 <p>Computer Assisted Training And Platforms to Upskill LSP Teachers</p>	Title: MOOC Blueprint
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The CATAPULT Consortium consists of: Sorbonne Université, Paris – France (Coordinator) Technological University of Applied Sciences, Turku – Finland University of Pedagogy, Krakow – Poland The International Certificate Conference (ICC) – Germany TELLConsult – the Netherlands Web2Learn – Greece	
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Output ID: O3A1 Title: MOOC Blueprint Summary / Content: Based on the results of O1 (training needs of LSP teachers) and O2 (common competence framework), the MOOC blueprint describes the pedagogical and organisational elements of the course and describes a production timeline.	

CHANGE LOG

Vers.	Date	Author	Description
1.0	14.06.2019	TUAS team	First draft
1.1	12.07.2019	TUAS team	Revisions to first draft – Second draft
1.2	19.08.2019	TUAS team	Further revisions to second draft
2.0	27.08.2019	TUAS team	Final version of the blueprint



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I. MOOC Development Overview



II. CATAPULT MOOC Overview

This blueprint is going to serve as the basis of the CATAPULT MOOC.

The MOOC consists of seven modules, which deal with the following themes:

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	ICT Tools
LSP concepts Needs Analysis	Field Corpus	LSP Communi- cation Skills	Student Engagemen- t & Participatio- n	Collaborati- on & Integration	Portfolio	ICT Teachin- gTools

Figure 1. Module Overview.

Module 1 is compulsory. We recommended taking the modules in the order they appear. However, course participants can freely take the modules that they are most interested in or the modules that are most relevant to their needs. The Module ICT Tools introduces the digital tools in the MOOC and how they can be used in teaching.

III. Pedagogical Elements

1. Learning Objectives

The learning objectives were derived from the LSP Common Competence Framework (LSP CCF) and adapted to the needs of the CATAPULT MOOC. Figure 2 provides an overview of the [LSP CFF](#).

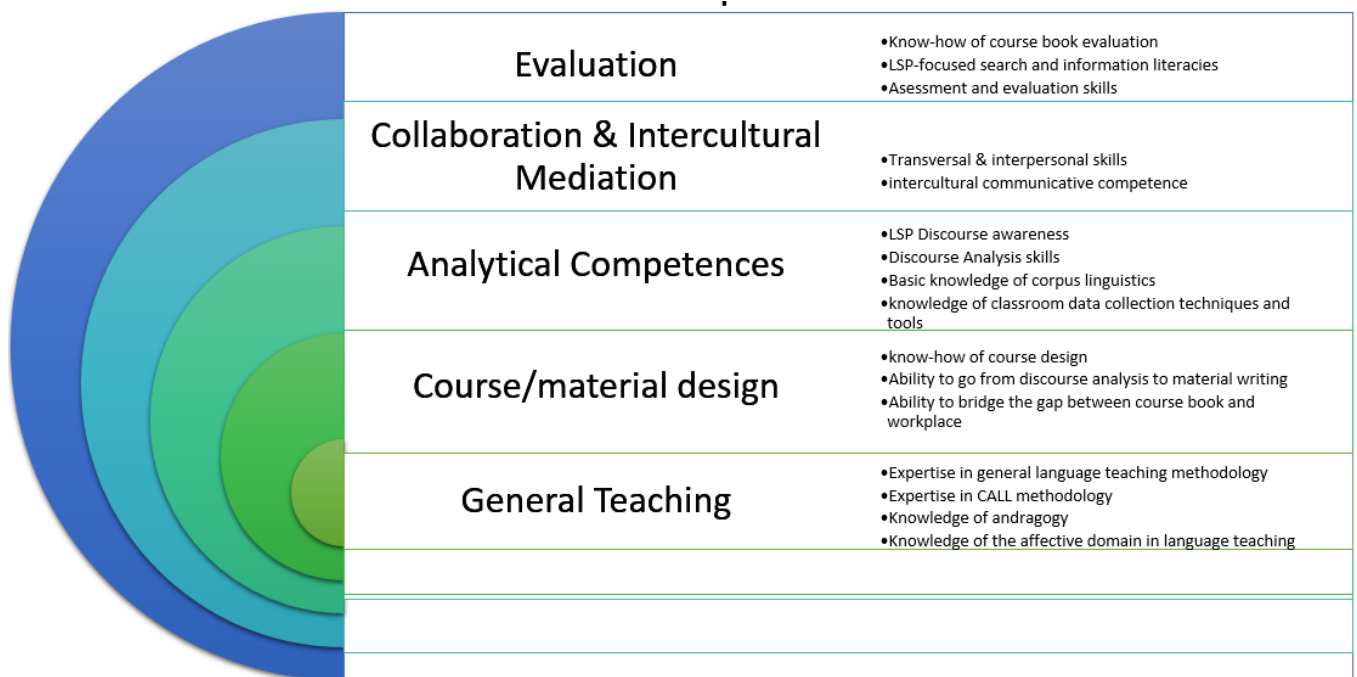


Figure 2. LSP Teacher Common Competence Framework.

Table 1 lists the CATAPULT MOOC objectives.

Table 1. CATAPULT MOOC learning objectives derived from the LSP Competence Framework.

LSP TEACHER COMPETENCES	CATAPULT MOOC LEARNING OBJECTIVES
<p>1. General Teaching Competences</p>	<p>1.1. can prepare/generate task-based and content-based activities using a variety of digital tools and platforms to support blended learning, e.g., online presentation, testing and evaluation tools</p> <p>1.2. can design a task or task sequence, and a long-term theme-based entity using digital tools and platforms</p> <p>1.3. can create tasks that promote and develop adult learner autonomy using digital tools and platforms both in classroom and in online teaching</p> <p>1.4. can create motivating tasks that promote adult learner participation and alleviate language anxiety</p> <p>1.5. can use ICT to effectively enhance the LSP learning experience</p> <p>1.6. can analyse the added value of ICT integration in LSP teaching and learning;</p> <p>1.7. has multiliteracy skills on different levels (digital, search and information, participatory, etc.);</p> <p>1.8. can use online learning management systems;</p> <p>1.9. can organise a virtual learning environment based on different applications;</p> <p>1.10. can motivate learners for life-long learning</p>
<p>2. Collaboration & Intercultural Mediation Competence</p>	<p>2.1 can utilize virtual exchange to collaborate, motivate and encourage learners and enhance team-working skills</p> <p>2.2. can share ideas and collaborate with content-subject teachers, field professionals and also fellow language teachers in the course design</p> <p>2.3. can integrate language learning tasks in subject courses</p> <p>2.4. can contribute and help fellow language colleagues in communities of practice</p> <p>2.5. can find out/locate, follow content-subject online for and social networks or trends in the field (etc.)</p> <p>2.6. can explore the language culture connection for pedagogical purposes</p> <p>2.7. can observe the etiquette and interact in such communities to keep up-to-date with the developments in the field</p> <p>2.8. can identify different communication styles both on personal and cultural level and communicate in an appropriate manner (to avoid misunderstandings)</p>



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<p>3. Analytical Competences</p>	<p>3.2. can identify the different components of LSP (e.g. syntax, semantics, rhetorical strategies) and analyze the various dimensions of discourse (e.g., style, speech acts and aspects of interaction)</p> <p>3.3. can analyse learner needs and goals (e.g. utilizing online tools) and design surveys for needs analysis and learner satisfaction</p> <p>3.4. can investigate, analyse and identify online subject resources (oral, written, multi-media) (also authentic)</p> <p>3.5. can analyze the suitability of various online tools and platforms to design subject-content material</p> <p>3.6. can locate, read and understand research in LSP learning and teaching published in main LSP journals</p> <p>3.7. can observe /"shadow" subject professionals in order to plan a realistic course (online input?)</p> <p>3.8. can search online and identify the hot trends in the subject area</p>
<p>4. Course / Material Design Competences</p>	<p>4.1 can create/write course objectives</p> <p>4.2. can create a subject-content course with a consistent format that uses a variety of digital tools and platforms that engage the learner, involve collaboration, independent work as well as self and peer reflection</p> <p>4.3. can create subject-content course tasks that gradually range from lower to higher order thinking skills utilising digital tools and platforms</p> <p>4.4. can identify and select online subject-content resources</p> <p>4.5. can modify general language tasks to suit subject content (e.g. presentations for specific audience or instructions)</p> <p>4.6. can create a realistic /authentic subject content sequence of tasks and theme-based entity to bridge the gap between course book and workplace</p> <p>4.7. can encourage the learners to share knowledge in order to add authenticity and real-life examples in course material/design</p> <p>4.8. can create scaffolding tasks that aim to develop real life communication skills in the subject field.</p> <p>4.9. can apply in practice different models of course design</p>
<p>5. Evaluation Competences</p>	<p>5.1. can evaluate course material vis à vis learner needs and own teaching style (online resources, online courses, e-books, video material etc.) in the subject content area in relation to the learner needs</p> <p>5.2. can evaluate the value and utility of online tools and</p>



	<p>platforms in relation to learner needs and own teaching style</p> <p>5.3. can employ different online search strategies</p> <p>5.4. can locate LSP online national and international teaching communities which practise and share materials and ideas</p> <p>5.5. can assess and utilize online resources (dictionaries, corpora, text repositories, journal databases, official documentation, manuals, standards, videos, tutorials etc.) in the subject content area</p> <p>5.6. can use online tools for formative and summative assessment in Learning Management Systems e.g. Moodle.</p> <p>5.7. can interpret the results of the formative assessment and student progress in order to evaluate and monitor student learning and also modify the course design</p> <p>5.8. Can reflect upon the degree of integration of a given digital tool/technology in one's teaching</p>
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2. Types of activities

The activities of the participants engage in will vary. The level of engagement might vary from module to module and depend on the needs and interests of the participants.

Type 1 Low Engagement Participation	Type 2 Intermediate Engagement Participation	Type 3 High Engagement Participation
<p>This course participant reads the materials, watches the videos, may post and take quizzes, and takes part in some discussion activities in all modules</p> <p>The participation in activities does not lead to certification.</p> <p>Free Choice of modules to be completed</p>	<p>This course participant reads the materials, watches the videos, completes all the quizzes, and participates in the required discussions in all modules.</p> <p>The participation in activities does not lead to certification</p> <p>Free Choice of modules to be completed</p> <p>Recommended modules</p>	<p>This course participant reads the materials, watches the videos, completes all the quizzes, and participates in all discussions. In addition, this course participant creates a portfolio and combines examples of own coursework & reflection.</p> <p>Required Modules: all</p> <p>Completion of portfolio is required for certification.</p>

Table 2. Type of activities by participant type.

3. Sequence of activities

The course consists of six study modules and the ICT Tools module. The study modules (Modules 1-5) follow the structure illustrated below. Module 6 is the portfolio module.

Type and indicative sequence of activity	Type 1 Participant (Skimmer)	Type 2 Participant (Engaged participant?)	Type 3 Participant (blended learner / certification seeker)
module introductory video outlining the contents and the objectives of the Module	X	X	X
introductory reading /video material	X	X	X
Activity 1: Quiz, poll, post or discussion activity	(X)	X	X
Activity 2: Suggested Reading		X	X
Activity 3: Creation of teaching task/material/ activity			X
Activity 4: integration of digital tool with teaching activity			X
Activity 5: Reflection			X

Table 3. Type and sequence of activity in a typical module by participant type.

4. Module Contents

Module 1	<ul style="list-style-type: none"> • Content: Trigger Activity (survey) exploring the participant perceptions of LSP. LSP: What it is? How is it different from CLIL? Are there any other terms to be defined? Definition of the concepts • Reading: LSP vs CLIL, CBI, EMI, how to design a good NA survey • Outcome: (student needs) Needs analysis (an example form and then the students will have to create their own) and they create their own • Reflection: How do you see yourself as an LSP teacher and why are you attending this course (what do you want to improve?) three priorities for the course
Module 2	<ul style="list-style-type: none"> • Content: Field Corpus: locating, creating one's own specialized corpus and utilizing field corpus resources and professional sites • Reading: AntCorGen (https://www.laurenceanthony.net/software/antcorgen/) is a great tool to compile corpora of different disciplines in order to study the type of language/discourse used (from articles published in PLOSone). Other, more generalistic, tools include: Hypercollocation (https://hypcol.marutank.net/) and ScienQuest (https://corpora.aiakide.net/scientext20/) www.corpus-analysis.com • Outcome: The participants need to report on the findings and how to apply them in practice • Reflection: How do you use field corpus resources and tools?
Module 3	<ul style="list-style-type: none"> • Content: Communication Skills needed in the specific field by the students (reading, writing, listening, speaking and cultural awareness); What tasks are professionals in the field required to perform daily? • Reading: from O2 Report list of articles (IT, Business, Nursing, IT) • Outcome: Target language use situations + tasks: e.g., patient-nurse about symptoms. For example a specific customer situation course materials & tasks. The participants may be asked to review the practical ideas from these articles; or to use them as inspiration when developing their own activities • Reflection: give your own example + reflection
Module 4	<ul style="list-style-type: none"> • Content: Student Engagement & Participation in an online course • Reading: Theory/ tips/activities on engaging students • Outcome: Sharing good practices on a forum and collect them (describe the students, activity, what did you do and what worked and also how could this be improved. Choose another example of another student. Create an engaging activity based on the ideas and suggestions in the forum • Reflection: Reflection on the outcomes
Module 5	<ul style="list-style-type: none"> • Content: Collaboration & Integration: utilizing students as resources or content generators; utilizing subject teachers or external field professionals. Link to the CATAPULT Community of Practice and LinguaClick • Reading: Providing examples of integration and collaboration http://iulkaisut.turkuamk.fi/isbn9789522164902.pdf Read pp120-132: abstracts on integration practical examples at TUAS, principles and good practices of OER • Outcome: This outcome will overlap with reflection: Reflect on the possibilities and opportunities for collaboration and integration (blogging activity) What prevents you from collaboration and integration? Set one integration/collaboration target. • Reflection: See above.



Module 6	<ul style="list-style-type: none"> • Content: Literature on portfolio work and portfolio assessment • Outcome: The participants collect the outcomes (artefacts) they have produced into a portfolio • Reflection: They reflect on their professional development in relation to the targets/priorities they had in Module 1.
ICT Tools	<ul style="list-style-type: none"> • Content: ICT tools used in the course, inviting participants to share the digital tools they use in their teaching. List of resources, for example, for making tutorials, creating flashcards and quizzes, collaborative work • Reading: Tutorials (Russell Stannard & Nick Peachy) • Outcome: The course participants share ideas /try out tools/ produce teaching, material, • Reflection: How would you incorporate a tool in your LSP teaching? Describe the setting of the class and the IT tool used; what are the teaching goals? How do you time the activities using this tool? The participants share a description of one IT tool with the community using a provided template.

Table 4. CATAPULT MOOC Module Contents.

5. Types of learning objects

A learning object is "A digital self-contained and reusable entity, with a clear educational purpose, with at least three internal and editable components: **content, learning activities and elements of context.**

https://sydney.edu.au/education_social_work/learning_teaching/ict/theory/learning_objects.shtml

The learning objects of a typical module include:

- Elements of context, for example, purpose/importance in the module introductory video, learning objectives,
- Study materials e.g., articles/videos,
- Learning activities, e.g., quizzes, comments, sharing ideas, reflection

5.1 Assignments

Assignments include the activities, the reflection, and the portfolio depending on the type of participation (See Table 3).

5.2 Learning outcomes

Learning outcomes depend on the type of participation.

For Type 1 and 2 participation, the learning outcomes are the activities in the MOOC, i.e., posts, sharing ideas, quiz scores.

For Type 3 participants, the learning outcomes are the activities in the MOOC in addition to the reflection and the compilation of the portfolio.

IV. Technical Elements

1. The learning environment: Course Networking (institutional account)
2. The open batch system: CN has its own system.
3. Certificates: Open to discussion

V. Organisational Elements

1. Pace : one week per module
2. Times & Dates
Iteration 1: January-March 2020
Iteration 2: September-November 2020
Iteration 3: January-March 2021

VI. Production Timeline

TIME	TASK	STATUS
May 2019	Blueprint v1.0	Done
June 5, 2019	Feedback on Blueprint v1	Done
June 14, 2019	Blueprint v2.0 published for comments	Done
July 31, 2019	Feedback for Blueprint v2.0	Done
August 31, 2019	Final version of Blueprint released	Done
September 15, 2019	MOOC production timetable, task division & responsibilities	Done
September 2019 – January 20, 2020	MOOC content production	We can all start on the free version of CN (www.thecn.com)
October 1, 2019	Module outline draft & partners responsible for task production	Done
October 15, 2019	MOOC Module template	In progress, waiting for technical details (Check Module 4 in CN)
November 11, 2019	Outline of the course ready (tasks & scheduling)	
January 27, 2020	The MOOC is published	

Table 5. Production timeline.



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VII. MOOC Modules Task Divison by Lead Partners

- Module 1: LSP/CLIL: Krakow & Sorbonne
- Module 2: Field Corpus: Sorbonne
- Module 3: Communication Skills: ICC
- Module 4: Student engagement: TUAS
- Module 5: Collaboration & Integration: Web2Learn
- Module 6: Collection portfolio: TUAS
- Module ICT-Tools: TELL

