

## **Interdisciplinary collaborative approaches in Higher Education: Open Educational Resources for Subject and Language Lecturers**

### **Enfoques colaborativos interdisciplinarios en la Educación Superior: Recursos educativos abiertos para profesores de lenguas y de contenido**

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#### **Abstract**

The so-called ‘internationalisation at home’ (Beelen and Jones 64) of Higher Education Institutions (HEIs), and the need to prepare students for globalised working environments, among other factors, are powerful drivers for change in how we teach at the tertiary level. In the framework of an EU-funded innovation project being developed internationally, called *Interdisciplinary Collaborative Approaches to Learning and Teaching* (INCOLLAB), this article proposes to look at two aspects, namely interdisciplinary approaches through CLIL, the integrated learning of content and language, and the concomitant collaboration among content and language lecturers to plan and design innovative customisable teaching materials as Open Educational Resources (OERs) that can be adapted and used in similar educational contexts. We describe two specific proposals of OERs on the topic of ‘Autonomy Support’ both as part of the subject of

‘Developmental Psychology’ as well as a transversal skill and analyse the results of their implementation in three real contexts.

**Key words:** interdisciplinary learning, CLIL, teacher collaboration, open educational resources (OERs)

## Resumen

La conocida como “internacionalización en casa” (Beelen y Jones 64) en los Centros de Enseñanza Superior (CES), y la necesidad de preparar al alumnado para enfrentarse a entornos de trabajo globalizados son, entre otros factores, importantes motores de cambio para la docencia en la Educación Superior. En el marco de un proyecto de innovación financiado por la UE y desarrollado a nivel internacional que se denomina “Enfoques Colaborativos Interdisciplinarios para el Aprendizaje y la Enseñanza” (INCOLLAB), este artículo propone analizar dos aspectos, en concreto, los enfoques interdisciplinarios mediante el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) y la consecuente y necesaria cooperación entre el profesorado de disciplinas lingüísticas y no lingüísticas para programar y diseñar materiales didácticos innovadores y personalizables en forma de Recursos Educativos Abiertos (REA) que se puedan adaptar a contextos educativos similares. Se describen dos propuestas específicas de REA sobre el tema del “Apoyo a la Autonomía” como parte de la asignatura de “Psicología del Desarrollo” y también como competencia transversal y se analizan los resultados de su implementación en tres contextos reales.

**Palabras clave:** aprendizaje interdisciplinar, AICLE, colaboración docente, recursos educativos abiertos (REA).

## 1. INTRODUCTION AND THEORETICAL BACKGROUND

Internationalisation of Higher Education Institutions (HEIs), both physical and virtual (so-called ‘internationalisation at home’, [Beelen and Jones 64]), and the need to prepare students for globalised working environments, telework or remote work in international teams of workers (Fitzpatrick and O’Dowd 27; Morgado, Garcia & Calvete 53; Régio, Gaspar, Farinha and Morgado 25) among other factors, are powerful drivers for change in how we teach at the tertiary level.

Universities are adopting policies to enhance their international profile and to attract students from other countries as well as offering high quality training for their home

students by resorting to English as the Medium of Instruction (EMI) in the class (Macaro, Jiménez-Muñoz and Lasagabaster 104, Pérez Cañado *Teacher training for EMI* 100927). The use of English to teach disciplinary subjects has had a significant rise over the last 20 years (Wächter and Maiworm 16), that has been accompanied by a steadily growing research production (see Macaro et al. 47-50 for a review).

However, is it really enough to invite HE lecturers to use a lingua franca, such as English, to teach for students to become fluent in that language in their specialised field and be able to communicate with others at work? Is it fair to expect students to develop an intercultural and international collaborative frame of mind that will enable them to acquire the hard and the soft skills to cooperate and work effectively with colleagues across the world, if HEIs continue to insist on traditional disciplinary frameworks, where there is no interdisciplinary collaboration, and lecture-based teacher-centred classes happen solely in the official national language(s)? Can we continue to divide knowledge into tight-clad disciplines and separate technical scientific knowledge from humanist knowledge, or research from teaching? Can we continue to look at foreign languages in HEIs as purely instrumental and not as part of the way in which we learn and communicate knowledge and experience effectively?

### **1.1. Prior research**

In the existing research literature in the area, some of the key questions posed above have been identified and explored and some answers are starting to be provided that have emphasized, among other issues, the relevance of integrating content, language and transversal skills; the need to foster more innovative, digitally-enhanced learning environments or lecturers' need for more methodological training and adequate teaching materials.

The relevance of integrating content, language and transversal skills has been highlighted by Fitzpatrick and O'Dowd (3) who mention a paradigm shift that not only impacts English as a lingua franca to be used in academia, but also requires a reappraisal of English, a new awareness and integration with subjects and skills (Marsh 242) in educational contexts that are becoming bilingual (Marsh, Díaz-Pérez, Frigols Martín, Langé, Pavón Vázquez, and Trindade 14-15).

Fitzpatrick and O'Dowd (*English at Work. An Analysis of Case Reports about English Language Training for the 21st-century Workforce* 6) further build a strong case for interdisciplinarity "between language and the combination of professional and cultural

content”, claiming that on entering the global workforce, besides using English proficiently and being able to use the information and communication technologies at their disposal, young people need to be well skilled in transversal skills or 21st-century skills, such as intercultural and global understanding of issues, the ability to communicate effectively with colleagues from other cultures, know how to work in multinational and interdisciplinary teams, and engage in critical analysis.

To these issues we would like to add a further one that this article attempts to address: Is this in the hands of the English teacher alone, or does this kind of training require interdisciplinary work, integration of content and language, a change in teaching and learning methodologies, and a learning environment that goes beyond what happens at HEIs?

Since foreign language education is more effective when students develop projects or tasks for a specific content area and engage in genuine communication through CLIL or content-based approaches (Mehisto, Marsh, and Frigols 199-200), it is becoming increasingly obvious that English teaching and learning in HEIs has to result from the integration of content and language, as well as from the collaboration of subject and language teachers, as demonstrated by research conducted by Dafouz and Smit (18), Wilkinson (611-612), Zappa-Hollman (597) and Doiz et al (172).

The contemporary contexts in which we learn and work dictate these changes. Learning happens today in the context of complex networks of face-to-face and online communication, learner mobility, immersion in work situations while learning, distributed knowledge (from users to users), and a constant flow of information on the Internet, not only at HEIs but everywhere, through social media and multiple technologies, that need to be put at the service of effective methodologies.

Collaborative learning processes (Roschelle 267-68; Salaber 123-124) and shared, negotiated understandings are key concepts to introduce into teaching and learning practices, within academia and between these and the students’ diverse own contexts. Shared, distributed knowledge requires a new *modus operandi*, in which teachers from several departments and students come together to solve a problem or develop a project. This may happen in an organic, spontaneous and informal way, in a community of practice (Wenger & Snyder 139). The community of practice, a group within a larger organisation, is particularly suited to share knowledge, best practices, learning and to drive change. It only requires a shared passion and expertise, as well as a willingness of its members to

share perspectives in creative ways in order to find new approaches. As such, communities of practice are particularly suited in HEIs to experiment with integrating subject and language and digitally-enhanced teaching and learning for the 21st century workforce.

However, digitally-enhanced learning is a complex reality that requires an alignment of a digital infrastructure with a digital culture strategy and with a critical use of digital resources in the sense of using digital tools and apps for integrated pedagogical ends (<https://ec.europa.eu/jrc/en/digcompedu>). The latter can be evidenced, for example, in O'Dowd's and Guth & Helm's research findings that recommend activities of foreign language telecollaboration or online intercultural virtual exchanges as a means to enhance meaningful communication through digital media in international environments employing task-based or project-based methodologies.

Another crucial dimension is to make good pedagogical use of resources on the web in the knowledge networked society we live in. The distributed nature of the online and mobile digital environments, where everybody can be a producer and a consumer of resources, creates an opportunity for shared knowledge at a global scale, which creates an added benefit for those involved in learning and teaching through English.

By definition, Open Educational Resources (OER) are non-commercial digital materials, freely and openly available for educators online, which can be shared and customised for teaching and learning. Their creation and distribution supports global communities of practice that value open learning, as well as flexible lifelong learning paths and self-directed learning, while also supporting teachers with supplementary materials they can use directly in their classes or suggest to students as autonomous learning (UNESCO *Open courseware for Higher Education* 2002, *Open Educational Resources* 2011, 2015; Morgado *Open Educational Resources* 21-22).

Despite all these findings, the shortage of adequate materials for CLIL in general has been a recurrent issue in the research literature (Mehisto, Marsh, and Frigols 22) and has been specifically emphasized by HE lecturers, together with their need for further methodological training, in specific studies that have addressed their needs (Aguilar & Rodríguez 193, Pérez Cañado *Teacher training for EMI* 100927 and Piquer-Píriz & Castellano-Risco 98). For example, the study by Piquer-Píriz & Castellano-Risco explored the training needs of EMI lecturers at the University of Extremadura (UEx) in Spain, as

part of a regionally funded research project, ICLUEX<sup>1</sup>. These lecturers acknowledged the importance of information and communication technology (ICT) and virtual learning in their classes: nearly three-quarters of the respondents made use of online learning resources in their classes, and two thirds considered ICT as a key aspect of their teaching. Most of them stated that they had to create their own materials while also adapting resources found on the Internet. These findings seem to confirm the lack of EMI materials available to work with at tertiary level (also suggested by Aguilar and Rodríguez 193). Besides, the creation and adaptation of teaching materials is a very time-consuming task, especially if attention must be paid to both content and language. INCOLLAB aims to make a contribution in both respects as will be explained in further detail in the following subsections of this section (section 1), while in section 2, the general principles of designing OERs are addressed and two illustrative examples provided, and in section 3, piloting of OERs in particular contexts is discussed in terms of customisation, adoption and adaptation.

## **1.2. The approach purported by INCOLLAB**

In the framework of the first development stages (OER design and OER implementation) of an EU-funded (under Erasmus+) innovation project, called *Interdisciplinary Collaborative Approaches to Learning and Teaching* (the acronym of which is INCOLLAB), which addresses all the above questions, this article proposes to look at two drivers of change in HEIs, namely interdisciplinary approaches through CLIL (Content and Language Integrated Learning), LSP (Language for Specific Purposes) and EMI (English Medium of Instruction); and, the concomitant collaboration among Higher Education (HE) lecturers to plan and design innovative customisable teaching materials as Open Educational Resources (OER) that can be adapted and used by other HE lecturers in their classes. This approach is thus different from current trends in HE that look at collaboration, teacher identity or teacher training in English-medium instruction (EMI) research (Wilkinson 608-609) as it focuses on modalities of integrating content and language in student learning.

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<sup>1</sup> "Diseño de entornos virtuales de aprendizaje colaborativo para la enseñanza integrada de contenidos y lenguas extranjeras (AICLE) en la Educación Superior adaptados a la Universidad de Extremadura" - *Developing virtual collaborative learning environments for content and language integrated learning (CLIL) in Higher Education adapted to the University of Extremadura* (IB18055), Junta de Extremadura and European Regional Development Fund – ERDF

The specific priority of INCOLLAB is to improve the quality and effectiveness of pedagogies in the participating HEIs<sup>2</sup> and beyond, by creating, sharing, and disseminating interdisciplinary collaborative approaches to learning and teaching through a tailor-made digital learning platform, where innovative online modules in the form of OERs created by the lecturers involved on the project can be found.

INCOLLAB promotes a CLIL approach, but also a LSP approach, as well as the use of any of the following languages, English, Spanish or German, as a medium of instruction with students for whom this is not their native language or the official language of the country they are studying in. However, it does so by striving to engage content and foreign language lecturers in communities of learning and practice to discuss innovative learning approaches with a focus on student learning rather than teaching. It further promotes the integration of content, foreign language and the development of transversal skills.

Rather than focusing on a linguistic policy or linguistic strategy, INCOLLAB further wishes to promote a learning environment in HEIs that is student-centred, innovative and partially digital, that can be used by students in class, out of class and for self-study, thus aiming at broad inclusiveness.

### *1.2.1 INCOLLAB Open Educational Resources*

INCOLLAB OERs, to be made publicly available online on the project's website (<https://incollabeu.wixsite.com/project>)<sup>3</sup>, combine transversal skills and content-based approaches with foreign language learning and teaching. The OERs are interdisciplinary in nature, which creates opportunities for both foreign language and content lecturers to adapt them to the specific needs of their own classes and contexts (learning a foreign language or using a foreign language as a medium of instruction). They also address the development of transversal skills of students to succeed in a globalised job market. These resources further enable students to individualise and internationalise learning pathways through the promotion of collaborative digital practices. Additionally, some of the OERs are examples of CLIL practice in HEIs and demonstrate, through the uses of communities of practice and learning, how they can best be implemented.

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<sup>2</sup> MIAS School of Business, CTU in Prague (Czech Republic), Budapest Business School (Hungary), Polytechnic Institute of Castelo Branco (Portugal), University of Extremadura (Spain) and University of Algarve (Portugal).

<sup>3</sup> See also <https://milage.io> for the digital learning platform being used.

### 1.2.2 Communities of learning and practice

The first step taken by INCOLLAB to promote its learning environment was to create Communities of Learning and Practice (CoP) within each HEI and across the partner HEIs involved in the project, consisting mainly of 24 content and language lecturers. These multidisciplinary CoPs were created to share disciplinary expertise and knowledge, skills, ideas, and pedagogical approaches; to learn about CLIL and student-centred digitally-enhanced teaching methods and approaches; and to develop online modules as OERs that suit their own situated needs, during face to face and online meetings.

Within the INCOLLAB learning environment, lecturers, by doing some desk research, receiving some specific training (in a 5-day joint training activity that took place at the University of the Algarve in November 2019) and working in international teams were able to: 1) improve their knowledge about CLIL and interdisciplinary collaborative practices, digital learning and transversal skills; and, 2) agree on the specific topics and a common working template for the OERs.

The first main two outcomes of this collaboration were local position papers on how to develop all these aspects in the context of each specific HEI and the *Digital Collaborative Methodological Guidelines* (Morgado *Interdisciplinary Learning and Teaching*)<sup>4</sup>, which were compiled from the position papers.

The next step for the multilingual, international teams that were made up in the joint training event was to get actively involved in planning, designing, piloting, refining, and presenting the final versions of the specific OERs they decided to develop.

The fact that these CoPs are international and have members from several disciplinary areas in HEIs enables the validation of the OERs for several contexts and pedagogical uses. A third important step was to define, validate and harmonise an assessment framework among the participating HEIs to be applied to all OERs in their specificity.

And, finally, case studies of the implementation of the OERs will be conducted. The information provided in the case studies will hopefully offer valuable feedback from the students' and lecturers' involved in the project to other educators and stakeholders and will enable further post project dissemination and the replication of best practice. The concept of case studies is a qualitative, holistic one and the approach to case studies pursued by INCOLLAB is to capture in-depth processes in the CoP establishment, in the OER development, and in the assessment framework application on the one hand, and to

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<sup>4</sup> Available at: [https://issuu.com/aagipaal/docs/guidelines\\_interdisciplinary\\_learning\\_and\\_teaching](https://issuu.com/aagipaal/docs/guidelines_interdisciplinary_learning_and_teaching)

detect key aspects in these three areas of interest on the other hand so that further improvement, modification and customisation of the OERs can occur.

Table 1 below summarises the general phases of INCOLLAB.

Table 1. General phases of INCOLLAB

|         |                                                                |                                        |
|---------|----------------------------------------------------------------|----------------------------------------|
| Phase 1 | Establishing a CoP ( <i>Position Papers &amp; Guidelines</i> ) |                                        |
| Phase 2 | Planning, designing, piloting, refining and presenting OERs    |                                        |
| Phase 3 |                                                                | Defining Assessment Framework for OERs |
| Phase 4 |                                                                | Case Studies                           |

For this paper, we are only covering phases 1 and 2 of the project.

### 1.2.3 CLIL topics and transversal skills

Content lecturers may differ essentially from foreign language lecturers in HEIs in the sense that the former exclusively focus on the content they wish to impart, while the latter focus on the language of a particular content, if they are teaching LSP. In CLIL, content and language become integrated learning for students and thus it requires an interdisciplinary approach (Morgado and Coelho 3), as well as a student-centred approach, which may raise fears about content not being covered. However, it has to be acknowledged that in CLIL, while students are learning content, they are also learning language: the language 'of' the discipline or field, the language 'for' communicating their process and product of learning, and the language that emerges from the learning contexts the students find themselves in (Coyle, Hood and Marsh 60).

On leaving HEIs, it is increasingly important for students to demonstrate their competence in specific language uses, but also that they have acquired transversal skills they may easily transfer across jobs and fields of work. These skills can address learning and innovation, ICT skills and career-oriented skills (Trilling & Fadel 2009 quoted in Fitzpatrick and O'Dowd 21) or the skills they should employ in their HEIs, such as team work, effective communication skills or problem solving skills, planning and autonomous

learning<sup>5</sup>. Self-directed learning and continuous learning throughout professional life seem to be rated quite highly in the 21st century skills agenda or EU's Key Competences for Lifelong Learning (European Union).

Thus, the OERs to be presented in the next sections deal with learner autonomy, as a concept of a content area (Developmental Psychology), as integrated content and language, and as a transversal skill to be developed by HE students.

### **1.3 Interdisciplinary collaboration**

Interdisciplinary practices in HEIs tend to be hard to reach, but they are not impossible, given the right amount of leadership and management, appropriate skills mix, effective communication, a positive and enabling climate, clarity of a shared vision, and adequate rewards, training and development (Nancarrow, Booth, Ariss, Smith, Enderby, and Roots 6; Zappa-Hollman 601-603).

This is true for the CoPs that have been created nationally and transnationally, in each HEI and among several HEIs within the scope of INCOLLAB. In the first training event of the project, as mentioned before, lecturers had the opportunity to share their theoretical and practical visions of education, learning, as well as their experience in pedagogical and digital innovation. These were further explored through institutional position papers based on focus group discussions on optimal conditions to develop interdisciplinary collaboration, and lastly through (face to face and virtual) group work sessions that congregated groups of lecturers around the same topic they wanted to develop as an OER and pilot in their HEIs.

One of the lessons learnt from the work developed together is that CoPs cannot be imposed top-down. They grow organically from the perceived needs of the lecturers involved and are highly dependent on how the lecturers involved learn to 'navigate' (Pérez-Cañado *Are lecturers ready for CLIL?* 203) and negotiate their collaboration over students' needs, students' knowledge, as well as the content and the language they think students will need to learn in order to perform a task, develop an attitude, or explore a topic, while engaged in designing class materials.

Interdisciplinary collaboration, as we define it, in the first output of INCOLLAB called *Interdisciplinary Learning and Teaching. Digital Collaborative Methodological Guidelines*

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<sup>5</sup> For a discussion of definitions of transversal skills see UNESCO, 2016; Chalkiadaki 2-3; and Chu et al., as well as the Glossary of Education reform list at <https://www.edglossary.org/21st-century-skills/>

(Morgado 6-7), has to be deep-level collaboration among lecturers where lecturers jointly take responsibility for all the learning activities that need to be performed and effectively combine knowledge and skills. This might eventually include co-teaching, though not always or necessarily, although there may be varying degrees of deep collaboration depending on cultural and institutional contexts (Vangrieken, Dochy, Raes, and Kyndt 18).

## 2. DESIGNING THE OERS

After the *Guidelines* mentioned in the previous section, the second intellectual output of INCOLLAB and, probably, the one around which the whole project revolves, is the design, piloting and revision of 40 innovative online modules in English, Spanish and/or German as a medium of instruction, to be implemented in the five HEIs that take part in the project. In this section, the general principles that informed the design of the modules, mainly set through an action-research process that was developed within a CoP, will be presented. Besides, two specific OERs related to the general topic of 'Autonomy Support' - both as a subject of the area of 'Developmental Psychology' and also as a transversal skill that should be encouraged in university students - will be described in order to illustrate the type of outputs that are derived from the process.

### 2.1 General principles

As has been mentioned above, the main objective of INCOLLAB is to develop, promote and integrate innovative interdisciplinary, collaborative content-based approaches to language learning and teaching in tertiary education. This aim is mostly achieved through the development of specific OERs in the form of innovative modules that integrate both content and language (English, Spanish and/or German) and are adapted to e- and m-learning blended environments and designed by multilingual, international teams of content and language lecturers. However, the project also establishes several mechanisms that guarantee the quality of modules.

The specific development of the OERs follows a series of steps (see Table 2 below). In the first place, the participating HE lecturers jointly discussed and decided a common, general framework for the design of the modules and worked on the activities in international teams as part of the CoP. A first version of each OER is piloted, revised and refined with the feedback obtained. And, finally, each revised online module, presented by topic, content area and language level, is freely available as OER on the project website and the digital learning platform (MILAGE Learn +).

Table 2. Specific phases in the development of the OERs

|         |                                                                                                                        |
|---------|------------------------------------------------------------------------------------------------------------------------|
| Phase 1 | Creating common curricular design and early module tasks                                                               |
| Phase 2 | Pre-testing selected early module design                                                                               |
| Phase 3 | Finalising modules                                                                                                     |
| Phase 4 | Using modules in blended environments and in self-study                                                                |
| Phase 5 | Reporting on and refining modules                                                                                      |
| Phase 6 | Presenting modules by topic, content area and language on the project website and digital learning platform (MILAGE +) |

These general principles are discussed in further detail in the next two sections.

#### 2.1.1. *Developing an action-research process within a community of practice*

As reflected in INCOLLAB's *Digital Collaborative Methodological Guidelines*:

*Established teaching and learning practices in Higher Education usually include little interdisciplinary collaboration among lecturers, which tends to reflect on student learning as fragmented and safely kept in disciplinary boxes, while specialized work expects team work, interdisciplinary cooperation, and the ability to think cross culturally, communicate and work in more than one language or culture. (Morgado 1)*

In order to offer an alternative to this situation, INCOLLAB proposes to encourage, on the one hand, interdisciplinary approaches through CLIL, the integrated learning of content and language, and, on the other, collaboration and coordination among (HE) lecturers in the planning of the lessons and materials they will use to teach their disciplinary subjects through the medium of English, Spanish and/or German. It was agreed that the most suitable environment to foster these practices was a CoP. The concept of CoP, mostly developed on its theoretical grounds by Wenger and inspired by anthropology and social theory, views learning as the relationship between the person and the world. A CoP is conceived as a social learning system with complex relationships and dynamic boundaries in which on-going negotiation of identity and cultural meaning are key elements. As

mentioned above, the implementation of such a mutually enriching organisation cannot be imposed top-down but needs to be voluntarily embraced by its members in order to ensure its success and continuity. In the particular case of INCOLLAB, a series of actions were developed to create and sustain an international CoP (Morgado 9):

- *A joint European Erasmus+ funded project (INCOLLAB) to develop the concept of interdisciplinary collaborative learning and teaching in theory and practice;*
- *A one-week joint staff-training event where all participants (Higher Education subject content and language lecturers) explored theoretical and practical implications of interdisciplinary practice, collaboration, and received some training on the CLIL approach;*
- *Local position papers on optimal conditions to develop interdisciplinary collaboration, CLIL and digital learning in each HEI's context;*
- *The opportunity to develop CLIL lesson sequences (modules) in national and international groups within the local and wider CoPs;*
- *Opportunities for national and international members to meet through physical and virtual meeting spaces;*
- *Opportunities for joint academic publishing of results among the participants of the CoP (as is the case in point for this publication).*

All these actions have allowed our team of HE lecturers to make some concrete, customisable proposals of OERs (see section 2.2 for some examples) adapted to their own contexts, but developed through an action-research process in international, multilingual groups that are expected to be valid in similar contexts.

### *Module design*

Once the working environment was established (CoP), the participants received some training on CLIL and on the learning platform *MILAGE Learn +*. This training was conducted during the 5-day joint staff-training event by a language educator with great expertise on ICLHE and by the developer of the learning platform. The background of the 24 HE lecturers was very heterogeneous as the group included HE content lecturers, language specialists (both LSP and CLIL) and IT experts. This was very enriching but also revealed the need to reach a consensus in the working principles that was established during the initial face-to-face training event and needed to be revised and further developed in the process of developing the OERs. During the joint training activity, the group of HE lecturers agreed on an initial list of topics for the modules as well as on the

basic, conceptual elements needed to be included in the template (see appendices 1 & 2) that would be used for all the OERs.

In relation to the selection of topics, the initial list included the following: 'Sustainability', 'Legal contracts', 'Social media marketing', 'Consumer behaviour', 'Gender issues', 'Resolving conflicts', 'Organizing information visually', 'Communicating financial results' or 'Autonomy Support'. As can be seen, not all these topics are purely disciplinary. 'Autonomy Support' may not only be part of the syllabus of the subject 'Developmental Psychology' in a Psychology programme, but 'autonomy' and 'self-regulated learning' can also be considered as transversal skills to be developed by HE students. In section 2.2., we show concrete illustrations of how to deal with these two different approaches to the topic of 'Autonomy'.

As regards the common template for all OERs, it includes a first section with the basic information of the module: its name and the subject for which it has been designed; the language used and the expected language level of the students; the estimated duration of the module and the instructional format/s to be employed (e.g. face to face, blended or online).

Before listing and describing the activities, there are two sections in the template that are very important from the perspective of an ICLHE approach: the learning objectives (for both content and language) and the target competences (also in relation to the content and the language). As Mehisto, Marsh and Frigols (12) argue, effective CLIL practices need an integration not only of content and language but also of learning skills. In CLIL, content-goals are supported by language-goals but the development of learning skills is the third key element in this triad that also supports language and content learning. In relation to this, there is also a section to include information about how to scaffold the learning process. Scaffolding, a concept related to Vygotskian socio-cultural theories of learning, refers to those instructional techniques, involving learners' interaction with their teachers and peers that aid learners to move progressively toward a better understanding and a greater independence in their learning process (Gibbons 17-18). Within this view, participating in the knowledge practices of a community and being supported by other members are key factors for learning to take place (Lave and Wenger 11). Scaffolding has been shown to be particularly crucial in CLIL contexts (Dafouz, Llinares and Morton 16; Fernández-Fontecha, O'Halloran, Wignell and Tan 2) as learners are not only dealing with new content but also with a new language system.

The remaining sections of the template are devoted to assessment; the recommended aids and tools; the resources and materials employed as well as some final notes for lecturers.

## 2.2. Illustrating two modules

### 2.2.1. *Module 1: 'Autonomy Support: Promotion of self-directed learning' (Transversal skill. English level: B1)*

This module (see appendix 1) was originally designed as part of the module 'Autonomy Support: Through collaboration towards self-regulated learning strategies' described below. However, the need to develop the topic of Autonomy Support in the framework of a lower language level with a transversal skill focus was soon recognised, and the module was built up separately. It is designed primarily for first-year university students of any area of study at B1 English language level to promote their awareness towards self-directed learning and enhance their transversal skills development. Concurrently, the module aims at language and ICT skills improvement. The module comprises three sessions subdivided into shorter and longer activities. Students familiarise themselves with the topic of Autonomy Support through a simplified theoretical input appropriate for their language level in form of a video and reading activities, which then serves as a springboard for a series of practical tasks focused on individual real-life learning experience. This involves planning, executing, and presenting a learning activity which is then reflected on, peer evaluated, and modified. The combination of individual and peer work, scaffolding activities and metacognitive processes involved are to enhance critical and reflective thinking, communication and self-motivation, which are the transversal skills the module centres around.

### 2.2.2. *Module 2: 'Autonomy Support: Through collaboration towards self-regulated learning strategies' (Content Subject: Psychology of Development. English level: B2)*

The second OER (see appendix 2) aims to contribute to the development of the topic 'Autonomy Support: Through collaboration towards self-regulated learning strategies' in the subject of Developmental Psychology through English (as the students' L2) at a B2 level. In terms of contents, the module mostly deals with the theoretical constructs of 'autonomy', 'self-determination theory', 'motivation' and 'self-regulated strategies for self-autonomy promotion'. Students are expected to read a research paper and produce a summary of it, watch some videos and present a case study related to the topic. The integration of these contents and skills with the language needed is achieved by working on two levels. First, on a micro-level perspective, students are invited to do some work on

specific language activities related to the vocabulary and language functions that appear in the research paper, teacher's materials and videos in the project learning platform MILAGE Learn+. Secondly, on a macro-level perspective, learners are offered three optional, self-study, complementary modules developed in the project ICLUEx that was introduced in section 1.1. These complementary modules are focused on academic literacies and that can be used transversally in other content subjects to improve: 1) their understanding and production of definitions, 2) how to write a summary and 3) the language of presentations. Through them, they will develop their reading, listening, writing and spoken production and interaction skills (in accordance with the CEFR guidelines for a B2 level).

### **3. THE BACKGROUND OF THE OERs PILOTING**

The development of OERs in the framework of the INCOLLAB project is a long and complex process that includes several key phases. This part focuses on the pilot stage that establishes space and time to test and try out the created materials/modules across the project CoP in the existing university courses. It is common practice among educators to conduct pilots of new or redesigned educational materials before their release and implementation into a course since this facilitates to critically evaluate the design and delivery process as well as to reflect on the relevance, effectiveness, usefulness and usability of content, tasks and assessment in the particular course context. Thus, piloting has a formative function which is an invaluable component necessary for further development, adjustment and improvement of educational materials.

The INCOLLAB partnership has committed itself to the creation of 40 modules of different length and complexity. Owing to the flexible organisation of the project work, team dynamics and team-member availability and readiness, the OERs are compiled within a longer period of time some being ready for piloting earlier than others. By "ready for piloting" we mean that a team of authors recognises their jointly created teaching and learning resources as a presentable and suitable material for implementation no matter how finalised it is.

The core value of the INCOLLAB OERs, emerging from the nature of all the project educational approaches mentioned above, is their customisability, adaptability and applicability in a large range of educational contexts, which was manifested also in a smaller scale during the piloting which took place in the spring semester 2020.

The following part presents three pilots of two modules dealing with the topic of Autonomy Support which were conducted at two partner HEIs. The common denominator of all three pilots is the fact that they had to be carried out in the online mode as a result of the regulations and restrictions imposed on teaching and learning due to the COVID-19 outbreak. The 'Autonomy Support' modules were deliberately chosen for piloting to help students overcome some challenges of that troubled period of time caused, besides other things, by unexpected and abrupt change of educational patterns. It is also necessary to mention that the pilots were delivered both by the lecturers involved in the Autonomy Support module development as well as by those who work on modules with a different topic focus. The feedback from all participants i.e. lecturers and students was collected at the end of the pilots.

### **3.1 Pilot 1 and 2 of the module Autonomy Support: promotion of self-directed learning**

The module 'Autonomy Support: Promotion of self-directed learning' was piloted with 7 adult students of the Life-Long Learning programme who attended a General English course for primary and secondary school teachers provided by Czech Technical University in Prague. The pilot was integrated into the course running in parallel with other course content and activities, and being evenly distributed into the classes throughout the semester. There was a regular time slot reserved for the module activities in each online class which was organised via MS Teams, and which was shared by two lecturers teaching in the same course. The overall groups' level of English ranged from A2+ to B1.

When implementing the piloting with this group of students, one considerable change to the module activities had to be made soon after the beginning of the pilot. Since the adult students perceived learning online gruelling as such, the activities that had been originally designed to support the skills development via different ICT tools, e.g. MILAGE+ Learn and Trello, were simplified, so that they could be used directly via MS Teams and no other ICT tools were implemented. It is worth mentioning that there were several reasons why the online learning in the course was more than a challenge for these students. Firstly, the majority of them being teachers, they had to start working and teaching online themselves which was the reality never experienced before, and thus extremely demanding for them. Secondly, in many cases, their insufficient ICT equipment and lack of experience hindered them from using the ICT efficiently. Therefore, it was necessary to balance the strenuous situation with the module objectives, and thus creating the piloting activities less stressful

and more enjoyable for the students. Types of activities according to the involvement of the students i.e. individual, peer and group work were carried out as planned and were not much affected by the online form.

The feedback collected from the students and the lecturers showed that the choice and type of activities from the perspective of the language level and content were appropriate for this group. The students valued both the relevance of the activities for their self-development as well as the entertaining nature of some tasks. Additionally, they learnt to visualise their ideas through simple mind maps. The motivation to express their opinions, share them with others in the class, reflect on their own learning, and evaluate pieces of work made by others was high although the students' language knowledge and skills, despite the language support provided, did not allow them to formulate their ideas more precisely and accurately.

Simultaneously, the same module was piloted in the course of Developmental Psychology for first-year bachelor students in Basic Education provided within the teacher-training programmes by the Faculty of Education at Polytechnic Institute of Castelo Branco in Portugal. When implementing the module, the content lecturer felt the need to work in tandem with a foreign language specialist at the level of planning and imparting the lesson sequence that corresponds to the module. As classes are generally conducted in Portuguese, the module was offered as optional content taught in English, which considerably reduced the number of students interested in attending those classes (n=5). Of the five students who showed interest in attending the classes in English, only 2 managed to conclude all tasks and were willing to give feedback on their experience. The level of competence in English of the students involved ranged from A2 to B2.

The feedback from the two lecturers involved in the piloting shows that the distance learning model influenced the strategies and methodologies used to implement the module. Content wise, instead of brainstorming and holding in-class discussions, the main stress was put on delivery of concepts and ideas via PPTs and videos. Contrary to the original plan to involve students in peer and group work, many tasks had to be carried out only on the individual basis. The feedback provided by the students who attended the pilot sessions suggests that despite the restrictions mentioned above, their motivation to actively participate was strong, one of the main reasons being their desire to develop English language skills not only at the academic level, but also in various daily-routine situations.

### **3.2 Pilot 3 of the module Autonomy Support: Through collaboration towards self-regulated learning**

The third pilot was conducted also at Polytechnic Institute of Castelo Branco in Portugal, this time with 52 first-year students of Business English II of the Bachelor degree in Office Management, at the Social Sciences and Education Department. The module piloted deals with Autonomy Support from a different perspective than the one in pilot 1 and 2, which targets more general ideas of autonomy and transversal skills development. This module, having the subtitle *Through collaboration towards self-regulated strategies* in its name, is designed for students of Developmental Psychology and the related areas at B2 English language level. The main module objective is to help students get acquainted with the key theoretical concepts of the Self-determination Theory which they could further apply in their specialised academic practice in an informed and effective way.

Although the main objective mentioned above was maintained, the teacher involved in piloting decided to make pre-pilot changes to adapt the content and some activities to be able to tailor them better to the objectives of the course with Business English and students' interests in focus. The pilot ran in three successive sessions called Introduction, Extension and Consolidation. Compared to the original module, there were some completely new tasks introduced in the piloting, some tasks were simplified or introduced later, and some were fully left out.

Since the module was piloted in the ESP course, the particular stress was put on scaffolding the language development to enhance students' ability to use the appropriate vocabulary in the new context of their learning and on helping students reflect on their autonomy and preparedness for the kinds of learner autonomy expected of them through remote online teaching (as was the situation in that semester due to Covid-19 restrictions). Another key approach was to foster students' ability to clearly differentiate between the use of English in common day language as opposed to its academic use in relation to autonomy. Additionally, the students were exposed to working with various ICT tools such as 'Mentimeter' and 'Kahoot' platforms, which they frequently used in their Business English classes, but for the sake of the piloting activities, it was necessary to feed these tools with the new content, and thus use them in the new learning context.

Feedback from students was fairly positive as to the more academic perspective of this module than the ones they are used to in ESP, although many of them felt it hard to engage in deep thought over the issues proposed for reflection and in reflexive academic writing

about what they had found out about their own autonomy as learners. On the whole, they enjoyed the challenge and said they would welcome more pilots.

### **3.3 Redesigning, adaptation and customisation of the modules**

In view of what was mentioned above, the piloting of the modules facilitated the understanding of key factors that influenced the educational processes involved. The pilots show that there are many variables that come into play and need to be recognised when working with the OERs. These variables can be distributed across three key categories of questions that should be taken into consideration:

#### **1) Who are the lecturers involved in the implementation of an OER?**

There are different approaches to be traced in the pilots depending on the fact if the resource was implemented by a content, language or ESP lecturer. Similarly, the approaches differed in to what extent a lecturer was ready and willing to experiment with the resource. This might be influenced by the necessity to adapt the materials to the appropriate context, or by the lecturer's experience of working with OERs or their ICT skills, but also by the language proficiency of a content lecturer on the one hand, and the language lecturer's knowledge of the content on the other hand. Additionally, such factors as if a module was piloted by a single lecturer or it was done in collaboration of two lecturers, significantly affected the realisation of the implementation.

#### **2) Who is the target audience involved in the learning through the use of an OER?**

One of the critical moments of an OER implementation is to understand well who the target audience is, what their knowledge, skills and experience considering the course context are. The pilots demonstrated the involvement of three completely different target groups at the HEIs, resulting in the process of customisation of the resources in line with the courses' and students' needs. For example, in pilot 1, instead of forcing the students at A2+ and B1 levels to describe their learning experience in English, which was too difficult to manage at these lower levels, they could enjoy sharing their ideas in their native language (providing the group was linguistically homogeneous) or through simple visual aids.

#### **3) What is the context of the implementation of an OER?**

While there are key intrinsic factors such as a course focus and objective, a course type (e.g. mandatory or elective), resources and tools available, and a number of participating students, there are also extrinsic influences, such as Covid-19 restrictions causing the abrupt change in educational patterns also witnessed in the pilots, that may markedly

impact an OER implementation. Therefore, for example, the adaptation of the OERs responding flexibly to the demands of online teaching and learning (including the appropriate choice of ICT tools) is vital for their meaningful and sustainable use.

### **3.4 Looking ahead – the next stages of the OERs development**

In the light of the piloting activities, the OERs in question will be further developed. As mentioned in section 1.1.2 (see also Table 1), the INCOLLAB project comprises four main phases, only phase 1 *establishing the CoP* and phase 2 *the OERs' development* have been the focus of this article as the project is still being developed. The revision of all OERs after the piloting process will involve building upon the existing resources, integrating the feedback provided, reviewing, and suggesting modifications and changes appropriate for the given context of each implementation. Thus, the OERs will enlarge their variability and applicability, which is the aim the INCOLLAB wishes to achieve with all the OERs.

Therefore, the INCOLLAB CoP would like to invite other educators across disciplines interested in such an open and flexible concept of OER development and implementation, to pilot the OERs in their educational context and provide feedback to the authors, and thus contributing to interdisciplinary teaching and learning, collaborative approaches internationalisation of HEIs, innovation, and the overall improvement of HEI pedagogies.

## **4. CONCLUSIONS**

In this article, we have tried to bring to the forefront the importance for HEIs to promote interdisciplinary collaborative practices among its lecturers in order to effectively train their students to the social and economic challenges they will be facing in our globalised societies. We have described how this can be practically achieved by engaging both content and language lecturers in CoP that can help them to discuss innovative learning approaches that are student-centred and enhance the integration of content and a foreign language in a partially digital environment while helping them to develop transversal skills. For some time, we have been witnessing an important change of educational patterns in this direction and, in the present situation, caused by the expansion of COVID-19 worldwide, it seems more necessary than ever to develop teaching resources that are student-centred, interdisciplinary, customisable and partially digital to be exploited in class or worked with out of class and for self-study, thus, covering different possible learning scenarios and allowing students to select their own learning paths.

The two OERs described in this paper together with the discussion in relation to the results of their piloting in three real contexts will, hopefully, encourage HE lecturers to consider the possibility of implementing them in their own classes or to create similar teaching resources in their own educational settings.

In conclusion, this article has aimed at presenting the INCOLLAB project efforts as work in progress with the potential to address the research questions posed in the introduction, and thus resonating with the paradigm shift in teaching and learning approaches in HE.

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| EN<br>1                                                                        | Autonomy<br>Support/transversal skills  | English<br><br>language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | B1<br><br>lang.<br>level | Self-<br>study/face2face<br>work/in-<br>class/out-of-<br>class    | 10<br><br>Estimated<br>student<br>work in<br>hrs. |
|--------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------|---------------------------------------------------|
|                                                                                | Content Area/Discipline                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |                                                                   |                                                   |
| no.                                                                            | Promotion of self-<br>directed learning |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          | Type of class (F2F,<br>self-study,<br>telecollaboration,<br>etc.) |                                                   |
|                                                                                | Title                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                          |                                                                   |                                                   |
| <b>Learning outcomes</b><br><b>Content</b><br><b>Language</b><br><b>Skills</b> |                                         | <p><i>At the end of this module students will be able to:</i></p> <ul style="list-style-type: none"> <li>Understand specific topics related to Autonomy/Autonomous learning in everyday situations</li> <li>Know and use specific language in English related to Autonomy/ Autonomous learning in everyday situations</li> <li>Identify their learning needs, goals, resources and strategies for a specific learning activity of their choice</li> <li>Describe and analyse their learning process based on a learning log/journal</li> <li>Evaluate the outcomes of their learning activity</li> <li>Present their learning activity and outcomes</li> </ul>                                                                                                                               |                          |                                                                   |                                                   |
| <b>Target competences</b>                                                      |                                         | <ul style="list-style-type: none"> <li>Language competence: <ul style="list-style-type: none"> <li>reading skills: understanding concepts of Autonomous learning in everyday situations, searching for details</li> <li>listening skills: understanding pronunciation of difficult and specific words in English related to Autonomous learning</li> <li>writing skills: expressing opinion/asking for opinion, commenting</li> <li>speaking and communication skills: using functional language in interaction (introducing oneself, asking and answering questions related to the topic of Autonomous learning, expressing opinion/asking for opinion, giving presentations)</li> </ul> </li> <li>Intercultural skills (if applicable; in a culturally mixed course): awareness</li> </ul> |                          |                                                                   |                                                   |

|                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                | <p><i>raising, recognizing and accepting differences and similarities, communicating at an international/transnational level, empathising, accumulating factual knowledge about other cultures, developing tolerance</i></p> <ul style="list-style-type: none"> <li>• <i>Online communication skills: using IT (the Internet, learning and communication platforms and apps)</i></li> <li>• <i>General working skills: critical thinking</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>List of activities</b>                                                                      | <p><b>Session 1 Self-autonomy promotion in everyday situations</b></p> <p><b>Activity 1.1</b> <i>Oral brainstorming on the concept of Autonomous learning in everyday situations</i></p> <p><b>Activity 1.2.</b> <i>Watching video – definition + ethics</i></p> <p><b>Activity 1.3.</b> <i>Reading the video transcript and learning/practising the language</i></p> <p><b>Session 2 Autonomous learning and five core competences</b></p> <p><b>Activity 2.1</b> <i>Reading about five core competences in Autonomous learning</i></p> <p><b>Activity 2.2</b> <i>Planning one's own learning activity</i></p> <p><b>Activity 2.3</b> <i>Carrying on one's own learning activity</i></p> <p><b>Session 3 Presentations and feedback</b></p> <p><b>Activity 3.1</b> <i>Presenting one's own learning activity</i></p> <p><b>Activity 3.2</b> <i>Evaluating and discussing one's own learning activity</i></p> <p><b>Activity 3.3</b> <i>Looking ahead – identifying another learning activity</i></p>                                                                                                                                                                                                                                      |
| <b>Activities description (For full versions of the activities see the Students' Template)</b> | <p><b>Session 1 Self-autonomy promotion in everyday situations</b></p> <p><b>Activity 1.1 :</b> <i>Oral brainstorming on the concept of Autonomous learning in everyday situations</i></p> <p><i>In this activity, students brainstorm in groups/pairs on the concept of autonomous learning in everyday situations</i></p> <p><b>Activity 1.2.</b> <i>Watching video – What is Autonomy? Definition + Ethics</i></p> <p><i>Students watch the video and check the comprehension of the key ideas by answering a set of questions.</i></p> <p><b>Activity 1.3.</b> <i>Reading the video transcript and learning/practising the language</i></p> <p><i>In this set of shorter activities, students read the video transcript with the focus on the language, identifying and learning useful phrases, word formation and practising pronunciation of new and difficult words.</i></p> <p><b>Session 2 Autonomous learning and five core competences</b></p> <p><b>Activity 2.1</b> <i>Reading about five core competences in Autonomous learning</i></p> <p><i>In this set of activities, students read about five core competences in Autonomous learning to identify the key ideas and check the meaning of the expressions used.</i></p> |

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p><b>Activity 2.2</b> <i>Planning one's own learning activity</i><br/>In this set of activities, students plan and design a visualisation of their own learning activity.</p> <p><b>Activity 2.3</b> <i>Carrying on one's own learning activity</i><br/>In this out-of-class activity, students work on their chosen learning activity for one week and create a log in which they describe and analyse their working progress.</p> <p><b>Session 3 Presentations and feedback</b></p> <p><b>Activity 3.1</b> <i>Presenting one's own learning activity</i><br/>In the class, students present their learning activity.</p> <p><b>Activity 3.2</b> <i>Evaluating and discussing one's own learning activity</i><br/>Students hold a feedback discussion about their learning activity with others in the class.</p> <p><b>Activity 3.3</b> <i>Looking ahead – identifying another learning activity</i><br/>Based on their previous learning, students start thinking about their next learning activity and discuss it in the class.</p>              |
| <b>Recommended aids/tools</b>  | <p>MILAGE Learn+ platform<br/>Trello <a href="http://www.trello.com">www.trello.com</a><br/>Moodle/MS Teams<br/>Video<br/>Complementary information:<br/>Cambridge webinar – Encouraging Learner Autonomy<br/><a href="https://www.youtube.com/watch?v=uN-90zM4KmM">https://www.youtube.com/watch?v=uN-90zM4KmM</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Materials and Resources</b> | <p>The module is divided into the sessions which can be used either as three successive units building upon each other or can be used/taught separately.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Assessment</b>              | <p><i>The assessment in this module should be formative with the focus on self-assessment. The following activities can be used to monitor student progression in learning.</i></p> <ul style="list-style-type: none"> <li>✓ language learning: <ul style="list-style-type: none"> <li>a) completion and marking of 1.2 and 1.3.2 a-h (on MILAGE Learn+)</li> <li>b) expressing opinion, asking for opinions, presenting</li> </ul> </li> <li>✓ self-assessment of autonomous learning processes using the following rubrics: <p><i>I managed to identify my own learning needs. (1-4 pts.)</i><br/> <i>I managed to set learning goals to address those needs. (1-4 pts.)</i><br/> <i>I managed to identify suitable resources to help me achieve my learning goals. (1-4 pts.)</i><br/> <i>I managed to apply appropriate learning strategies. (1-4 pts.)</i><br/> <i>I managed to evaluate the outcomes of my learning. (1-4 pts.)</i></p> <ul style="list-style-type: none"> <li>✓ peer feedback</li> <li>✓ teacher feedback</li> </ul> </li> </ul> |

|                                     |                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     |                                                                                                                                                                                                                                                                                                                                                      |
| <b>Learning process scaffolding</b> | <i>The learning process is scaffolded by a succession of activities in each session. The language activities help scaffold the content of the module.</i>                                                                                                                                                                                            |
| <b>Notes for teachers</b>           | <p><i>Recommendations for teachers:</i></p> <p><i>This module was developed in collaboration of content and language teachers. As it deals with general aspects of autonomy learning and supports autonomy at any stage of learning, it can be used in any discipline and course with the aim of developing autonomy as a transversal skill.</i></p> |



## Interdisciplinary Learning &amp; Teaching

Collaborative Approaches

BBS • IPCB • UALG • UEx • MIAS-CTU

Co-funded by the  
Erasmus+ Programme  
of the European Union

| EN_<br><br>UEx<br>MIAS<br>-CTU<br>IPCC           | Developmental<br>Psychology.<br>Autonomy Support                              | <i>English</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>B2</i>      | <i>face2face<br/>self-study/</i>  | In-<br>class: 5<br>sessions (90<br>min.<br>each)+<br>Out of<br>class<br>5 hours<br>(+ 10<br>opt.l<br>work) |
|--------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------|------------------------------------------------------------------------------------------------------------|
|                                                  | Name of the module                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |                                   |                                                                                                            |
| no.                                              | Through<br>collaboration<br>towards self-<br>regulated learning<br>strategies | language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | lang.<br>level | Includes<br>telecollaboratio<br>n | Estimate<br>d<br>student<br>work in<br>hrs                                                                 |
|                                                  | Subtitle                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                |                                   |                                                                                                            |
| <b>Learning objectives:<br/>Content/Language</b> |                                                                               | <p>This module aims to contribute to the development of the topic 'Autonomy Support: Through collaboration towards self-regulated learning strategies' in the subject of Developmental Psychology through English (as the students' L2) at a B2 level.</p> <p>In terms of contents, the module mostly deals with the theoretical constructs of 'autonomy', 'self-determination theory', 'motivation' and 'self-regulated strategies for self-autonomy promotion'. Students are expected to read a research paper and produce a summary of it, watch some videos and present a case study related to the topic. The integration of these contents and skills with the language needed is achieved by working on two levels. First, on a micro-level perspective, students are invited to do some work on specific language activities related to the vocabulary and language functions that appear in the research paper, teacher's materials and videos in the project learning platform MILAGE Learn +. Secondly, on a macro-level</p> |                |                                   |                                                                                                            |

|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                   | <p>perspective, learners are offered three self-study ‘mini’-modules (OERs developed in the project ICLUEx  ) to improve: 1) their understanding and production of definitions, 2) how to write a summary and 3) the language of presentations. Through them, they will develop their reading, listening, writing and spoken production and interaction skills (in accordance with the CEFR guidelines for a B2 level). Students are also invited to work on the development of concept maps.</p> <p>In terms of <b>contents</b>, at the end of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define the concept of ‘autonomy’</li> <li>2. Identify the theoretical context in relation to: <ul style="list-style-type: none"> <li>• Self-determination theory</li> <li>• Intrinsic motivation (Deci)</li> </ul> </li> <li>3. Identify learning implications regarding autonomy support</li> <li>4. Assess levels of autonomy in potential autonomy support activities/situations</li> <li>5. Develop self-regulated strategies for self-autonomy promotion</li> </ol> <p>In terms of <b>language</b>, at the end of this module students will be able to understand and produce written and oral input related to the content objectives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Target Competences Language/Content</b></p> | <p>As part of the activities of this module, students will read a research paper and produce a summary of it, watch some videos and present a case study related to the topic. In terms of <b>language</b>, they will be working on the following skills (CEFR B2 level) and expected to:</p> <ol style="list-style-type: none"> <li>1. Reading skill (relating to the research paper): <ol style="list-style-type: none"> <li>a) CEFR B2 level: Reading for orientation <ul style="list-style-type: none"> <li>-scan quickly through long and complex texts, locating relevant details.</li> <li>-identify the content and relevance of articles on professional topics, deciding whether closer study is worthwhile.</li> </ul> </li> <li>b) CEFR B2 level: Reading for information and argument <ul style="list-style-type: none"> <li>-obtain information, ideas and opinions from highly specialised sources within his/her field.</li> <li>-understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</li> </ul> </li> </ol> </li> <li>2. Writing skill (related to their summaries) <ol style="list-style-type: none"> <li>a) CEFRL B2 level: Written reports and essays <ul style="list-style-type: none"> <li>-synthesise information and arguments from a number of sources.</li> </ul> </li> </ol> </li> <li>3. Listening skill (in relation to the videos) <ol style="list-style-type: none"> <li>a) CEFR B2 level: Listening to audio media and recordings <ul style="list-style-type: none"> <li>-understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.</li> </ul> </li> </ol> </li> </ol> |

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|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <p>4. Speaking skill (related to their own spoken production in their oral presentation)</p> <p>a) CEFRL B2 level: Sustained monologue: Giving information<br/>-Can communicate complex information and advice on the full range of matters related to his/her occupational role.</p> <p>5. Interaction (related to the presentation of their 'case studies' in their own class or through a virtual exchange)</p> <p>a) CEFR B2 level: Spoken interaction: Information exchange<br/>-Can use appropriate technical terminology, when exchanging information or discussing his/her area of specialisation with other specialists.</p> <p>b) CEFR B2 level: Spoken interaction: Online conversation and discussion<br/>-Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributors avoid unusual or complex language and allow time for responses.</p> <p>c)CEFR B2 level: Mediating communication: Facilitating pluricultural space<br/>- Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.</p>       |
| <b>List of activities</b> | <p><b>Session 1. Introducing basic concepts</b></p> <p><u>I. Activity 1 (face2face).</u> <b>Warm-up activity</b> to check previous concepts on 'Autonomy' in general and in the field of psychology. Video 1</p> <p><u>II. Activity 2 (face2face).</u> <b>Content.</b> Teacher presents the main concepts to be discussed in this module through a mind-map and/or a PowerPoint presentation</p> <p><u>III. Activity 3 (in class through MILAGE+).</u> <b>Assessment.</b> Checking for comprehension of the contents by the teacher. Multiple-choice questions (MILAGE)</p> <p><u>IV. Activity 4 (self-study)</u> <b>Homework:</b> Read a research paper. Self-study on "Understanding and writing definitions" (Mini-module ICLUEX , optional)</p> <p>Time devoted to this session: 1.30 hours in class /1-2 hour of students' work</p> <p>*****</p> <p><b>Session 2. Extension</b></p> <p><u>I. Activity 1 (face2face).</u> <b>Warm-up activity.</b> Evocating the contents of the previous session.</p> <p><u>II. Activity (face2face).</u> <b>Content.</b> Teacher elaborates on some of the key</p> |

concepts of the topic.

III. Activity 3 (face2face). **Assessment.** Jigsaw/puzzle activities. Discussion. Self-/Peer-assessment.

IV. Activity 4 (self-study) **Homework:** Language tasks + Kahoot created by the students.

Time devoted to this session: 1.30 hours in class /1-2 hour of students' work

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### **Session 3. Consolidation**

I. Activity 1 (face2face). **Warm-up activity:** Kahoot activity created by the students + Brainstorming from research paper (Deci and Ryan 2008).

II. Activity 2 (face2face). **Content.** Video 2

III. Activity 3 (face2face). **Content.** Group work on key concepts.

IV. Activity 4 (start in class and finish as Homework). **Content and assessment.** Summaries (peer-assessment).

IV. Activity 5 (self-study) **Homework:** Self-study on "Writing summaries"

(Mini-module ICLUEx , optional)

Time devoted to this session: 1.30 hours in class /1-2 hour of students' work

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### **Session 4. Revision**

I. Activity 1 (face2face). **Warm-up activity:** Video 3

II. Activity 2 (face2face). **Content.** Writing a synthesis of key subtopics

III. Activity 3 (face2face). **Assessment.** Elaboration of a concept map about the main theoretical concepts discussed in the module.

IV. Activity 4 (self-study). **Homework.** Self-study on "Concept Maps" (Mini-module ICLUEx, optional)

V. Activity 5 (face2face). **Content.** Start preparing the presentation of a case study: a situation (problem scenario) in which somebody has to confront problems of autonomy, providing a solution. E.g. "A student starting university for the first time, s/he does not know anybody in a new school and town/city..."

VI. Activity 6 (self-study). **Homework.** Self-study on "The Language of

Presentations" (Mini-module ICLUEx , optional)

Time devoted to this session: 1.30 hours in class /1-2 hour of students' work

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | <p>*****</p> <p><b>Session 5. End-of-module task</b></p> <p><u>I. Activity 1 (face2face -if presented in their own classroom- or telecollaboration -if carried out as a virtual exchange).</u> <b>Assessment.</b> Students present their case studies (in their own classrooms or to other international students through a virtual exchange). Teacher assessment and peer-assessment (optional)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Activities description</b> | <p><b>Session 1. Introducing basic concepts</b></p> <p><u>I. Activity 1 (face2face).</u> <b>Warm-up activity</b> to check previous concepts on 'Autonomy' in general and in the field of psychology. (10 minutes)</p> <p>1. Watch video 1 (Autonomy: Definition and Ethics)<br/> <a href="https://study.com/academy/lesson/what-is-autonomy-definition-ethics.html">https://study.com/academy/lesson/what-is-autonomy-definition-ethics.html</a></p> <p>Questions to check comprehension (MILAGE+) 15 minutes</p> <ol style="list-style-type: none"> <li>Which two examples of daily situations in which you show your autonomy are given in video?</li> <li>Is it possible to develop autonomy while you are growing up? (Yes/No)</li> <li>Autonomy is             <ol style="list-style-type: none"> <li>The power to make our own decisions without the interference from others</li> <li>The power to do whatever you want</li> <li>The capacity to negotiate with others to reach agreements.</li> </ol> </li> <li>Does autonomy only reflect on a personal level? (Yes/No)</li> <li>Name other contexts on which autonomy reflects</li> </ol> <p>2. Brainstorming (face-to-face, whole group)</p> <ol style="list-style-type: none"> <li>'What does autonomy mean for you in your daily life?'</li> <li>'What does autonomy mean for you when you are learning?'</li> <li>'What does self-autonomy mean in Psychology?'</li> </ol> <p>(Trello. Two columns one for each question)</p> <p><u>II. Activity 2 (face2face).</u> <b>Content.</b> The teacher presents the main concepts to be discussed in this module:</p> <p>1. Through a 'mindmap' that defines the concepts of 'autonomy', 'competence' and 'relatedness' and their importance for 'motivation' Mindmap1 (<a href="https://view.genial.ly/5e58e17d34f73c0fdb47f9aa/interactive-content-mindmap-1-vf-autonomy-support">https://view.genial.ly/5e58e17d34f73c0fdb47f9aa/interactive-content-mindmap-1-vf-autonomy-support</a>)</p> <p>We suggest starting by asking the students to match the definitions with each of the concepts.</p> <p>2. The teacher supports her/his presentation in a power point with the following structure and content organized in topics:</p> <p><b>Introduction - SDT in academic context</b></p> |

Why are some students more engaged in and adjusted to school than others? Why are some students more competent and why do they perform better than others?

Self-determination theory is a theory of human motivation to explain students' classroom behavior, learning process, and relationship with the environment.

Students usually display different attitudes in the classroom. Sometimes, they may be active and cooperative, and sometimes they may adopt passive and reluctant attitudes. Within the framework of the self-determination theory (SDT; Deci & Ryan, 1985, 2000), Reeve (2006, 2009) has explained how students' behavior and feelings depend on social factors such as the teachers' attitudes. The class environment generated by the teacher is an essential element to explain students' motivation and emotions.

### 1. Definitions: Intrinsic, extrinsic and autonomous motivation

The intensity with which adolescents study, as well as why they study, may be relevant because people not only vary in the amount of an activity they perform, but also in the types of motivation to perform it (Ryan & Deci, 2000a). In the educational context, intrinsic, and extrinsic motivation are two key aspects (e.g., Habgood & Ainsworth, 2011; Lepper, Corpus, & Iyengar, 2005).

- ☐ Intrinsic motivation is characterized by satisfaction, interest, and pleasure when performing an activity.
- ☐ Extrinsic motivation is defined by low levels of satisfaction and consists of engaging in behaviors due to external reinforcement such as obtaining a reward or internal pressures such as avoiding feeling guilty.

External rewards can shift the perceived locus of causality from internal to external, thereby diminishing intrinsic motivation. However, providing meaningful choices would have the opposite effect, increasing intrinsic motivation.

The second process consists of enhancing competence: if students feel more competent, their intrinsic motivation will increase.

- ☐ Autonomous motivation means that students engage voluntarily in the learning process, that is, the individual is the origin of his or her actions. Within SDT, acting autonomously implies being self-governing and the initiator of one's own activities (Gillet, Vallerand, & Lafrenière, 2011). Actions are engaged in freely based on one's values and interests; these individuals perceive an internal locus of causality of their actions (deCharms, 1968). Autonomy is not the same as independence because a person may be voluntarily dependent or forced to rely or depend on others (Ryan, La Guardia, Solky-Butzel, Chirkov, & Kim, 2005).

### 2. Basic Psychological Needs Theory

The basic psychological needs theory (BPNT) is a minitheory stating that the fulfillment of the three basic psychological needs – autonomy, competence, and relatedness – will affect one's tendencies toward the integration of a priori external regulations, leading to a sense of wellbeing. Therefore, environments that support these needs (instead of thwarting them) will have a positive effect on well-being. These needs are innate, universal, and essential for growth, well-being, and personal and social development (Ryan & Deci, 2000b), regardless of gender, social class, or cultural context (Vansteenkiste, Niemiec, & Soenens, 2010).

a) Autonomy: The need for autonomy refers to the experience of will and psychological freedom and is determined by the level of external pressure when performing an action (deCharms, 1968; Deci & Ryan, 1985).

b) Competence: The need for competence implies that individuals want to interact effectively with their environment in order to feel capable of producing desired outcomes and preventing undesired ones (Connell & Wellborn, 1991).

c) Relatedness: the need for relatedness refers to the desire to feel connected with, and mutually supportive of, significant to others.

### 3. Autonomy Support

Autonomy support is the interpersonal behavior teachers provide during instruction to identify, nurture, and build students' inner motivational resources (Deci & Ryan, 1985; Reeve, Deci, & Ryan, 2004). Thus, autonomy support refers to an atmosphere where students are not pressured to behave in a specific way, and where they are, instead, encouraged to be themselves (Ryan & Deci, 2004).

Deci, Eghrari, Patrick, and Leone (1994) argue that three interpersonal conditions are necessary for individuals to feel that their autonomy is supported: providing meaningful rationale (i.e.,

verbal explanations that help others to understand why self-regulation of the activity would have personal utility), acknowledging negative feelings (i.e., tension-alleviating acknowledgment that one's request to others clashes with their personal inclinations and that their feelings of conflict are legitimate), and using noncontrolling language (i.e., communications that minimize pressure, absence of the terms "should," "must," and "have to," conveying a sense of choice and flexibility in the phrasing). New interpersonal conditions based on the theory have been added to the definition of autonomy support, such as: offering meaningful choices (i.e., providing information about options, encouraging choice-making, and initiation of one's own action) and nurturing inner motivational resources (i.e., reinforcing the other's interest, enjoyment, psychological need satisfaction, or sense of challenge or curiosity while engaging in a requested activity)

**III. Activity 3 (in class through MILAGE). Assessment.** Checking for comprehension of the contents by the teacher. Multiple-choice questions (MILAGE+) 5-10 minutes.

Question 1. Answer the following questions:

- a) What does SDT stand for?
- b) What does BPNT stand for?
- c) Who are two most cited authors/researchers connected with these theories?

Question 2. Are the following statements true or false? If false, explain why they are incorrect.

- a) Self-determination theory is a theory which explains students' competence in the classroom.
- b) Autonomy support refers to an atmosphere where students are not pressured to behave in a specific way, and where they are, instead, encouraged to be themselves.
- c) For individuals to feel that their autonomy is supported it is necessary to use the terms "should," "must," and "have to."

**IV. Activity 4 (self-study) Homework:**

1. Students must read the article by Deci & Ryan (2008), focusing on the definitions of key concepts
2. Complete the mini-module "Understanding and writing definitions" (optional)

Time devoted to this session: 1.30 hours in class / 2 hours of students' work

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### **Session 2. Extension**

**I. Activity 1 (face2face). Warm-up activity.** Evocating the contents of the previous session (e.g Self-determination Theory, Autonomy, Intrinsic, Extrinsic and Autonomous motivation). This can be done as a 'brainstorming', oral activity in class or as an online activity to match the concepts with their definitions through 'Quizlet'.

**II. Activity (face2face). Content.** Teacher elaborates on some of the key concepts of the topic:

1. Through a 'mindmap' that defines the concepts of 'amotivation', 'extrinsic' and 'intrinsic motivation', 'types of regulation'....

Mindmap 2 (<https://view.genial.ly/5e57ee723ca5910fdcf0fc4b/horizontal-infographic-review-mindmap-2-autonomy-support>)

It can be also done as a collaborative activity in which the teacher presents the map with some gaps and asks the students to complete them

**III. Activity 3 (face2face). Assessment.** Group work and discussion.

In groups, students choose three of the main concepts and provide definitions for each of them. Each group presents one (or more if time allows) of their definitions to the rest of the class. The whole group votes for the best definition of each concept.

An alternative online version in 'Moodle' of this activity could be done by creating a glossary and voting for the best definitions in a forum.

**IV. Activity 4 (self-study) Homework:**

Language tasks (Exercises 3-15 on MILAGE Learn+)

**Exercise 3 Based on the text, match the first part of the expression from the left-hand box with the second part on the right.**

|   |               |   |                    |
|---|---------------|---|--------------------|
| 1 | classroom     | A | positive effect    |
| 2 | interpersonal | B | Factors            |
| 3 | have          | C | meaningful choices |
| 4 | Psychological | D | choice-making      |
| 5 | Offer         | E | Behaviour          |
| 6 | Encourage     | F | Conditions         |
| 7 | Learning      | G | Process            |
| 8 | Social        | H | Freedom            |

**Exercise 4 Complete each sentence with a suitable word from the box.**

| Needs | aspects | Connecte<br>d | Environm<br>ent | interact | competen<br>t |
|-------|---------|---------------|-----------------|----------|---------------|
|-------|---------|---------------|-----------------|----------|---------------|

- The class \_\_\_\_\_ generated by the teacher is an essential element to explain students' motivation and emotions.
- Autonomy, competence, and relatedness are three basic psychological \_\_\_\_\_.
- If students feel more \_\_\_\_\_, their intrinsic motivation will increase.
- The need for relatedness refers to the desire to feel \_\_\_\_\_ with, and mutually supportive of significant others.
- In the educational context, intrinsic and extrinsic motivation are two

key \_\_\_\_\_.

- f) The need for competence implies that individuals want to \_\_\_\_\_ effectively with their environment in order to feel capable of producing desired outcomes and preventing undesired ones.

**Exercise 5 Complete the sentences with the missing prepositions.**

- a) Students' behavior and feelings depend \_\_\_\_\_ social factors such as the teachers' attitudes.  
 b) A person may be voluntarily dependent or forced to rely \_\_\_\_\_ others.  
 c) The second process consists \_\_\_\_\_ enhancing competence.  
 d) Tension-alleviating acknowledgment that one's request to others clashes \_\_\_\_\_ their personal inclinations.  
 e) Why are some students more engaged \_\_\_\_\_ and adjusted \_\_\_\_\_ school than others?

**Exercise 6 Match the beginning of each sentence with the most appropriate ending.**

|   |                                                                             |   |                                                                                              |
|---|-----------------------------------------------------------------------------|---|----------------------------------------------------------------------------------------------|
| 1 | Extrinsic motivation is defined by                                          | A | based on one's values and interests.                                                         |
| 2 | Autonomous motivation means                                                 | B | implies being self-governing and the initiator of one's own activities                       |
| 3 | The three basic psychological needs (autonomy, competence, relatedness) are | C | that students engage voluntarily in the learning process.                                    |
| 4 | Actions are engaged in freely                                               | D | satisfaction, interest, and pleasure when performing an activity                             |
| 5 | Intrinsic motivation is characterized by                                    | E | low levels of satisfaction.                                                                  |
| 6 | Acting autonomously                                                         | F | innate, universal, and essential for growth, well-being, and personal and social development |

**Exercise 7 Here are two examples of nouns ending with -ment. Find four more examples in the text.**

Development, enjoyment, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**Exercise 8 Fill in the missing forms. Do not fill the shaded boxes. Use a dictionary if necessary.**

| Noun            | Verb    | Adjective        | adverb |
|-----------------|---------|------------------|--------|
|                 |         | Competent        |        |
|                 | behave  |                  |        |
| Autonomy        |         |                  |        |
| Intensity       |         |                  |        |
| motivation      |         |                  |        |
|                 | grow    |                  |        |
|                 | support |                  |        |
|                 |         | voluntary        |        |
| performance     |         |                  |        |
|                 |         | varied           |        |
| satisfaction    |         |                  |        |
|                 |         | pleased/pleasant |        |
| self-government |         |                  |        |
|                 |         | effective        |        |
| perception      |         |                  |        |

**Exercise 9 Choose the correct word in each sentence.**

- Autonomy support is the interpersonal *condition/behaviour/ request* teachers provide during instruction.
- The class environment generated by the teacher is an *noncontrolling/cooperative/ essential* element to explain students' motivation and emotions.
- The need for autonomy refers to the experience of psychological freedom and is determined by the level of external *pressure/choice/outcomes* when performing an action.
- These needs are *inner/innate/independent* and essential for growth, well-being, and personal and social development.

**Exercise 10 Based on the text, match the first part of the expression from the left-hand box with the second part on the right.**

|   |                |   |           |
|---|----------------|---|-----------|
| 1 | feeling of     | A | will      |
| 2 | origin of      | B | conflict  |
| 3 | locus of       | C | needs     |
| 4 | experience of  | D | actions   |
| 5 | fulfillment of | E | causality |

**Exercise 11 Answer the following questions about the vocabulary used in the text.**

- British English spelling is *behaviour*, the American variety is *behavior*. Similarly, the British variety uses the spelling with one "l" *fulfilment*, American English uses "double l" *fulfillment*. Which

- spelling is used in the text, British or American?
- b) The word *will* appears in the text as a noun and a verb. What do they mean?
- c) Verb \_\_\_\_\_
- d) Noun \_\_\_\_\_
- e) What does the word *framework* mean?
- f) What does the word *curiosity* mean? What is the adjective form?

**Exercise 12 Can you complete each of these word forks?**

|         |             |  |         |             |
|---------|-------------|--|---------|-------------|
| a)      |             |  | d)      |             |
| Enhance |             |  | display |             |
| Support |             |  | adopt   |             |
|         |             |  |         |             |
| b)      |             |  | e)      |             |
|         | Guilty      |  |         | support     |
|         | competent   |  |         | choice      |
|         |             |  |         | rationale   |
|         |             |  |         | information |
| c)      |             |  |         |             |
|         | challenge   |  |         |             |
|         | well-being  |  |         |             |
| of      |             |  |         |             |
|         | Choice      |  |         |             |
|         | Flexibility |  |         |             |

**Exercise 13 Find words in the text for the following.**

- a) The opposite of **extrinsic**. \_\_\_\_\_
- b) The opposite of **dependent**. \_\_\_\_\_
- c) The opposite of **increase**. \_\_\_\_\_
- d) The opposite of **inner/internal**. \_\_\_\_\_
- e) The synonym of **passive**. \_\_\_\_\_
- f) The synonym of **freely**. \_\_\_\_\_

**Exercise 14 Notice the use of the following linking words in the text. Then match them with their meaning.**

|   |            |   |                                                        |
|---|------------|---|--------------------------------------------------------|
| 1 | However    | A | In this way                                            |
| 2 | While      | B | Not being affected by something                        |
| 3 | Thus       | C | Although; to make comparison                           |
| 4 | Regardless | D | For that reason                                        |
| 5 | Therefore  | E | Despite this; to present an argument against something |

**Exercise 15. Based on your language and vocabulary learning, create an exercise with 5 items for other classmates to check in KAHOOT.**

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**Session 3. Consolidation****I. Activity 1 (face2face). Warm-up activity:**

1. Start with the Kahoot activity created by the students
2. Brainstorming from the reading (Deci and Ryan) to revise concepts

**II. Activity 2 (face2face). Content.** Watching the video to elicit new ideas.Video 2: <https://www.youtube.com/watch?v=6hTbz-ABgDw>)

**III. Activity 3 (face2face). Content.** Organized in small groups, students will analyse the concepts of intrinsic and extrinsic motivation and identify examples of behaviours associated with intrinsic and extrinsic motivation in their daily lives.

**IV. Activity 4.(Start in class and finish as Homework).** **Content and assessment.** Write individual summaries on intrinsic and extrinsic motivation. Share them through MILAGE Learn + (as photos) and peer-assess.

**V. Activity 5 (self-study) Homework:** Complete the module “Writing a summary of a research paper” (optional)

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**Session 4. Revision****I. Activity 1 (face2face). Warm-up activity:**Video 3: <https://www.youtube.com/watch?v=3sRBBNkSXpY>

First, listening to the audio with no images a couple of times and ask them to schematically represent what they are hearing.

**II. Activity 2 (face2face). Content.** Writing a synthesis of the following subthemes (key subtopics):

- a) Basic Psychological needs
- b) Causality orientation
- c) Aspirations or life goals
- d) Newer Development

Do it as a cooperative writing task. Divide the class into four groups. Each group is assigned a subtheme and they have to write a summary, first, and, after that, present it to the rest of the class.

**III. Activity 3 (face2face). Assessment.** Show them the initial video with images and at the end, individual elaboration of a conceptual map about the main theoretical concepts discussed in the module. Discussion. Self-/Peer-assessment.

IV. Activity 4 (self-study). Homework. Self-study on “Concept Maps” (Mini-module ICLUEX, optional)

V. Activity 5 (face2face). Content. Start preparing the presentation of a case study: a situation (problem scenario) in which somebody has to confront problems of autonomy, providing a solution. E.g. “A student starting university for the first time, s/he does not know anybody in a new school and town/city...”)

1. Reading and comprehension of the **first case study: Rachel's dilemma:**

### Case study 1

#### Rachel's dilemma

*Rachel has recently left her parents' house to attend university in a city 50 km far away from home.*

*Despite having managed to enter the course and university of her choice, having been proud and enthusiastic during the 1st month of attending higher education, she has been feeling progressively worn out, unwilling to get up to go to classes, with insomnia and lack of concentration. Despite being in the university residence, a space shared with several classmates, she has refused some invitations to go out and socialize, feeling progressively more and more alone. In the last week, the days were spent talking on the phone with her mother who has tried to motivate her, asking her not to give up on her dream...*

1. Read the text and complete the following exercises (individually)

A. “( ... ) she has been feeling progressively **worn out** ( ... )”

Circle the adequate synonym for the expression in bold:

a. exhausted                      b. unhappy                      c. ill                      d. impatient

B. Match the following health expressions with their meaning:

| if the person says...                                | ...it means:                       |
|------------------------------------------------------|------------------------------------|
| a. I feel completely <b>worn out</b> .               | 1. loss of appetite                |
| b. I've been <b>feeling off-colour</b> for two days. | 2. decrease in weight              |
| c. I've been <b>off my food</b> for days.            | 3. loss of energy                  |
| d. I've <b>put on</b> a few kilos in the last year.  | 4. general feeling of being unwell |
| e. <b>I've lost</b> a lot of weight recently.        | 5. hard, infrequent faeces.        |
| f. I've been quite <b>constipated</b> lately.        | 6. increase in weight              |

C. Find words in the text for the following definitions:

|                                                                                                        |  |
|--------------------------------------------------------------------------------------------------------|--|
| a. somewhere else, or to or in a different place, position, or situation                               |  |
| b. to spend time when you are not working with friends or with other people in order to enjoy yourself |  |

|                                                                               |  |
|-------------------------------------------------------------------------------|--|
| c. to cause someone to behave in a particular way                             |  |
| d. the fact that something is not available or that there is not enough of it |  |
| e. showing enthusiasm                                                         |  |
| f. without other people                                                       |  |

**Key:****1** a**2**

a-3, b-4, c-1, d-6, e-2, f-5

**3**

a- far away    b- socialise    c- motivate    d- lack    e- enthusiastic    f-alone

2. Analyse and answer the last following questions (in small groups):

-How do you interpret Rachel's feelings and behaviour?

- Do you consider that Rachel is having difficulties in dealing with the responsibility of managing her autonomy? Justify your opinion.

- Identify three behaviours that Rachel could adopt to face the difficulties felt.

This can also be done as a cooperative writing task. Divide the class into small groups. Each group reads and analyses the case study, while trying to answer the questions. After that, each group presents its answers to the rest of the class.

VI. Activity 6 (self-study). Homework. Self-study on “The Language of Presentations” (Mini-module ICLUEx , optional)

**Session 5. End-of-module task**

*I. Activity 1 (face2face). Warm-up activity:* Presenting the second case study (*John's concerns*) by using a power point with illustrations created for this purpose.

**Case study 2****John's concerns**

*John is an only child and throughout his school career, always marked by success, he had the support of his parents and of a private teacher to solve the tasks and difficulties of the different school subjects.*

*Currently, he attends the 1st year of a degree in Law and he is confronted for the first time with academic failure, since he was unable to take two course subjects of the first semester.*

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <p><i>This situation is making John very anxious and without the needed courage to communicate with his parents about the difficulties experienced. He feels insecure, unable to find strategies to deal with the situation...</i></p> <p>1. Analyse and answer the last following questions (in small groups):</p> <ul style="list-style-type: none"> <li>- Identify 3 strategies and/or behaviour that would allow John to be more successful.</li> <li>- Identify the strategies you normally use to overcome the difficulties experienced in learning different course units.</li> </ul> <p><i>II. Activity 2 (face2face). <b>Content:</b></i> Based on this case study, students will create their own case in small groups. They will also formulate a question about it to ask their colleagues.</p> <p><i>III. Activity 3 (face2face). <b>Assessment:</b></i> Discussion. Self-/Peer- assessment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Recommended aids/tools</b>  | <p>MILAGE Learn+</p> <p>Trello: <a href="http://www.trello.com">www.trello.com</a></p> <p>Kahoot</p> <p>Moodle (optional)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Materials and Resources</b> | <p>For content:</p> <ul style="list-style-type: none"> <li>-Video 1: <a href="https://study.com/academy/lesson/what-is-autonomy-definition-ethics.html">https://study.com/academy/lesson/what-is-autonomy-definition-ethics.html</a></li> <li>-Mindmap 1: (<a href="https://view.genial.ly/5e57ee723ca5910fdcf0fc4b/horizontal-infographic-review-mindmap-2-autonomy-support">https://view.genial.ly/5e57ee723ca5910fdcf0fc4b/horizontal-infographic-review-mindmap-2-autonomy-support</a>)</li> <li>-Article: Deci, E. L. &amp; R. M. Ryan (2008). Self-determination Theory: A Macrotheory of Human Motivation, Development, and Health. <i>Canadian Psychology</i>, 49 (3), 182-185</li> <li>- Mindmap 2 (<a href="https://view.genial.ly/5e57ee723ca5910fdcf0fc4b/horizontal-infographic-review-mindmap-2-autonomy-support">https://view.genial.ly/5e57ee723ca5910fdcf0fc4b/horizontal-infographic-review-mindmap-2-autonomy-support</a>)</li> <li>- Video 2: <a href="https://www.youtube.com/watch?v=6hTbz-ABgDw">https://www.youtube.com/watch?v=6hTbz-ABgDw</a>)</li> </ul> <p>For language:</p> <ul style="list-style-type: none"> <li>-Micro-level: Language Tasks on MILAGE Learn +</li> </ul> <p>Macro-level: Mini-modules ICLUEX  ) :</p> <ol style="list-style-type: none"> <li>1. "Understanding and writing definitions"</li> <li>2. "Writing Summaries"</li> <li>3. "Concept Maps":</li> <li>4. "The Language of Presentations"</li> </ol> |
| <b>Assessment</b>              | <p>The type of assessment conceived for this module is formative and continuous and has been illustrated in the main tasks. Not only the assessment provided by the instructor but also peer-assessment is important in the development of the contents of this module (e.g. in the presentation of the "Case studies"). In relation to language, peer-assessment is also present at the micro-level in the work carried out in the platform</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | MILAGE Learn+. Finally, students are invited to work on their own in the mini-modules that include self-assessment in all cases and the possibility of peer-assessment, too.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning process scaffolding</b> | The learning process is scaffolded in the sequenced activities designed for each section and in the global lay-out of the module that gradually develops the main concepts to a higher level of complexity. The use of visuals (videos, mindmaps) as well as the active participation of the students in the great majority of the activities proposed facilitates their understanding of the contents.                                                                                                                                                                                                                                         |
| <b>Notes for teachers</b>           | This module was developed by content lecturers, language specialists and language educators and was conceived as an interdisciplinary, student-centred, customisable and partially digital module to be exploited in class or worked with out of class and for self-study, thus, covering different possible learning scenarios and allowing students to select their own learning paths. It includes some OERs from a research project (ICLUEX, for further details, see <a href="https://l2earnuex.wixsite.com/icluex">https://l2earnuex.wixsite.com/icluex</a> ) in which some of the lecturers that designed this module are also involved. |