, Mentimeter, Genially, Prezi, Anchor, Second Life, Loom, Listen and Write, Language Guide, TED Talks, Vimeo, YouTube, Internet Archive, Videoconferencing Tools and Social Networks) 5. Tips for using and creating online materials and available tutorials and resources for further exploration.
DIDACTIC ACTIVITIES	TOOLS
<ol style="list-style-type: none"> 1. Analyzing online learning and teaching experiences by developing interactive polls (individual activity) 2. Developing a practical exercise for designing an online activity incorporating the online tools presented in the session (group activity) 3. Discussing the practical exercise and the experience and proposals for designing an online activity incorporating the online tools presented in the session (individual activity and open discussion) 4. Discussion on the application of the tips for using and creating online materials and available tutorials and resources for further exploration (open discussion) 	<p>Mentimeter Google Meet</p> <p>Google Forms Course Forum Jitsi Meet</p> <p>Google Meet</p> <p>Google Meet</p>

**MATERIALS AND RESOURCES****Complementary Readings:**

Archev, R. (2012) Reflections on personal learning environments: theory and practice. International Conference in New Horizons in Education. In: Procedia. Social and Behavioral Sciences. 55, 419-428

European Comission (2019) The Digital Competence Framework 2.0. Retrieved from: <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

Fosnot, C. T., & Perry, R. S. (1996). Constructivism: A Psychological Theory of Learning. In C. T. Fosnot (Ed.), Constructivism: Theory, Perspectives, and Practice (pp. 8-33, 2nd ed.). New York: Teachers College Press.

Siemens, G. (2005) Learning as Network Creation. E-Learning Space.org. Retrieved from: <http://www.elearning.space.org/Articles/networks.htm>

Resources shared in Google Drive:

<https://drive.google.com/drive/folders/13Oqo8CjkEkypr2PltmUrUHwE5sQv9wxf?usp=sharing>

Virtual Worlds for Education:

https://www.youtube.com/watch?v=mZZS6Nctr1k&ab_channel=SecondLife

https://www.youtube.com/watch?v=e3KzynJzvMU&ab_channel=SecondLife

Online Tools:

Polls: <https://www.mentimeter.com/>

Video Recording: <https://www.loom.com/>

Podcast: <https://anchor.fm/>

The Internet Archive : <https://archive.org/index.php>

Animations : <https://www.animaker.com/>

Interactive Presentations and Learning Experiences:

<https://www.genial.ly/>

<https://prezi.com/>

Gamification Contents and Tests:

<https://kahoot.it/>

<https://quizizz.com/>

Language Learning Resources:

<https://www.listen-and-write.com/>

<https://www.languageguide.org/>

Social Networks:

<https://www.facebook.com/>

<https://www.instagram.com/>

<https://twitter.com/>

Videos:

<https://www.ted.com/talks>

<https://vimeo.com/>

<https://www.youtube.com/>

Video Conference:

<https://meet.jit.si/>



<https://meet.google.com/>

Virtual Worlds:

<https://secondlife.com/>

<https://www.firestormviewer.org/os/>

Community Virtual Library in Library Land in Second Life

<http://maps.secondlife.com/secondlife/Cookie/204/224/22>

<http://go.secondlife.com/landing/education/?lang=en>



3.4. Seminar: Recording for educational purposes I and II

November 26th 2020. 10h-12:00h and 13h30-15:30h (CET)

COURSE PRESENTATION		
<p>Main objectives of this course are to analyze the audience the video is aimed at to define the tool, the type of discourse and the recording length, but also Identify the essential information that the video resource must communicate to understand the objectives, contents, and methodologies for its use.</p> <p>We propose two complementary sessions in order to present some tools for video recording for educational purposes including practical techniques for video design, using symbolic elements and all the narrative possibilities of audiovisual language.</p>		
LEARNING OBJECTIVES	TOOLS	
<ol style="list-style-type: none"> 1. To understand the importance of incorporating video as a resource for education. 2. To identify the different types of video and which of them should be applied in each case. 3. To define the structure of the educational video. 4. To analyze the different elements that compose the audiovisual language and how to exploit them properly. 5. To know tools for the pre-production, production and post-production of educational videos. 	<p>Computer, camera and microphone.</p> <p>Each participant is required to have available a PowerPoint presentation of up to 10 slides on any of the subjects he regularly teaches.</p>	
DIDACTIC SEQUENCY	ACTIVITIES	TIMING
<p>Who are we addressing?</p> <ul style="list-style-type: none"> → Types of speech. → Length. 	<p>Presentation of the different types of educational videos that can be produced and how to adapt them according to the type of speech that will be transmitted. Definition of the recommended video length. Examples will be shown.</p>	00:00:00 - 00:40:00
<p>What will we communicate?</p> <ul style="list-style-type: none"> → Objectives. → Contents. → Methodology. 	<p>Presentation of the content that the video should have for educational purposes.</p>	00:40:00 - 01:10:00



Audiovisual language. <ul style="list-style-type: none">→ Stage.→ Attire.→ Illumination.→ Camera set-up.→ Audio.→ Tools.<ul style="list-style-type: none">◆ Images banks.◆ Images editor.◆ Elaboration of graphics.◆ Preparation of presentations.◆ Surveys and forms.◆ Video.◆ Audio.◆ 3D elements.	<p>Presentation of the different elements that compose the audiovisual language. Examples will be shown for each of them.</p> <p>Regarding the tools, two examples will be given for each aspect.</p> <p>Participants will be requested to create their own video for educational purposes. For this, they will use the PowerPoint presentation that was previously required, as well as the tools of their preference according to those analyzed in the course.</p>	01:10:00 - 03:10:00
Publication. <ul style="list-style-type: none">→ Social media.→ Blogs and web pages.	<p>The options available to share resources with students will be discussed.</p> <p>Participants will be asked to use any of these resources to publish the product of the activity from the previous section.</p> <p>Some of the products will be reviewed and commented about.</p>	03:10:00 - 03:50:00
Closing.	Some participants will be asked to share their experiences.	03:50:00 - 04:00:00

MATERIALS AND RESOURCES**Complementary Readings:**

ARTICLES:

- Video as a new teaching tool to increase student motivation. (<https://upcommons.upc.edu/bitstream/handle/2117/12717/bravo-amante.pdf?sequence=1>)
- Using video as an instructional tool. (<https://digital.bu.edu/why-use-video-as-an-instructional-tool/>)
- Pedagogical benefits. (<http://www.uq.edu.au/teach/video-teach-learn/ped-benefits.html>)

VIDEOS:

- 7 BEST Websites and Apps for Distance Learning. (<https://www.youtube.com/watch?v=svmGQhQLuBQC>)
- Redefining Learning & Teaching using Technology. (<https://www.youtube.com/watch?v=AOTEQVYDPpg>)
- How to make lesson videos, screen recordings in less than 6 minutes. (<https://www.youtube.com/watch?v=OqpuFFAWYhk>)



3.5. Seminar: Assessment in distance learning.

November 30th 2020. 10h-12h (CET)

COURSE PRESENTATION	
<p>This course aims to help students to assess learning activities in distance training. It presents a set of qualitative and quantitative assessment techniques. The course is developed in a live interactive session and includes practical exercises via Course Forum. The session will be focused on a case study: assessment for an English course.</p>	
LEARNING OBJECTIVES	CONTENTS
<ol style="list-style-type: none"> 4. To get familiar with the Common European Framework of Reference for Languages and the action-oriented approach to language education. 5. To be aware of the importance of analyzing students' communicative purposes to assess language activities. 6. To explore available language assessment techniques. 	<ol style="list-style-type: none"> 1. The Common European Framework of Reference for Languages and the action-oriented approach to language education. Communicative purposes. 2. How to assess activities which focus on the action-oriented approach. 3. Qualitative and quantitative assessment techniques. 4. Language testing.
DIDACTIC ACTIVITIES	TOOLS
<ol style="list-style-type: none"> 6. What purposes do we need to use language for in our daily life? (INDIVIDUAL ACTIVITY via Course Forum) 7. Do you know some qualitative and quantitative assessment techniques? (INDIVIDUAL ACTIVITY via Course Forum) 8. What type of tests involve closed-ended questions/ controlled answer techniques/ open-ended questions? In which situations would you use this kind of tests? (INDIVIDUAL ACTIVITY via Course Forum) 9. What kind of assessment activities would you include in your learning unit? (GROUP ACTIVITY via Course Forum) 	<p>Google Meet</p> <p>Course Forum</p>
MATERIALS AND RESOURCES	
<p>Current literature:</p> <p>BACHMAN, L. F. & PALMER, A. S. (2010). <i>Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World</i>. Oxford: Oxford University Press.</p> <p>CHENG, L. & CURTIS, A. (Eds.) (2010). <i>English Language Assessment and The Chinese Learner</i>. New York: Routledge.</p> <p>COOMBE, C., DAVIDSON, P., O'SULLIVAN, B. & STOYNOFF, S. (Eds.) (2012). <i>The Cambridge Guide to Second Language Assessment</i>. Cambridge: Cambridge University Press.</p> <p>DOUGLAS, D. (2010). <i>Understanding Language Testing</i>. London: Hodder Education.</p> <p>EKBATANI, G. (2011). <i>Measurement and evaluation in post-secondary ESL</i>. London: Routledge.</p> <p>FILIPPI, A. (2012). Do questions written in the target language make foreign language listening comprehension tests more difficult?. <i>Language Testing</i>, 29, 511-532.</p> <p>FULCHER, G. (2010). <i>Practical Language Testing</i>. London: Hodder Education.</p>	



- FULCHER, G. & DAVIDSON, F. (Eds.) (2012). *The Routledge Handbook of Language Testing*. London: Routledge.
- GERANPAYEH, A. & TAYLOR, L. (Eds.) (2013). *Examining Listening: Research and Practice in Assessing Second Language Listening*. Cambridge: Cambridge University Press.
- GU, L. (2014). At the interface between language testing and second language acquisition: Language ability and context of learning. *Language Testing*, 31, 111-133.
- KOO, J., BECKER, B. J. & KIM, Y. (2014). Examining differential item functioning trends for English language learners in a reading test: A meta-analytical approach. *Language Testing*, 31, 89-109.
- O'SULLIVAN, B. (Ed.) (2011). *Language Testing: Theories and Practices*. London: Palgrave MacMillan.
- TAYLOR, L. (Ed.) (2011). *Examining Speaking: Research and Practice in Assessing Second Language Speaking*. Cambridge: Cambridge University Press.
- WAGNER, E. (2010). The effect of the use of video texts on ESL listening test-taker performance. *Language Testing*, 27, 493-513.

Bibliographic references:

- BACHMAN, L. (1990). *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press.
- CARROLL, J. B. & HALL, P. J. (1985). *Make your own Language Tests: A Practical guide to writing language performance tests*. Oxford: Pergamon.
- CARROLL, J. B. & SAPON, S. M. (1959). *Modern Language Aptitude Test*. New York: Psychological Corporation.
- HARRIS, M. & McCANN, P. (1994). *Assessment*. Oxford: Heinemann.
- HEATON, G. B. (1975). *Writing English Language Tests*. London: Longman.
- HUGHES, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- OLLER, J. (1979). *Language Tests at School: A Pragmatic Approach*. London: Longman.
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- WEIR, C. (1993). *Understanding and Developing Language Tests*. Hemel Hempstead: Prentice Hall International.
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3.6. Second Life Visit

November 30th 2020. 13h-13:30h (CET)

SECOND LIFE TOUR PRESENTATION	
<p>This tour on Second Life presents some of the Sims or locations inside Second Life that can be visited with students for immersive learning experiences and interactions. The tour takes place in Second Life, Firestorm Viewer, and is shared in the course videoconferencing room in Meet.</p>	
LEARNING OBJECTIVES	CONTENTS
<ol style="list-style-type: none"> 1. To get familiar with Second Life and explore its educational resources and possibilities. 2. To interact in virtual world with colleagues interested in online education. 3. To get familiar with some Sims or locations inside Second Life that can be visited with students for immersive learning experiences and interactions. 4. To get familiar with some of the cultural and educational 	<ol style="list-style-type: none"> 1. Virtual Words education and possibilities for immersive interactions and learning experiences. 2. Second Life educational sims or locations for immersive learning experiences and interactions. 3. Educational resources and available in Second Life.
PRELIMINARY ACTIVITIES	TOOLS
<ol style="list-style-type: none"> 1. Logging up or creating an account in <i>Second Life</i> (individual activity) 2. Downloading and installing <i>Firestorm Viewer</i> for Second Life (individual activity) 3. Opening in the computer <i>Firestorm</i> and logging in <i>Second Life</i> (individual guided activity) 4. Creating and customizing an avatar (individual guided activity) 	<p>Video tutorials available in Google Drive folder</p> <p>Join Second Life: https://join.secondlife.com/?lang=en-US</p> <p>Firestorm Viewer Download: https://www.firestormviewer.org/choose-your-platform/</p> <p>Second Life Tutorials available at Caledon Oxbridge Gateway - New Resident Help (Link available on the materials and resources section)</p>
GUIDED TOUR ACTIVITIES	TOOLS
<ol style="list-style-type: none"> 1. Logging in Second Life (individual guided activity) 2. Joining the group for a guided tour in Second Life (group guided activity) in the Sim: 	<p>Firestorm Google Meet</p>



<p>3. Discussing the possible educational uses, available resources and networks in Second Life (open discussion)</p>	
<p>FREE EXPLORATION</p>	<p>TOOLS</p>
<p>Free exploration of Second Life considering the Educational Sims and Networks recommended</p>	<p>Second Life</p>
<p>MATERIALS AND RESOURCES</p>	
<p>Complementary Reading: Perrier, G. (2020) Virtual Worlds Teaching Manual. 3rd. Edition.</p> <p>Second Life for Education: http://go.secondlife.com/landing/education/?lang=en https://www.youtube.com/watch?v=mZZS6NCtr1k&ab_channel=SecondLife https://www.youtube.com/watch?v=e3KzynJzvMU&ab_channel=SecondLife</p> <p>Resources shared in Google Drive: https://drive.google.com/file/d/1M5r5xiKHDbh98uXB_0Q2zg-7uXbq20a1/view?usp=sharing</p> <p>Second Life Registration and Viewer: https://join.secondlife.com/?lang=en-US https://www.firestormviewer.org/os/</p> <p>Caledon Oxbridge Gateway - New Resident Help: http://maps.secondlife.com/secondlife/Caledon%20Oxbridge/92/198/28</p> <p>Second Life Visit:</p> <p>Second Life Educational and Cultural Sims or Locations:</p> <p>Large group meeting areas:</p> <p>Movie Theater with Open Screen: http://maps.secondlife.com/secondlife/GRIMES%20CENTRAL/238/190/32</p> <p>Wision Glass Meeting Space Room: http://maps.secondlife.com/secondlife/Wision/4/65/21</p> <p>Open Theater in the Central Higher Education Cooperative: http://maps.secondlife.com/secondlife/Callisto/46/225/51</p> <p>Non-profit Commons Amphitheater: http://maps.secondlife.com/secondlife/Plush%20Nonprofit%20Commons/105/138/24</p> <p>Auditorium Virtual Ability Island: http://maps.secondlife.com/secondlife/Virtual%20Ability/67/193/21</p> <p>Small groups meeting areas:</p> <p>Wision Coffee Room :</p>	



<http://maps.secondlife.com/secondlife/Wision/108/112/29>

VWTeacher Training:

<http://maps.secondlife.com/secondlife/Aloft%20Nonprofit%20Commons/152/197/22>

Community Virtual Library in Library Land in Second Life:

<http://maps.secondlife.com/secondlife/Cookie/204/224/22>

Caledon Library:

<http://maps.secondlife.com/secondlife/Caledon%20Victoria%20City/42/210/23>

Virtual World MOOC Headquarters:

<http://maps.secondlife.com/secondlife/Chilbo/167/53/96>

Whole Brain Health:

<http://maps.secondlife.com/secondlife/Inspiration%20Island/106/131/23>

The Science Circle:

<http://maps.secondlife.com/secondlife/The%20Science%20Circle/84/128/31>

<https://www.sciencecircle.org/>

The Virtual Words Education Round Table

<https://vwer.info/>

<http://maps.secondlife.com/secondlife/Infolit%20iSchool/234/24/22>

Digital Learning Center:

<http://maps.secondlife.com/secondlife/Aloft%20Nonprofit%20Commons/190/216/22>

Teleports of Offices in the Non Profit Commons Region:

<http://maps.secondlife.com/secondlife/Aloft%20Nonprofit%20Commons/109/94/24>

Peninsula College:

<http://maps.secondlife.com/secondlife/Aloft%20Nonprofit%20Commons/49/25/22>

Democide Museum:

<http://maps.secondlife.com/secondlife/Plush%20Nonprofit%20Commons/102/58/26>

Jules Verne Museum:

<http://maps.secondlife.com/secondlife/Lily/220/124/55>

The Vordun Museum:

<http://maps.secondlife.com/secondlife/Vordun/155/251/26>



Virtual Black History Museum: <http://maps.secondlife.com/secondlife/Black%20History%20Museum/183/95/23>

Simulator of a Heavy Industry Plant:

<http://maps.secondlife.com/secondlife/Heavy%20Industry/30/171/8>

Video Conference:

<https://meet.jit.si/>

<https://meet.google.com/>