



Reflecting upon the content and design principles of a university e-course for pre-service English language teachers: The lecturer's perspective

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Abstract: This paper reflects upon the content, the structure and the design principles of an e-course offered for the first time to undergraduates undergoing their initial teacher training programme at the Faculty of English Language and Literature, National and Kapodistrian University of Athens. Given that e-learning and e-training are considered to be a-theoretical, attempts have been made to develop a discipline-specific course within a theoretical frame which draws upon foreign language didactics and teacher training. Moving away from the technological focus which has dominated e-learning discussions, the paper discusses the underlying principles and the characteristics of an e-course which deals with an innovative area of foreign language didactics, i.e., translanguaging and interlinguistic mediation. This e-course has been built using two virtual learning environments which provide learners opportunities for interaction both between the instructor and the students, and among the students themselves.

Keywords: *e-course, higher education, teacher training*

Context

Concerned with tertiary education and specifically pre-service language teacher education, this paper discusses the basic principles, the rationale and the procedure followed by the lecturer for the design of an e-course for undergraduate students of the Faculty of English Language and Literature at the University of Athens within the framework of their initial teacher training.² Given that, traditionally, e-learning is

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² "Initial teacher education refers to that part of the teacher's education, preparation and training that leads to fully qualified, licensed or credentialed teacher status within a national or state/ provincial system. It is the stage prior to in-service teacher education" (Mayes and Burgess, 2010: 36).

discussed by designers and practitioners through the lens of general pedagogic theories (i.e., behaviourism, objectivism, constructivism, connectivism), this paper attempts to move a step forward and reflect on e-learning through the lens of foreign language didactics – a discipline with its own theories, principles and practices.

The particular e-course is being offered within the framework of the Pre-service Teacher Training programme at the Faculty of English.³ It forms part of an elective course entitled *TEFL Practicum*, which aims to provide student teachers with an understanding of and hands-on experience on practical issues related to Teaching English as a Foreign Language (TEFL) through workshops conducted by tutors specializing in different topics, such as Computer Assisted Language Learning, Teaching Grammar in a Communicative Context, Teaching Young or Adult Learners, etc.⁴

For the first time in the history of the Faculty, in the academic year of 2013-2014, one of these workshops was conducted in an online format on a trial basis.⁵ The e-workshop, the title of which is *Translanguaging Practices in the Foreign Language Course: Teaching & Assessing Written Mediation*, focuses on interlinguistic mediation, an unexplored area of foreign language teaching and testing, in which users of different languages are involved in order to restore communication gaps. As a matter of fact, its aim is to familiarize future teachers with the notion of interlinguistic mediation as a social and translanguaging activity (Dendrinos, 2006; Stathopoulou, 2013) and help them design their own written mediation tasks, thus innovatively integrating first language(s) (L1) in their classroom. Apart from providing teaching tips as to how mediation skills (i.e., relaying of information from one language to another) can be developed, it also raises awareness on how mediation can be assessed. As regards the objectives of the particular e-course, on completing their study, participants will be able to:

- distinguish between mediation and translation and between interlinguistic and intralinguistic mediation,
- distinguish between different types of mediation tasks,
- design different types of written mediation tasks and
- use evaluation criteria to assess mediation production in their classroom.

Generally, the particular e-course constitutes an effort to integrate ICT (Information, Communication & Technology) into higher education as the European

³ The particular programme has been designed by Prof. Bessie Dendrinos, assisted by Assistant Professor Kia Karavas and Dr Mary Drossou. For further information, visit: <http://pre-ed.enl.uoa.gr/the-nature-of-the-pre-ed-programme.html>.

⁴ Student teachers are required to participate in two workshops per semester. Classes, which last 3-4 hours a week, usually address groups of a maximum of 25 students, who are evaluated on the basis of their class participation, in- and out-of-class assignments, and a final project assessed by the workshop tutor.

⁵ Note that the aim of this e-course was not to supplement a traditional university workshop/seminar but to replace it. The whole course was conducted electronically without requiring in-person meet-ups.

Commission (2013) has recently recommended and indicates an effort to seize the opportunities offered by the digital revolution into a Greek tertiary educational context, thus contributing to some sort of revitalization of one of the Greek universities. Needless to say, such online courses also “mobilize other stakeholders (teachers, learners, families) to change the role of digital technologies at education institutions” (European Commission, 2013: 2) and develop students' digital literacies (e.g., Coiro et al, 2008; Greenhow and Robela, 2009).

Before moving on to discussing the context of such an implementation, it is important to note that in this case, the role of course designer and lecturer (and writer of this paper) coincides with the role of e-specialist. While we read in the literature that course development usually involves a group of experts who contribute to the different stages of the process (White, 2003), this course is one of the rare cases when one person, the lecturer, assumed two roles: She not only drew on her expertise in applied linguistics and foreign language teaching and learning to decide on the syllabus (subject expert) but also developed the course from the technical point of view (a role an online consultant usually assumes). This double role of the instructor is actually stressed here because it further supports the main argument of this paper, (i.e., the need for discipline-informed e-courses), an argument which is further explained in the following sections.

Online Education & MOOCs as an Opportunity for Greek Universities to Innovate in a Period of Socio-Economic Crisis

The implementation of university e-learning in a country like Greece, where the primary delivery educational model is essentially traditional, is considered highly innovative, especially in a period of socio-economic crisis. The difficulties for the realization of such initiatives are not merely linked to the difficult socio-economic situation of Greece but also to conditions in the rest of Europe. As stated in the roadmap published by the European Commission last year, “European education and training systems are still unable to integrate ICT in their mainstream practices,” while European universities are lagging behind emerging phenomena like Massive Open Online Courses (MOOCs). The European Commission is thus turning its attention to supporting open electronic learning environments, which are considered critical for recovery. As a matter of fact, recognizing the changing pedagogical landscape in higher education, the European Commission recently launched the *Opening up Education* initiative, presenting the actions that should be implemented. It is in this context that the *Open Education Europa* portal enables universities, schools and other institutions to make their (online) courses available to all.⁶

Since the e-course under discussion has been implemented on an experimental basis in the Faculty of English and tested out with a limited group of undergraduate students (20 in number), it can be considered the first step towards a more generalized implementation of online courses -- and specifically MOOCs -- in higher education in

⁶ <http://www.openeducationeuropa.eu/en>

Greece and abroad, the aim of which could be to train pre-service and in-service teachers on issues relevant to foreign language didactics. As a matter of fact, this course reflects the Faculty's desire to transcend national borders and align with the practices of other universities around the globe, which have developed MOOCs in an effort to modernize and democratize education.⁷ In addition to this, the step of designing an e-course for pre-service teachers reflects the need for a Greek university to survive in a period of economic crisis, as mentioned above, where no new personnel are being hired and the infrastructure is becoming more and more obsolete.⁸ It is in this context that MOOCs and online education in general will "contribute to the alleviation of costs for educational institutions and for students" (European Commission, 2013: 3) as they can "provide an effective response to the lack of teachers available to deliver face-to-face courses" (Karsenti et al., 2012: 1) and have the potential to reach non-elite audiences (Altbach, 2013).⁹

Despite the tendency for globalization and the worldwide technologization of education (cf. Conole, 2013), the introduction of e-courses into the curriculum of a Faculty that has not had previous experience in online learning has not been an easy task. Greek universities and especially departments of the Humanities seem to be reluctant and resistant to innovative approaches in e-learning, probably due to the lack of specially trained university teachers or due to the high impact of traditional educational methods which do not favour technology-supported learning.¹⁰ The concept of e-learning, in other words, is not yet established in universities and both university teachers and students need further support in this direction.

This non-resilience to change on the part of the Greek universities may also be linked to the criticism for the MOOCs model (cf. Daniel, 2012), which criticism refers to the elimination of teacher positions, to official accreditation issues and to the "reproduction of post-colonial forms of knowledge" (Ebben and Murphy, 2014: 15) driven by profit motives, among other issues. Many academic administrators seem to question the rigor of MOOCs and particularly "the financial viability of teaming up with private companies using aggressive marketing tactics" (Drake, 2014), while certain university teachers regard these courses as a serious compromise of quality of education (Leddy, 2013) because, according to them, the transformative potential of education is being eliminated. It seems that their argumentation is based mainly on the massive character of automated machine-run courses with no human contact. What is

⁷ At this point it should be noted that the course designed for the undergraduate students of the Faculty cannot be considered as a MOOC as it is neither massive nor open. MOOCs typically differ from "regular" online courses in that: a) Those participating are not registered students at the school, b) The courses are designed for unlimited participation and open access via the web – no tuition is charged and c) there is typically no credit given for completion of the MOOC (Allen and Seaman, 2014: 7).

⁸ Altbach (2013), Nkuyubwatsi (2013) and Kamenetz (2010 found in Weller and Anderson, 2013) stress the potential of MOOCs as an inexpensive way of delivering education and Nkuyubwatsi (2013), in particular refers to them as a way of compensating for higher education teachers.

⁹ See Hollands and Tirthali (2014: 9) who discuss the potential cost savings from MOOCs.

¹⁰ Martinovic and Zhang (2012) very aptly discuss the reasons why university teachers do not take full advantage of technology in their educational settings.

argued, however, in this paper is that well-designed disciplined-informed e-courses which will *not* be based upon general theories of learning, and which will be delivered "for defined, targeted audiences" (Matkin, 2013) addressing participants' specific needs and interests (i.e. responsiveness to local needs)¹¹ may constitute the next generation of MOOCs in which teacher supervision will not be minimal, and students will probably receive immediate feedback (of any form) from informed instructor/course developer. The section below explains how theorization which is absent from the field of e-learning may well respond to some of the critics of MOOCs, while the paper as a whole discusses an example of a course based on the aforementioned discipline-specific logic of e-teaching and e-learning.

A Need to Theorize the a-Theoretical: Towards a Discipline-Informed e-Course

Much has been written in relation to the benefits and the impact of e-learning and the attitudes of learners (e.g., Couros, 2009) and teachers (e.g., Martinovic and Zhang, 2012; Rientes, et al., 2013; Zuvic-Butorac et al, 2011) when involved in distance and online education, as well as the way ICT can be implemented at all levels of education. However, to my knowledge, the majority of papers and books published on this issue consider learning and education in general (e.g., Couros, 2009), and courses do not seem to reflect the principles and practices of a particular discipline or subject content. In other words, discussions may consider teaching in general rather than *foreign language teaching*; they may consider learning in general rather than *foreign language learning*; and discussions may also refer to education rather than *foreign language teacher education*. In addition to this, as also claimed by Jones and Lea (2008) and Lea and Jones (2011), a mere technological perspective has dominated e-learning research to date. Similarly, Conole and Oliver (2007) go on to argue that scholars in the field do not usually take a more theorized approach to research, paying little attention to the practices and principles which underlie certain e-learning environments.

This non-theorizing tendency in the field of e-learning leads me to argue that one of the goals of e-material developers should be the creation of discipline-informed e-learning environments and courses rather than courses which only take into account the general pedagogical theories which apply to a wide range of disciplines related to education and teaching. This view is also supported by the work of Koehler & Mishra (2008) and Rientes et al. (2013) who agree that discipline and institutional culture determine the choices made by the instructor.

It is important for a designer of e-courses which are within the framework of foreign language education to possess a combination of different skills and knowledge. Mere technological knowledge is, of course, not enough. It is also not enough for developers/lecturers to have participated in online training programmes aimed at developing e-courses and the skills for supervising students in distance learning. Such programmes may make the developers/lecturers feel more confident, but this does not presuppose that the course content will be appropriate for the needs of their audience.

¹¹ I have borrowed the term from Zhao (2014).

Finally, neither pedagogical knowledge nor content knowledge suffice on their own. What seems, thus, to be needed is what Koehler and Mishra (2008) call *Technological Pedagogical Content Knowledge*, stressing the importance of balancing technology, pedagogy and content. Mishra and Koehler (2005, 2006) actually showed that learning becomes more effective when teachers have an awareness of the complex interplay between pedagogy, technology and discipline-specific content knowledge. For instance, a linguist specialized in translation studies, who wishes to deliver a course to undergraduate students by using the possibilities offered by an online platform and necessarily needs the help of an e-specialist, will fail to spot (and exploit) the interaction between content and technology which is a basic one as shown below. There is a misconception that if the course content is well-structured and well-organized having specific aims and course objectives (without taking into consideration its e-presentation), the job of the e-specialist will be easy by just transferring this content onto an online platform. But it is not only about *transferring*, but about *transformation* as well. The e-specialist does not have the discipline-specific knowledge required and/or is not trained to make the course reflective of certain pedagogical and discipline-specific principles, nor is s/he aware of 'how' translation practices, for instance, could be best taught in an e-environment. S/he, in other words, may be aware of the whole range of the technological tools available, but s/he may not be able to exploit them to their full extent in order to make the content meaningful for specific audiences and modify it when necessary.

Overall, an attempt has been made here to stress that *content* (i.e., syllabus, sequencing of activities, delivery means, types of tasks, the modes of work, types of assessment, etc.) should not be considered separately from the *means* through which it is presented and from the aims to be achieved. Note that in the present paper, the term 'content' refers to the syllabus, sequencing of activities, delivery means, types of tasks, and assessment (i.e., what, how, how much information and through what tasks) rather than to the subject matter of the course which is about translanguaging and mediation.¹² The e-course for pre-service teachers presented in this paper reflects this combination of technological, pedagogical and content knowledge previously described. The relevant principles of foreign language education and course design have informed its construction, while also taking into account the advantages and restrictions of an e-environment. What has, in other words, been attempted is the creation of a link between the theories related to foreign language pedagogy and teacher training to the actual practice of foreign language e-learning. It is explained how the theoretical background of the lecturer who has also designed the e-course from a technical point of view heavily determines the decisions about the content. It has to be stressed at this point that the reader may locate one or two general pedagogic principles which may be characteristic of a variety of other disciplines as well (such as learner-centeredness or multimodality), and may wonder what makes them be discipline-specific. What is crucial, however, is *how* these principles have been exploited in a specific context and have been

¹² This entails that the particular paper does not discuss connections between e-learning and translanguaging, but presents the principles of a discipline-informed course and the basic considerations before its development.

embedded within a discipline-specific course. What matters after all for a course-designer is to be aware of the ways in which certain seemingly context-free principles can be 'recontextualized' and be adapted for a specific audience and according to the aims of a given course. The sections that follow give specific examples of how the lecturer/course designer has decided on the (discipline-specific) ways of presentation of her content.

Designing an e-Course for Pre-Service Language Teachers **Basic considerations**

The primary and very basic considerations which guided the construction of the particular e-course were the audience which it would target and the context in which it would be implemented, as these are the primary factors which determine many of the decisions made throughout the whole development process of both e-learning courses (e.g., Hall et al., 2008) and conventional ones (e.g., Graves, 1996; Woodward, 2001). In this case, the course had to address adults, who were both first time online course undergraduate students of the English Faculty of a Greek university and also future teachers of English.

The initial step of the planning process focused on taking into consideration the distinctive characteristics of adult distance education settings. Bonk and Cummings' relevant typology of principles (1998 found in Bonk and Dennen, 2003: 335) which should underlie adult distance learning were extremely useful throughout the development procedure:

1. Establish a safe environment and a sense of community
2. Exploit the potential of the medium for deeper student engagement
3. Let there be choice
4. Facilitate, don't dictate
5. Use public and private forms of feedback
6. Vary the forms of electronic mentoring and apprenticeship
7. Explore recursive assignments that build from personal knowledge
8. Vary the forms of electronic writing, reflection, and other pedagogical activities
9. Use student Web explorations to enhance course content
10. Provide clear expectations and prompt task structuring
11. Embed thinking skill and portfolio assessment as an integral part of Web assignments
12. Look for ways to enhance the Web experience.

Apart from the aforementioned principles, the lecturer took into account a number of general characteristics of adult learners, who are internally motivated about learning new things, must transition from dependent learning towards self-directed learning, have a greater reservoir of experience which can be used as a learning tool and whose readiness to learn is based on actual social roles (Knowles, 1980). Another characteristic taken into consideration, as was also pointed out by Karavas (in press), is that adults are life-centered (i.e., task-centered, problem-centered) in their orientation to

learning, meaning that they always need to find a relationship of what is presented to them and of how this can have applications in real-life.

In addition, given that the course is addressed to undergraduate students, the lecturer also attempted to design it on the basis of some general principles of good practice for undergraduate education (SPGPUE) as proposed by Chickering and Gamson (1987, 1999). The useful application of the SPGUE in certain web-based undergraduate classes has also been demonstrated by Chizmar et al. (1999). According to these principles, an undergraduate course should encourage student-faculty contact and cooperation among students, should encourage active learning, provide prompt feedback, communicate high expectations, and respect diverse talents and ways of learning. In the section below where the philosophy of the particular e-course is discussed, the above principles are translated into course characteristics.

Last but not least, the course had to integrate certain principles discussed in relevant literature in relation to teacher training programmes. Specifically, an attempt was made to give future teachers a chance to collaborate and share experiences, thus promoting solidarity and mutual assistance. The success of this attempt was demonstrated by the dynamic learning community which emerged (see examples of interaction in a following section), with the formation of bonds among participants which provided the future teachers with the confidence and support to develop their professional skills (Karsenti et al., 2012; Lieberman, 2000; Prestridge, 2010). In addition, the course gave trainees the opportunity to develop their skills in integrating ICT into their teaching practice in real classroom situations (Karsenti et al., 2012).

Course 'design architecture'¹³ and the key design elements

The basic considerations presented above have informed the instructional design, i.e., how the subject matter is presented, in what activities learners are engaged, how learning is promoted, how feedback is given, and ultimately how assessment is conducted. This section presents the analytical steps followed towards the development of the e-course.

The process of development

Once the general approach to teaching and learning was decided (i.e., the social-constructivist approach, which includes learner-centered teaching, an emphasis on collaboration and situated activities), the definition of the course objectives and the construction of a draft syllabus was the next step. Note that the course designer based her decisions on her expertise in foreign language education and her past experience with undergraduate students who had taken the particular workshop in the past when it was still conventional (rather than electronic). What followed was the definition of the training material format. At this stage, a number of platforms enabling such courses were examined with a view to choosing the most appropriate one that would benefit the

¹³ Borrowing the term from Naidu (2003).

particular audience and would be compatible with the content of the course. When the material to be used was later developed, the video and audio resources were edited and uploaded. The final step was the creation of the tasks, which were of various types so that students' different learning styles and individual differences are addressed. Once this process had been completed, the syllabus was reconsidered and refined. This led to the reconsideration of certain materials as well. Note that this step of reconsideration and change would be impossible if the course designer was not involved in the design process.

The initial version of the course was then given to other e-learning specialists and foreign language didactics experts who either teach at the English Faculty or work at the Research Centre for Language Teaching, Testing and Assessment (RCeL),¹⁴ University of Athens, and generously provided their informed views about the content and the presentation of the course.¹⁵ As a result, some of its elements (texts or tasks) were modified, while at some points the mode of presentation was slightly changed. Last but not least, the final evaluation of the course by the participants ultimately led to its finalization.

The virtual environment and the e-course structure

As regards the technological aspect, the training of the future teachers of English has been conducted via the use of two virtual learning environments. *Udemy*¹⁶ (where the course has been uploaded) is the main one, while the platform offered by the University of Athens, the *open e-class platform*, complemented the former because of the opportunities for interaction (both between the instructor and the students, and among the students themselves) it provides. What determined the selection of the two platforms were the objectives of the course and, of course, their functionality, along with their user-friendliness. Shearer (2003) agrees that the use of the appropriate, user-friendly interface is extremely helpful for the student in navigating through the course and the course requirements. I move on to argue that this choice should be compatible with the aims of the course and its audience. For instance, if the course did not opt for interaction among students for the completion of certain tasks, the open e-class

¹⁴ A research body for which I am currently working as a research associate. The RCeL carries out research in language teaching, testing and assessment, develops teaching and testing materials, produces relevant publications and develops databases which facilitate linguistic research. For further information, see <http://www.rcel.enl.uoa.gr/>.

¹⁵ I am deeply indebted to Associate Professor B. Mitsikopoulou for her thoughtful insight and for reading a first draft of this paper. I also thank my mentor, Prof. B. Dendrinou for her constructive suggestions throughout course development. Actually, she is the one who urged me to exploit my knowledge as an applied linguist in a totally different area which is related to online education. Finally, my thanks go to S. Papadopoulou, e-learning specialist, for her valuable comments.

¹⁶ Udemy is an online learning platform (website) that allows instructors to host courses.

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platform would not have been used. And this is actually a characteristic example of the inextricable link between the content and the means through which it is presented.

The screenshot displays the Udemy course interface. At the top, the course title is "TRANSLANGUAGING PRACTICES IN THE FOREIGN L..." by Dr. Maria Stathopoulou. Below the title, there are navigation options: "Manage this Course", "Share", and "Download". The main content area is divided into two columns. The left column, titled "CURRICULUM", lists the course structure:

- SECTION 1: MEDIATION IN FOREIGN LANGUAGE DIDACTICS**
 - LECTURE 1: Introduction (02:31)
 - LECTURE 2: Introducing the term 'mediation' and 'mediator' (Text)
 - LECTURE 3: Defining the notion of mediation and distinguishing it from translation (06:12)
 - LECTURE 4: More on mediation... (01:04:08)
 - LECTURE 5: Mediation in the EU and Greece (05:48)
 - QUIZ 1: Basic terms (5 questions)
 - LECTURE 6: Mediation in the KPG exams (06:00)
 - LECTURE 7: Mediation in the CEFR and the KPG exams (Text)
- SECTION 2: TEACHING MEDIATION**
 - LECTURE 8: Designing writing tasks: some basic considerations (Text)
 - LECTURE 9: Designing written mediation tasks (14:08)
 - LECTURE 10: Mediation task characteristics and requirements (1 page)
- SECTION 3: TESTING MEDIATION**
 - LECTURE 11: Assessing language performance (04:27)
 - QUIZ 2: Assessing language performance (3 questions)
 - LECTURE 12: Assessing writing and written mediation in the KPG exams (Text)
 - LECTURE 13: Assessing written mediation (03:00)
 - LECTURE 14: Marking written mediation scripts (Text)
 - QUIZ 3: Assessing mediation: evaluation criteria (3 questions)
- SECTION 4: CONCLUSIONS**

The right-hand sidebar contains several sections:

- AVERAGE RATING:** ★★★★★ No Reviews
- INVITATION REQUESTS:** Send an Invitation. No requests have been made so far.
- ANNOUNCEMENTS:** Make an Announcement. No announcements have been made so far.
- QUESTIONS:** Technical Support. Type your question about this course. No questions have been asked so far.

Figure 1: Part of the e-course contents and overall structure

In *Udemy*, the course is divided into four (4) sections, and each section is further subdivided into lectures (16 in total). Each section is self-contained and follows an independent learning sequence with its own objectives (see Appendix for the course syllabus). This structure is an application of the segmenting principle (Clark and Mayer, 2011), which allows for flexible organization and gives learners a sense of achievement. In other words, continuous lessons have been broken into shorter segments in order to make learning more manageable. It is important to note, however, that all sections and lectures follow the same structure and learners have to deal with the same navigation routes in each lecture. The importance of the consistent navigational structure has been stressed by Hall et al (2008), who believe that this sort of consistency (and implicit guidance) help less knowledgeable and less experienced learners who might otherwise become easily disoriented. The figure below clearly shows how the contents of the course appear on the Udemy platform.

Each lecture has a specific structure. It starts with the objectives or the learning outcomes which are followed by the main content or an input (text, audio and video). One or more task(s), the types of which are discussed in a section that follows, accompany each lecture. For some lectures, resources for further study are also provided.

As already mentioned, the second e-environment is the platform the University of Athens offers for distance-learning, which, in traditional classes, facilitates the conventional instruction as the students can always find the material for each session uploaded.

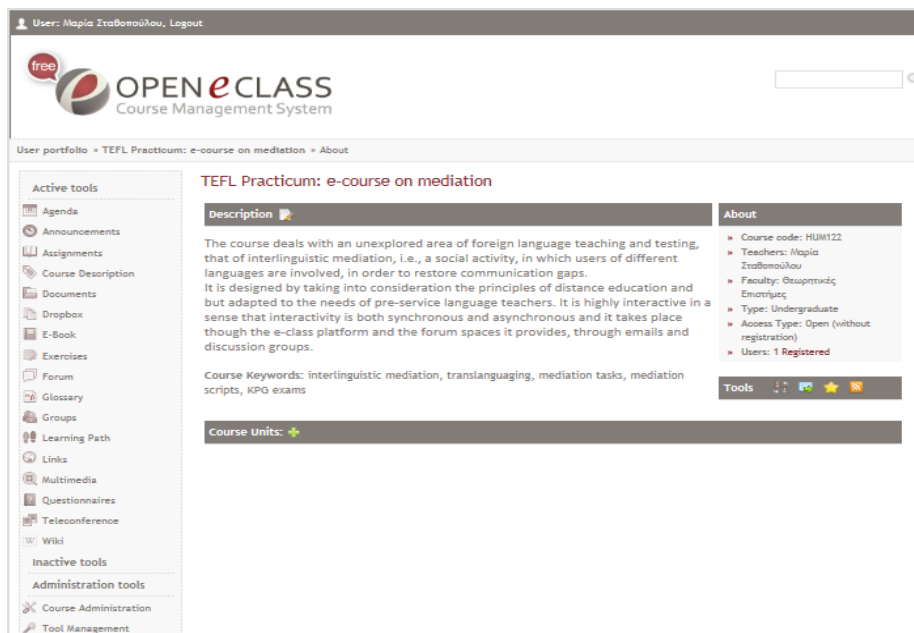


Figure 2: The University of Athens open eclass platform

Note that the vast majority of university teachers do not, however, employ the numerous other functionalities of the particular platform, some of which are teleconferencing, group work, forum and chat. In our case, this platform was used to support synchronous and asynchronous communication. Apart from uploading or downloading documents or posting the course syllabus, it has been used to set up groups, whose members work together towards common goals. In order to have access to both platforms, students are invited to register in the course through a pre-directed email. They have to accept the invitation in order to be able to participate in the course.

Characteristics of the e-Course and the Principles Underlying It

As regards the features of this e-course for prospective English language teachers, it is a discipline-informed course (as already explained), thus reflecting the principles of foreign language didactics (e.g., task-centeredness, goal-based learning, authenticity, meaningful reading, etc.). Designed and taught by an expert in applied linguistics and the teaching of foreign languages, it considers the relevant principles of foreign language education and applies them in an e-environment. In addition, it is restricted to a specific audience, i.e., pre-service teachers of a particular university, and can thus be characterized as *localized*. And this is actually one of its assets: catering for the needs of the particular (i.e., Greek) audience. The issue of whether and to what extent the

internationalized educational content included in a MOOC can ultimately cater for the needs of students of very different contexts around the globe has, of course, been much discussed. Sharma (2013), for instance, expresses his doubts in relation to the effectiveness of MOOCs which, according to him, are highly internationalized without taking into account the context-specific characteristics of particular audiences. Taking this critique into consideration, the course has been constructed by a Greek teacher for Greek students of a Greek university. However, it should be noted that although it has been developed for the needs of a particular group of students, its use can also be expanded to address a wider audience, i.e., pre-service teachers of other universities or in-service teachers who wish to broaden their knowledge in the field.

Content and sequencing: an e-literacy-based course

Emphasizing the relationship between different sorts of skills and literacies needed in order to respond to the requirements of the e-course, the instructional sequence is not linear (e.g., Talking-Listening-Writing), but cyclical. In other words, what has been followed is a bottom-up or an inductive approach to information delivery, as manifested in the figure below. This makes it an e-literacy-based¹⁷ course removed from the conventional literacy demands of a university study, thus attempting to "transform the learning experiences of students" (Jones and Lea, 2008: 207) and to develop students' skills to deal with 'e-conventions'. This 'e-literacy' term has been consciously used to depict the underlying complexities of learning in an e-environment and the diversity of literacies needed to follow it.



Figure 3: E-literacies for successful learning

To cite an example of the non-linear sequence followed, a lecture may initiate with a pre-presentation task which may presuppose web searching, reading and discussing with peers, while another may include a text which is read by the learners, who may be asked to provide a written response to the instructor's task after they have done some further reading. A video may also be watched for a specific purpose once and then re-watched (e.g., listening and re-listening) for a totally different purpose or

¹⁷ See Lankshear and Knobel (2006) for an elaborative definitions of digital literacy/-ies and Goodfellow (2011) for an extensive discussion of research in the field.

task. Furthermore, students are urged to download papers, watch videos on *YouTube*, read academic papers, access lecture notes, follow links, read the tutor's feedback and evaluation of a task response, chat with their peers, among others. That means that the students develop their digital literacies through a range of modes while being engaged in an e-course.

The syllabus of the course is very characteristic of syllabi linked to the studies of foreign language teaching and testing (see Appendix 1). To be clearer, in any discussion about foreign language didactics, teaching is never separated from testing. The reader, in other words, can easily pinpoint the section relevant to teaching of mediation (Section 2) and the one to its testing (Section 3). A warm-up section is included at the beginning so that the participants get familiarized with the subject matter. The first section is actually an introduction which covers a range of basic issues related to mediation in the foreign language education. It defines interlinguistic mediation as a translanguaging activity, explains why it is considered important nowadays and discusses how the term is used in official documents of the European Union (EU) and Greece. From 'the general' (EU), the participants' attention is turned to 'the specific' (Greece) focusing on the ways in which mediation is considered an innovation. As regards the second section, it further acquaints participants with different types of mediation tasks and explains how these can innovatively be integrated in the foreign language classroom. Actually, implications for classroom use are always significant for teacher trainees. The third section raises awareness on how mediation performance can be evaluated (and on the basis of what criteria) and it also involves future teachers in marking actual mediation scripts (texts as a result of mediation tasks). It becomes evident that while the first lectures are rather informational (and the tasks included at the beginning are rather guided), towards the end, lectures focus on the 'how' (to teach or assess) rather than on the 'what'. For the 'what', the lecturer has decided to use videolectures while for the 'how', more texts and podcasts accompanied with tasks for consolidation have been chosen.

In addition, the syllabus is characterized by a 'spiral gradation' (Richards, 2005), which means that content 'items' are reintroduced throughout the course with differentiating complexity. Note that students are informed about the structure and organization of the course right from the beginning through a detailed description of the course in a face-to-face meeting with the instructor, where they also become familiar with the basic notions and key concepts of the course. This stage incorporates the pre-training principle, which seems to help learners process the essential material without being cognitively overwhelmed (Clark and Mayer, 2011). However, in the vast majority of e-courses and MOOCs designed worldwide, the spiral sequencing is not followed and the delivery of information is characterised by *linearity*. Information delivery is usually accompanied with certain multiple-choice tasks which are mainly included to check whether the participant has completed a particular section.

One may wonder how the course described here is different from good face-to-face courses. But one of the primary goals of the lecturer/course designer was to incorporate certain teacher training principles which generally inform face-to-face courses into an e-course for teacher trainees rather than to create a generic e-course

about interlinguistic mediation totally separated from the principles underlying (foreign language) teacher training. Moving a step forward, what is actually claimed in this paper is that the aim of any course developer should be to construct e-courses that draw on specific disciplines and which courses can be as effective as face-to face ones (although the means of delivery would be different). In other words, the crucial question is: what aspects of content are affected by the audience (which is actually linked to a specific discipline), rather than what aspects of an e-course are different from a conventional one.

Before closing this section which focuses on the content and sequencing, it is important to note that each lecture begins with a short description of its aims and objectives as shown in Figure 4 below. The tasks to be conducted are always clearly stated on the right sidebar below the lecture description, and the learners can refer to them while they watch the video or read the text or listen to the audios.

The screenshot displays the UdeMy interface for a lecture titled 'DEFINING THE NOTION OF MEDIATION AND DISTINGUISHING IT FROM TRANSLATION'. The main video area shows a presenter in a classroom setting. A slide titled 'Who is a mediator?' is visible, defining a mediator as a 'go-between' and including a quote from the Bible: 'For there is one God and one mediator between God and man, the man Christ Jesus (Timothy 2:5) (NIV)'. The right sidebar contains a 'Lecture Description' section, a 'Watch the video and respond.' prompt with a cartoon character, two tasks (TASK 1 and TASK 2), and a 'Downloadable Materials' section with a button for '1 Task (end)'. The top navigation bar includes 'Back in Course', 'Previous Lecture', 'SECTION 1 LECTURE 3', 'MATERIALS', 'QUESTIONS', and 'NOTES'. The video player at the bottom shows a progress bar and a timestamp of 00:05.

Figure 4: UdeMy interface

A final point which has to be made in relation to the course content is the fact that it is presented by using conversational and personal tone (see for example Appendices). This personalization principle (Clark, 2002; Clark and Mayer, 2011) has actually been shown to stimulate interest and promote learning.

Multimodality and multimedia presentation

The content of the particular course has been presented through a diversity of resources, i.e., words and graphics, rather than mere words. By graphics, Clark and Mayer (2011: 70) mean "static illustrations such as drawings, charts, graphs, maps, or photos, and dynamic graphics such as animation or video." Taking into consideration the research which shows the extent to which words and pictures combined help

learners create meaning –and thus promoting learning (Moreno and Mayer, 1999, 2000, 2002) and increasing motivation, it was more than imperative to apply the multimedia principle in this course which is accomplished by means of:

- Videorecorded lectures and mashups (combining lecturing with PowerPoint slides)
- PowerPoint presentations accompanied by the instructor's voice
- Hyperlinked textual material, incorporating pictures, graphics, and animation
- Hyperlinked videos (through the YouTube)
- Immediate and easy access to a range of electronic databases, search engines, and online libraries.
- Immediate access to assistance from peers and the instructor through participation in forums or chat rooms

The aforementioned means of content presentation have been judiciously used by the lecturer according to the aims and the content of each lecture, a decision which also supports the basic argument of this paper about the importance of discipline-informed courses. The content of each lecture (aims, objectives, type of information, types of assessment), in other words, has determined the means by which it is presented. For instance, in our case, when the aim of a lecture is to provide general and rather theoretical information about mediation, it has been preferred to present this information through videos (or PowerPoint presentations accompanied by the instructor's voice) which usually facilitate information delivery. On the contrary, when a lecture gives very specific information in relation to the issue under discussion (e.g., the criteria through which mediation performance can be assessed), the lecturer uses texts (in which the participants can easily find the relevant information and which they can use for future reference). In addition, when it seems to the lecturer that certain information is hard to digest, she introduces visuals or other animations.

Learner-centeredness

Another characteristic of this online workshop is learner-centeredness, which has been ensured in multiple ways. First of all, as already pointed out, because of its localized nature, the course content takes into account the learning context –and its constraints– of the particular group and caters for their needs. As Karavas (in press) puts it, the context and its constraints, after all, determine the teaching strategy that is to be used, the materials to be developed and the activities to be constructed in order for the content to be appropriate for the group that is taking the course.

The fact that the materials provided to the teacher trainees are multimodal also contributes to learner-centeredness. Information is delivered through audio, video and text, thus also catering for the different learning styles (e.g., Shearer, 2003). In other words, presenting information in a variety of ways helps towards catering for the needs of learners, who, as research has shown (e.g., Clark, 2002), learn better when text is placed near graphics (i.e., the contiguity principle). Note also that in the majority of lectures, a mashup strategy to the presentation of content is followed, that is, the

PowerPoint slides are placed next to the video screen (see Figure 4). As mentioned above, as cognitive theory and research evidence indicate, e-learning courses which include words alone, rather than combining words with visuals, do not offer a helpful experience to learners (Clark and Mayer, 2011).

Last but not least, learner-centeredness is also ensured through the initiatives taken by the students by collaborating within their learning community in order to achieve learning objectives set by the instructor. As Picciano characteristically points out, "the ability to ask a question, to share an opinion with a fellow student, or to disagree with the point of view in a reading assignment are all fundamental learning activities" (2002: 21). By this means, self-directed learning and autonomy are promoted, and students are empowered to monitor and take ownership of their learning. This is actually achieved through the careful structuring of the course, which has attempted to reflect a full understanding of what is required of distance learners (White, 2003: 151).

Task-centeredness and goal-based learning

Each lecture is organised on the basis of certain tasks, which are mainly learning tasks (rather than assessment tasks).¹⁸ When each task is successfully completed, the goals associated with the particular task are achieved, and learning is thus promoted.¹⁹ Actually, training is achieved through tasks of increasing complexity. This means that trainees move from simple to complex tasks to consolidate associations between concepts and performance (Mayes and Freitas, 2004: 7 as cited in Postle and Tyler, 2010: 69), thus contributing to knowledge generation (e.g., Ally, 2008; Mayes and de Freitas, 2004). In addition to this, learning styles and individual differences are catered for through the inclusion of wide range of tasks with different objectives appropriate for different types of learners (visual, auditory, etc). As a matter of fact, this is another course characteristic which is linked to discussions about effective (foreign language) teacher training and reminds us of its discipline-oriented nature.

Overall, in this course, there are three categories of tasks. Regarding the first two categories, tasks, which may be either decision-making or opinion exchange ones, may come before information delivery (i.e., pre-presentation tasks) or after the delivery of the new information (i.e., post-presentation tasks). While the former set the context and activate students' background schemata, the latter are included for consolidation at the end of each lecture, to create links between new and old information, to develop students' thinking skills, and to develop their extensive reading skills. Generally, apart from the tasks which aimed at familiarizing students with the new content, the remaining tasks aim at linking the new information to the reality of a classroom in which they, in their role as foreign language teachers, will be asked to apply the new knowledge. A third category of tasks, the so-called reflective quizzes, include only objective items

¹⁸ All four sections of the course include tasks with due dates, a requirement which encourages students to work both individually and participate in group discussions as explained in the following section.

¹⁹ For the principles associated with goal-based learning, see Naidu (2008).

(unlike the aforementioned two types) and assess students' understanding of the content.

Participatory learning and authenticity

Having in mind Shearer's words which point out that "the communication between the instructor and learner must increase dramatically whether distance is geographic or psychological" (2009: 6, as cited in Farquhar, 2013), the creation of opportunities for collaboration and dialogue at different levels has been of paramount importance. Therefore, while designing the course, the benefits of collaborating²⁰ (e.g., McConnell, 2006) have been seriously considered:

- collaborating with others gives learners real-life experience of working in a group, and the authentic and meaningful context allows students to "see real-world relevance and application of ideas" (Khoo et al, 2009: 531)
- collaborating with others gives learners a sense of community (cf. Palloff and Pratt, 2005)
- transformational learning is promoted (Murphy and Cifuentes, 2001; Picciano, 2002).

In this e-course, participatory learning has been ensured through multiple means, ranging from collaboration to achieve a common goal (task completion) to discussion and peer editing. Specifically, as regards the former, only a small number of tasks are completed and submitted individually; most of the tasks are completed by groups, with the group leader submitting the answers of his/her group. This means that discussion groups are created, in which students assume a variety of roles, ranging from coordinator/leader to proofreader and editor. Each student may also initiate a discussion with the members of his/her group or with the members of the other groups. Figure 5 below contains an example extracted from a students' discussion on the basis of the following task:

Given the nature of this course which is part of your wider training as regards foreign language teaching and testing, and taking into account the meanings of mediation mentioned in this lecture, what do you think mediation in this particular context (of foreign language pedagogy) may entail? Note that it is a term which has been introduced in the scene of foreign language pedagogy in 2001 through the *Common European Framework of Reference for Languages* (Council of Europe, CEFR).

²⁰ The benefits of collaborative e-learning are usually grouped into two main categories: pedagogic or developmental (i.e., mastery of content, production of new ideas through collaboration, reconstruction of knowledge and transference of learning) and emotional (e.g., motivation).

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 <p>Πετράτου Ευαγγελία</p>	<p>Sent: 2014-02-18 15:45</p> <p>I agree with you about the term. On the basis of the lecture and what I have read mediation, in its broad sense, involves an activity in which a trained third party who has a neutral position, the mediator, tries to help others reach a resolution. During mediation the mediator enables the others to present their view of the issue, he starts a conversation with each side and he tries to reach a settlement with the other parties. In case that problems arise, he will go back and forth between them to offer or propose a solution. I personally believe that in the foreign language pedagogy mediation is something similar. The learners act as intermediaries between languages in order to facilitate communication. So, I believe that mediation is associated with enhancing learners' interlinguistic skills, competence or strategies in order to promote communication between different cultures and languages. This could help understanding and approaching different cultures and beliefs as you said.</p>	 
 <p>Αλεβίζου Κωνσταντίνα</p>	<p>Sent: 2014-02-18 19:12</p> <p>I totally agree with what you have posted on mediation. I would like to comment on the pedagogy aspect of the term by expanding it on the KPG exams. I personally believe that KPG exams promote mediation in a large scale as their goal is to learn candidates work against communication breakdowns, to fill in information gaps and to interpret meanings for others who have not understood what has been said or written. To conclude, as far as the pedagogical aspect of mediation is concerned, to my way of thinking the KPG exams are an excellent example as they promote candidates mediation skills in a pedagogical and real life background.</p>	 
 <p>Πετράτου Ευαγγελία</p>	<p>Sent: 2014-02-18 20:14</p> <p>You gave a very good example of the use of mediation and its benefits. I agree with you about the advantages of incorporating mediation in the testing process because it helps enhancing the learners' mediation skills and it also caters for real communication purposes since acting as a mediator between languages is a significant social activity in our everyday life.</p>	 
 <p>Αλεβίζου Κωνσταντίνα</p>	<p>Sent: 2014-02-19 10:06</p> <p>Through searching the Internet for further information, I found out that there is a Greek Institute of Mediation, called "Συνεσις". I was really impressed because I did not know its existence. However, it only occupies with law</p>	 

Figure 5: Examples of student interaction

As it becomes evident, apart from the fact that the students share content and exchange knowledge, they use different sorts of interaction strategies in order to be effective in becoming active members of the group. Given the importance of peer and self-evaluation through course activities as one of the ways through which learner autonomy (Hurd et al, 2001; McConnell, 2006) and generally learning is promoted (cf. Ertmer, et al. 2007), peer editing/feedback often takes place before each task is electronically submitted to the instructor. In this way, learners become more reflective,²¹ and their satisfaction with the course (Richardson & Swan, 2003) and with the instructor (Fulford & Zhang, 1998) increases.

Each student is also given the opportunity to suggest books or papers that s/he came across and found interesting and relevant to the course content. Using Makrakis' words (2011), the aforementioned ways of interaction encourage pre-service teachers to learn to negotiate, compromise, compare, share, revise, and scaffold each others'

²¹ The crucial role of reflection in higher education has been stressed by Mayes and de Freitas (2004) and Cowan (1998).

learning. Finally, another form of asynchronous communication is the uploading of announcements by the instructor in the Announcement area. In this case, students always receive an email which informs them that a new announcement has become available.

Interaction with the course content

This e-course is not one which only delivers information to be assimilated by the learners; rather, an attempt has also been made to ensure students' interaction with the content. This means that students are encouraged to problematize the issues *before* they watch the video-lectures, to search on the Internet *before* they listen to an audio-lecture, to carry out (pre-presentation) tasks *before* the actual reading of a text, to expand on the newly acquired knowledge once they have watched the lectures. Thus, learning becomes meaningful through dialogue, i.e., dialogue with their background knowledge, dialogue with the new content, and ultimately dialogue with their peers and the expert instructor. For all of the above reasons, it can be said that the course not only enhances interpersonal interaction in an environment of a learning community, but it also includes interactive tasks which render the course dialogical.

The course also provides learners with the opportunity to "develop their abilities to move beyond the prescribed subject matter" (White, 2003: 156) by visiting the 'External Resources' section of their course. Thus, the unique design of this course, which takes into account the transactional nature of the relationship between instructor, learners, and content, includes all the criteria to provide learners with a significant educational experience, as Garrison (1999) would put it.

Task-based assessment

Shifting the focus from teaching and learning to assessment, what is evaluated throughout the course (i.e., ongoing and formative assessment) is both the product (as derived from the different tasks) and also the process, i.e., the degree of students' participation or how well they managed to find solutions to certain problems etc).

Students are assessed for each task on the basis of certain criteria by using the 1-5 Likert scale (1=unsatisfactory response, 5=fully satisfactory). The criteria refer to:

- a) Task completion: The extent to which they have responded to the task.
- b) Participation & collaboration: The extent to which they successfully collaborate to a common goal as a group
- c) Language performance: Whether their language choices are appropriate and accurate. (Since they are undergraduate students of an English Faculty, their language performance is also significant.) In tasks which solely ask students to participate in forums and express their opinions on a specific issue, only the presence or absence of participation is assessed (5=participation, 0=no participation). Final assessment is based on students' performance in all tasks (65%) and a final assignment (35%) which is an academic paper (i.e., summative

assessment). Quizzes are forms of self-evaluation and are included in certain sections as already mentioned.

Teachers' feedback is fundamental at this stage. Feedback has the form of evaluative comments on student responses for each of the tasks assigned. Although it is not within the scope of this paper to refer to the learners' perspective, it is useful to note that the great majority of students (90% of the total number of participants who completed the evaluation questionnaire at the end of the course) agree that the feedback provided by the instructor was extremely helpful to understand the course content. This point is actually raised here to further support the argument that the content of discipline-informed courses is also shaped *while* the course is being delivered. Their content may be slightly modified if students' responses to tasks are somehow not relevant or show that the material under discussion has not been fully acquired. In that case, the (discipline-informed) lecturer (who is also the course designer) should have the ability and flexibility to compensate and fill in gaps: a) by providing feedback which will help students better understand the content, b) by adding new material -one or two lectures- before or after the "problematic" ones and/or c) by inserting new tasks with the aim to give opportunities for further training or to check understanding.

While MOOCs have been criticized for their assessment methods that lack constructive feedback (Nkuyubwatsi, 2013; Daniel, 2012), this course has attempted to address this issue by linking assessing to teaching, since one surely informs the other, as already explained above.

The Role of the Instructor in a Discipline-Informed e-Course

Throughout the e-course, the teacher monitors students' learning experience and generally assesses the effectiveness of the course. Following Mason's (1991) typology, the instructor's roles for this course are summarized as: a) organizational (e.g., setting the objectives, constructing the syllabus, developing the timetable), b) social (e.g., communicating with students, giving feedback) and c) intellectual (e.g., functioning as an expert who explains, presents and directs discussions, all addressed in this course.²² Particularly at the stage of information delivery (e.g., video watching), the instructor functions as an observer, facilitator and "social connector" (Couros, 2009: 235), rather than as knowledge deliverer. She offers guidance at all stages of the course, which is a very important design principle that benefits students (Hall et al, 2008; Smith et al, 1997). The teacher provides additional instructions and, especially in the forums, she asks questions, redirects, and clarifies when necessary, summarizes key information if needed, and prompts students' participation, a characteristic generally missing from MOOCs. It has to be noted that in the course under discussion, a technological role is also assigned to the lecturer as she is the one who assists learners with technological issues and clarifies or solves problems encountered.

²² See also Ashton et al (1999) and Berge (1995), who expand Mason's model and include more roles into their frameworks.

In addition, the lecturer may also privately advise or direct those who participate too much and those who do not participate enough. She also functions as an assessor of students' progress. What is thus claimed is that the lecturer's job should not stop when the syllabus is developed and the course is designed; the lecturer's post-design role is of crucial importance and s/he is the one that can attract students' attention or fill in gaps that may emerge because of the electronic means of information delivery. The lecturer, in other words, is the one who develops the content, designs the course, decides what means of presentation are most suitable for his/her content, assesses, interacts and gives feedback. Different stages thus entail different roles.

Conclusions

This paper describes the methodological steps followed towards the development of an e-course for undergraduate students of the English Faculty of a Greek University and describes its characteristics which draw upon a specific discipline. It actually reflects upon the underlying principles of the e-course and approaches e-learning through the lens of foreign language education and teacher training.

The particular course has aimed at training the participants in an unchartered area of foreign language pedagogy, i.e., translanguaging and mediation. Apart from informing learners about this area, it also develops future teachers' digital literacies and skills, thus coming into line with UNESCO's recommendations (2008) according to which pre-service teachers should develop their technological literacies in order to be ready to use technology for teaching and learning purposes. As it became evident, this online undergraduate workshop does not entail mere presentation and delivery of information using the Web but teaching and learning outside the walls of the university and constitutes the starting point for moving away from the paper-based tradition and conventionalized ways of teaching. Given the importance of open academic practice as a vital part of teachers' professional development (Mackness et al, 2013), this course can also function as an experiment towards the construction of a series of MOOCs by the Faculty, the aim of which could be the training of foreign language teachers.

This paper stresses the absence of theorization in the field of e-learning and suggests the construction of discipline-informed e-courses. Overall, it is based on the argument that the *generic* or one-for-all MOOC model already applied worldwide, may be the one that triggered so much criticism towards the phenomenon of opening up higher education through electronic means. What has actually been claimed is that MOOC instructors/designers should take into account:

- the general principles of a given discipline or area of study,
- the specific pedagogies and teaching methodologies linked to this area and
- the specific audiences to which the course is targeted (i.e., adult pre-service foreign language teachers etc.).

These considerations are of crucial importance as they seem to affect the structure of the course, its sequencing, the means of delivery, the degree of students' interaction, the types of activities and ultimately participants' assessment.

Overall, the discussion of this e-course through the lens of a specific discipline as attempted in this paper may assist administrators creating e-learning policies or policymakers funding e-learning initiatives, may prove useful for teacher trainers who wish to construct effective e-courses, and may help university teachers who may want to implement e-learning in their educational institutions. The principles and the characteristics of the e-course discussed may, in other words, serve as a guide for the design and development of future language teacher training courses and may also prove useful for those making key technological or instructional decisions or both.

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Appendix: The e-course syllabus (as appearing in the Udemy platform)

Section 1: Mediation in foreign language didactics

LECTURE 1: Introduction

The first lecture introduces the course.

LECTURE 2: Introducing the terms: 'mediation' and 'mediator'

It gives you some basic information in relation to the etymological roots of mediation and the meanings it takes in many different contexts.

LECTURE 3: Defining the notion of mediation and distinguishing it from translation

It aims at familiarizing you with the notion of mediation in the field of foreign language teaching and testing and discusses the difference between translation and mediation

LECTURE 4: More on mediation...

It will help you distinguish between the different meanings of mediation.

LECTURE 5: Mediation in the EU and Greece

It discusses how the term 'mediation' is used in official documents of the EU and Greece.

LECTURE 6: Mediation in the KPG exams

It defines mediation within the framework of an examination system (KPG exams) and gives specific examples. It also discusses the requirements of different KPG written mediation tasks across proficiency levels.

LECTURE 7: Mediation in the CEFR and the KPG exams

The aim of the lecture is to make you aware of the different ways mediation is used in the CEFR and the KPG exams.

Section 2: Teaching mediation

LECTURE 8: Designing writing tasks: some basic considerations

It prepares you for the design of written mediation tasks. It actually gives you some basic information in relation to what is a task and what you should consider as future teachers when designing writing tasks.

LECTURE 9: Designing written mediation tasks

By giving actual examples of mediation tasks and discussing their different characteristics, it helps you design your own mediation tasks for teaching or testing purposes.

LECTURE 10: Mediation task characteristics and requirements

A task for consolidation

Section 3: Testing mediation

LECTURE 11: Assessing language performance

This lecture familiarizes you with some basic notions related to language assessment.

LECTURE 12: Assessing writing and written mediation in the KPG exams: the genre-based approach

It attempts to raise awareness of the view of language adopted in the KPG exams and which informs the evaluation of written mediation scripts (i.e., the texts produced by the candidates as a result of written mediation tasks).

LECTURE 13: Assessing written mediation

It presents the evaluation criteria used when marking KPG mediation scripts. It actually explains what each criterion entails.

LECTURE 14: Marking written mediation scripts

It gives you further information on how written mediation scripts can be marked.

Section 4: Conclusions

LECTURE 15: Mediation and multilingualism

This lecture aims at helping you link the notion of mediation to the issue of multilingualism and multiculturalism.

LECTURE 16: Finishing off...

This short lecture summarizes the course