

Hybrid pedagogical design in an international exchange project

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Introduction

Hybrid pedagogical design

formal - non-formal - informal
activities/learning/education/spaces

online/offline
activities/spaces - virtual/physical mobility

Blended learning: Nicholson *et al*, 2011

Physical mobility: Jacobone & Morone, 2015; Blankvoort *et al*, 2019

Virtual mobility/Virtual exchange/Telecollaboration/OIE: O'Dowd, 2018; Evaluate, 2019

Blended mobility: Welzera *et al*, 2018

Informal learning: Council of European Union, 2012

Informal/non-formal learning of languages: Inozu *et al*, 2010; Lai, 2015; Sundqvist, 2011

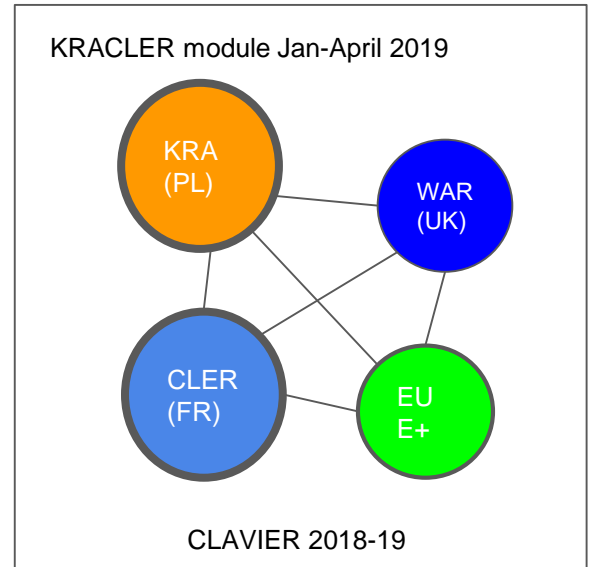
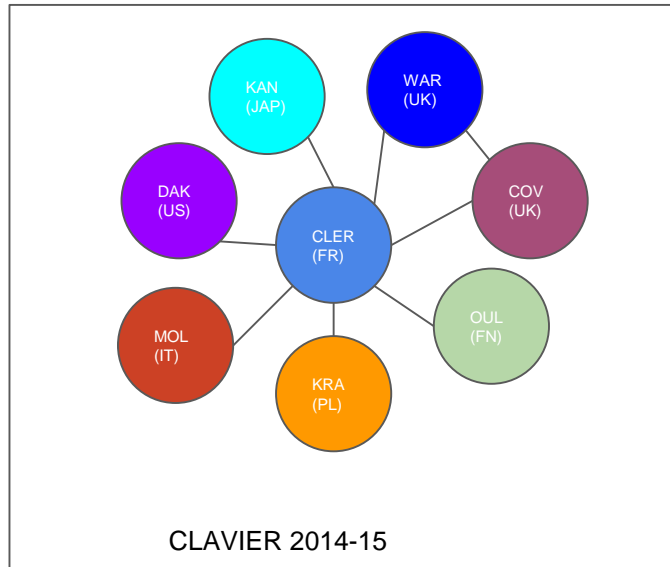
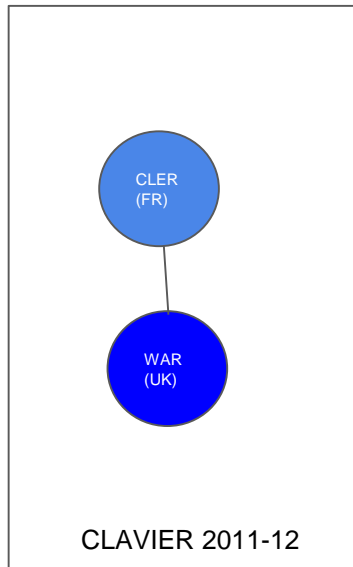
Hybrid pedagogy: Stommel, 2018

Context



Connected Learning And Virtual Intercultural Exchange Research Network

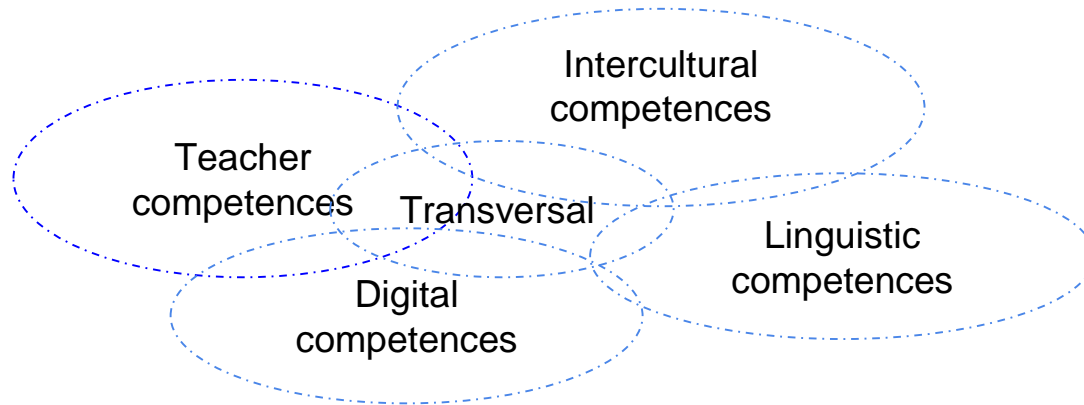
Connecting people via academic - professional - personal affinities online/offline





Connected Learning And Virtual Intercultural Exchange Research Network

Connecting people via academic - professional - personal affinities online/offline



**Learning objectives of KRACLER module January-April 2019
Preservice English Teachers/Non-specialist English learners**

Participants in KRACLER module 2019

5 Krakow self-selected post-graduate Masters Degrees in Teaching English as a Foreign Language students (KRA)

Optional participation included in teacher training course.

- Participation in online interaction via Google docs, Facebook Messenger, Zoom.
- Organisation/facilitation of online intercultural dialogue via Zoom
- Observation of language teaching in school/Teaching of university students in class.
- Participation in program of informal cultural activities.
- Participation in Erasmus + Virtual Exchange

16 self-selected Clermont nonspecialist undergraduate sport science students (CLER)

Optional activity included in portfolio assessment during 20 week English course

- Participation in online interaction via Google docs, Facebook Messenger, Zoom.
- Hosting of KRA students, organisation of program of informal cultural activities.
- Organisation of informal visit to Poland.
- Participation in Erasmus + Virtual Exchange

36 Clermont nonspecialist undergraduate sport science students, classroom participants (CLERC)

Participation in formal English class taught by KRA students.

2 Teachers (Simon and Marcin)

Jan 7th - March 12th

March 12th - 17th

March 17th - April

**Previsit
formal/non-formal/informal
online exchange**

- Google docs
- Student portfolios
- Facebook Messenger Group Chat
- 5 preservice teacher facilitated Zoom sessions
- Erasmus + Virtual exchange facilitated Zoom sessions

**Visit
informal/non-formal/formal
offline/online exchange**

- University classrooms/School classrooms.
- Student homes/sport centres/bars/restaurants /mountains.
- Facebook Messenger Group Chat

**Post visit
informal online/offline?
exchange**

- Facebook Messenger Group Chat

KRACLER MODULE January - April 2019

Hybrid pedagogical design: online/offline formal/non-formal/informal activities/roles



Aims of study

How did this hybrid pedagogical design enable development of competences/skills in interculturality?

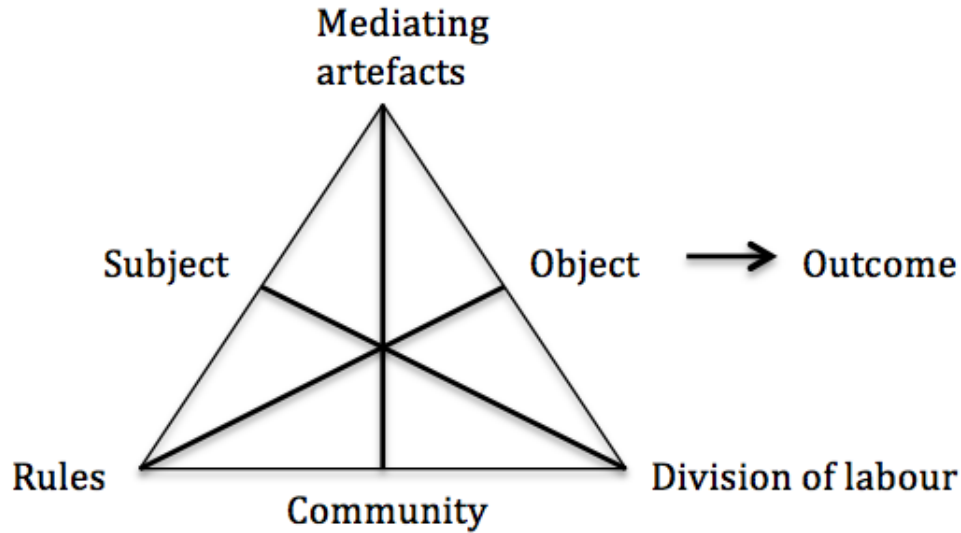
- Intercultural and linguistic competences/skills
- Transversal competences/skills

Methodology

Data Collection

The curriculum and assessment information for the CLER students with information about the CLAVIER/KRACLER/Erasmus+ Virtual Exchange programs in Google documents	
The list of KRACLER participants with their contact information in a Google Sheet	
The list of participants of the Erasmus+ Virtual Exchange facilitated dialogue sessions	
CLER participant students' reflective portfolio extracts with documentation of the exchange via screenshots, links to recordings, photos, and reflection on the exchange	8 portfolio extracts (4009 words)
KRA participant responses to a post module survey	3 completed surveys (752 words)
CLERC students' reflective portfolio extracts concerning the classes taught by KRA students	6 portfolio extracts (848 words)
The transcripts of the Facebook Messenger chat group (FMBCG) dedicated to the project	total 806 interactions
Video recordings and transcriptions of the Zoom facilitated dialogues on specific topics assigned by the teachers	5 video recordings (total 134 minutes)

Theoretical Lens - Activity theory



Activity System (Engeström, 2000)

Outcome categories

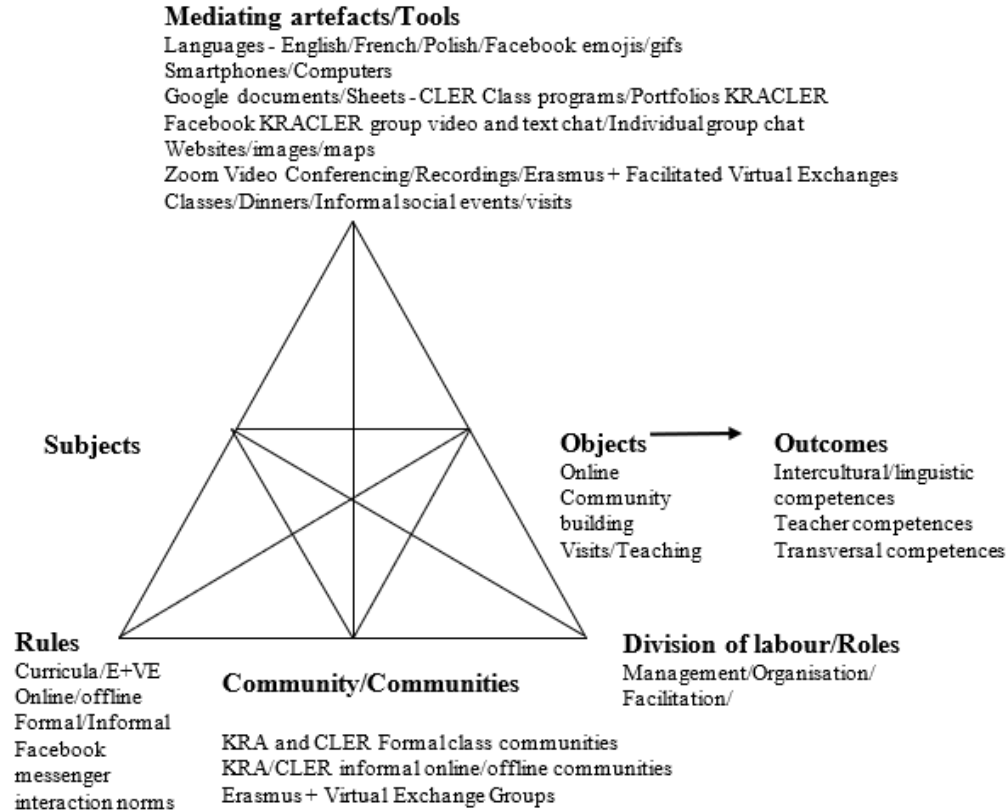
Transversal skills/competences

“Skills that are typically considered as not specifically related to a particular job, task, academic discipline or area of knowledge and that can be used in a wide variety of situations and work settings (for example, organizational skills)” (UNESCO, 2013):

- Common European Framework of Reference for Languages (CEFRL, 2001)
- Competences for democratic culture (CDC, 2018)
- Teacher roles framework (Ensor, Kleban & Rodrigues, 2017)
- Assessment of transversal skills report (ATS2020, 2016)

Analysis of data

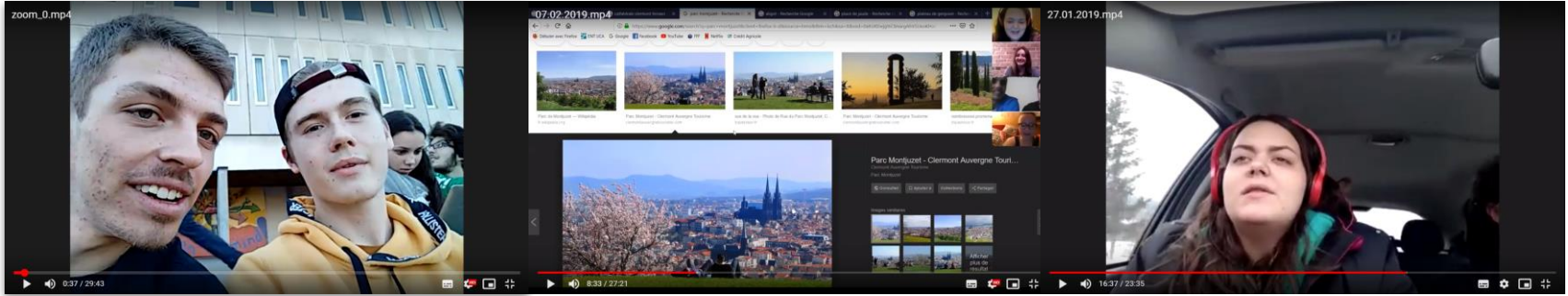
The project's activity framework based on Activity Theory (Mwanza, Engeström, 2003)



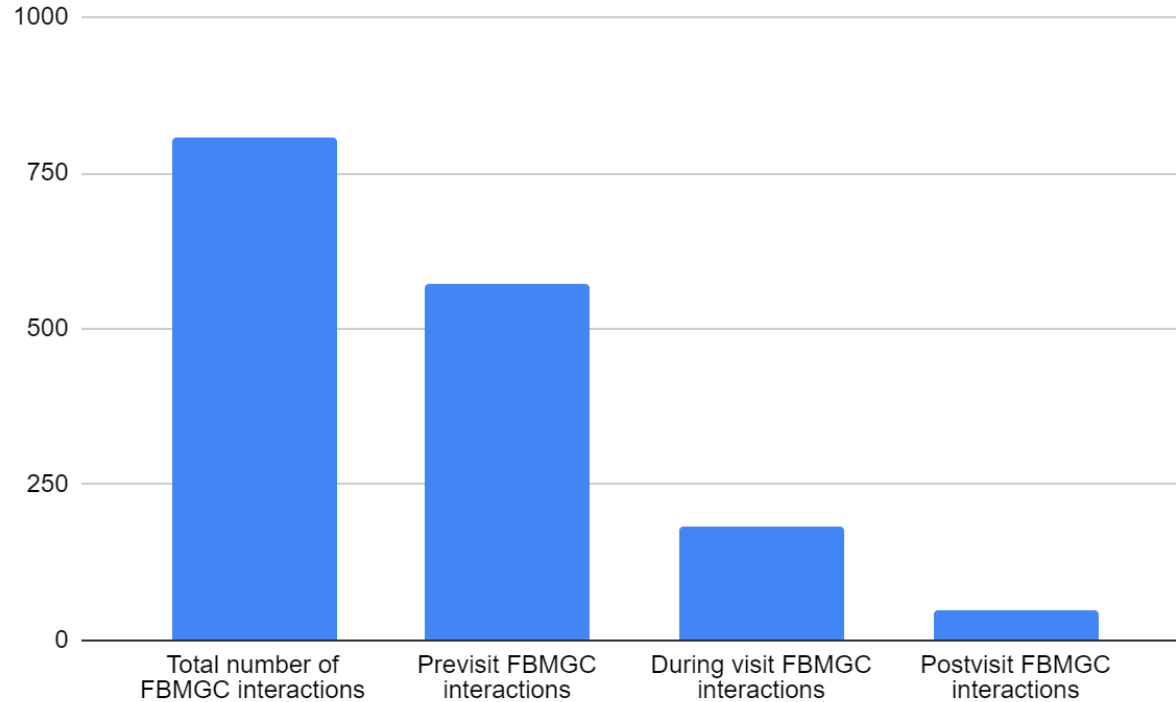
Hybrid pedagogical design: online/offline formal/non-formal/informal activities/roles

	Offline actions/roles	Online action/roles
FORMAL	Explanation/organisation of teaching programs/optional activities/assessment in class	Online survey/course documents/student portfolios Assessment of portfolios by teacher
	KRA student observation/teaching of classes	Erasmus + Virtual Exchange Organisation/Recognition with Badges
NON-FORMAL	Ice-breaking meeting in restaurant organised by teachers	FBM group Video Chat organised by teachers Zoom sessions organised by KRA students, Tech support teachers.
INFORMAL	Conversations/cultural activities between partners	Organising informal Zoom sessions, Personal/Group FBM chats, Photo sharing, Socialising, Community building. Event organisation, Orientation in town.

Hybrid pedagogical design: online/offline formal/non-formal/informal activities/roles



Facebook Messenger Group Chat (FBMGC) interactions in 3 phases of the project



Student reported outcomes: **intercultural competences**

We spoke during this conference of Clermont-Ferrand and of we would visit together when Krakow's people will come in France. We spoke about Puy de Dôme, places, Vulcania, garden, sports and foods among others. - CLER6

Friday night we decided to do a raclette [...]. It was very cool to meet up all together. Polish people discovered the French traditional food and they liked it. – CLER12

KRA3 and me have the same hobbies: Series and junk food so the evening we watched series (in English of course) and we eat in front of TV while we are talking. – CLER5

Student reported outcomes: **linguistic competences**

It's impressive to see our English become better. After these days I feel more confident to speak English with foreign people. - CLER12

Our French friends were eager to help us learn a few French phrases that were helpful in a very basic communication. - KRA3

As usual, I don't really like English tasks. And I feel more progress since I speak with English guys through the exchange program, rather than three years of university. – CLER5

It was awesome! I've never made so much progress in such a short time. – CLER5

Student reported outcomes: digital competences/critical digital competences

We found that could be great to explain what we could do with some picture to demonstrate all the awesome thing that we can do, eat or drink. For that, we've used of the option on Zoom the partage (sharing) of the screen - CLER7

This week I discovers an application on smartphone for talk with foreign people. It's call «Hello talk». - CLER12

We talked a lot [During Erasmus + Virtual Exchange] about our identity and the internet. Does technology help us to learn? And the answer was “Yes but ...” – CLER10

Student reported outcomes: **linguistic/intercultural competences/motivation**

the games they offered to us were funny and attracting. - CLERC4

we were able to speak english with people who do not understand french. So this obliges us to be more rigorous and focused. - CLERC5

It was very interesting for us and allows me to consider a future visit of this country. Until then, I was not aware of the cultural, historical and geographical wealth of Poland. - CLERC1

I hope for the next year we will have more intervention like this one. - CLERC3

Student reported outcomes: **intercultural/transversal/professional competences**

This week with polish people encouraged me to travel during the summer. First we planned to go to Poland with the french people but I want to work abroad too. So I find a job as animator in a summer camp in Netherlands. The children are french but we are going a lot of activities there and we need to speak english. - CLER12

4th International Teaching Forum
"Innovative Teaching Pedagogies, Interculturality and Transversal Skills"
14-15 November 2019
Clermont Ferrand, France

Thank you for your attention!

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The **Language** Centre



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