

**Telecollaboration for Intercultural Language Acquisition**

**TILA**

**Checklist for organizing telecollaboration projects**

**Stages in the organization of telecollaboration**

* 1. **Preparatory stage**

1. If you want to initiate a telecollaborative project start organizing it **months before**.

1. Think of **objectives** andbrainstorm about**:**
2. **Why** would you like to initiate a telecollaboration project?
3. What would you like to **achieve**?
4. In which **course** would you like to integrate such a project?
5. What would you like your learners to do within the telecollaboration project? Define the **learning goals**.
6. How would you create a **win-win** situation for all participants?
7. Would you use the foreign language as *Lingua Franca* or in a tandem setting (with the presence of natives)?
8. **Communicate** these ideas and try to get **support**:
9. From the school board
10. From colleagues
11. From the IT department
12. Select telecollaboration **tools**:
13. Try to getfamiliar with telecollaboration tools, their affordances and drawbacks.
14. Think how they could be used in the course to promote meaningful learning.
15. Look for **partners** abroad, you can use:
16. The TILA network
17. Your own network
18. Digital platforms such as
    * e-twinning for secondary education: <http://www.etwinning.net/en/pub/index.htm>
    * Intent for higher education: <http://uni-collaboration.eu/>
19. Invest in fluid **communication** with partners:
20. Share ideas for integrating telecollaboration
21. Share expectations
22. Share pedagogical views
23. Share objectives
24. Share enthusiasm
25. Be open to otherness (communication, pedagogy, style)
26. Be flexible
27. Be open to unexpected challenges
28. **Check computers**, firewall and Internet connections
29. First IT colleagues of the different institutions participating
30. Then the colleagues from the different schools engaged in the project
31. Use the tools to communicate with the partners and so test the possibilities
32. Check **Pedagogy**
33. Develop effective tasks for telecollaboration
34. Adjust them to the syllabus
35. Create a win-win situation for all participants
36. Define teacher roles: initiator, coach, moderator, evaluator, researcher
37. Develop evaluation/assessment tools (journals, rubrics)
38. **Create communication groups**. Size will depend upon:
39. Activity goals
40. Type of communication (synchronous/asynchronous). For synchronous communication small groups of 2 or 3 students are recommended)
41. The tool being used

Keep groups constant for a larger period of time in order for them to build up interpersonal relationships.

1. Select a period and **scheduling** activities (you could use google calendar for this). Agreeing upon:
2. Using synchronous, asynchronous modes of communication, or combining both?
3. During or outside teaching time?
4. In the classroom, in a computer room, at home (homework)?
5. Frequency (every week, every two weeks, daily participation concentrating it in a project week)?
6. Organize **tutorials** for learners to get familiarized with:
7. The project goals
8. The tools
9. Their new roles
10. Communication protocols (netiquette & intercultural awareness)
11. Organize a (skype) **session from classroom to classroom** where teachers and (a group of) learners share their project expectations.

Be proactive and maintain fluid and open **communication** channels with all parties involved in the project!

* 1. **Realization stage**

1. **Coach** **learners** during the project
2. Monitor communication processes and learners’ progress
3. Stimulate creativity, open attitudes, communication & reflection
4. Comment their telecollaborative work in a constructive manner
5. Focus on the learning moments during telecollaboration
6. Keep **communicating** with your partner/s abroad on project issues (what is positive? what are the challenges? what should be adapted?)
7. **Share** experiences with colleagues, school board & telecollaboration community
   1. **Evaluation stage**

Tools for evaluation focusing on learner and involved teachers experiences:

* 1. Interviews
  2. Questionnaires (google, surveymonkey)
  3. Journals: reflection
  4. Rubrics

Evaluation issues: the positive/challenging aspects of the project (goals, tasks, group format, tools used, learning, coaching, time spent, role ICT tools, motivation).