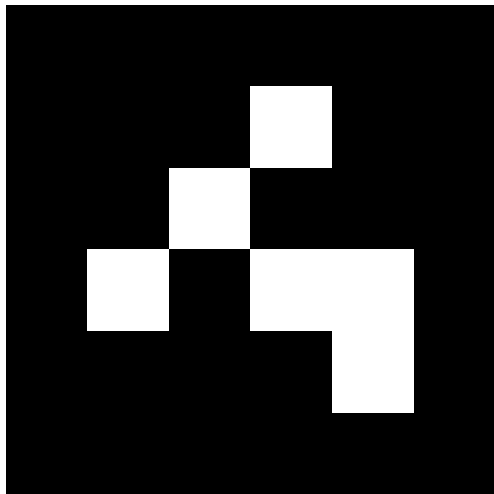
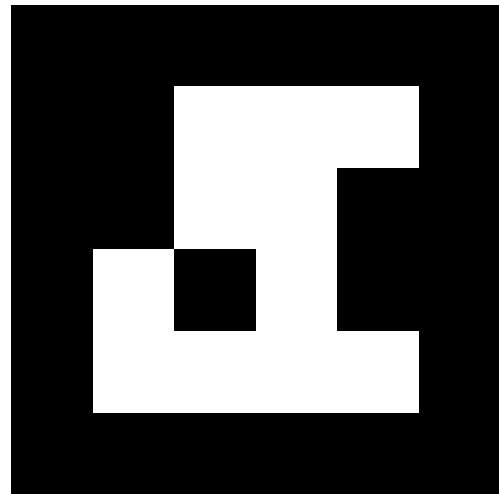


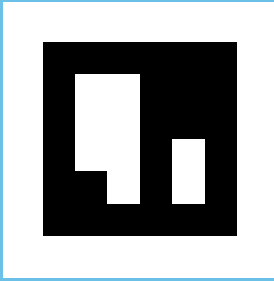
4Ts game



CHECK COMPLETENESS

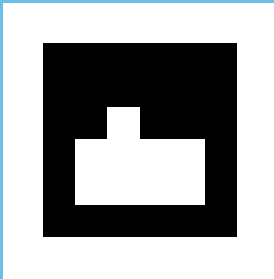


SUGGESTIONS



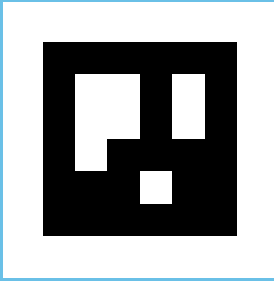
JIGSAW - PHASE I (EXPERT GROUPS)

In Phase I of a Jigsaw, the teacher presents the general topic and then splits the learners into groups (so called Expert Groups), each of which corresponds to a specific sub-topic. For example, if the topic is World War 1, the groups might respectively be devoted to the causes (G1), the main events (G2), the resolution of the conflict (G3) and its consequences (G4). Each group is expected to study selected materials concerning their sub-topic, prepare a presentation and give a talk to the other groups.



JIGSAW - PHASE II (JIGSAW GROUPS)

In Phase II of a Jigsaw, the Phase I groups (Expert Groups) are split up and reformed into new groups, each comprising at least one member from each of Expert Groups. Each of the new groups (called Jigsaw Groups) must write a text on the general topic and then present it to the others in a plenary session.



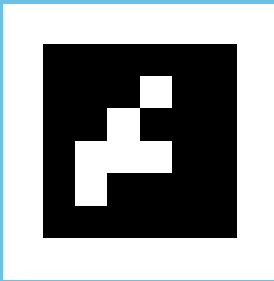
PYRAMID (FOR LIST PREPARATION) - PHASE I

In Phase I of a Pyramid, the teacher presents a topic and provides individual learners with material for them to study and then asks them, individually or in pairs, to generate a list of items. These could be, for example, questions that should be asked in an interview with an expert, or the most important aspects of a given topic.

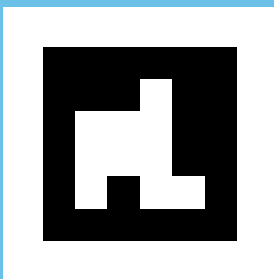


PYRAMID (FOR LIST PREPARATION) - PHASE II

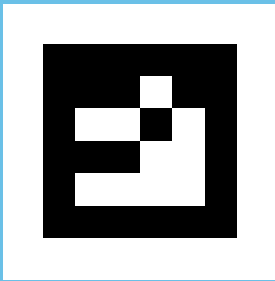
In Phase II of a Pyramid, the previous Teams are merged (individuals will form pairs, pairs will form teams of four) and each team will generate a new list satisfying each member. The aim is to reach agreement drawing on the results of the first phase.

**PYRAMID (FOR LIST PREPARATION) - PHASE III**

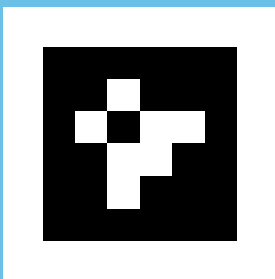
Phase III of a Pyramid entails a plenary session in which the various lists produced in the previous phase are presented and discussed, with the aim of generating a single, shared version that satisfies all.

**PYRAMID (FOR PROBLEM SOLVING) - PHASE I**

In Phase I of a Pyramid, the teacher presents a topic and provides individual learners with material for them to study. He then asks them to work out a solution to a given problem individually or in pairs.

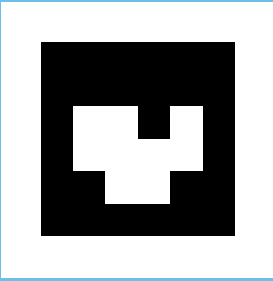
**PYRAMID (FOR PROBLEM SOLVING) - PHASE II**

In Phase II of a Pyramid, the previous Teams are merged (individuals will form pairs, pairs will form teams of four) and each of the new teams will work out a new solution satisfying each member. The aim is to reach agreement drawing on the results of the first phase.

**PYRAMID (FOR PROBLEM SOLVING) - PHASE III**

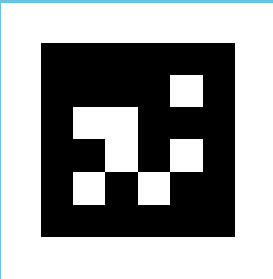
Phase III of a Pyramid entails a plenary session in which a new shared solution is generated, based on the previous ones.

Technique

**PEER REVIEW - PHASE I**

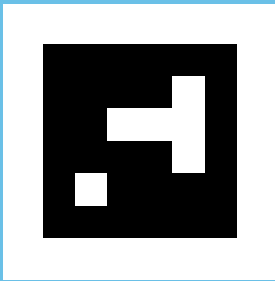
In Phase I of a Peer Review, the teacher presents the topic and asks the learners to study selected study materials. Then, the learners, individually or placed in pairs or small groups, are asked by the teacher to produce an artefact on the studied topic.

Technique

**PEER REVIEW - PHASE II**

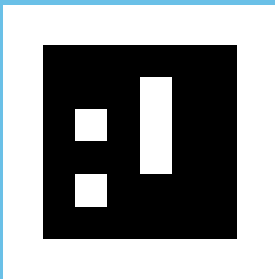
In Phase II of a Peer Review, each learner or pair or small group comments on the artefacts that their peers have produced in Phase I, by providing suggestions on how the artefact might be improved. The group size is the same as in the previous phase. Regarding the 'direction' of feedback, it may be provided reciprocally (A gives feedback to B, and B to A) or in a circle (A to B, B to C, C to A).

Technique

**PEER REVIEW - PHASE III**

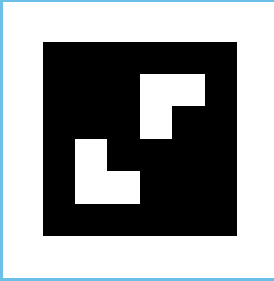
In Phase III of a Peer Review, the learners (in the same teams as in Phase I) produce a new version of their original artifact based on the feedback. At the conclusion, they present their work to the others in a plenary session.

Technique

**CASE STUDY - PHASE I**

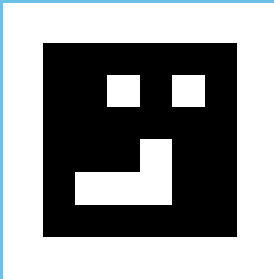
In Phase I of a Case Study, the teacher presents a topic - typically a problem - and provides learners with material for them to study. Then the learners, in pairs or small groups, are asked to solve that problem.

Technique

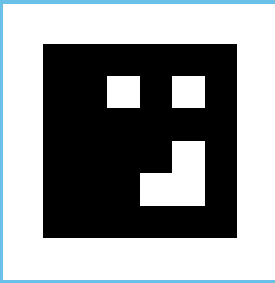
**CASE STUDY - PHASE II**

In Phase II of a Case Study, the learners individually examine the different solutions and then hold a plenary discussion intended to spotlight the pros and cons of each solution.

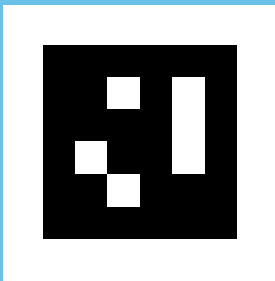
Technique

**DISCUSSION - PHASE I (ALL CASES)**

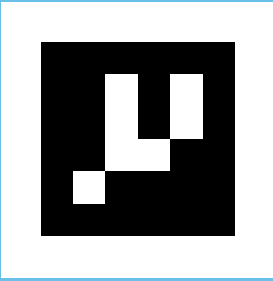
In Phase I of a Discussion, the teacher presents a topic and asks learners to gather information from the web, which will then be debated in a plenary session.

**DISCUSSION (TOWARDS ASSIGNMENT) - PHASE II**

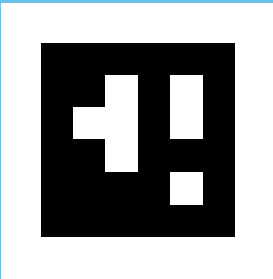
In Phase II of a Discussion, the students draw on the information that's been gathered and carry out an assignment working individually, in pairs or in small groups.

**DISCUSSION (TOWARDS ARTEFACT) - PHASE II**

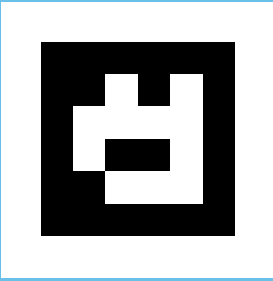
In Phase II of a Discussion, the students draw on the information that's been gathered and produce an artefact working individually, in pairs or in small groups.

**DISCUSSION (TOWARDS TEXT) - PHASE II**

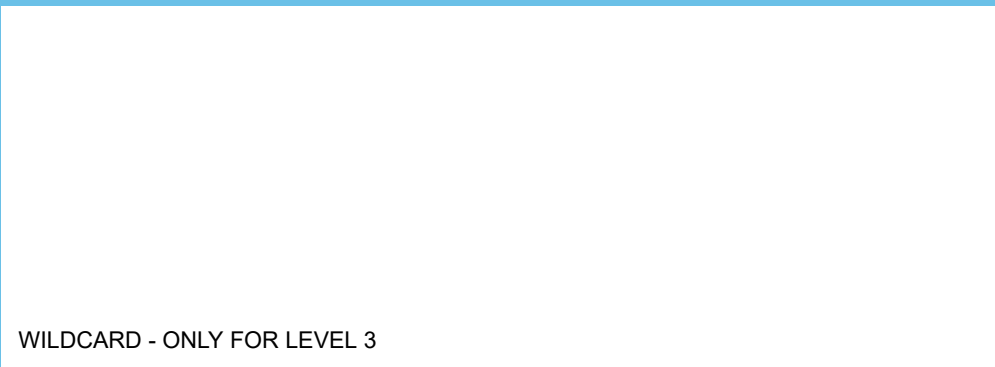
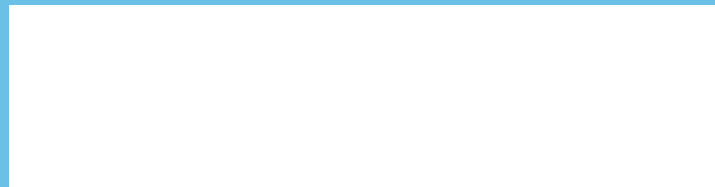
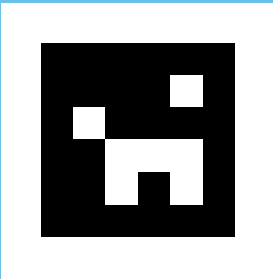
In Phase II of a Discussion, the students draw on the information that's been gathered and write a text working individually, in pairs or in small groups.

**ROLE PLAY - PHASE I**

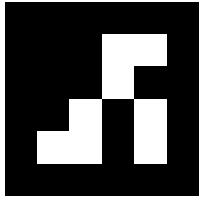
In Phase I of a Role Play, the teacher outlines a problematic situation and suggests a set of roles (or viewpoints) that can be taken to deal with that situation. The learners are then split into groups and group members assume roles. Then, the learners are asked to study some selected material.

**ROLE PLAY - PHASE II**

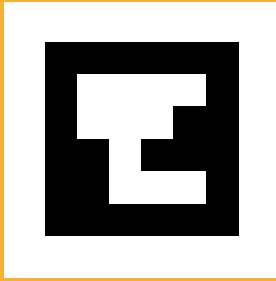
In Phase II of a Role Play, group members (as in phase I) work together to deal with the situation and prepare a presentation. In doing so, each of the group members plays the role chosen in Phase I, voicing the viewpoint of that role to negotiate the presentation content. At the conclusion, the groups present their work in a plenary session.



WILDCARD - ONLY FOR LEVEL 3



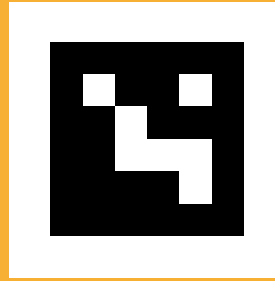
WILDCARD - ONLY FOR LEVEL 3



Team

**INDIVIDUAL
LEARNERS**

Individuals working separately. Many tasks - like "Writing a text", "Preparing a list", "Commenting on someone else's work" - can easily be performed either individually or in group. Some, such as "Studying", actually lend themselves best to individual work. Individual tasks are generally faster to complete than group work, as there is no negotiation involved. On the other hand, peer interaction can generate a rich learning experience and multiple contributions can significantly improve the final outcome.



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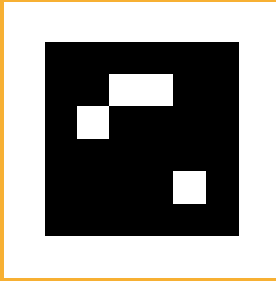
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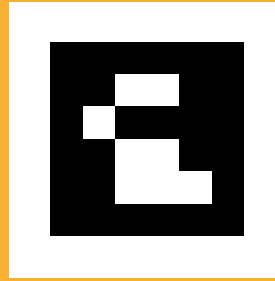
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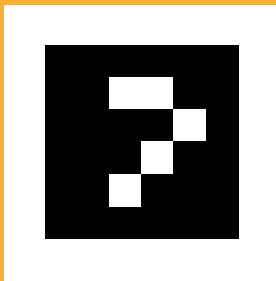
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**SMALL GROUPS**

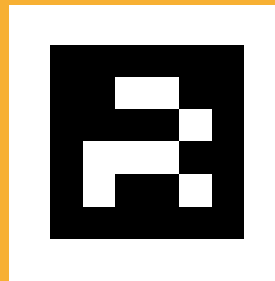
Groups of learners numbering three to eight people. Small groups are very well suited to tasks like "Producing an artifact", "Preparing a presentation" and "Commenting on someone else's work", where considering multiple viewpoints can benefit both the learning process and the quality of the final outcome. On the other hand, the need for negotiation means that a task performed by small groups generally takes longer to complete than when it's tackled by learners individually.

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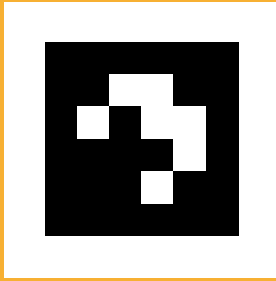
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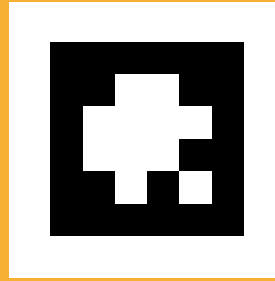
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PAIRS

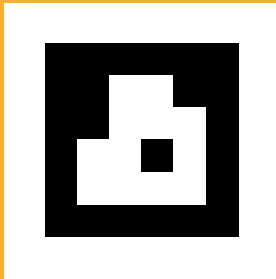
Learners working in twos. Pair work is a good option when seeking to gain the benefits from learner interaction without sacrificing process efficiency. Pairs are suitable for tasks like "Writing a text", "Preparing a presentation" and "Commenting on someone else's work". Negotiation in pairs can be fairly rapid, but the ultimate success of pair work depends on a balanced contribution from both partners. Problems arise if one of the two does not contribute sufficiently to the task.



Team

PAIRS

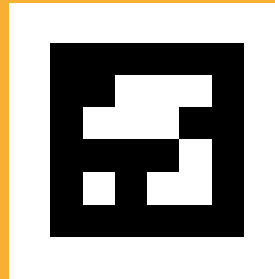
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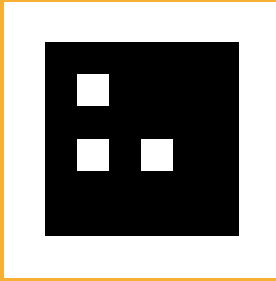
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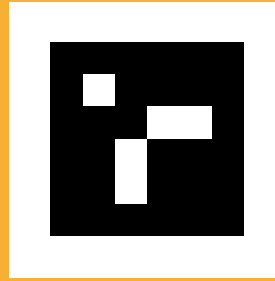
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MEDIUM-SIZED GROUPS

Groups of learners numbering nine to nineteen people. Medium-sized groups are usually best suited to phases of work like familiarization or meta-reflection that require interactions but do not necessarily entail generation of a final product. The relatively high number of members in medium-sized groups means that the level of interdependence among the group members is low, and this could represent an advantage in some situations.



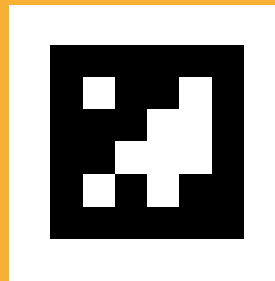
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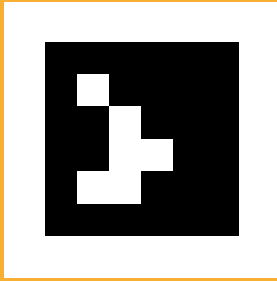
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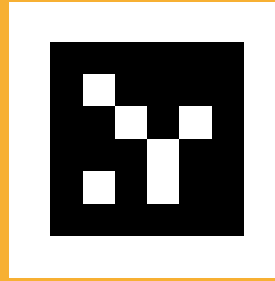
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**LARGE GROUPS**

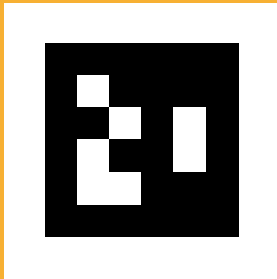
Learner groups numbering twenty members or more. Large groups lend themselves to tasks like presentations or debating, but are mostly unsuitable for collaborative work where the level of interdependence among members is high.

Team

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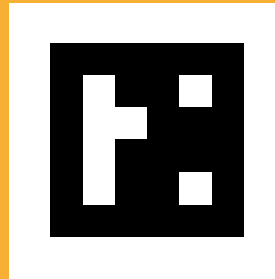
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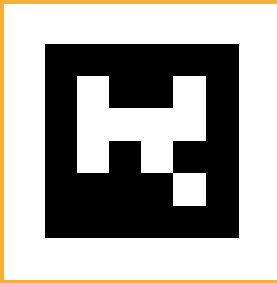
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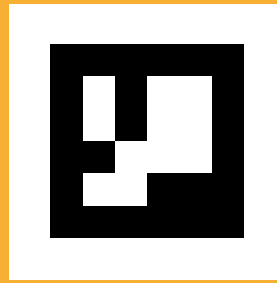
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Team

PLENARY

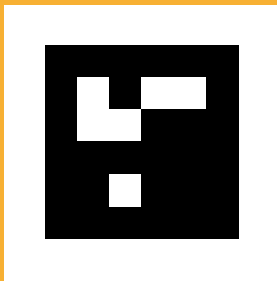
The entire learner population addressed, be it a single class or a whole cohort of students. Plenaries are suitable for things like activity launches, presentations, meetings with experts and lecture sessions.



Team

PLENARY

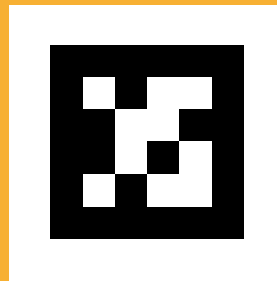
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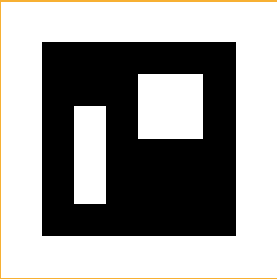
Team

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163


Team



WILDCARD - ONLY FOR LEVEL 3

164


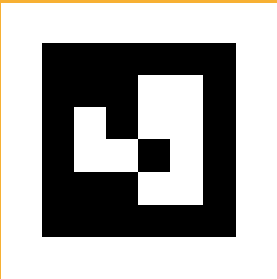
Team



WILDCARD - ONLY FOR LEVEL 3

165


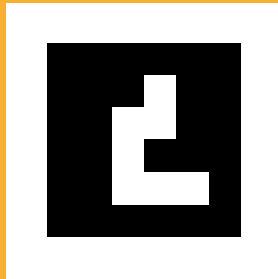
Team



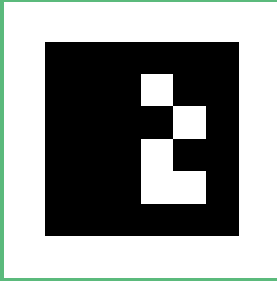
WILDCARD - ONLY FOR LEVEL 3

166

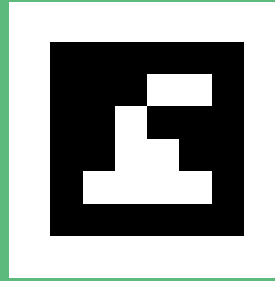
Team



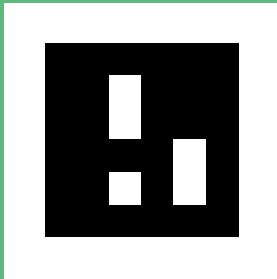
WILDCARD - ONLY FOR LEVEL 3

**FORUM**

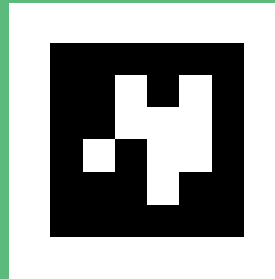
A tool for asynchronous many-to-many communication, usually text-based. Usually forums are used to manage discussions, which may be devoted to collaborative preparation and production of documents, presentations, and the like. Forums can be used for interaction among and within smaller or larger groups (pairs, small groups, medium-sized groups, large groups).

**FORUM**

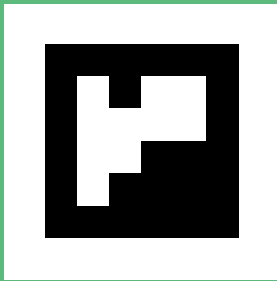
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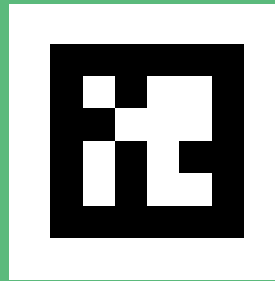
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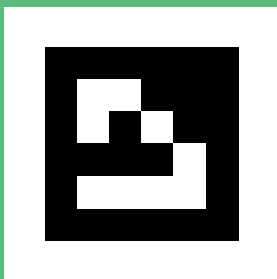
PRESENTATION SOFTWARE

Applications like PowerPoint or Prezi for creating slide presentations that can be shown to a live or online audience. These applications are used to prepare presentations that will ultimately be given to an audience, as the result of individual or group work. Presentations can be initially prepared at individual level, and then shared with others for further editing, provided that the partners/group members agree on how to manage different versions of the original presentation.



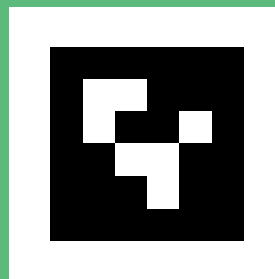
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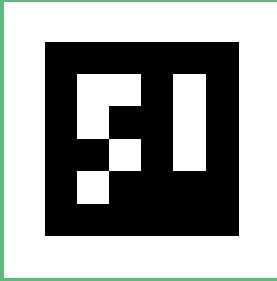
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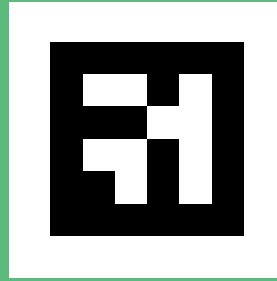
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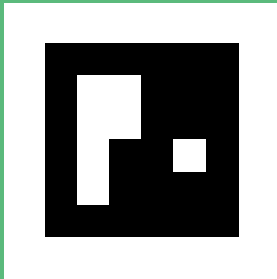
INTERACTIVE WHITEBOARD (IWB)

A large digital display unit with an interactive surface that allows you to display content (text, images, videos, etc.) from a connected computer but also to manipulate these and add notes and drawings. The Interactive Whiteboard can be used in a number of different ways, from producing and assembling digital material of different kinds to showing and interacting with that material. It can be employed in both individual and group situations.



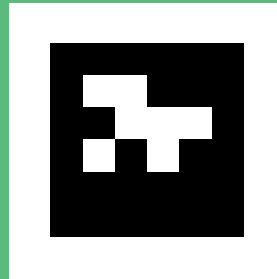
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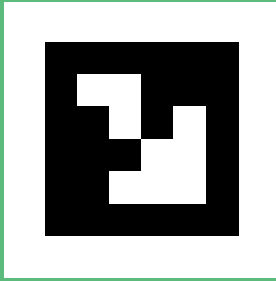
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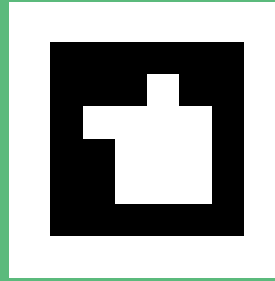


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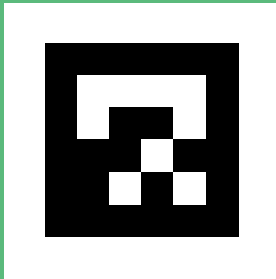
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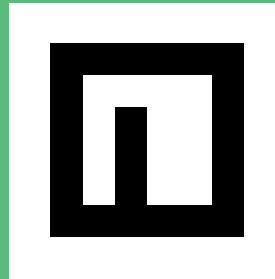
A system for people to create and edit web pages in a collaborative manner using a web browser. Typically, wikis are collaboratively constructed webpages managed by groups (small, medium-sized or large) or entire communities. The browser-based systems for constructing and editing wikis keep track of all the changes that contributors make and provide space for contributors to discuss any changes. The wiki owner/administrator can allow newcomers to join the contributor group.

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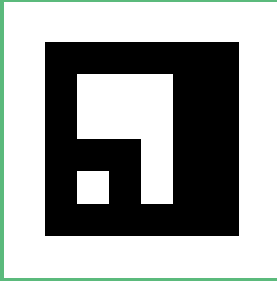
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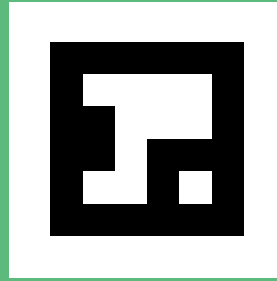
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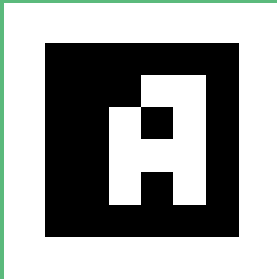
VIDEOCONFERENCING SYSTEM

A system allowing people to meet synchronously online using audio, video and text. It supports one-to-many interactions, like online lectures or webinars, and many-to-many ones, like virtual meetings and collaborative work. In large groups, one-to-many communication is most common, but break-out rooms can be used to split the audience in smaller groups and activate many-to-many interactions. Most videoconferencing systems include screen-sharing capabilities for online presentations (see the “Presenting work” task).



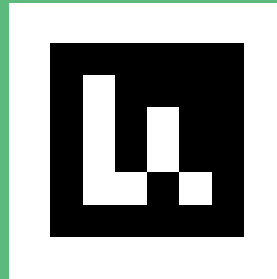
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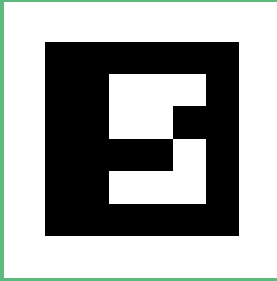
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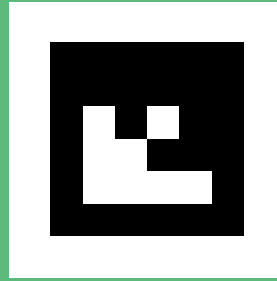
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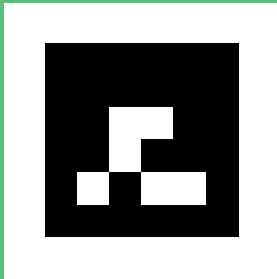
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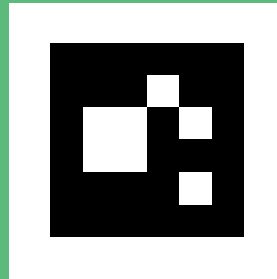
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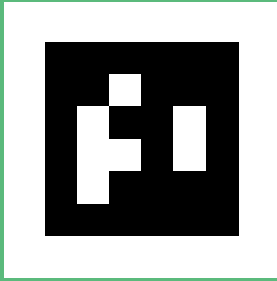
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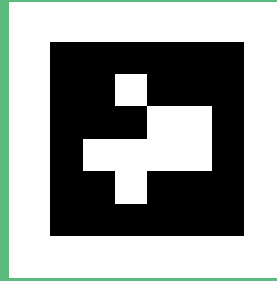
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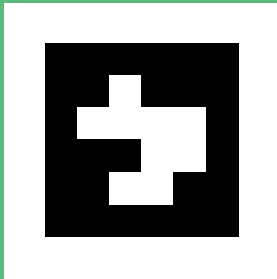
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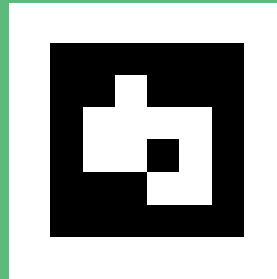
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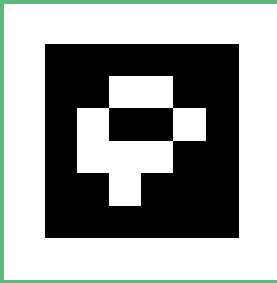
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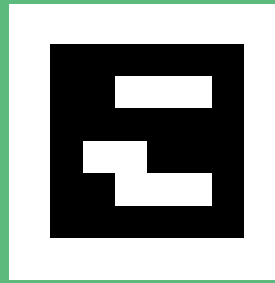


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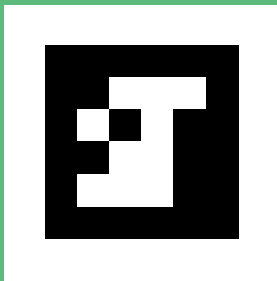
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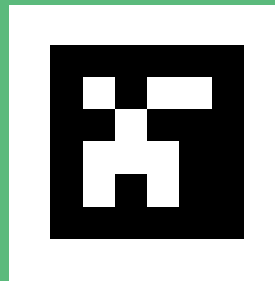
An application like Word or GoogleDocs for creating and editing texts either offline or online - when used in a group, it allows members to work together on the same document, either by adding contributions or commenting on what others have written. Typically used to produce text-based documents from scratch or to edit existing documents. Learners can also use them to comment on their peers' work.

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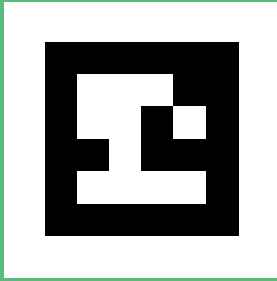
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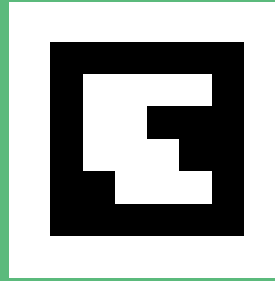
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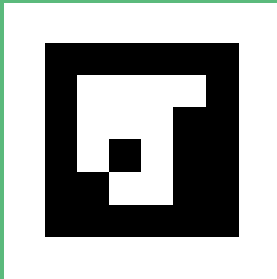
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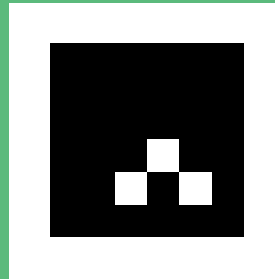
A device for projecting the video signal from a computer onto a screen, so that it can be seen by a potentially large audience. Typically used to show to presentations, demos or other digital artefacts to an audience gathered in a face-to-face session.

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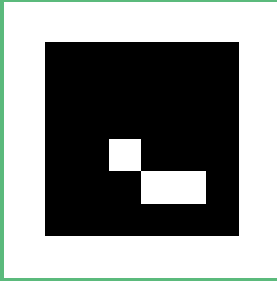
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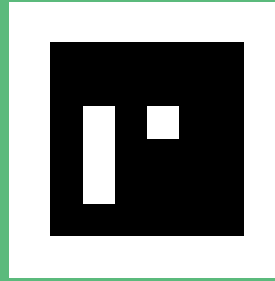
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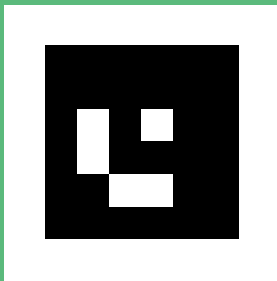
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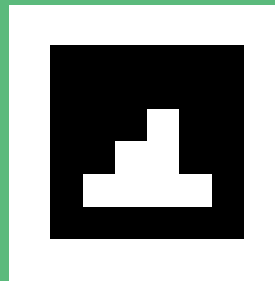
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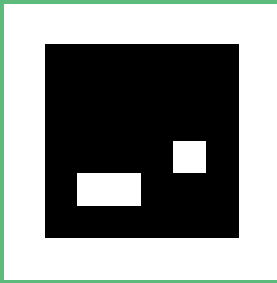
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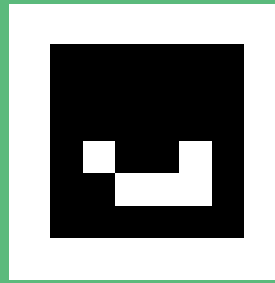
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MATERIALS AND TOOLS FOR PRACTICE

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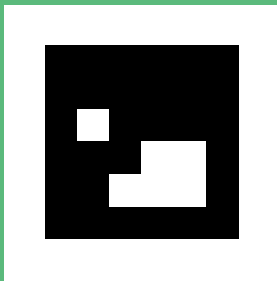
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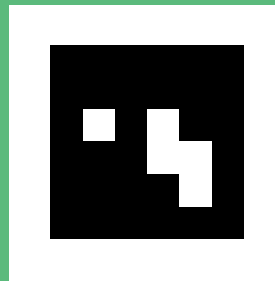
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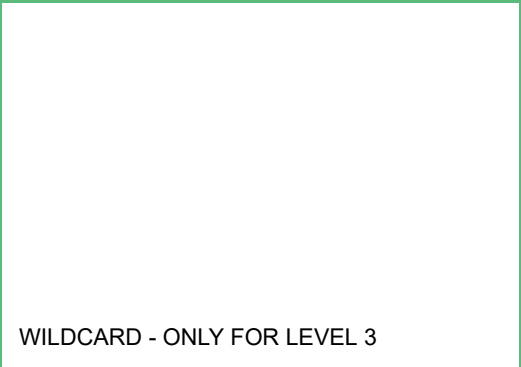
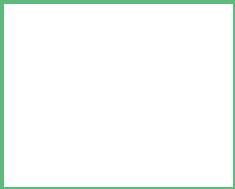
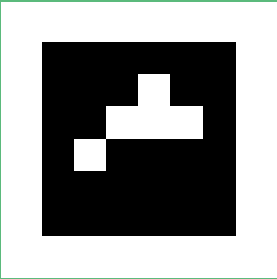


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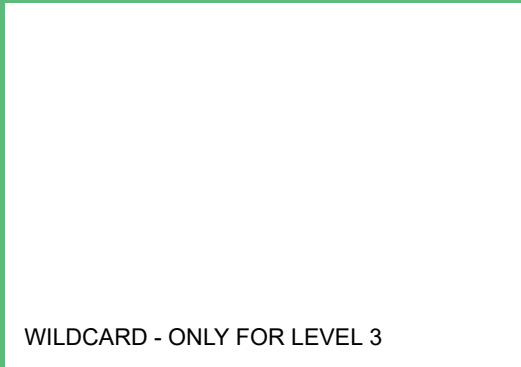
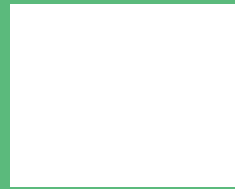
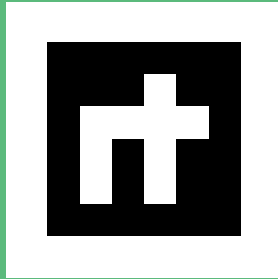
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Technology 167



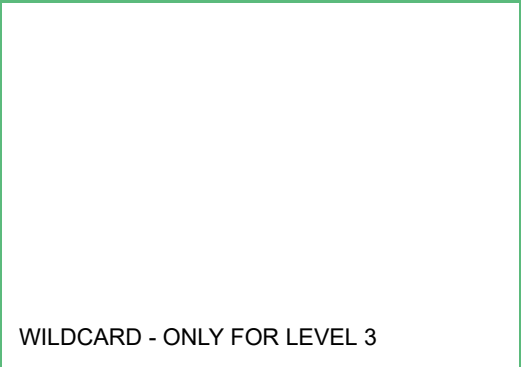

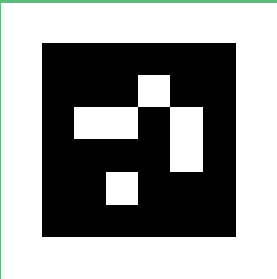
WILDCARD - ONLY FOR LEVEL 3

Technology 168



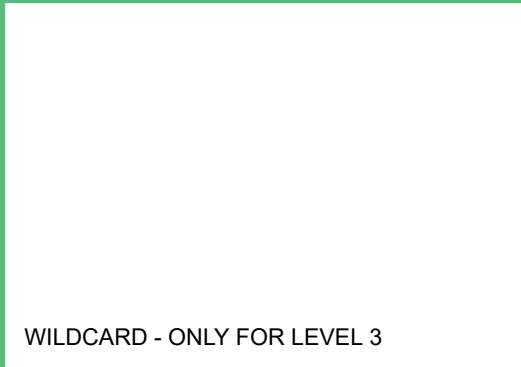

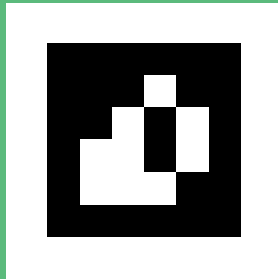
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Technology 169

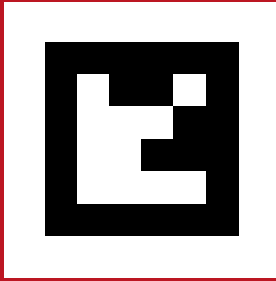


WILDCARD - ONLY FOR LEVEL 3

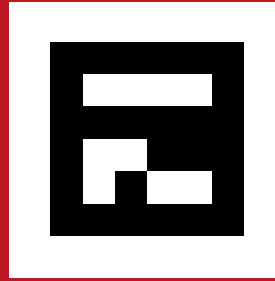
Technology 170



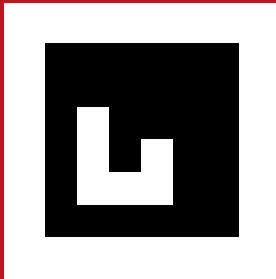
WILDCARD - ONLY FOR LEVEL 3

**WRITING A TEXT**

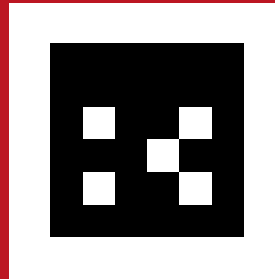
Writing a text following a set of instructions. The text can range from a simple for-and-against list on a topic, to a full narrative. This task can be carried out individually or collaboratively, in pairs or small groups. The text can be produced with a text editor or a wiki software and shared with others via a discussion forum or f2f (no technology). The task normally requires a minimum of a week to complete, longer if the text is complex.

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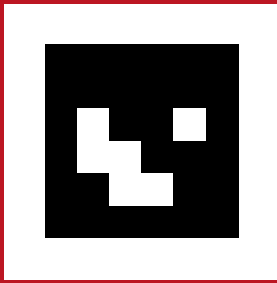
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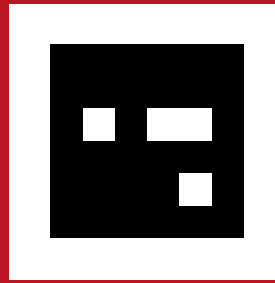
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Task

STUDYING

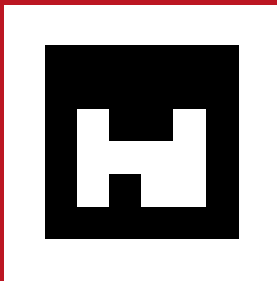
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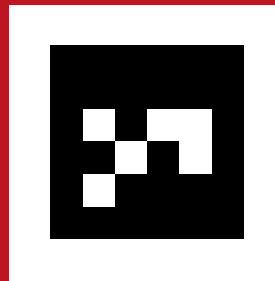
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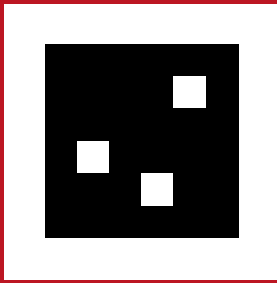
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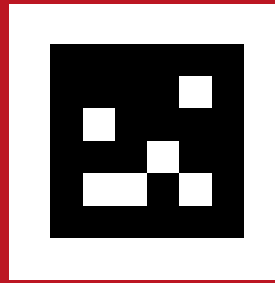
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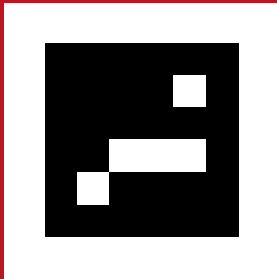
Conducting a search (free or guided) in any source of materials to locate information and documents on a given topic. This task can be carried out individually or also collaboratively - in pairs or small groups. Learners will need access to the web or to any other source of material. Time needed: minimum one week.



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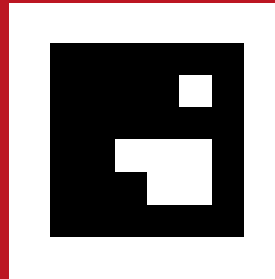
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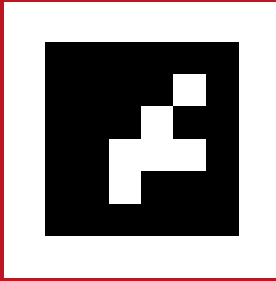
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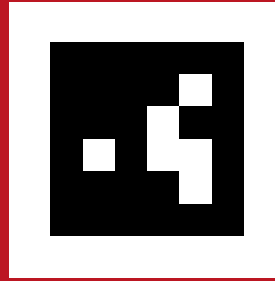
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Task

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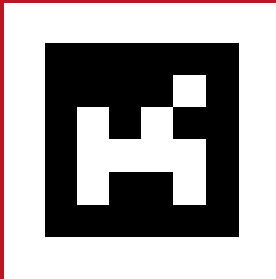
Producing a list of questions (e.g. to interview an expert) or items. The value lays in the preparation, rather than in the outcome. The students will have to make choices concerning the list items and, possibly, their order. This task can be performed individually or in groups of any size, with a text editor. If the list is prepared collaboratively, the group will work f2f (no technology) or through a discussion forum or a videoconference. The time needed depends on the communication mode: individual work or synchronous discussion may take a few hours, asynchronous discussion requires up to a week.



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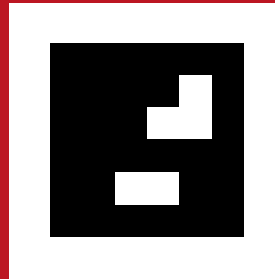
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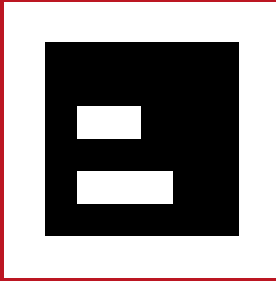
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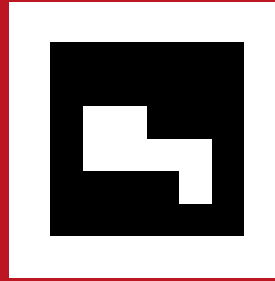
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Task

COMMENTING ON SOMEONE ELSE'S WORK

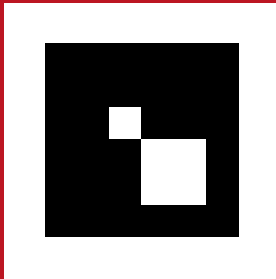
Providing feedback about the work of others, with suggestions about how that work might be improved. It often follows and is followed by a production task, e.g. "Writing a text", "Producing an artefact", "Preparing a Presentation", because it aims to improve the product. It can be carried out individually (one-to-one feedback), in pairs or in small groups (group-to-group feedback) and can be reciprocal or cyclic. The feedback may be produced using a text editor or a wiki software and provided asynchronously in a forum, or synchronously in f2f settings (no technology). This task requires a minimum of one week.



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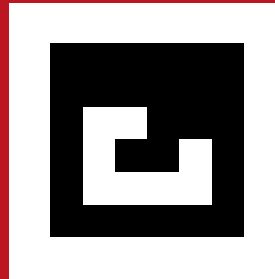
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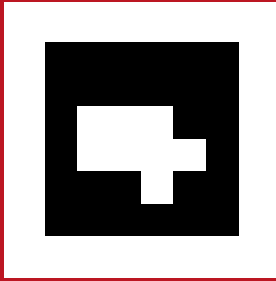
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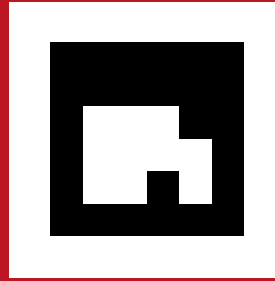
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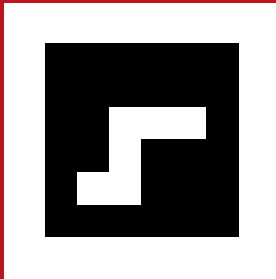
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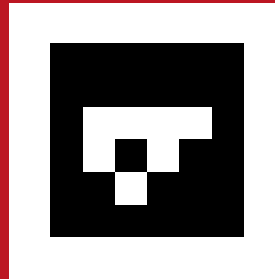
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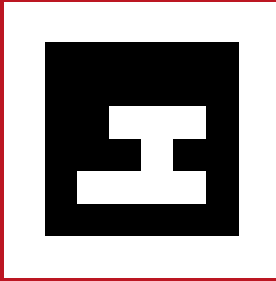
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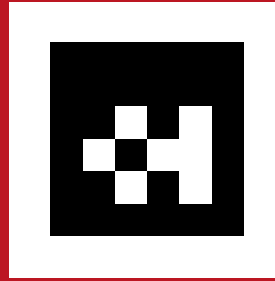
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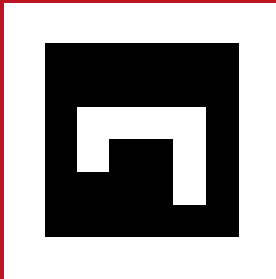
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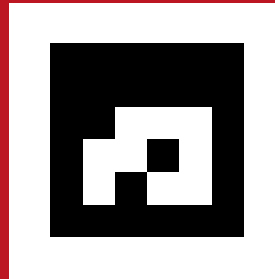
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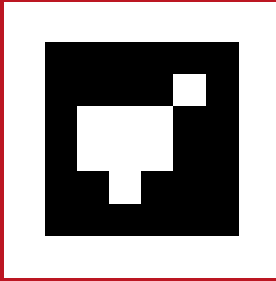
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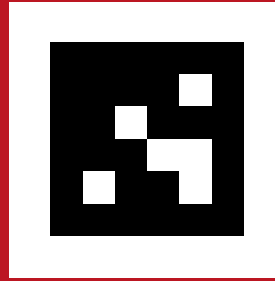


Task

**PRESENTING
WORK**

Giving a talk about a piece of work to others. This is usually preceded by a preparation task like "Preparing a presentation", "Writing a text" or "Producing an artefact". The talk is usually given during a plenary.

This task can be carried out either face-to-face, using a projector (with no technology) or IWB, or online via a videoconference. In any case, it involves a synchronous session that may last up to 4 hours.



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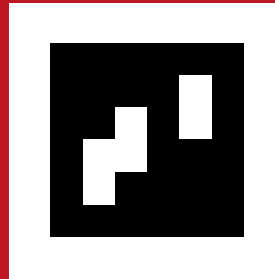


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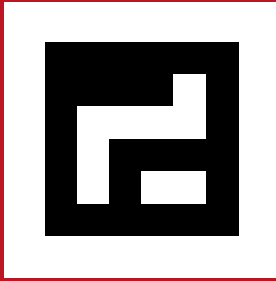


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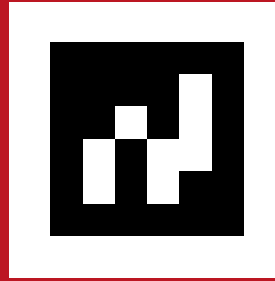
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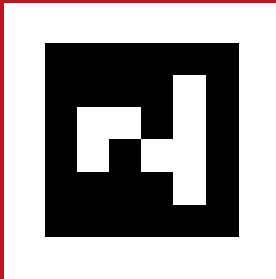
Solving a problem set by the teacher. It is best carried out in pairs or small groups, but can also be individual or plenary work. Collaborative problem solving requires synchronous interactions (face-to-face with no technology, or via videoconference) or asynchronous ones, in a forum. The problem solution is usually written with a text editor. The Time needed varies: a few hours in synchronous communication, longer (minimum one week) in asynchronous mode.



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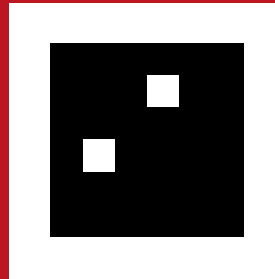
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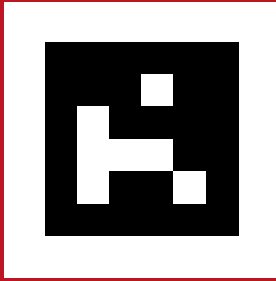
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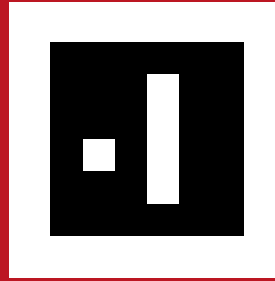


Task

INTERVIEWING AN EXPERT

Posing questions to an expert to learn about a topic. This is usually preceded by the task "Preparing a list".

This Task is best carried out either in medium-sized or large groups, or in a plenary session. When performed asynchronously, the task may require a discussion forum, while synchronous interviewing may take place face-to-face with no technology or online via videoconference. The Time required varies according to the communication mode: in synchronous mode it requires a few hours, while in asynchronous mode it takes longer (minimum one week).

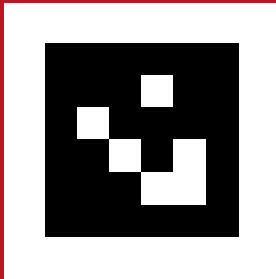


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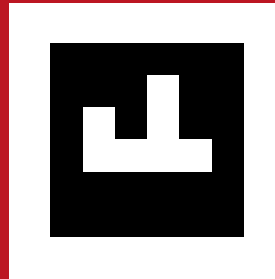


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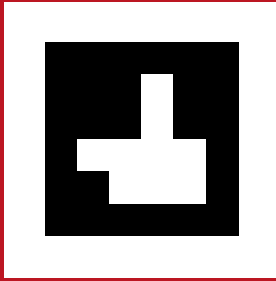


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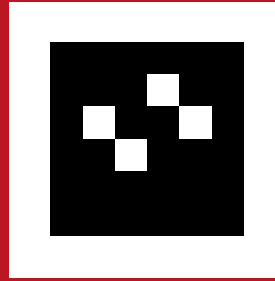


Task

ASSUMING ROLES

Deciding who is to assume different roles/viewpoints within a fictional situation as part of a role-play. Role examples are: team coordinator, rapporteur, defeatist, optimist, bureaucrat, efficientist, technophile, technophobe, etc.

This Task is to be performed in small groups, ensuring that all the essential roles are covered. It can be carried out synchronously, in a face-to-face (no technology) or videoconferencing session, or asynchronously using an online forum. The Time required varies according to the communication mode: a few hours in synchronous mode, longer (minimum one week) in asynchronous mode.

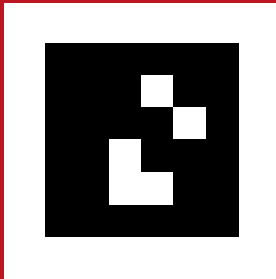


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This Task is to be performed in small groups, ensuring that all the essential roles are covered. It can be carried out synchronously, in a face-to-face (no technology) or videoconferencing session, or asynchronously using an online forum. The Time required varies according to the communication mode: a few hours in synchronous mode, longer (minimum one week) in asynchronous mode.

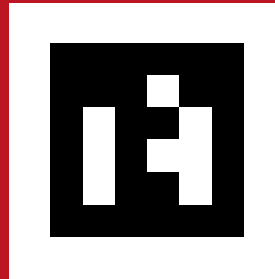


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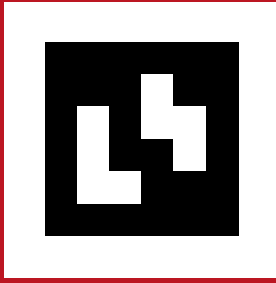


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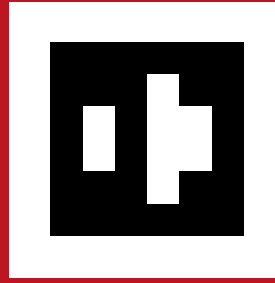
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PRODUCING AN ARTEFACT

Producing an artefact of any kind: a model, a map, a drawing, a video, a piece of software, etc. The artefact may be produced from scratch or be a revised version of a previous one, by the same author/s or by someone else. The activity ends when the artefact is handed in to the teacher or shared with others.

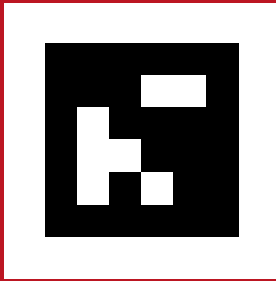
This Task can be carried out by learners working individually or in groups of any size. Artefact production may require the use of "Materials and tools for practice". The related interactions can take place online in a "Forum" or face-to-face, possibly using an IWB or no technology. This Task requires a minimum of one week.



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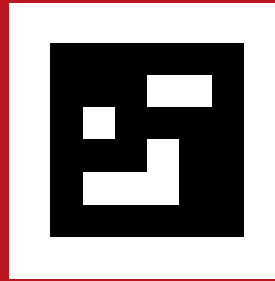
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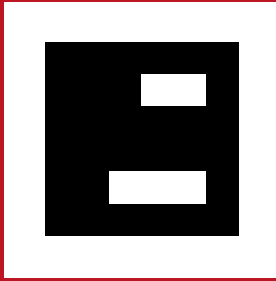
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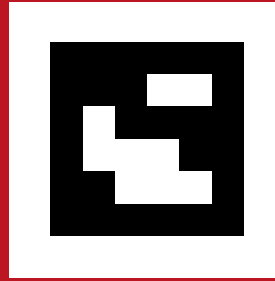


Task

DEBATING

Holding an organised discussion that examines a particular question or issue, often with the aim of reaching a shared conclusion, or to highlight various aspects.

Debate can be carried out in groups of any size. The interactions may take place asynchronously in a forum or synchronously in a face-to-face (no technology) or videoconferencing session. The Time required varies according to the communication mode: in synchronous mode it may require a few hours, while in asynchronous mode it takes longer (minimum one week).

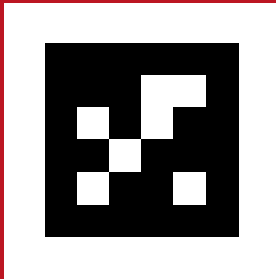


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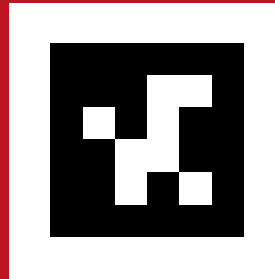


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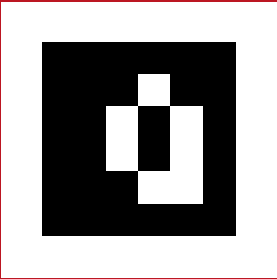
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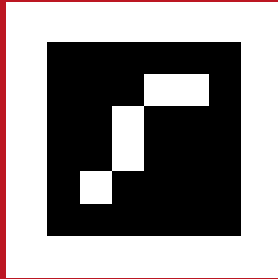
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WILDCARD - ONLY FOR LEVEL 3

173


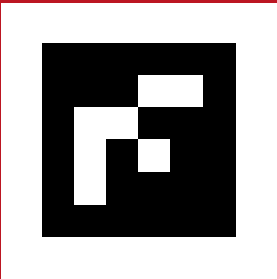
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174


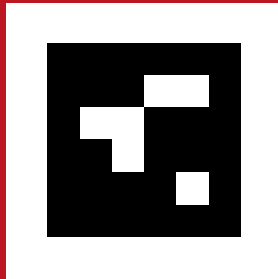
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175

Task



WILDCARD - ONLY FOR LEVEL 3