Deliverable 10.4

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Evaluation of Multilingualism measures

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Abstract	This report assesses the implementation of the subtasks and makes recommendations to improve and/or extend the procedure
Keywords	Cooperation, practices, mutual learning, quality

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Purpose of this document

The aim of this deliverable is to assess the implementation of the task developing multilingualism skills and make recommendations to improve and/or extend the procedure.

The task responded to the output **10.1** – Increase European, multicultural and entrepreneurial skills among EDUC students.

Introduction

European identity is based on the diversity of its languages and cultures. For the alliance EDUC, it is coherent to encourage the learning of the local languages among the students. Therefore, the universities developed and shared resources for learning the languages of each partner (Czech, French, German, Hungarian and Italian).

This deliverable, describes the implemented activities of this task, presents the analysis of students' and organizers' feedback and evaluates to what extent the initial objective has been met. Finally, it presents some recommendations for the development of further activities.

I. Description of the online language courses offer and general implementation

In the proposal, the EDUC Alliance planned to provide online resources for learning the languages of each partner (Czech, French, German, Hungarian and Italian). The alliance elaborated a common offer for the students based on exisiting online language courses and completed with new language courses.

a. EDUC online language courses offer

Online courses offered in EDUC – learning the languages of partners

Online Course New/Existing University	Language and level	Format and Workload
Deutsch als Fremdsprache (A1.2, GeR) Existing course but extended to hybrid format for EDUC students University of Potsdam	German, level A1/A2	weekly synchronous sessions with asynchronous materials via Moodle 150 - 175 hours (including synchronous teaching hours and asynchronous self-learning hours)
French online modules for students A1 - 80 hours New course University of Paris Nanterre	French, level A1	Synchronous online course with online asynchronous pedagogical content in the EDUC Moodle 80 hours : Synchronous teaching 48 hours ; Online content 32h
Colourful Czech for Foreigners Existing Masaryk University	Czech, level A1	Syncronous in-person course 12 classes, 1x90 min. per week
Intensive Czech language course for foreigners A0/A1 New course Masaryk University	Czech, level A0/A1	Syncronous in-person course 600 hours (596 + 4 hours of question time) - 20 hours per week
Italian Erasmus alfa Existing course	Italian, level: A1, A2, B1, B2, C1	Synchronous online mode.

University of Cagliari		80 hours Autumn, Winter and Spring courses
		40 hours Summer courses
English Erasmus alfa Existing course University of Cagliari	English, level: B2, C1	Synchronous online mode. 80 hours
French Erasmus alfa Existing course University of Cagliari	French, level: A2, B1	Synchronous online mode. 80 hours
German Erasmus alfa Existing course University of Cagliari	German, level: A1, A2	Synchronous online mode. 80 hours

The partners also shared the existing courses and resources for learning additional languages with EDUC students.

Online courses offered in EDUC – other languages

Online Course	**Language and level**	**Format and Workload**
Spanish Erasmus alfa Existing course University of Cagliari	Spanish, level A2, B1	Synchronous online mode. 80 hours
Portuguese Erasmus alfa Existing course University of Cagliari	Portuguese, level A1	Synchronous online mode. 80 hours

Deutsch als Fremdsprache (A1.2, GeR)

The course is intended for learners who have had contact to the language before, but only on a very limited level (who have been living in Germany for some months or have learned some phases informally, yet never systematically).

Built on an action-orientated approach and a fully Moodle-based online learning material, it addresses reception, production, interaction and mediation in terms of language activities in connection to language strategies in various, but typical areas of communication related to academic life in Potsdam. Consequently, it does neither claim to cover the whole level A1 according to the CEFR nor to provide A1 exam training but instead to empower successful participants to take their first steps in a German speaking surrounding and – equally important – to manage their further language acquisition.

Upon successfully engaging in this course, learners:

- can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.
- can understand some expressions when people are discussing them: personal and academic life, hobbies or surroundings, provided the delivery is slow and clear.
- can understand instructions addressed carefully and slowly to them and follow short, simple directions.
- can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases.
- can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.
- can produce simple, mainly isolated phrases about people, time and places.
- can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- can make an introduction and use basic greeting and leave-taking expressions.
- can ask for food and drink using basic expressions. can handle numbers, quantities, cost and time (can-do statements according to the CEFR).

French online modules for students A1 - 80 hours

This course is designed for students with little or no knowledge of French. The objective is to introduce them to the French language and to help them discover different aspects of the French language and culture. Based on the CEFR, a program has been defined in 12 chapters. These are interactive books that allow students to develop their language skills through authentic documents, lessons and exercises. The teacher can use parts of the module online or ask learners to use the module independently. Assessments are proposed during the course and at the end of the training.

The objective of this module is to give the student the tools to meet concrete and simple needs in French.

According to the CEFR, by validating the different elements covered during the module, the student will be able to

- understand familiar words and very common expressions about him/herself, his/her family and his/her concrete and immediate environment if the interlocutors speak slowly and clearly.
- interact in a simple way. He/she will be able to answer and ask simple questions, respond to and make simple statements in the area of immediate needs or on very familiar topics.
- use simple phrases and sentences to describe him/herself and his/her immediate environment.
- understand familiar names, words and very simple sentences in short texts
- write short texts with simple information or facts

Colourful Czech for Foreigner

The teacher uses a variety of communicative activities to reach fast speaking progress. The exercises are designed to help students overcome their initial shyness and acquire the basics of Czech. Focus is on communication at school, on the street, in restaurants and shops. The method "Barevná čeština" (Colourful Czech) prioritizes the functional language against its formal composition.The course is aimed at foreigners who wish to learn basic Czech. It is also open to students, who attended the Survival Czech Course within the Orientation Week, as well as to the public.

Intensive Czech language course for foreigners A0/A1

The course is intended for foreign students who wish to pursue higher education in the Czech Republic. No previous knowledge of Czech is needed; the course is designed for complete beginners. Students will learn to actively communicate in common life situations as well as attain communication basics in the area of their specialization via e-learning, consultations and self-study.

Courses Erasmus alfa – University of Cagliari

Alfa courses offered by UNICA are designed to involve every aspect of the language: grammar, phonetics and vocabulary, with the aim of developing the skills of reading, writing, listening and speaking in line with the EU FRAMEWORK OF LANGUAGES levels.

b. General implementation aspects

Elaboration of the EDUC offer

During the first year of EDUC, each university of the Alliance analyzed their own language course offer in order to identify the ressources they could open to EDUC students. In March 2021, they compiled the list of existing and planned online courses. They also identified the necessity of the creation of additional courses to complement the initial offer : French (A1) course and Intensive Czech language course for foreigners A0/A1 course.

The courses were offered during the academic period 2021-2022.

Promotion and selection of students

The EDUC Course Catalogue was developed as a common tool by the Alliance in order to simplify the promotion and the application process for students. The Course Catalogue provides students with information about the available online courses as well as the necessary information in order to apply to these courses. These include the language of the course, starting semester, mode of the course (synchronous or asynchronous), platform used, prerequisites, etc.

All the language courses were added at the course catalogue and promoted independently of each other. Since the Course Catalogue is online and accessible to students at any time during the year, it serves as a constant way to promote the online courses offer. Moreover, given the different academic calendars and local constraints, each partner was also responsible for the promotion of courses at their university at the start of/ during application campaigns, using the appropriate communication channels in order to reach their own students.

It was decided early on that a decentralized approach was easier for applications: after finding the course they want to enrol in on the course catalogue, students can apply through the application link before the set deadline. The university responsible for the course can then

review the applications and let students know whether they have been accepted or not, as well as all the necessary information in order to gain access to the platform used for the course.

Students are usually accepted on a "first come, first served" basis, under the condition that they are enrolled at one of the Alliance's universities for the academic year and that they meet the prerequisites, if existing.

Students were generally not able to earn ECTS through these courses as they were not part of the general curriculum of either compulsory or selective-compulsory courses. Upon completion of the course, students receive an EDUC certificate.

C. Additional activities developed with EDUC language course content

Thanks to the online French EDUC pedagogical content created for the online courses, two universities of the Alliance organized a course with Ukrainian refugee students.

Experience in University of Paris Nanterre

In the University of Paris Nanterre, an intensive course of French as a foreign language for students from Ukraine was organized in person over 5 weeks, from Monday May 30 to Friday July 1, 2022, for a total of 100 hours of courses divided equally into two groups (one level A1 and the other multi-level from A2 to C1). The skills were divided as follows: 21 hours of writing, 21 hours of speaking and 8 hours of cultural outings in Paris. The online module EDUC was made available to the students via the Moodle EDUC platform during the course and beyond.

Prior to the start of the course, the teachers were trained by the pedagogical engineer in the online module EDUC: French A1.

The multi-level group A2-C1 used the online module EDUC: French A1 as a support for independent study. The A2 students logged on to the EDUC platform to review specific language points indicated by their teachers in order to fill in gaps in vocabulary, grammar and conjugation, among others. They then reviewed the language points with their teachers and were able to ask questions when they felt the need. The A2 students in this group also used the online module EDUC: French A1 as a prerequisite for a new A2-B1 language point seen in class: this pre-course work often concerned grammar points. The points of civilization and culture were also useful as a pre-requisite for cultural outings.

The A1 group used the online module EDUC : French A1 as a supplement to their independent study. After a detailed presentation of the functionalities and content of the online courses of the EDUC platform, many points of grammar, vocabulary and conjugation constituted self-

corrected online training exercises which were highly appreciated by the students. They regularly asked the teacher questions about their mistakes in order to obtain additional explanations. The teacher also used the video resources of the culture and civilization points during his face-to-face classes, deepening them in a personal way. The order of the chapters was not followed because the teacher's progression was different.

The small computer room of language center, the FETE, with 9 workstations was made available to the Ukrainian students so that they could have access to the Moodle EDUC platform outside of class hours.

Finally, the students were able to continue to have access to the EDUC platform during the months of July and August in total autonomy in order to make revisions according to their needs. Once the difficulties of registering on the platform were over, the feedback from the students was very positive regarding the ease of use, the content and the relevance to the classroom course.

Experience in University of Rennes 1

The online module FLE A1 created by the University of Paris Nanterre was made available to the University of Rennes 1, in a context of emergency reception of Ukrainian students at the beginning of the academic year 2022.

This course, set up for beginners, is one of the tools put in place to improve the conditions of the reception of Ukrainian students and to allow a faster adaptation to the French language and culture.

Modalities:

- Setting up a FLE A1 course for Ukrainian students, in addition to or instead of (in the case of a late arrival in Rennes) the courses offered by language center, the CIREFE, within the framework of an agreement with the University of Rennes 1
- Online learning is done independently, and is complemented by a weekly face-to-face course
- Group size of 4 students, allowing for faster progress
- 12 hours of classes given by the teacher, then integration of the students in the higher level group proposed for the international students

II. Feedback and assessment of the activities and output

a. Students' feedback

After each course, students were given a survey to gather their general comments about the course. The survey was independently created and managed by the university in charge of the course which does not allow a comparative analysis. Moreover the results of the survey are not for public dissemination for GDPR reasons. The following conclusions and observations are based on some of the conducted surveys. They are not representative of all courses but provide a good basis for reflection and improvement. Overall, the feedback on the students' language courses is very positive.

Promotion and application process for the courses

The most efficient means of promotion were the emails from local universities and the EDUC website, though to a lesser extent.

The information about the courses and the registration process are very clear and rather easy to find and follow. Students found the necessary information regarding the courses' objective and the courses' general information beforehand. However students would have appreciated more follow-up and communication during the validation process (at least an automatic message to validate the reception of their application).

The blended course development and content

All instructions about the were clear, so was the communication with the university and professor. The blended course was very interactive and lively, material, documents and activities were very well adapted, helpful and clear.

The blended course schedule was easy to follow and very adapted to personal constraints.

All students did not have the sensation that this blended course allowed a collaboration between students from several universities. This is related to the fact that most students of the course were from the same university.

For some students, the fact that the course was not in English made it difficult.

The learning platform, language and tools

The survey indicates that students in majority use Zoom and the EDUC Moodle to a lesser extent.

Students were not used to the EDUC Moodle platform and some problems occurred:

- The messages sent by the teacher were hard to find (even on the website) and there were no notifications.
- The lesson arrangement was very difficult: opening the topics led to different pages and it was hard to know which page was needed.
- Sometimes the platform would not save the students' progress

General competencies

- Digital learning:

According to the students, digital learning has a rather/global positive impact. It was appreciated having open access to a lot of material even after the end of the course. Digital learning has its advantages as well, such as being able to listen to the material several times to improve the pronunciation.

- International learning:

According to the students, the international aspect of the course had a rather positive impact on their learning. Some students said that the work in an intercultural group had a positive impact on their learning (better communication, more self-esteem).

Having a native teacher was appreciated.

- Professional goals and competencies:

The courses rather matched their professional goals. Students arrived with specific needs (read scientific material or work in French countries).

General impression and recommendations

The courses met the personal objectives of the students and their professional objectives. They would repeat the course and fully recommend them.

Some quotes:

"The professor did a wonderful job teaching us, she made classes interesting and made us use the language exclusively, which was very useful. She was always ready to answer our questions and help us out, and was very understanding and made the atmosphere of the classes friendly and welcoming."

"We had a lot of fun and still made a lot of progress. In short, she did everything to ensure our success and good mood besides."

"It was very interactive, great work with students from the professor, and useful study materials."

"Very informative course, I have received a lot of information in a relatively short time, although it required a lot of work besides the online lessons. The lecturer was always prepared to teach and the lessons were structured. It was exactly what I wanted to participate in."

"I had some knowledge of French and a native speaker helped me a lot. That was exactly what I had in mind, and I am grateful that I was given the chance to study from a native speaker for free."

"It is worth the time and effort, mainly because of the native teachers from whom we can learn a lot."

b. Teachers' feedback

During the courses, the teachers were accompanied by their home university and the EDUC staff collected their feedback about their experience with EDUC students. This assessment and monitoring was conducted independently by the university in charge of the course, which does not allow a comparative analysis. The following conclusions and observations are based on some of the conducted surveys. They are not representative of all courses but provide a good basis for reflection and improvement.

The student audience

The language course was given in the language of the course, as the students enrolled did not have a strong level of English (this was not a prerequisite for the selection). The contact with students was good overall.

Teachers identified three possible reasons why some of their students dropped out : scheduling conflict, course workload and inappropriate language level at the beginning of the course.

The course

The teachers found the length and structure of the course to be appropriate for the needs of EDUC students. The use of English is limited to a few explanations of instructions but remains limited due to the low level of students in English. Although there are some synchronous sessions, the students' work is mostly autonomous with the content available on the Moodle.

For their course, the teachers relied on the use of Zoom, Miro and the Moodle.

Global satisfaction and suggestions

According to the teachers, the students need to be motivated to engage regularly in the learning activities, since the course is not compulsory. Consequently, the pedagogy focusses rather on providing learning opportunities than on instruction and a continuous assessment is needed to prevent dropout. The majority of the evaluation was written and it would be interesting to implement oral evaluation too.

Teachers noted that a big advantage of the online courses offered by EDUC, where the goal is for each partner to offer language courses in their own language, was to ensure that the teacher was a native speaker. However, the format of online course is difficult with beginners. A recommendation might be to implement more collaborative tools such as an interactive whiteboard to summarise the course or a tutoring system. Also, teachers need more information about the students before the course (training, language level and home university).

c. Staff' feedback

Based on the teachers' and students' feedback, each university was asked to reflect on the difficulties their EDUC teams had identified while implementing the language courses and processes related to them, and to send their observations as well as potential causes for the identified difficulties. The feedback from all partners was then put together and analysed in order to identify the main categories of problems that appeared during the implementation of the courses.

According the EDUC staff, the online language courses have generated a lot of interest among students and a large waiting list has been established for these courses. However, during the implementation of the course some problems regarding the communication and promotion elements, the application process, and the overall evaluation were encountered. These three problems are described in this section and suggestions for improvements are presented in the recommendations section of the deliverable.

Communication and Promotion

The coordination for the official EDUC offer and the promotion of the courses are the biggest challenges identified by the alliance. The agreement for the final EDUC online language courses offer was too short for internal preparation (coordination with the teacher) and was not clear for all partners. As the promotion was independent for each course, the confirmation and information about the course content was given too late and did not leave time for promotion. As a result, not all courses were promoted by all partners

Application process, registration and certification

The registration process was heavy for the universities (sending each partner a list of their students for double-checking). The application procedure was too light and its improvement could have an impact on the number of students who drop out and prevent students who do not commit to the synchronous sessions each week or students whose level is not appropriate. Also, some of the application process could be further digitized.

Assessment of the EDUC offer

At the end of the semester, it is difficult to get feedback from students and teachers. The evaluation methodology could have been worked on more before the activities in order to have more representative and more easily comparable tools

d. Milestones, indicators and purpose of the activities

The second part of the assessment focuses on the achievement of the quantitative and qualitative objectives.

Achievement of the quantitative indicators

In the EDUC proposal, the alliance established milestones for the number of online language courses available on the platform with an expected number of students involved in those

courses. 321 students were enrolled in EDUC language courses and the average dropout rate was 11,3%.

Number of courses and involved participants

Title of the Activity University	Indicators
Deutsch als Fremdsprache (A1.2, GeR) University of Potsdam	2 courses; 10 students from the EDUC universities.
French online modules for students A1 - 80 hours University of Paris Nanterre	1 course: 14 students from the EDUC universities
Colourful Czech for Foreigner Masaryk University	1 course: No students from EDUC universities
Intensive Czech language course for foreigners A0/A1 Masaryk University	1 course: No students from EDUC universities
Italian Erasmus alfa University of Cagliari	6 A1 courses, 3 A2 courses, 3 B1 courses, 3 B2 courses and 1 C1 course: 127 students from the EDUC universities.
English Erasmus alfa University of Cagliari	1 B2 course and 1 C1 course: 62 students from the EDUC universities.
French Erasmus alfa University of Cagliari	1 A2 course and 1 B1 course: 20 students from the EDUC universities.
German Erasmus alfa University of Cagliari	1 A1 course and 1 A2 course: 35 students from the EDUC universities.
Spanish Erasmus alfa University of Cagliari	1 A2 course and 1 B1 course: 37 students from the EDUC universities.
Portuguese Erasmus alfa University of Cagliari	1 A1 course: 16 students from the EDUC universities.

Achievement of the quantitative indicators

Expected indicators, Milestones and Outcomes	Actual numbers and comments
Selection of 3 courses (videoconference meeting) to be created online out of the established listing of existing language course	2 online language courses were created for the EDUC courses offer: a French course and Czech course.
Conversion of the 3 courses into online resources	3 courses were converted into online version for the period September 2020 to December 2021 : Colourful Czech for foreigner, Deutsch als Fremdsprache (A1.2, GeR) course and Italian Erasmus alfa

New online resources available	The courses were available on the EDUC Moodle
12 online courses expected	The Alliance EDUC provided a total of 30 online language courses
100 students enrolled in online language courses	A total of 321 students were involved in the online EDUC courses

Achievement of the qualitative objectives and Outputs

Through these activities, the objective of the alliance was to:

o Increase European, multicultural skills among EDUC students (10.1)

Achievement of the outputs

Outputs	Achievement
10.1	The EDUC online language courses are open to all EDUC student and provide knowledge of the language and the culture.

III. Recommendations for further activities (improvements and good practices)

The evaluation of the implemented courses led the EDUC staff to make some recommendations for future online language courses. The recommendations of the EDUC team are mainly based on three aspects: communication and promotion of the EDUC offer, the registration process and the evaluation of the implemented activities. The suggestions of the teachers described in the "teacher feedback" section will also be taken into account in future activities. They will have to be thoroughly analysed and reformulated through the organization of practice exchange workshops with teachers and language centers.

Regarding the promotion and the communication of the online language courses, the EDUC staff suggest some improvements:

- Identify common tools with agreed upon timelines for agreement and common knowledge of the official EDUC offers. For future online course offerings, the alliance will share a collaborative calendar with information of all courses that make up the EDUC offer that will be updated at the end of the semester for the following semester (with no in-semester changes to the offering).

- Based on a final and official EDUC offer defined at the end of the previous semester, the promotion material will be available for the universities from the beginning of the semester and each university will be responsible for the promotion according to its own academic calendar and internal constraints.

- Add information about the students' expected level for the course in the course catalogue, as well as clear information about the workload and synchronous sessions. Add preliminary information about the language courses on the EDUC website.

Regarding the application process for the online language courses, the EDUC staff suggest that the students should apply directly via the catalogue (with the possibility of a waiting list), which an ephemeral working group created specifically for the development of the EDUC course catalogue in relation to the demands of different work packages has been occupied with. A mandatory assessment should be built into the application process, evaluating the student's language level. The selection process should include a commitment to attend synchronous sessions and to complete the recommended workload.

Regarding the assessment of the EDUC online language courses, the EDUC staff agreed on the lack of coordination among the courses and the universities. For the assessment of the further activities, the EDUC staff recommend to:

- Include a mandatory survey at the end of the course in the Moodl.
- Include a survey for the teacher at the end of the course.
- Organize a workshop for collaborative suggestions with the teachers and another with the students enrolled in all language courses.
- Organize a workshop with the Languages Centers/Departments for exchange of good practices and discussion for improvement for the EDUC offer.

Conclusion

To conclude, the experience of EDUC phase 1 was overall satisfactory and promising for the future of the EDUC Alliance. The Alliance implemented the online language courses expected, which have generated great interest from students.

Following this experience, a majority of teachers wish to continue and the feedback of students is overall positive.

With the objective of improving our offer, the main actors of the online courses were involved in the evaluation process in order to help the Alliance meet their needs and requirements during the next runs of the courses. Some of the interesting recommendations made by students, teachers as well as EDUC staff members could be implemented as soon as next semester, following a larger reflection with all the partners, including the new ones, to provide a unique and valuable learning experience during the next phase.

ANNEX

Courses details

University	University of Potsdam
The team involved in the project	Center for Languages and Key Competences (ZESSKO), The Director Languages division, head of German as a Foreign Language
Project title	**Deutsch als Fremdsprache (A1.2, GeR)**
Name of the course in the course catalogue	German A1
Name of the course in the EDUC Moodle	Course materials were not published on EDUC Moodle, but on OpenUP.
Content in the EDUC Moodle	Course materials were not published on EDUC Moodle, but on OpenUP.
Format	weekly synchronous sessions + asynchronous materials via Moodle
Short description of the program and objectives	The course is aimed at learners who have had contact to the language before, but only on a very limited level – be it they have been living in Germany for some months or have learned some phases informally, yet never systematically. Built on an action-orientated approach and a fully Moodle-based online learning material, it addresses reception, production, interaction and mediation in terms of language activities in connection to language strategies in various, but typical areas of communication related to academic life in Potsdam. Consequently, it does neither claim to "cover" the whole level A1 according to

	the CEFR nor to provide A1 exam training but instead to empower successful participants to take their first steps in a German speaking surrounding and – equally important – to manage their further language acquisition. Upon successfully engaging in this course, learners: can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly. can understand some expressions when people are discussing them: personal and academic life, hobbies or surroundings, provided the delivery is slow and clear. can understand instructions addressed carefully and slowly to them and follow short, simple directions. can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases. can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use. can produce simple, mainly isolated phrases about people, time and places. can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. can make an introduction and use basic greeting and leave-taking expressions. can ask for food and drink using basic expressions. can handle numbers, quantities, cost and time (can-do statements according to the CEFR).
Workload	equivalent of 6 ECTS: 150 - 175 hours (including synchronous teaching hours and asynchronous self-learning hours)
Public - Were Students mixed with other local students?	Yes, five EDUC students (one from each university) were mixed with local UP students.
Educational content and resources	Lectures, textual documents, images, Interactive multimedia contents (learning quizzes, etc…), podcasts
Promotion and Application process	1) checking with teacher if course can be repeated and the timeline of the application/ enrolment process 2) updating local online application form, updating EDUC course catalogue 3) developing promotion materials and sending them to partners 4) collecting applications 5) ranking applications based on home university (1 per EDUC partner) and time of application (first come, first served) 6) sending applicants' details to home university for checking of enrolment status 7) informing students of approval or rejection 8) sending students' details to teacher, so he can invite them to the course and discuss further details, teacher contacts other students in case of drop-outs 9) course takes places, trouble-shooting if needed 10) EDUC certificate and course certificate issued to students who completed course
Dates/periods	winter term 2021/2022, summer term 2022, winter term 2022/23 - 2 completed courses, 1 ongoing

University	University Paris Nanterre
The team involved in the project	Head of the language center (F.ET.E) Academic coordinator Pedagogical engineer French Teacher EDUC platform engineer and pedagogical engineer EDUC project officer
Project title	**Online French Course A1 level**

Name of the course in the course catalogue	French online modules for students A1 - 80 hours
Name of the course in the Moodle	French online modules for students A1 - 80 hours
Content in the EDUC Moodle	1 module with 12 chapters
Format	Synchronous online course + online pedagogical content in the EDUC Moodle
Short description of the program and objectives	This course is designed for students with little or no knowledge of French. The objective is to introduce them to the French language and to help them discover different aspects of the French language and culture. Based on the CEFR, a program has been defined in 12 chapters. These are interactive books that allow students to develop their language skills through authentic documents, lessons and exercises. The teacher can use parts of the module online or ask learners to use the module independently. Assessments are proposed during the course and at the end of the training.
Workload	Synchronous teaching 48 hours ; Online content 32h
Educational content and ressources	A user's guide for the online modules has been designed to help the teacher set up his pedagogical process.
Public - Were Students mixed with other local students?	Course for 18 students; Only students from the other EDUC universities
Promotion and Aplication process	Application centralized in Paris Nanterre University
Dates/periods	Session 1: March 14th to July 1st 2022

University	University of Masaryk
Project title	Colourful Czech for Foreigners
Name of the course in the course catalogue	CJVcz01 Colourful Czech for Foreigners 1
Content in the EDUC Moodle	does not appear.
Format	Syncronous in-person course
Short description of the program and objectives	The teacher uses a variety of communicative activities to reach fast speaking progress. The exercises are designed to help students overcome their initial shyness and acquire the basics of Czech. Focus is on communication at school, on the street, in restaurants and shops. The method "Barevná čeština" (Colourful Czech) prioritizes the functional language against its formal composition.The course is aimed at foreigners who wish to learn basic Czech. It is also open to students, who attended the Survival Czech Course within the Orientation Week, as well as to the public..
Workload	12 classes, 1x90 min. per week
Public - Were Students mixed with other local students?	Yes

Educational content and ressources	textbook, online ressources
Promotion and Aplication process	Application centralized at Masaryk University
Dates/periods	February – May 2022

University	University of Masaryk
Project title	Intensive Czech language course for foreigners A0/A1
Name of the course in the course catalogue	Intensive Czech language course for foreigners A0/A1
Content in the EDUC Moodle	does not appear.
Format	Syncronous in-person course
Short description of the program and objectives	The course is intended for foreign students who wish to pursue higher education in the Czech Republic. No previous knowledge of Czech is needed; the course is designed for complete beginners. Students will learn to actively communicate in common life situations as well as attain communication basics in the area of their specialization via e-learning, consultations and self-study.
Workload	600 hours (596 + 4 hours of question time) - 20 hours per week
Public - Were Students mixed with other local students?	No
Educational content and ressources	textbook, online ressources
Promotion and Aplication process	Application centralized at Masaryk University
Dates/periods	September 1st 2021 to May 13th 2022

GLOSSARY:

MU: Masaryk University

PTE: University of Pécs

UNICA: University of Cagliari

UP: University of Potsdam

UPN: Université Paris Nanterre

UR1: Université Rennes 1

WP: Work Package