



Task

Virtual Exchange Task Design

Target group	Pre-service teachers
Objective	Design a virtual exchange task for a specific class.
Description	The pre-service teachers will share then decide upon a class profile before collaborating to design a virtual exchange task for this specific class.
Outputs	<ol style="list-style-type: none">1. Task specifications2. Individual reflection
Deadline	<ul style="list-style-type: none">• Online synchronous session• Task specifications• Reflection
Length	Online synchronous session: 90 minutes
Communication	Asynchronous
Tool	Videoconferencing, Genially and digital tools of pre-service teachers' choice
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Validated task	At pre-service teachers' Masters course at both institutions.

Phase 1: Contextualisation

In your institution's LMS platform, describe a class that you would like to design a task for. This could be a class that you are teaching or recently observed on your teaching placement. Write a description of the class: how many learners are in the class? What is their age range? What is their target language and level? Are there any learners with individual needs? If you were to create a task for this class, what general concepts or ideas would you incorporate into it? For inspiration, you may use curriculum descriptions, a textbook or examples from virtual tasks.

Read your partner's class description.

Phase 2: Online synchronous session

With your partner(s), you are going to design a (virtual exchange) task that could be used in both classes. You will need to design a pre-task, main task and post-task. For the overall task, as well as each task stage, consider the learning objectives (intercultural, linguistic, communicative, digital), environments and tools to be used, number of lessons, interaction patterns and learner organisation (individual, pairs, groups) as well as the expected production or outcome. The task should fit with the national programme and you should give suggestions for evaluation.

First, take it in turns to describe your classes: how many learners are in the class? What is their age range? What is their target language and level? To what extent does diversity characterise the composition of the class? Are there any learners with individual needs?

Second, decide the shared learning goals (intercultural, linguistic, communicative, digital), you will be working on in both classes.

Then, use the synchronous session to co-design the task with your partner(s). Use the information here to guide you <https://view.genial.ly/6295299065452800188742cd> and specifically the task template on the last page of the genial.ly to structure your discussion.

Phase 3: Present the task specifications in Genial.ly (Optional)

You can further design and present the task in Word, Powerpoint etc, or you have the possibility to present the task specifications in a Genial.ly (using a template provided).

Create a genial.ly account: <https://app.genial.ly/?from=login-true>

One team member should share your account name with your teacher who can provide you with the E-LIVE task template.

You will need to share this template with your group members so that all have editing rights. Prepare your task specifications in Genial.ly. As you do so, be critical about your task and any improvements you could make. Consider:

1. Does the task represent a real-world activity?
2. Does the task meet the learning objectives?
3. Will the task enable the learners to apply the elements outlined in the learning objectives effectively?
4. Does the task lead to a concrete effect or result?
5. Is the effect or result of the task meaningful for the learner? Is it motivating?
6. Does the suggested use of technology fit with the task design?

When you have finished, you should add your teacher as a collaborator to your genial.ly

Phase 4: Reflection

After each task, you will reflect on the virtual exchange experience. You will also provide a score according to your satisfaction level. You will upload your weekly reflection to your institution's LMS.

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