

**1<sup>st</sup>: Introduction of the Course: [Information event before course start and] Initial F2F – the Blended Learning structure** (*we mixed this together in PILOT 1*)

- Were the learners **informed in a sufficient manner** or did they miss information / know-how (e.g. concerning the different communication tools, the handling of the tasks or technical know-how like how to make the "ñ" or the "☺")?
- **Which information should be provided in the beginning?** For the learners / the guides-on-the-side / the tutors / the organisers?
- Is **more time for a technical introduction** helpful? With hands-on?
- Do you consider it useful to make **the warming-up-tasks together** during the first F2F-meeting in order to assure that all learners are able to handle the tools?
- **Necessity of an information evening** / hour before course start to explain the target of the course and to explain how it works?
- Is **information about the different roles** as (printable) guidelines useful?

**2<sup>nd</sup>: Use of Moodle – the tools** Technik und Layout – Auswertung des Questionnaires und Vorschlag von Rita Meissner

- Did you have any **problems using the Moodle platform**? If yes which ones?
- Which **functions / tools** do you consider absolutely necessary and which should be not available?
- Do you already have certain ideas about the layout? What you would like to have?

→ *presentation of the results of the questionnaire about moodle*

**3<sup>rd</sup>: Course Organisation and Settings** Organisation, Ankündigung, Teilnehmer gewinnen

- What do you think about the **duration of the course**? Was it too long / too short?
- Which are the **country specific characteristics**? Where do we have to pay attention to?
- **F2F-Meetings in the local institutions**: Did you meet in local groups? What for? Was it useful? How often should F2F-meetings take place and at what stages of the course.
- Do you think it would be better that all e-tridems groups do the German, English and Spanish **task at the same time, in the same order**?
- **Announcements of the course**: how to acquire learners? (*the Spanish group has already prepared a proposal for an announcement text*)
- Would you appreciate a **language corner**?

**4<sup>th</sup>: The Core of the Course: the Tasks** Inhalt, Struktur *ich kopiere dazu noch Susanas und meine Struktur der Aufgaben in eine übersichtliche Rasterform*

- Did you like the **structure of the tasks**? If yes, why?
- Did you have any **problems with the tasks**? If yes, which ones?
- Do you think that there were **too many tasks** or do you think that the e-tridem groups need even **more tasks**?

- Were the **tasks clear and closed** (*as Anita Pincas mentioned in Götzis*)?
- Was the **frame for the tasks** clear enough:
  - o what to do until when (deadlines)
  - o which tools to use (wiki, chat, forum, Skype, email)?

#### 5<sup>th</sup>: The tutorial support in your local institution

- Do you think that the participants would need **more or less tutorial support** during the running of the course (e.g. concerning the use of Moodle, the handling of the tasks, the handling of the coordination within the e-tridem groups, etc.)? If yes why and in which form?
- Do you consider it feasible / useful that there would be a **"weekly-online-consultation-hour"** where the tutors are online and can be asked by the learners?
- Did you use the **personal learning diary**? Was it useful for the contact with your tutor?
- Should the tutor participate in the chats or skype-meetings of the e-tridem groups or not?

#### 6<sup>th</sup>: The co-operation and communication process within the tridems Kommunikation und Kooperation innerhalb der Lerngruppen

- What about the **co-operation with your e-tridem partners**? What did work well, what badly?
- How easy or difficult was it to get in touch with your **international group**?
- What were your **preferred communication tools** (chat, forum, wiki, Skype, emails)? Why?
- **Chat or Skype**: what do you think are the advantages of meetings in a chat room or in a Skype conversation?
- Did you send (besides messages in the forum, chat and wiki) **individual emails** to your e-tridem partners? Why? Why not?
- Did the **change of languages** work - did you really chat, write and ask in English during the English task even if the g-o-t-s wasn't there?
- Did you have any **intercultural "problems"**? (e.g. "tabu-subjets", misunderstandings, etc.)
- What about the **chat form** (netiquette)? Are there some important "rules" or principles the participants should apply during the chats, e.g. KISS? If yes which ones?
- The **content of the individual contributions** to the tasks (the posts): some have written very long texts, some have written short texts: how long should the individual contributions to the tasks be? And what about the **quality of the posts**? Should there be "minimum requirements"? (see also "Hinweise zum verständlichen Schreiben" in the moodle forums)
- Do you consider it useful to make **linguistic corrections** if you see that your e-tridem partner makes linguistic errors or do you think that this would disturb the communication process?
- What do you think about the idea to **establish a linguistic forum** where the participants can ask linguistic questions to all native speakers?