



## Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level

Project number: 517575-LLP-1-2011-1-CH-ERASMUS-EMCR

### MAGICC: Work Package 1: Draft Template for data collection / *Canevas pour la récolte de données*

Please use this template to carry out desk research on four axes:

*Merci d'utiliser ce canevas pour la recherche de données sur 4 axes :*

- I. Innovative initiatives and practices, existing tools in the area in partner institutions  
*Initiatives novatrices, pratiques et outils existants dans ce domaine dans les institutions partenaires*
- II. Relevant national and European projects  
*Projets nationaux et européens pertinents*
- III. The Council of Europe's "Common European Framework of Reference for Languages" (CEFR) and complementary studies and tools for the CEFR developed under the auspices of the Council of Europe  
*Le "Cadre européen commun de référence pour les langues" du Conseil de l'Europe et études et outils complémentaires développés sous les auspices du Conseil de l'Europe*
- IV. In relation to the possibilities of structural integration of ePortfolio and module of scenarios in one or more discipline areas/programmes in the Partner institutions  
*En relation avec des possibilités d'intégration structurelle du ePortfolio et du module des scénarios dans une ou plusieurs disciplines/programmes dans les institutions partenaires*

and send it to Anne Räsänen (anne.e.rasanen@jyu.fi) and Teija Natri (Teija.Natri@jyu.fi) with a copy to Brigitte Forster Vosicki (Brigitte.ForsterVosicki@unil.ch).

*et l'envoyer à Anne Räsänen (anne.e.rasanen@jyu.fi) et Teija Natri (Teija.Natri@jyu.fi) avec copie à Brigitte Forster Vosicki (Brigitte.ForsterVosicki@unil.ch).*

**Deadline for partner reports: 15 February 2012**

***Délai pour les rapports des partenaires : 15 février 2012***

To be determined during the Launch meeting in Bremen on 1 and 2 December 2011:  
how to proceed, who does what

*A déterminer pendant le meeting de lancement des 1 et 2 décembre 2011 :  
comment procéder, qui fait quoi*

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| ..... |
| ..... |
| ..... |

#### I. Innovative initiatives and practices, existing tools in the area in partner institutions

##### 1 Learning outcomes (for BA and MA level) from course descriptions or other

- 1.1 Existing learning outcomes for general academic communication competences (1) for which communicative activities (e.g. written and oral production, interaction, etc.) and (2) which discourse types
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, intercomprehension, mediation, etc.)
- 1.2 Existing learning outcomes for discipline specific academic communication competences (1) for which communicative activities (e. g. written and oral production, interaction, etc) and (2) which discourse types
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, intercomprehension, mediation, etc.)
- 1.3 Existing learning outcomes for professional communication competences (1) for which communicative activities (e. g. written and oral production, interaction, etc) and (2) which discourse types
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, intercomprehension, mediation, etc.)

- 1.4 Existing learning outcomes for intercultural communicative competence
- 1.5 Existing learning outcomes for independent learning skills and study skills (e.g. metacognitive skills, reading strategies, etc.)
- 1.6 Existing categories for cognitive operations in language of instruction (e. g. Bloom's taxonomy) general academic, discipline specific and professional communication competences
- 1.7 Missing elements to be created in relation to learning outcomes in the perspective of issues related to academic and professional communication competence in multilingual and multicultural settings. In particular also, what could be learning outcomes for interlanguage skills?

*Please provide examples*

## **2 Good practice samples in relation to categories 1.1 – 1.6 for BA and MA level for innovative types of activities, tasks and approaches (list)**

- 2.1 Existing relevant activities and tasks
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, bi/tri-lingual approach, intercomprehension, mediation, etc.
- 2.2 Existing relevant scenarios
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, bi/tri-lingual approach, intercomprehension, mediation, etc.
- 2.3 Missing activities, tasks, scenarios
- 2.4 Existing piloting procedures for new activities, tasks, scenarios
- 2.5 Existing quality assurance and development procedures for this category

*Please provide examples*

## **3 Assessment criteria in relation to 1.1 – 1.6 (more specific than LOs – basis for marking)**

- 3.1 Existing assessment criteria for general academic communication competence (1) for which communicative activities (e. g. written and oral production, interaction, etc) and (2) which discourse types
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, intercomprehension, mediation, etc.)
- 3.2 Existing assessment criteria for discipline specific academic communication competence (1) for which communicative activities (e. g. written and oral production, interaction, etc) and (2) which discourse types
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, intercomprehension, mediation, etc.)
- 3.3 Existing assessment criteria for professional communication competences (1) for which communicative activities (e. g. written and oral production, interaction, etc) and (2) which discourse types
  - for L1 (local language)
  - for L2
  - including more than one language (translanguage skills, intercomprehension, mediation, etc.)
- 3.4 Existing assessment criteria for multicultural/intercultural academic communication competences
- 3.5 Existing assessment criteria for lifelong language learning skills and study skills
- 3.6 Missing elements to be created in relation to assessment criteria, in particular also what could be assessment criteria for interlanguage skills

*Please provide examples*

## **4 Assessment forms used in 1.1 – 1.6 (alternative broad forms of assessment)**

- 4.1 Existing assessment forms for teacher, expert evaluation and feedback
- 4.2 Existing self-assessment forms and tools
- 4.3 Existing peer assessment forms and tools
- 4.4 Existing other forms of assessment
- 4.5 Missing elements to be created in relation to assessment forms, in particular in relation to assessment of language activities including more than one language

*Please provide examples*

## **5 Transparency, comparability, acknowledgement: standardisation/harmonisation, documentation**

- 5.1 Existing standardisation/harmonisation procedures
  - For level standardisation/harmonisation
  - For standardisation/harmonisation on assessment criteria and marking
- 5.2 Specific approach to the documentation of the students' multilingual and multicultural profile (e.g. Portfolio approach, European Language Portfolio)
- 5.3 Existing examples of certificates (*Please include examples*)
- 5.4 Missing elements to be created in relation to transparency, comparability and acknowledgement

## **6 Existing relevant projects at institutional level**

### **II. Relevant projects at national/ European/international level** (*please fill in the template in table format*)

Please examine the projects in relation to :

- General usefulness of the project, why?
- Useful elements 1: Learning outcomes
- Useful elements 2: Assessment criteria
- Useful elements 3: Scenarios
- Useful elements 4 : Procedures
- Useful elements 5 : Others
- What is missing in relation to the MAGICC-objectives ?

Please indicate also websites for the projects.

#### **7 Existing projects in relation to academic and professional multilingual communication competence: (e. g. TNP 3/II, LanQua, uniTIE)**

#### **8 Existing projects in relation to intercultural communication competence (e.g. INCA, Lolipop...)**

#### **9 Existing projects in relation to plurilingual comparative, translanguage approaches (e. g. CARAP, Profile Deutsch, bi-,tri-lingual projects ...)**

#### **10 Existing projects in relation to study skills and independent learning skills (e.g. Transferable skills project)**

#### **11 Existing projects in relation to alternative assessment forms and tools**

#### **12 Existing information from relevant associations (e.g. ALTE, EALTA) and external testing agencies (e. g. national or international examination centres)**

#### **13 Existing projects in relation to standardisation and harmonisation procedures (e. g. WEBcef, CEFtrain, CEFcult, Mündlich, CECR benchmark samples)**

#### **14 Existing projects in relation to quality development in scenario design (e.g. CECR, LanQua)**

#### **15 Existing e-Portfolios and projects related to the ELP (structure of the three parts, elements) (e.g. epos, elp-DESK Project))**

### **III. The Council of Europe's "Common European Framework of Reference for Languages" (CEFR) and complementary studies and tools for the CEFR developed under the auspices of the Council of Europe** (*please fill in the template in table format*)

- For L1 (local language)
- For L2
- Including more than one language (translanguage skills, intercomprehension, mediation, etc.)

Please indicate also websites for tools and studies.

#### **16 Existing relevant learning outcomes**

#### **17 Existing relevant assessment criteria (e.g. A Manual – Relating Language Examinations to CEFR)**

- 18 Existing relevant forms and tools of assessment
  - 19 Existing categories for cognitive operations in languages of instruction (e.g. for languages of schooling)
  - 20 Existing relevant standardisation/harmonisation procedures
  - 21 Other
- IV. Possible forms of structural integration of ePortfolio and module of scenarios for the development of academic multilingual and multicultural communication competence in one or more discipline areas or programmes in the partner institutions**
- 22 **Faculties for collaboration**
    - Selection of one or more discipline areas/programmes
    - Identification of key stake holders at faculty level for cooperation during the project by each partner (name, contact address)
  - 23 **Regulations (admission criteria, recognition issues, ECTS, DS)**
  - 24 **Information on possible forms/strategies of integration, modalities of integration**
  - 25 **Existing communication and collaboration structures with faculties and other relevant stake holders**
  - 26 **Existing definitions of minimum level profiles for language of instruction at institutional or faculty/programme level**
    - For L1 - local language(s)
      - o at BA level
      - o at MA level
    - For L2 – other language(s) of instruction
      - o at BA level
      - o at MA level
    - For L2s in general
      - o at BA level
      - o at MA level



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