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
Hybrid pedagogical design in an international exchange project - Marcin Kleban, Simon Ensor & Christine Blanchard Rodrigues, 4th International Teaching Forum, 14-15 November 2019
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)
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

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

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<table>
<thead>
<tr>
<th>Mediating artefacts/Tools</th>
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<tbody>
<tr>
<td>Languages - English/French/Polish/Facebook emojis/gifs</td>
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<tr>
<td>Smartphones/Computers</td>
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<tr>
<td>Google documents/Sheets - CLER Class programs/Portfolios KRACLER</td>
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<tr>
<td>Facebook KRACLER group video and text chat/Individual group chat</td>
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<tr>
<td>Websites/images/maps</td>
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<td>Zoom Video Conferencing/Recordings/Erasmus + Facilitated Virtual Exchanges</td>
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<td>Classes/Dinners/informal social events/visits</td>
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<thead>
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<tr>
<td>Online</td>
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<tr>
<td>Community building</td>
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<td>Visits/Teaching</td>
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<table>
<thead>
<tr>
<th>Objects</th>
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</thead>
<tbody>
<tr>
<td>Intercultural linguistic competences</td>
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<tr>
<td>Teacher competences</td>
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<tr>
<td>Transversal competences</td>
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</tbody>
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<table>
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<th>Community/Communities</th>
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<tr>
<td>KRA and CLER Formal class communities</td>
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<tr>
<td>KRA/CLER informal online/offline communities</td>
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<tr>
<td>Erasmus + Virtual Exchange Groups</td>
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<table>
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<tr>
<th>Rules</th>
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<tr>
<td>Curricula/E+VE</td>
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<tr>
<td>Online/offline</td>
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<td>Formal/Informal</td>
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<td>Facebook messenger interaction norms</td>
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<table>
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<tr>
<th>Division of labour/Roles</th>
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<tr>
<td>Management/Organisation/ Facilitation/</td>
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Hybrid pedagogical design in an international exchange project - Marcin Kleban, Simon Ensor & Christine Blanchard Rodrigues, 4th International Teaching Forum, 14-15 November 2019
## Hybrid pedagogical design: online/offline formal/non-formal/informal activities/roles

<table>
<thead>
<tr>
<th>Offline actions/roles</th>
<th>Online action/roles</th>
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<tbody>
<tr>
<td><strong>FORMAL</strong></td>
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</table>
| 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**

![Bar chart showing interactions in 3 phases of the project](chart.png)
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, Vulcanaia, 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 discover 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 a 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
Thank you for your attention!

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References