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Course Guide

Pools-2

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METHODOLOGIES

Scenario for delivering the content development course

Offering the course

The aim of the course is to inspire teachers and their course participants to utilise a blended learning approach in the classroom. It is therefore useful to teach by example in this context and share your personal experiences of the benefits of different learning approaches.

The course modules, (or most of them), can be offered as online courses, class courses, or blended courses. It seems suitable to offer some of the modules en bloc e.g. several modules have familiar features and required competences like the Hot Potatoes modules. This enables you to provide tailor made courses catered to the varied learning styles and needs of the varied professional client groups.

To achieve a manageable, or profitable, number of participants for each course it is likely to be of benefit to offer a suite of modules so that the individual participant can have a pick at the modules she favours and still to have a reasonable number of participants for each module.

It appears to be good practice to offer the modules based on the competencies that can be achieved by completing them e.g. the module **“Creating Crossword Exercises”** could be offered with the following description:

“The course enables the participant to create crossword puzzles that can be made available online or can be printed out.”

Course participants are immediately presented with a concrete example of the skills which they can gain, which is motivating and clear.

Additionally, share stories of educational/ classroom experiences which have inspired you to use the approach yourself and how your students have benefited e.g. how are you making use of mobile phones to make instruction videos and why a video is a useful instrument for the students. In other words, lead by example.

Most teachers have knowledge and understanding of the content which they wish to share and want more time to have individual contact with students. If you can assist them to see the timesaving / contact benefits of these methods, that can be inspiring for the busy teacher. It is useful to focus on

the practical benefits to be gained from using these new methods, “the first pain (in learning the methods) then gain approach’ as they say at your local health/ sports club.

In order to deliver the course in suitable modules you need the following information from participants:

Do you know how to install a program?

1. Do you want to make your crossword puzzles online?
2. Do you know how to send files to a website?
3. Do you know how to resize graphics and save them in .jpg or .gif formats?

The course participants are then grouped according to the answers into:

- a) a fast lane
- b) a standard lane

type of course. If, for example, the participants (very likely) have booked more than one of the “Hot Potatoes” unit then only the first unit should be scheduled as “full time”.

Pre-course activities

For most of the modules it may be of benefit to set up a website area for presenting the participants’ outputs so these can be presented to and commented by other participants.

In case of online or blended courses it’s probably necessary to set up some sort of a communication platform for the groups e.g. First Class, Moodle, Fronter, or BlackBoard . A simple e-mail list may, however, serve the same purpose.

If it is intended to use a communication platform during the course then the participants will need some instruction in order to use the chosen platform, i.e. unless it has been decided only to use e-mail.

Course delivery

The best delivery schedule is to have modules dealing with inspirational actual content development or content production like video, audio (e.g. inspiring music), graphics and hyperlinked text precede modules that deal with development of exercises. Think of what would appeal to **you** on a wet January afternoon and you’ll be on the right lines.

Class courses

Class courses based on manageable groups do not necessarily differ from any other taught course. Obviously the teacher needs to “know her stuff” and be reasonably experienced in delivering courses to other teachers.

The approach should not be a step by step instructional lesson, but should start with the group / class deciding what they would like to achieve and which competencies need to be mastered within that context e.g. a class teacher on a catering course with one computer in her classroom might wish to start with crossword exercises on food vocabulary which can be photocopied and supplied manually to students.

It is then necessary to generate the awareness that hot potatoes crosswords can be helpful to the needs of her course. Based on the envisaged output the course can take a constructivist approach towards that goal with the course teacher/instructor assisting whenever the need occurs, i.e. “Just In Time Teaching”.

Online courses

Online courses are frequently too individual, to cater for a social setting/ group feeling which can be isolating, for certain participants. It is therefore recommended that the participants write a short presentation of themselves with e-mail addresses. The presentations are shared either in an online forum or by e-mail. It is then possible for two or more participants to share their ideas and work together toward the envisaged outputs. This provides an on-line support system while learning. It has proven to be a benefit to enable the participants to communicate with one another using voice mail, Skype and / or MS messenger, or with the use of web cameras. This approach has been used by the British Open University for a number of years. Of course some instruction on how to use these communication methods should be provided.

The course participants should be sent clear and transparent instructions, work tasks, and time schedules, so they know the expected input from each participant.

The teacher / instructor needs to understand the importance of writing timely feed-back and comments to participants thus basing the method on a coaching approach. All over Europe this approach is being developed in eLearning. This is particularly important for those who are inspired by verbal/ image information or are visual learners.

Experience has shown that the amount of time that should be given the teacher per student for preparation and feedback exceeds the time used for class room teaching by something like 50%. This may seem like a bad bargain for the offering institution, but the advantages like asynchronous

teaching, no need for a class room, no travelling etc. are worth it, and also when dealing with computer assisted language learning, all participants and teachers should experience online learning / teaching.

Participants will benefit most from concrete examples from current practitioners relating to blended learning and from methods which get people excited. Some Pools participants in Spain launched a video making competition with a prize for the best being a video camera, very creative and great marketing for these methods.

Blended courses

All of the above comments will already be sending you the message that the ideal structure for a successful blended course is to start and finish with a classroom session where participants get to meet, depending on the module content, with a few classroom lessons in between the online work.

This fits with the competency oriented approach described above. The use of a variety of styles helps meet the needs of learners with different learning styles and will therefore increase the chance of success of your courses, measurable by the degree to which the methods taught are later integrated into the live teaching programme. A follow up questionnaire can help test their effectiveness. In any case research shows that a mix of learning styles is the most effective.

Helping the learner (professional) to inspire others can lead to a life long learning system and self motivated students, teachers and local groups with a much higher potential for spreading their inspiration to others through their local agencies. Enthusiasm is infectious. If people see how these methods can help them have more effective lessons and more individual coaching time with students, it can lead to a breakthrough in take up.

Completion

All of us like a pat on the back, so don't forget to send a congratulatory note, a fun certificate or even an on line gold star when participants have mastered a skill!

On line presentations of Good Practice to be commented on by other participants can be rewarding.

If anyone has suggestions for ways to how to hold an on line celebratory party, with cyberspace glasses of wine on offer please let the editor know...no seriously, we all like to have fun so let us work on that.

A Sample Course

During the pilot phase of the POOLS project we delivered an online methodology course titled "Computer Assisted Language Teaching put into a Task Based context". The course was delivered using a web based platform and also through e-mail where all participants received "carbon copies".

We put an emphasis on the value of having the participants give feed-back to one another.

We prepared seven tasks for the course:

Task 1

Send in a presentation of yourself

Task 2

Read the chapter about task based learning and CALL

Deadline:

Task 3

Develop your own task based activity with a pre-task, the main task and language consciousness raising activities. It must be one that you can use with one of your classes. Send in your task activity.

Deadline:

Task 4

Read and comment on the input from the other participants in the course. Give them feed back on their task activity.

Deadline:

Task 5

Try out the task activity in one of your classes.

Deadline:

Task 6

Send in a description of the students' reactions and evaluation of the task activity. Include also your own evaluation of the task.

Deadline: maximum two days after the task activity with a class.

Task 7

Read the evaluations of the other course participant and give feed back.

Deadline: Feed back must be given to each participant no later than a week after the respective evaluations have been submitted.

Task 8

Final evaluation and reflection.

How did you find the process of working with a new task activity?

Has it changed anything for you as a language teacher?

Deadline:

To see the results please visit <http://www.languages.dk/courses/call-tbl/index.html>

METHODOLOGIES SOURCES

TITLE OF ITEM	<i>Webquest</i>
Short description	The course looks at the reasons why and how to use webquests in the teaching of foreign languages. This involves a discussion of the teacher role, learning goals and learning processes.
Before starting the trainee must have the following competencies:	<p>Ability to use a computer to:</p> <ul style="list-style-type: none"> • Access the Internet • Handle files and web texts • Handle pictures and illustrations • Give an introduction and instruction
During the course you help the trainee acquire the following competencies:	<p>How to prepare and reflect on the phases and learning goals of the a self-made or ready to use webquest (short term or long term):</p> <ul style="list-style-type: none"> • Introduction • Task • Process • Sources of information • Evaluation • Conclusion
Estimated learning time	6x45 minutes
To deliver this course you require:	<p>A computer Access to the Internet Access to text and image processing programmes</p>
You can deliver the course:	F2F, Online and blended
References:	<p>www.webquest.org www.bestwebquests.com www.languages.dk</p>

	<p>http://instantprojects.org/webquest/main.php http://webquest.sdsu.edu/webquest.html www.kn.att.com/webquests.html www.bestwebquests.com/links.asp</p>
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Webquest Guidelines:

- Consider letting the course participants work with a webquest in the role of learners of a foreign language and let them point out the learning goals. Pointing out learning goals is an important part of preparing a webquest.
- Make sure to discuss all phases of working with a webquest.
- It would be a very good idea to give participants time to find or create a webquest that they can try with their own students over a period of time. Long-term and short-term.
- Part of the course should include the evaluation, reflection and discussion of the course participants' use of the webquest in their own classes.
- If the course is run face to face, it would be a good idea to let the course participants work with each others' webquests and give feed back to each other.

TITLE OF ITEM	<i>Task based learning/teaching with Call</i>
Short description	The course looks at how to use Task Based Learning as a teaching method supported by computers. This involves a discussion of the teacher role, learning goals and learning processes.
Before starting the trainee must have the following competencies:	<p>Ability to use a computer to:</p> <ul style="list-style-type: none"> • Access the Internet • Handle files and web texts • Give an introduction and instruction
During the course you help the trainee acquire the following competencies:	<p>How to prepare and reflect on the phases of task based learning</p> <ul style="list-style-type: none"> • Introduction • Tasks • Process • Sources of information • Evaluation • Conclusion
Estimated learning time	6x45 minutes
To deliver this course you require:	<p>A computer Access to the Internet Access to text and image processing programmes</p>
You can deliver the course:	F2F, Online and blended
References:	<p>http://www.languages.dk/materials.html#Course_Book http://www.languages.dk/methods/call-en.html http://www.teachingenglish.org.uk/think/methodology/task_based.shtml http://en.wikipedia.org/wiki/Task-based_language_learning</p>

TITLE OF ITEM	<i>Using the mobile phone as a tool in class</i>
Short description	Most mobile phones now offer the possibility to record sound and image as well. Why not ask the students to keep their mobiles turned on in class for a change, and use its opportunities? Record conversations and role plays with the devices your students bring themselves

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • confidence/ability to lead a class working in groups • ability to perform all the tasks outlined in the “Creating materials with a mobile phone” unit
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • can develop learning exercises using student-generated sound and image files • can guide students individually or in groups through exercises using a range of platforms • can encourage student-led activities (including audio and video recording) based on the range of mobile phone capacities etc.
Estimated learning time:	4 x 45 minute sessions
To deliver this course you require:	<p>Mobile phones with recording option (preferably different types)</p> <p>Fast working pc’s</p> <p>Devices to connect mobiles to pc</p>
You can deliver the course:	Face to face/blended/online

References:

<http://www.flickrbits.com/>

<http://news.bbc.co.uk/1/hi/technology/6215532.stm>

TITLE OF ITEM	<i>Using Video with Language Learners</i>
Short description	An introduction, covering both the use of ready made video material and the creation of video material as a language learning process.
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • General computer competences as required for the Getting Started on Video Making unit • General video competences as acquired in the Getting Started on Video Making unit • confidence/ability to lead a class working in groups
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • can develop learning exercises (eg listening comprehension) using pre-prepared video material developed by students, teacher(s), or external parties • can guide students through the video production process in a range of genres, including interviews, short sketches and documentaries • can encourage student-led video production projects as a language learning activity
Estimated learning time:	6 lessons
To deliver this course you require:	<ul style="list-style-type: none"> • video camera • tripod • access to a computer • access to a simple editing programme
You can deliver the course:	Face-to-face/blended delivery
References:	http://www.languages.dk/digital/ http://www.teachingenglish.org.uk/think/resources/video_young1.shtml http://www.uiowa.edu/~pics/tips.html http://www.teachingenglish.org.uk/talk/questions/recording.shtml

<p>TITLE OF ITEM</p>	<p><i>E- Portfolios</i></p>
<p>Short description</p>	<p>Student/ learner E-portfolios may be showcased in Moodle by defining individual pieces of work as resources within a Moodle course. These resources appear as links to various types of documents, including pdf (Adobe Acrobat), html (Browser), swf (Flash) and ppt (Powerpoint) files.</p>
<p>Before starting the trainee must have the following competencies:</p>	<p>Ability to use a computer to:</p> <ul style="list-style-type: none"> • access the internet and use email • create documents using appropriate applications e.g word
<p>During the course you help the trainee acquire the following competencies:</p>	<p>Personal Attributes</p> <ul style="list-style-type: none"> • Reflective practice • Self-appraisal • Self-awareness • Motivation / adaptability <p>Learning</p> <ul style="list-style-type: none"> • Self-directed learning • Collecting & processing information • Writing skills • Presentation skills <p>Technology in Communication</p> <ul style="list-style-type: none"> • Use online bibliographic search facilities • Use a virtual learning environment (Moodle) • Develop interactive learning materials eg Quizzes on Moodle
<p>Estimated learning time:</p>	<p>16 lessons</p>

<p>To deliver this course you require:</p>	<p>Access to the internet and a server running the Moodle Virtual Learning environment package</p>
<p>You can deliver the course:</p>	<p>Face-to-face/blended delivery</p>
<p>References:</p>	<p>http://eportfolios.digitalapplications.co.uk/ http://kn.open.ac.uk/public/getfile.cfm?documentfileid=9744 http://www.eportfolios.ac.uk/</p> <p>Handouts for the course: http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating a course to be used as a student eportfolio.doc</p> <p>http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating a Topic Summary.doc</p> <p>http://www.languages.dk/archive/Methodology_Course/ePortfolio/Creating an resource.doc</p> <p>http://www.languages.dk/archive/Methodology_Course/ePortfolio/How to upload an eportfolio file.doc</p>

TITLE OF ITEM	<i>Subtitling as a task</i>
Short description	The participants learn how to make use of subtitling as a task in language t
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • N.B. this module is definitely not suitable for ICT “novices” • Skills and competencies equivalent to having bee through the content development module” Making subtitles for video”. • If the goal for the students is to prepare subtitles for DVD then the participant needs to know the software Adobe Encore 2.0 (or similar)
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • Pedagogical meta-consideration regarding the use of a complex task such as letting a class work with subtitling video materials
Estimated learning time:	<p>8 lessons:</p> <ul style="list-style-type: none"> • Instruction and demonstration (4 lessons) • Own time in classes (unknown time;-) • Evaluation, experience sharing, and meta-consideration regarding (4 lessons)
To deliver this course you require:	<ul style="list-style-type: none"> • a computer • projector • internet access • Divxland Media Subtitler • Adobe Encore 2.0 • VobSub “filter”

<p>You can deliver the course:</p>	<ul style="list-style-type: none"> • F2F • Online • Blended
<p>References:</p>	<ul style="list-style-type: none"> • http://www.youtube.com/ The YouTube “community” • Divxland Media Subtitler http://www.divxland.org/ which allows the user to prepare subtitles for videos The software is free. The site also contains • “VobSub” can be downloaded from: http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codecs/VobSub.shtml The site also contains tutorials

TITLE OF ITEM	<i>Classes with no or few computers</i>
Short description	The course is meant to enable teachers with limited resources (a computer at home or in the work environment/educational institution, but not in the classroom or only one or a few in the classroom) to use ICT based materials in teaching and learning contexts.
Before starting the trainee must have the following competencies:	Basic computer skills, working with graphics and tables, Internet access.
During the course you help the trainee acquire the following competencies:	To plan and produce lessons based on digital materials for classes/activities in learning environments without any computers available. To develop flexible, creative, up-to-date, relevant materials to assist the teacher in meeting individual/group expectations of the students. To develop a network of like-minded, creative teachers who use ICT in the educational process.
Estimated learning time:	4-6 sessions of 3-4 hours per session over a period of six months.
To deliver this course you require:	Access to a computer, a printer, Internet connection
You can deliver the course:	Face to face, blended.
References:	Romanian experiences and guide lines for "Classes with One Computer": http://www.languages.dk/archive/Methodology_Course/Classes_with_One_Computer.pdf

	<p>http://www.schoolhousetech.com http://www.sitesforteachers.com http://www.schooexpress.com http://www.teacherplanet.com http://www.topenglishteaching.com http://www2.gsu.edu/~eslmlm/onecomputer2.html http://www.clta.net/lessons/class.html http://www.everythingsl.net/inservices/internet_resources.php http://www.soundsofenglish.org/Presentations/tesol2000new2/handoutTESOL2000.htm http://evogaming.wikispaces.com/AdaptingOnlineComputerGamesfortheClassroom</p>
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HOW TO PRODUCE MATERIALS

TITLE OF ITEM	<i>Getting started with a digital portfolio</i>
Short description	A digital portfolio enables you to share and store work through the internet. Work when and where you like, keep your desk and cupboards empty, while building up an impressive and accessible database.

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • familiar with the basic concepts of IT • can use the computer and manage files (ECDL 1 + 2)
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • distinguish 3 types of portfolios • name at least 5 advantages of a digital portfolio • name structural criteria • name technological criteria • create categories • create a portfolio • add / change / delete maps and files • judge a portfolio on the basis of 10 criteria
Estimated learning time:	<ul style="list-style-type: none"> • 4 lessons
To deliver this course you require:	<ul style="list-style-type: none"> • Computer • Internet / intranet
You can deliver the course:	<ul style="list-style-type: none"> • Face to face
References:	http://ctl.stanford.edu/handouts/PDF/teaching_portfolios.pdf http://inet.dpb.dpu.dk/infodok/sprogforum/spr11/caudery.html

	<p>http://www.confolio.org/wiki/Introduction/Main http://www.coe.iup.edu/pttut/Portfolios.html http://reta.nmsu.edu/lessons/digital/ http://fnopress.com/portfolio/portf.html http://www.peda.net/veraja/jyu/ac/all/portfolio/english</p>
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TITLE OF ITEM	<i>How to set up and use (We)Blogs</i>
Short description	Weblogs or blogs are communication platforms with a number of interesting features that make them a versatile tool for language teaching. They can link with virtually all kinds of computer-assisted teaching.
Before starting the trainee must have the following competencies:	Skills and competencies equivalent to ECDL: Module 1 - Concepts of Information Technology (IT) Module 2 - Using the Computer and Managing Files Module 3 - Word Processing Module 6 - Presentation Module 7 - Information and Communication. Creativity as to making use of online teaching devices.
During the course you help the trainee acquire the following competencies:	How to create a more or less complex blog. How to make use of a blog. How to maintain a blog. How to advertise a blog.
Estimated learning time:	4 x 45 minutes over a period of 2 weeks
To deliver this course you require:	Standard computers with fast Internet connection for trainer and trainees
You can deliver the course:	Face to face, Blended learning, and Online
References:	http://en.wikipedia.org/wiki/Blog www.blogger.com

	<p>www.blog.com http://int.blog.com www.blogspot.com www.googleblog.blogspot.com</p>
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TITLE OF ITEM	<i>Getting started on video making</i>
Short description	How to get started on making simple videos for use in teaching
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • knowledge of the basics of computing, for example, European Computer Driving Licence
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • use a video camera in general • avoid common disasters • organise filming for simple shooting • plan and organise content • get started on editing
Estimated learning time:	<ul style="list-style-type: none"> • 10 lessons over a period of several days i.e. one and a half days split into three.
To deliver this course you require:	<ul style="list-style-type: none"> • video camera • tripod • access to a computer • access to a simple editing programme
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning

References:

<http://www.microsoft.com/windows/windowsmedia/forpros/encoder/default.mspx>
<http://audacity.sourceforge.net/>

TITLE OF ITEM	<i>How to set up and use Facebook</i>
Short description	A Facebook page is a communication platform with members of a community that share similar interests. They can link with virtually all kinds of computer-assisted teaching.
Before starting the trainee must have the following competencies:	Skills and competencies equivalent to ECDL: Module 1 - Concepts of Information Technology (IT) Module 2 - Using the Computer and Managing Files Module 3 - Word Processing Module 6 - Presentation Module 7 - Information and Communication. Creativity as to making use of online teaching devices.
During the course you help the trainee acquire the following competencies:	How to create a facebook group page. How to make use of facebook. How to maintain a facebook page active. How to advertise a facebook page.
Estimated learning time:	4 x 45 minutes over a period of 2 weeks
To deliver this course you require:	Standard computers with fast Internet connection for trainer and trainees
You can deliver the course:	Face to face, Blended learning, and Online
References:	http://pt.wikipedia.org/wiki/Facebook http://mashable.com/category/facebook/

TITLE OF ITEM	<i>Recording and preparing Audio for Online Exercises</i>
Short description	The unit enables course participants to record audio using a microphone and to transfer recording from media like cassette tapes to a computer. The unit also deals with different audio formats.
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to the ECDL / ICDL:</p> <ul style="list-style-type: none"> • Module 1 - Concepts of Information Technology (IT) • Module 2 - Using the Computer and Managing Files • Module 3 - Word Processing • Module 7 - Information and Communication
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • connect and set up recording devices like microphones and cassette recorders to a computer. • record from microphones or cassette recorders using software • edit recording with Audacity software or similar • choose proper audio format (mp3, .wav wma etc.) for website and computer delivery / playback
Estimated learning time:	<ul style="list-style-type: none"> • 4 lessons
To deliver this course you require:	<ul style="list-style-type: none"> • Computers • Audacity software (free) • Internet access • cassette recorders • connection cables • USB microphone or similar
You can deliver the course:	<ul style="list-style-type: none"> • F2F • Blended • Online
References:	<p>http://www.microsoft.com/windows/windowsmedia/knowledgecenter/howto/FromCassettoComputer_StepByStep.aspx</p> <p>http://www.andybrain.com/archive/convert-cassette-to-cd-digital.htm</p>

TITLE OF ITEM	Catering for the needs of deaf and blind students regarding audio-visual materials and web page accessibility
Short description	The unit enables course participants to prepare audio-visual materials for students with special needs, i.e. for hearing impaired and deaf students as well as for visually impaired and blind students.

Before starting the trainee must have the following competencies:	<p>Basic competencies and skills for the preparation of audio-visual materials for online and class-room exercises for deaf and blind students</p> <p>Skills and competencies equivalent to the ECDL / ICDL:</p> <p>Module 1 - Concepts of Information Technology (IT)</p> <p>Module 2 - Using the Computer and Managing Files</p> <p>Module 3 - Word Processing</p> <p>Module 6 - Presentation</p> <p>Module 7 - Information and Communication</p>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> - To set up a web page that caters for screen readers, see http://www.bobby.org/ - To transcribe spoken text into subtitles for videos to be presented to students with hearing disabilities - To decide whether full or partial transcription is required - To decide whether the language teaching videos should be subtitled in the target language or also in the mother tongue - To describe pictures and films acoustically (audio-description) for blind students - To save subtitles or audio-descriptions on separate tracks (so that the materials can be used by both average students and students with special needs) - To familiarize participants with user-friendly software for subtitling - To practice meaningful and concise audio-descriptions in standard language - To record audio-descriptions and blend them with the actual video
Est. learning time:	One week
To deliver this course you require:	Computers, subtitling software, voice recording software, software for cutting materials, Internet access, cassette recorders, connection cables, USB microphone or similar.
You can deliver the course:	F2F and blended

References:	http://www.signallproject.com/ http://www.hoerfilm.de/ http://www.deafblind.com/ http://www.watchfire.com/products/webxm/siteusability.aspx http://www.bbc.co.uk/seehear/
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TITLE OF ITEM	<i>Making a webpage, with optional audio and video, with all words linked to online dictionaries.</i>
Short description	The course enables you to download a video-clip into an internet text page, add any text (or transcription) to the text page, link all the words of the text to an online dictionary, and link to other internet language acquisition exercises, such as Hot Potatoes
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • able to create directories, folders and files • able to access and use Notepad • familiar with copyright issues
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • install and start up the web page text blender • download a video-clip into an internet text page • add a text (or transcription) to the text page • link all the words of the text to an online dictionary
Estimated learning time:	8 lessons
To deliver this course you require:	<ul style="list-style-type: none"> • Computer, • Internet • preferably a medium (e.g. memory stick) • a short video-clip • the transcription of the text
You can deliver the course:	<ul style="list-style-type: none"> • Face to face support in combination with online instructions (www.languages.dk)
References:	http://www.languages.dk/tools/index.htm http://www.languages.dk/materials.html#Do_It_Yourself_videos

TITLE OF ITEM	<i>Making subtitles for video</i>
Short description	The participants learn to prepare subtitles for video, how to use software that time codes the subtitles, and finally how to put the subtitles onto a web video or DVD
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to the ECDL / ICDL:</p> <ul style="list-style-type: none"> • Module 2 - Using the Computer and Managing Files • Module 3 - Word Processing • Module 7 - Information and Communication <p>If the goal for a participant is to prepare subtitles for DVD then the participant needs to know the software Adobe Encore 2.0 (or similar)</p>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • Can prepare and transcribe video for subtitling • Knows what to include in subtitles that are to assist deaf students • Can time code subtitles • Can add subtitle tracks to DVD projects • Can set up a “filter” to enable media players to play back video with subtitles
Estimated learning time:	<p>8 lessons:</p> <ul style="list-style-type: none"> • instruction • making your own exercises
To deliver this course you require:	<ul style="list-style-type: none"> • a computer • projector • internet access • Divxland Media Subtitler • Adobe Encore 2.0 • VobSub “filter”

<p>You can deliver the course:</p>	<ul style="list-style-type: none"> • F2F • Online • Blended
<p>References:</p>	<ul style="list-style-type: none"> • Divxland Media Subtiter http://www.divxland.org/ which allows the user to subtitles for videos The software is free. The site also contains • “VobSub” can be downloaded from: http://www.softpedia.com/get/Multimedia/Video/Codec-Packs-Video-Codecs/VobSub.shtml The site also contains tutorials

Title of item	<i>Hot Potatoes primer (software for writing online exercises)</i>
Short description	The participants will learn how to set up and adapt the software Hot Potatoes. The course also deals with how to save and upload finished exercises.
Before starting the trainee must have the following competencies:	<p>Knowledge and skills equivalent to ECDL/ICDL:</p> <ul style="list-style-type: none"> • Module 1: Concept of Information technology • Module 2: Using the Computer and Managing Files • Module 3: Word Processing • Module 6: Presentation • Module 7: Information and Communication
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • Able to download and install the programme Hot Potatoes • configure the output options (prepare the button captions, instructions, feedback and other features) • Prepare pictures for use in Hot Potatoes • save and print work through the File menu • export the work to HTML or web page format
Estimated learning time:	<ul style="list-style-type: none"> • 8 lessons x 45 minutes
To deliver this course you require:	<ul style="list-style-type: none"> • Computers (for each trainee and a trainer) • Internet access • Projector (for instructing) • CD or USB/RD for storing ready made product (if there is no access to the trainee's computer/files)
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning • Online
References:	<p>http://www.languages.dk/materials.html#Do_It_Yourself_videos http://hotpot.uvic.ca/ http://hotpot.uvic.ca/wintutor6/index.htm http://www.chompchomp.com/hotpotatoes/</p>

TITLE OF ITEM	<i>Creating Matching Words with Definitions exercises</i>
Short description	The participants will learn how to create Matching Words with Definitions exercises for language teaching/learning using the software Hot Potatoes.

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • Hot Potatoes primer course
The trainee will acquire the following competencies at the end:	<ul style="list-style-type: none"> • enter data (words, answers, etc.) • obtain the output: instructions, feedback and other features • export the work to HTML or web page format
Learning time:	<ul style="list-style-type: none"> • 2 lessons
Technical requirements:	<ul style="list-style-type: none"> • Computers (for each trainee and a trainer) • Internet access • Projector (for instructing) • Printers • CD or USB/RD for storing ready made product (if there is no access to the trainee's computer/files)
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning • Online
References:	<p>http://www.languages.dk/materials.html#Do_It_Yourself_videos</p> <p>http://hotpot.uvic.ca/</p> <p>http://hotpot.uvic.ca/wintutor6/index.htm</p> <p>http://www.chompchomp.com/hotpotatoes/</p>

TITLE OF ITEM	<i>Creating Matching Graphics/photos to text exercises</i>
Short description	Course participants learn how to use hot potatoes in order to match words, sentences and pictures

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • Hot Potatoes primer course
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • Write and save texts, download and save pictures • Use hot potatoes software in order to create matching exercises • Create materials that can be used to teach vocabulary, morphology and syntax patterns
Estimated learning time:	4 lessons
To deliver this course you require:	<ul style="list-style-type: none"> • Computers • Internet access or • Hot Potatoes software • Access to a simple graphics / photo editing program
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended • on line
References:	<p>http://www.languages.dk/materials.html#Do_It_Yourself_videos http://hotpot.uvic.ca/ http://hotpot.uvic.ca/wintutor6/index.htm http://www.chompchomp.com/hotpotatoes/ www.worth1000.com</p>

TITLE OF ITEM	<i>Creating Jumbled Sequence Exercises</i>
Short description	The participants will learn how to create Find the Right Sequence exercises for language teaching/learning using the software Hot Potatoes

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • Hot Potatoes primer course
The trainee will acquire the following competencies at the end:	<ul style="list-style-type: none"> • enter data (words, answers, etc.) • obtain the output: instructions, feedback and other features • export the work to HTML or web page format
Learning time:	<ul style="list-style-type: none"> • 2 lessons
Technical requirements:	<ul style="list-style-type: none"> • Computers (for each trainee and a trainer) • Internet access • Projector (for instructing) • Printers • CD or USB/RD for storing ready made product (if there is no access to the trainee's computer/files)
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning • Online
References:	http://www.languages.dk/materials.html#Do_It_Yourself_videos http://hotpot.uvic.ca/ http://hotpot.uvic.ca/wintutor6/index.htm http://www.chompchomp.com/hotpotatoes/ http://www.chompchomp.com/hotpotatoes/

TITLE OF ITEM	<i>Creating Crossword Exercises</i>
Short description	This is a common variety of word puzzle, which can also be created on the computer using Hot Potatoes software. This kind of activity improves educational learning by having fun.

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • Hot Potatoes primer course
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • Create online crossword puzzles that can be made in less than 30 minutes • Create printable crossword puzzles for classes without access to computers • Make use of graphics and photos as clues in Crossword puzzles
Estimated learning time:	<ul style="list-style-type: none"> • 4 x 45 minutes
To deliver this course you require:	<ul style="list-style-type: none"> • A good computer • Internet access
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning • Online
References:	<p>www.crucigrama.net/lavkryds/ www.tuttogratis.es/gratis/como http://www.languages.dk/materials.html#Do_It_Yourself_videos http://hotpot.uvic.ca/ http://hotpot.uvic.ca/wintutor6/index.htm http://www.chompchomp.com/hotpotatoes/</p>

TITLE OF ITEM	<i>Creating Fill in the Blanks exercises</i>
Short description	The participants learn how to create Fill in the blanks exercises based on the Hot Potatoes Software. They will learn how easy and fast it is to create an exercise for language teaching purposes.

Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • Hot Potatoes primer course
During the course you help the trainee acquire the following compe	<ul style="list-style-type: none"> • how to select a piece of text and make it ready for using in a Fill in the Blanks exercise. • how to save and link the exercise to other exercises
Estimated learning time:	<ul style="list-style-type: none"> • Two modules of 45 minutes:
To deliver this course you require:	<ul style="list-style-type: none"> • a computer • projector • internet access
You can deliver the course:	<ul style="list-style-type: none"> • F2F • Blended • Online
References:	<p> http://www.languages.dk/materials.html#Do_It_Yourself_videos http://hotpot.uvic.ca/ http://hotpot.uvic.ca/wintutor6/index.htm http://www.chompchomp.com/hotpotatoes/ </p>

TITLE OF ITEM	<i>Creating Multiple Choice Exercises</i>
Short description	The participants will learn how to create Multiple Choice exercises for language teaching/learning using the software Hot Potatoes
Before starting the trainee must have the following competencies:	<ul style="list-style-type: none"> • Hot Potatoes primer course
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • enter data (questions, answers, etc.) • configure the output/quiz (prepare the button captions, instructions, feedback and other features) • save and print work through the File menu • export the work to HTML or web page format
Estimated learning time:	<ul style="list-style-type: none"> • 2 lessons x 45 minutes
To deliver this course you require:	<ul style="list-style-type: none"> • Computers (for each trainee and a trainer) • Internet access • Projector (for instructing) • CD or USB/RD for storing ready made product (if there is no access to the trainee's computer/files)
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning • Online
References:	www.languages.dk http://hotpot.uvic.ca/ http://hotpot.uvic.ca/wintutor6/index.htm http://www.chompchomp.com/hotpotatoes/

TITLE OF ITEM	Webquest
Short description	The unit enables course participants to design webquests by answering/compiling information mostly found on the internet.
Before starting the trainee must have the following competencies:	<p>Skills and competencies equivalent to the ECDL / ICDL:</p> <ul style="list-style-type: none"> • Module 1 - Concepts of Information Technology (IT) • Module 2 - Using the Computer and Managing Files • Module 3 - Word Processing • Module 6 - Presentation • Module 7 - Information and Communication <p>Creativity as to making use of online teaching devices</p>
During the course you help the trainee acquire the following competencies:	<ul style="list-style-type: none"> • Navigate the internet webpages and select the desired information. • Copy the information into word / image files and classify them according to the given task. • Compiling the found information into various ways of presentation. • Create a link data base • Designing different thematic webquests
Estimated learning time:	<p>8 lessons:</p> <ul style="list-style-type: none"> • instruction • making your own exercises
To deliver this course you require:	<ul style="list-style-type: none"> • Computer(s) • Internet access • Text and image processing softwares and Internet navigating programmes: Microsoft Office, Picture manager, Internet explorer, or similar.
You can deliver the course:	<ul style="list-style-type: none"> • Face to face • Blended learning • Online
References:	<p>http://instantprojects.org/webquest/main.php http://webquest.sdsu.edu/webquest.html http://webquest.org/ http://bestwebquests.com/ www.kn.att.com/webquests.html www.bestwebquests.com/links.asp</p>