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ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΠΛΩΜΑΤΙΚΗ ΕΡΓΑΣΙΑ  
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Σχεδίαση και ανάπτυξη Διαδικτυακού μαθήματος για τη διδασκαλία των  
Αγγλικών βασιζόμενοι στο Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις  
Γλώσσες

Design and development of an online course for English Language Teaching  
based on the Common European Framework of Reference for Languages

**Επιβλέπων:**

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*“Per Aspera Ad Astra”-*

*Through hardships to the stars-*

*Lucius Annaeus Seneca*

## **ΥΠΕΥΘΥΝΗ ΔΗΛΩΣΗ ΑΥΘΕΝΤΙΚΟΤΗΤΑΣ**

### **ΒΕΒΑΙΩΣΗ ΕΚΠΟΝΗΣΗΣ ΔΙΠΛΩΜΑΤΙΚΗΣ ΕΡΓΑΣΙΑΣ**

Αυτή η Μεταπτυχιακή Διπλωματική Εργασία υποβάλλεται ως μερική εκπλήρωση των απαιτήσεων του Προγράμματος Μεταπτυχιακών Σπουδών στην «Ηλεκτρονική Μάθηση» του Τμήματος Ψηφιακών Συστημάτων του Πανεπιστημίου Πειραιώς.

Δηλώνω υπεύθυνα ότι η συγκεκριμένη Μεταπτυχιακή Διπλωματική Εργασία έχει συγγραφεί από εμένα προσωπικά και δεν έχει υποβληθεί ούτε έχει αξιολογηθεί στο πλαίσιο κάποιου άλλου μεταπτυχιακού ή προπτυχιακού τίτλου σπουδών, στην Ελλάδα ή στο εξωτερικό.

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### **Η ΔΗΛΟΥΣΑ**

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## ΠΕΡΙΛΗΨΗ

Το MOOC «Bridging the Gap: Advancing from B1 to B2» που φιλοξενείται στην πλατφόρμα OpenedX έχει ως στόχο να προσφέρει στους εκπαιδευόμενους μια σταθερή βάση για την επίτευξη επιπέδου B2 στην αγγλική γλώσσα. Εστιάζει στην ανάπτυξη δεξιοτήτων ακρόασης, ομιλίας και ανάγνωσης, προσαρμόζοντας το περιεχόμενο ώστε να καλύπτει τις ανάγκες τόσο των ενηλίκων όσο και των εφήβων που επιθυμούν να εξελίξουν την επάρκειά τους στην αγγλική γλώσσα.

Με ιδιαίτερη έμφαση στις ικανότητες του 21ου αιώνα – δηλαδή, τη δημιουργικότητα, την κριτική σκέψη, την επικοινωνία και τη συνεργασία – το μάθημα καλλιεργεί μια ολοκληρωμένη προσέγγιση που ξεπερνά την απλή εκμάθηση της γλώσσας. Μέσω των μικρομαθημάτων, οι συμμετέχοντες ενθαρρύνονται να αναπτύξουν κριτική σκέψη και να προσεγγίσουν με δημιουργικότητα καινοτόμες λύσεις για σύγχρονες προκλήσεις.

Η ανάπτυξη αυτών των δεξιοτήτων ενισχύεται και από τη θεματολογία του μαθήματος, η οποία επικεντρώνεται σε παγκόσμια ζητήματα, όπως το περιβάλλον, η τεχνολογία και η εξερεύνηση του διαστήματος. Στόχος είναι να ενθαρρυνθεί η ενσυναίσθηση και η κριτική προσέγγιση της σύγχρονης κοινωνίας και των περιβαλλοντικών προκλήσεων, όπως η κλιματική αλλαγή. Μέσω αυτών των θεματικών ενοτήτων, οι εκπαιδευόμενοι έχουν την ευκαιρία να αποκτήσουν επίγνωση των προβλημάτων που επηρεάζουν τον πλανήτη, να σκεφτούν δημιουργικά και να αναζητήσουν λύσεις για τα προβλήματα αυτά.

Το MOOC «Bridging the Gap: Advancing from B1 to B2» συνολικά προάγει την Ποιότητα στην Εκπαίδευση, σύμφωνα με τον Στόχο 4 των Στόχων Βιώσιμης Ανάπτυξης του Οργανισμού Ηνωμένων Εθνών, ενσωματώνοντας βίντεο και quiz που σχετίζονται με διάφορους Στόχους. Ο εκπαιδευτής χρησιμοποιεί ειδικό περιεχόμενο για να ενημερώσει τους συμμετέχοντες σχετικά με τους Στόχους Βιώσιμης Ανάπτυξης και να ενισχύσει τη βιώσιμη εκπαίδευση, επεκτείνοντας τα μαθησιακά αποτελέσματα του μαθήματος.

Το MOOC είναι δομημένο σε τέσσερα διακριτά μικρομαθήματα, με το καθένα να στοχεύει σε συγκεκριμένες γλωσσικές δεξιότητες. Κάθε μικρομάθημα υποστηρίζεται από τεχνικές μικρομάθησης, όπως σύντομα βίντεο, κουίζ, διαδραστικές εργασίες και φόρουμ συζητήσεων. Αυτές οι τεχνικές έχουν επιλεγεί για να κρατήσουν το ενδιαφέρον των συμμετεχόντων και να προωθήσουν την ενεργό συμμετοχή τους στη μαθησιακή διαδικασία.

Τα μικρομαθήματα καλύπτουν μια ευρεία γκάμα θεμάτων και δραστηριοτήτων. Για παράδειγμα, οι μαθητές καλούνται να κατανοήσουν ανακοινώσεις και οδηγίες, να αναγνωρίσουν τα κύρια επιχειρήματα υπέρ και κατά μιας ιδέας σε συζητήσεις, να εντοπίσουν λεπτομέρειες σε κείμενα και να διακρίνουν πότε ένα κείμενο παρέχει πληροφορίες και πότε επιδιώκει να πείσει. Μέσα από αυτό το πολυδιάστατο περιεχόμενο, οι εκπαιδευόμενοι αποκτούν σταδιακά τις απαιτούμενες δεξιότητες για να επικοινωνούν πιο αποτελεσματικά σε καταστάσεις της καθημερινής ζωής.

Τα μαθησιακά αποτελέσματα του μαθήματος είναι ιδιαίτερα φιλόδοξα και καλύπτουν ένα ευρύ φάσμα γλωσσικών δεξιοτήτων. Αυτά περιλαμβάνουν την ικανότητα κατανόησης οδηγιών και επιχειρημάτων, την ανάλυση περιεχομένου μέσω ενημέρωσης και τη σάρωση σύνθετων κειμένων. Επίσης, το μάθημα παρέχει μια ιδιαίτερη έμφαση στη δεξιότητα της ανάπτυξης ισχυρών και τεκμηριωμένων επιχειρημάτων.

Πιο συγκεκριμένα, στο πρώτο μικρομάθημα, οι εκπαιδευόμενοι εξασκούνται στην κατανόηση οδηγιών και στη διάκριση θετικών και αρνητικών στοιχείων κατά τη διάρκεια μιας συζήτησης. Η κατανόηση των οδηγιών είναι μια δεξιότητα που απαιτείται στην καθημερινότητα αλλά και σε επαγγελματικό πλαίσιο, ενώ η ικανότητα διάκρισης των πλεονεκτημάτων και μειονεκτημάτων ενός επιχειρήματος συμβάλλει στην αποτελεσματική επικοινωνία. Στο πρώτο μικρομάθημα, οι εκπαιδευόμενοι παρακολουθούν ένα βίντεο που παρουσιάζει συνολικά τους Στόχους Βιώσιμης Ανάπτυξης, με έμφαση σε θέματα όπως η φτώχεια, η ανισότητα, και η κλιματική αλλαγή. Οι συμμετέχοντες επίσης αναλύουν ένα γράφημα για τη βιομηχανία της γρήγορης μόδας, που προάγει συζητήσεις για τους Στόχους 12 και 13, με στόχο την ευαισθητοποίηση γύρω από την υπεύθυνη κατανάλωση και την προστασία του περιβάλλοντος.

Στο δεύτερο μικρομάθημα, οι εκπαιδευόμενοι εκπαιδεύονται στην κατανόηση ειδησεογραφικών προγραμμάτων, καθώς και σε ντοκιμαντέρ, συνεντεύξεις και εκπομπές. Αυτή η διαδικασία ενισχύει τη διαπολιτισμική ενημερότητα, καλλιεργώντας ταυτόχρονα δεξιότητες κριτικής σκέψης, ειδικά σε σχέση με την αξιολόγηση της αξιοπιστίας των ειδήσεων και της πληροφόρησης. Στο δεύτερο μικρομάθημα, μια δραστηριότητα αυτοαξιολόγησης περιλαμβάνει βίντεο που προβάλλει τις προσπάθειες της Φινλανδίας να γίνει κλιματικά ουδέτερη, ενισχύοντας τη σύνδεση με τους Στόχους 7 και 11, ενώ ένα quiz εστιάζει στην περιβαλλοντική υπευθυνότητα ενός συγκροτήματος, προωθώντας τους Στόχους 13 και 17.

Το τρίτο μικρομάθημα εστιάζει στην ανάγνωση μεγάλων και σύνθετων κειμένων, ενθαρρύνοντας τους εκπαιδευόμενους να χρησιμοποιούν στρατηγικές γρήγορης ανάγνωσης για τον εντοπισμό κρίσιμων πληροφοριών. Αυτή η δεξιότητα προάγει την αναγνωστική παιδεία, η οποία στην ψηφιακή εποχή αποκτά ιδιαίτερη σημασία για τον εντοπισμό και την αξιολόγηση έγκυρων πληροφοριών. Στο τρίτο μικρομάθημα, οι εκπαιδευόμενοι αναλύουν ένα άρθρο για τους Ολυμπιακούς Αγώνες και την κλιματική αλλαγή, το οποίο συνδέεται με τους Στόχους 3 και 11 και τονίζει τη σημασία της βιωσιμότητας στις μεγάλες διεθνείς διοργανώσεις.

Το τέταρτο μικρομάθημα επικεντρώνεται στην ανάπτυξη ικανότητας υποστήριξης επιχειρημάτων με βάθος και παραδείγματα. Οι εκπαιδευόμενοι μαθαίνουν πώς να παρουσιάζουν μια άποψη με οργανωμένο και πειστικό τρόπο, δεξιότητα που είναι πολύτιμη σε συζητήσεις και παρουσιάσεις. Τέλος, στο τέταρτο μικρομάθημα, ένα διαδραστικό quiz που επικεντρώνεται στον Στόχο 12 ενθαρρύνει την υπεύθυνη κατανάλωση και την παραγωγή, συμβάλλοντας στην κριτική σκέψη και τη συνειδητοποίηση γύρω από τη βιώσιμη συμπεριφορά.

Οι εκπαιδευόμενοι ενθαρρύνονται να ολοκληρώσουν μια σειρά από διαδραστικές και αυτοαξιολογικές δραστηριότητες, οι οποίες περιλαμβάνουν και τις αξιολογήσεις με ανοιχτές απαντήσεις. Αυτές οι δραστηριότητες σχεδιάζονται με τέτοιο τρόπο ώστε οι μαθητές να εφαρμόζουν άμεσα τις νέες γνώσεις τους, να αξιολογούν την απόδοσή τους και να έχουν τη δυνατότητα να διορθώσουν τυχόν αδυναμίες πριν προχωρήσουν στις επόμενες ενότητες του μαθήματος. Η χρήση φόρουμ συζητήσεων ενθαρρύνει την επικοινωνία μεταξύ των μαθητών, προωθώντας έτσι την αλληλεπίδραση και την ανταλλαγή απόψεων.

Μια από τις βασικές αξίες αυτού του MOOC είναι η ευελιξία και η προσβασιμότητα που προσφέρει η διαδικτυακή μάθηση. Δεδομένου ότι το μάθημα φιλοξενείται στην πλατφόρμα OpenedX, οι συμμετέχοντες έχουν τη δυνατότητα να παρακολουθήσουν τα μαθήματα με τον δικό τους ρυθμό. Η δομή αυτή εξυπηρετεί ιδιαίτερα τα άτομα που έχουν περιορισμένο χρόνο ή επιθυμούν να συνδυάσουν τις σπουδές τους με άλλες επαγγελματικές ή προσωπικές υποχρεώσεις.

Οι διαδραστικές δραστηριότητες και τα αυτοαξιολογούμενα κουίζ αποτελούν βασικά εργαλεία που εξασφαλίζουν ότι οι εκπαιδευόμενοι κατανοούν τις θεμελιώδεις έννοιες και

μπορούν να εφαρμόσουν τη γνώση τους σε πραγματικές συνθήκες. Το MOOC αυτό προσφέρει, συνεπώς, μια ολοκληρωμένη μαθησιακή εμπειρία που ενισχύει την αυτονομία των εκπαιδευόμενων και τους δίνει την ευκαιρία να διαχειρίζονται οι ίδιοι την πρόοδό τους.

### **ΛΕΞΕΙΣ/ΦΡΑΣΕΙΣ ΚΛΕΙΔΙΑ**

Κοινό Ευρωπαϊκό Πλαίσιο Αναφοράς για τις Γλώσσες, Επίπεδο B2, Διδασκαλία της Αγγλικής Γλώσσας, Μαζικό Ανοικτό Διαδικτυακό Μάθημα, Βασικές ικανότητες του 21ου αιώνα



## **ABSTRACT**

The MOOC titled "*Bridging the Gap: Advancing from B1 to B2*," hosted on the OpenedX platform, is designed for adult and teenage learners seeking to enhance their English proficiency, with a particular focus on listening, speaking, and reading skills. This course serves as a bridge to the B2 level of English, addressing key competencies of the 21st century known as the 4Cs: Creativity, Critical Thinking, Communication, and Collaboration. Throughout the course, learners engage with environmental, technological, and space exploration themes, fostering awareness of global challenges, particularly climate change, and encouraging solutions-driven thinking.

The MOOC is structured into four micro-lessons, each targeting specific language competencies through microlearning techniques such as short videos, quizzes, interactive tasks, and discussion forums. This ensures that learners are actively engaged while mastering B2-level language skills. Key learning outcomes include understanding instructions and arguments, analyzing media content, scanning complex texts, and developing strong, well-supported arguments.

This MOOC also embraces the flexibility and accessibility characteristic of online learning, making it an ideal choice for self-paced study. Learners are encouraged to complete a range of interactive and self-assessment activities, along with Open Response Assignments, ensuring a comprehensive and practical learning experience.

## **KEY WORDS/ PHRASES**

Common European Framework of Reference for Languages (CEFR), B2 Level, English Language Teaching (ELT), Massive Open Online Course(MOOC), 4Cs

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## LIST OF ABBREVIATIONS

*Table 1. List of abbreviations*

Artificial Intelligence	AI
Augmented Reality	AR
Common European Framework of Reference for Languages	CEFR
connective Massive Open Online Courses	cMOOCs
Content and Language Integrated Learning	CLIL
Creativity, Critical Thinking, Communication and Collaboration	4Cs
Education for Sustainable Development	ESD
English Language Teaching	ELT
Examination for the Certificate of Competency in English	ECCE
extended Massive Open Online Courses	xMOOCs
First Certificate in English	FCE
For example,	e.g.,
Frequently Asked Questions	FAQ
Hours	h
Learning Outcome	LO
Massive Open Online Courses	MOOC
Microlearning Content	MLC
Microlearning Delivery	MLD
Microlearning Evaluation	MLE
Microlearning Objectives	MLO
Minutes	min
Multiple Choice Questions	MCQs
Open Response Assessment	ORA
Page	pg.
Preliminary English Test	PET
Project-based Learning	PBL
Sustainable Development Goals	SDGs
Task-Based Learning	TBL

Television	TV
United Nations	UN
Virtual Reality	VR

## CHAPTER 1. INTRODUCTION

### 1.1 Thesis Introduction

This thesis entitled ‘Design and development of an online course for the teaching of English based on the Common European Framework of Reference for Languages’ was created in the context of the Master's programme 'E-learning' offered by the University of Piraeus. The aim of this thesis is to highlight the importance of teaching English as a global language in relation to the Common European Framework of Reference for Languages (CEFR). English is a core part of many school curricula around the world and an essential qualification for career advancement. According to British Council, languages play a key role in curricula across Europe. So, attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education. In that case, *“the CEFR provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations and textbooks across Europe”* (Purposes of the CEFR, 2023).

According to the Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teacher, *“CEFR is a detailed description of learner level by skill, in a language-neutral format. It is a useful reference document for school directors, syllabus designers, teachers, teacher trainers and proficient learners. The CEFR has three broad bands – A, B and C. Everyone can see these as similar to Beginner, Intermediate and Advanced – though the CEFR levels are more precise than these terms (and calls them Basic, Independent, and Proficient). Each of those bands is divided into two, giving us six main levels”* (2013, pg.2). Moreover, *“the descriptions of levels are skills-based and take the form of Can-Do statements”* (“Introductory Guide to the Common European Framework of Reference (CEFR) for English Language Teacher,” 2013, pg.2) and some of these statements are used as the learning outcomes of this MOOC.

Language teaching appears to be more successful when it focuses on the special outcomes of language learning as exam grades are interpreted in terms of specific skills and abilities. Linking teaching to the CEFR is an effective way of achieving this. This proficiency framework helps individual learners to orient themselves and set goals. Teaching can focus on the strengths and weaknesses of every student so as their optimal level is reached. This framework also facilitates shared understanding of levels and relating outcomes to what learners can do in different contexts (*“Using the CEFR: Principles of Good Practice,”* 2011).

To develop the skills for this e-course, Massive Open Online Courses (MOOC) have been chosen as the ideal educational tool. As the landscape of education has changed radically with the latest technological advancements, MOOCs have gained immense popularity. MOOCs offer inclusivity, accessibility, and cost-effective learning opportunities for learners from diverse backgrounds and locations (Alreend, 2023). They provide high-quality content, flexibility, and convenience, making education more affordable. MOOC platforms like Edx and Coursera offer a vast array of courses, making them interactive and lifelong learning opportunities (Walker, 2023). However, challenges such as technology issues, low completion rates, low interaction, and engagement to learning activities, and lack of credible assessment should be dealt with for the success of MOOCs (Mougiakou, 2020). Another critical issue is the lack of quality assurance. To ensure the ongoing success of MOOCs, it is crucial to address the need for appropriate equipment, reliable internet connections, and high self-discipline among learners (Walker, 2023).

In literature, micro-learning is a teaching-learning-assessment method that focuses on delivering content in bite-sized bursts of 5-15 minutes, using digital tools and technologies. It involves presenting new content, practicing, guiding, self-assessment, and reflection, with the final phase being certification assessment (Brew & Brew, 2022). This approach is effective for achieving specific learning outcomes and that is why it is chosen to be applied in this MOOC.

## **1.2 Thesis Contribution**

In this thesis, level B2 and some of the skills included in the CEFR have been chosen to be considered as covering essential competencies in this level. The e-learning course on which this thesis is based develops four micro-lessons whose aim is to develop eight skills. These skills refer to oral, audiovisual, and reading comprehension and ultimately oral production. These specific skills have been chosen as they are part of our everyday life and appear to be substantial parts of the examinations at that level (*“First Certificate in English-FCE/ B2 First”*, issued by Cambridge English Language Assessment and *“Examination for the Certificate of Competency in English (ECCE)”*, issued by Michigan Language Assessment).

According to Cambridge English Language Assessment, *“A B2 First qualification proves you have the language skills to live and work independently in an English-speaking country or study on courses taught in English”* (Cambridge Assessment English, n.d., B2 First). According to

Hellenic American Union, “the Examination for the ECCE is a standardized, 4-skill English test (also known as ‘Lower’ in Greece) at the upper-intermediate level of the Common European Framework of Reference for Languages (CEFR B2). It is a secure exam developed by Michigan Language Assessment and administered by authorized test centers worldwide. The ECCE is officially recognized in Greece by the state (Supreme Council for Civil Personnel Selection) and the private sector (e.g., airline, insurance, and shipping companies, travel agencies, private banks) as a B2 level certification of English language competence. It is also recognized in several countries as official proof of the upper-intermediate level in the English language and can be used for academic and professional purposes that require language competence certification of this level” (ECCE, 2024, Language Certifications).

The instructor of this course has created an interactive MOOC using microlearning formats, including videos on environment, technology, and space. The e-course consists of interconnected micro-lessons targeting two learning outcomes. Videos in practice and self-assessment sections build environmental awareness and advance to B2 level in English. The MOOC aims to enhance the 4Cs (Creativity, Critical Thinking, Communication and Collaboration) competencies, preparing individuals for the 21st century.

Moreover, the online course that has been created as the basis of this thesis encompasses the methodologies of CLIL (Content and Language Integrated Learning) and TBL (Task-based Learning). As I am an English language teacher, I am primarily responsible for teaching English, but in CLIL methodology, I also support the content learning by introducing relevant vocabulary and functional language related to a given subject or topic (in that case, climate change and possible eco-friendly solutions) and by emphasizing critical thinking (Zemach, 2024). Some of the benefits of CLIL methodology include: “a deeper understanding of the target language, mastery of a subject, improved social and critical thinking skills, and even a stronger, more flexible brain” (Zemach, 2024, What are the benefits of CLIL?).

TBL is used in this MOOC as it appears as an alternative for language teachers. “In a task-based lesson the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it” (A Task-based Approach, n.d.). Therefore, students appear more motivated since they are working on something more personal and relevant to them (Corwin, 2024a). In that, environmental crisis appears more than relevant to them right now. As this

MOOC implies the immediate action that should be taken to support the environment, encourage trainees to use their problem-solving skills as well.

Finally, it is noteworthy that most of the videos that have been chosen but also some of the content presented in the first two sections of microlessons aim to align this MOOC to 17 Sustainable Development Goals (SDGs), which are included in the 2030 Agenda for Sustainable Development (*THE 17 GOALS | Sustainable Development*, n.d.). By carefully choosing relevant videos for each activity and aligning them with the SDGs, my MOOC could support both language skills development and raise awareness of global sustainability challenges. This MOOC effectively integrates both language learning and broader educational goals, creating a more meaningful learning experience for the trainees. This approach would also help develop learners' critical thinking, argumentative skills, and comprehension in the context of real-world issues related to the SDGs.

### **1.3 Thesis Structure**

The structure of this thesis consists of six chapters:

- Chapter 1 introduces the thesis and refers its contribution and structure.
- Chapter 2 analyses the field overview and presents information regarding other relevant online courses related to the chosen skills developed in this course. The full description of these courses with their core elements is available as well. In this chapter, critical analysis of these courses is also included.
- Chapter 3 analyzes the design of the online course in the digital platform. In this chapter, general information about the course, the duration, the learning outcomes, assessment procedure and the prerequisites of trainees are listed. Moreover, a flow diagram and the educational design description table are included. The MOOC is implemented in the OpenedX platform. The e-course is divided into four basic micro-lessons, each of which is separated into two sub-modules. Each sub-module targets the fulfillment of a single learning outcome.
- Chapter 4 refers to the implementation of the online course in the digital platform of OpenedX. In this chapter, screenshots from the OpenedX platform have been taken to show the student's view as he moves on in this MOOC. Moreover, the use of digital tools and the connection of these tools with the learning outcomes has been explained.

- Chapter 5 analyzes the evaluation of the online course. The evaluation of the MOOC is based on an evaluation rubric divided into two basic parts: design and implementation of the online course.
- Chapter 6 concludes the findings, points the potential limitations, and suggests areas for further research with regards to this MOOC or other relevant MOOCs.



## CHAPTER 2. FIELD OVERVIEW OF MOOCS RELATED TO TEACHING ENGLISH ACCORDING TO THE CEFR

In this unit, I have chosen to analyze ten online courses offered by different digital platforms. These MOOCs focus on teaching English based on CEFR levels and their corresponding descriptors. Most of these MOOCs target the B1-B2 level. Their analysis consists of the core elements of a MOOC and my critical analysis for each of this course. It is noteworthy that CEFR levels and descriptors are used broadly in most of the below mentioned courses to share a collective understanding of knowledge as far as English is concerned. So, after this thorough search throughout relevant MOOCs focused on English teaching based on CEFR levels, I decided to work on my thesis entitled ‘Design and development of an online course for English Language Teaching (ELT) based on the Common European Framework of Reference for Languages.’

### 2.1 MOOC “English Language Skills A2-B1 CEFR: Low-Intermediate Specialization”

*Table 2. Description of the course “English Language Skills A2-B1 CEFR: Low-Intermediate Specialization”*

Description of the Course	
<b>Title of the Course</b>	English Language Skills A2-B1 CEFR: Low-Intermediate Specialization
<b>About the Course</b>	According to the brief description of the course, a trainee can “ <i>level Up his English skills and become a confident communicator by advancing his professional and everyday English language skills</i> ” (English Language Skills A2-B1 CEFR: Low-Intermediate, n.d.).
<b>Who can take this Course</b>	Not mentioned

<b>Learning Outcomes</b>	<p>According to the description of the course, trainees will be able to:</p> <ul style="list-style-type: none"> <li>• <i>“Understand main points when reading or listening to familiar topics encountered in work and daily life.</i></li> <li>• <i>develop personal and professional relationships through conversations about planning, advice, interests, and opinions.</i></li> <li>• <i>communicate needs through conversation, email, or phone calls with colleagues and customer or while shopping or traveling” (English Language Skills A2-B1 CEFR: Low-Intermediate, n.d., What you’ll learn).</i></li> </ul>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	Coursera
<b>URL of Course</b>	<a href="#">English Language Skills A2-B1 CEFR: Low-Intermediate   Coursera</a>
<b>Conditions of Successful Completion</b>	Completion of quizzes in every course
<b>Type of Certificate</b>	Career certificate
<b>Duration of Course</b>	3 months
<b>Estimated Workload for the Completion of Course</b>	3-4 hours per week
<b>Language</b>	English
<b>Prerequisites</b>	According to the description of the course, trainees should have an

	<p>“A2 level of English:</p> <ul style="list-style-type: none"> <li>• Have short conversations</li> <li>• Read short texts and signs</li> <li>• Communicate basic questions and needs” (English Language Skills A2-B1 CEFR: Low-Intermediate, n.d., What background knowledge is necessary?).</li> </ul>
<b>Institution</b>	Voxy
<b>Instructor</b>	Dr. Katharine Nielson (Chief Education Officer at VOXY), Rebecca Payne- Passmore (Manager of Content and Publishing at Voxy)

According to the extended description of this course, trainees can follow an authentic, task-based technique that offers a two-for-one opportunity for personal development. As a result, while simultaneously improving their command of English language, trainees gain the practical information, and abilities needed for their everyday tasks. With Voxy's cutting-edge platform, learners may accomplish their objectives more quickly since it automatically adjusts to each student's current proficiency level and performance in speaking, listening, reading, grammar, and vocabulary, ensuring that every session is designed to promote learning quickly (*English Language Skills A2-B1 CEFR: Low-Intermediate, n.d.*).

After the completion of each course, students will have the chance to customize their education by choosing the material to study in accordance with their objectives and areas of interest for an independent study project. Learners have the choice of concentrating on subjects to enhance their professional skills or delving more deeply into a particular area of interest. Along the way, they will receive instruction from specialist Dr. Katie Neilson on several research-based language acquisition techniques (*English Language Skills A2-B1 CEFR: Low-Intermediate, n.d.*).

In conclusion, this course can be considered ideal for those who desire to improve their English language skills from A2 to B1 proficiency for career development, everyday communication, and their personal life. Learning outcomes can be achieved in the

abovementioned timespan. The duration of the course can be characterized adequate for the necessary workload that trainees must deal with. Trainees get a career certificate, after the completion of the quizzes in every course, which can be uploaded in their LinkedIn profile to prove their knowledge. The only drawback is the fact that the target group of attendants of this course is not mentioned clearly. However, it is obvious that the individuals that will enroll for this course should have conquered A2 level of English.

## 2.2 MOOC “IsraelX: Advanced Spoken English through metaverse”

*Table 3. Description of the course “IsraelX: Advanced Spoken English through metaverse”*

Description of the Course	
<b>Title of the Course</b>	IsraelX: Advanced Spoken English through metaverse
<b>About the Course</b>	<p>According to the description of the course, trainees can:</p> <p><i>“Get ready to take your spoken English skills to the next level with our advanced course. Through innovative technologies and a supportive environment, you'll have endless opportunities to enhance your fluency, pronunciation, grammar, and vocabulary - all with the goal of achieving exemption level (B2). With unlimited access to our virtual world and personalized attention from our expert teachers, you will gain the confidence to speak English with ease” (Elaine, n.d.).</i></p>
<b>Who can take this Course</b>	Not mentioned

<b>Learning Outcomes</b>	<p>According to the description of the course, the learning outcomes are the following:</p> <p><i>“1. Boost confidence in English use</i></p> <p><i>2.Improve fluency &amp; pronunciation</i></p> <p><i>3.Expand everyday &amp; academic vocabulary</i></p> <p><i>4.Increase accuracy in English</i></p> <p><i>5.Raise cultural &amp; contextual awareness</i></p> <p><i>6.Foster appropriate expressions &amp; discourse</i></p> <p><i>7.Speak about diverse topics in a supportive environment</i></p> <p><i>8.Encourage spoken English practice” (Elaine, n.d., What you’ll learn).</i></p>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	EdX
<b>URL of Course</b>	<a href="#">IsraelX: Advanced Spoken English through metaverse   edX</a>
<b>Conditions of Successful Completion</b>	<p>According to the description of the course, students’ requirements to receive a grade and certificate are:</p> <p><i>“1.to successfully complete all the assignments on the site</i></p> <p><i>2.to successfully complete the speaking pal assignments and quizzes,</i></p> <p><i>3.to complete the assignments on the virtual world</i></p>

	4. to take the end of course external assessment exam” (Elaine, n.d., View course material).
<b>Type of Certificate</b>	Certificate of completion
<b>Duration of Course</b>	13 weeks
<b>Estimated Workload for the Completion of Course</b>	2-4 hours/week
<b>Language</b>	English
<b>Prerequisites</b>	English level of B1
<b>Institution</b>	IsraelX
<b>Instructor</b>	Dr. Elaine Hoter (senior lecturer at Talpiot College in Holon, Israel), Dr. Ilan Nagar (lecturer in the education department at Hemdat Hadarom College, Israel)

According to the extended description of the course, the course's experienced instructors will lead students through an extensive syllabus that includes all the content required to pass the B2 level spoken English and listening comprehension exams. Students will gain more vocabulary for both academic and everyday use, enhance their fluency and pronunciation, and increase the accuracy of their English. In addition, they will acquire cultural awareness and acquire language and expressions suitable for a range of contexts (Elaine, n.d.).

According to the description, *“to improve their educational experience, trainees can make use of cutting-edge tools and techniques. They can use word banks and expressions to raise your spoken English, practice repetition for better pronunciation and fluency, and interact with voice recognition. Additionally, students have access to a virtual environment where they can engage in peer work, group projects with English professors, and robot role plays and simulations”* (Elaine, n.d.).

In conclusion, this course can be considered innovative and ideal for those who intend to improve their spoken English and listening comprehension in level of B2 required by academic institutions. Trainees have the chance to get into a totally different world, the one of virtual

reality and enjoy the augmented capabilities that this course offers. The only drawback is the fact that the target group of this course is not mentioned in the description, but it can be easily assumed that trainees should have reached the level of B1 in English according to the prerequisites. The duration of the course and the estimated workload can be considered adequate in order learning outcomes can be achievable.

### 2.3 MOOC “Complete English Course to master A1, A2, B1, B2 levels”

*Table 4. Description of the course “Complete English Course to master A1, A2, B1, B2 levels”*

Description of the Course	
<b>Title of the Course</b>	Complete English Course to master A1, A2, B1, B2 levels
<b>About the Course</b>	According to the course, this is a “full English course to master translations English Spanish, grammar, vocabulary, reading, listening, pronunciation” (Complete English Course to Master A1, A2, B1, B2 Levels, n.d.).
<b>Who can take this Course</b>	“This course is designed for those who are preparing for an exam, looking to improve their language skills for work or travel, or simply want to feel more confident speaking English. This course is created especially for Spanish speakers” (Complete English Course to Master A1, A2, B1, B2 Levels, n.d., “Who is this course for”).
<b>Learning Outcomes</b>	The outcomes of the course are the following:  “Trainees will improve all aspects of the English language, including grammar, vocabulary, pronunciation, and speaking.

	<p>Trainees will learn four levels corresponding to the A1, A2, B1, and B2 levels of the Common European Framework of Reference for Languages (CEFR).</p> <p>Each level builds upon the previous one, providing a logical and structured progression through the language.</p> <p>Trainees will have hundreds of phrases to translate in order to train their brain to automatically think in English.</p> <p>It will serve as preparation for they to pass their exams without problems” (Complete English Course to Master A1, A2, B1, B2 Levels, n.d., “What you’ll learn”).</p>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	Udemy
<b>URL of Course</b>	<a href="#">Complete English Course to master A1, A2, B1, B2 levels   Udemy</a>
<b>Conditions of Successful Completion</b>	Completion of interactive exercises & quizzes
<b>Type of Certificate</b>	Certificate of completion
<b>Duration of Course</b>	23h and 12 min
<b>Estimated Workload for the Completion of Course</b>	Not mentioned
<b>Language</b>	English
<b>Prerequisites</b>	According to the description, “there are no prerequisites for this course, as it covers from beginner to upper-intermediate level” (Complete English Course to Master A1, A2, B1, B2 Levels, n.d., “Requirements”).



<b>Institution</b>	My Teacher Academy
<b>Instructor</b>	My Teacher Academy (not a specific professor mentioned)

According to the description, “this course is created especially for Spanish speakers, as they will improve their English with vocabulary lessons and phrases to translate from English to Spanish and vice versa” (*Complete English Course to Master A1, A2, B1, B2 Levels*, n.d., “Description”).

This course is perfect for anyone who want to enhance their language skills, regardless of skill level—intermediate students looking to advance to the next level or beginner students just starting out. It covers all aspects of the English language, including grammar, vocabulary, pronunciation, and speaking. There are no prerequisites because it covers basic to upper-intermediate levels. The four levels that comprise the course are identical to levels A1, A2, B1, and B2 of the Common European Framework of Reference for Languages (CEFR). Each level builds on the one before it in a logical and methodical way as the language is taught (*Complete English Course to Master A1, A2, B1, B2 Levels*, n.d.).

According to the extended description, throughout the course, learners will come across a variety of authentic English materials, including texts, audio files, and videos. Furthermore, they will have the opportunity to refine their skills through interactive assignments and assessments. Through the exercises of translating sentences from Spanish to English and vice versa, trainees will develop automatic cognitive processes in English as they practice translation in each of the grammar and vocabulary courses. This course is designed to provide students a solid foundation in the English language, with progress checkpoints to monitor their improvement and ensure they finish the course with confidence (*Complete English Course to Master A1, A2, B1, B2 Levels*, n.d.).

In the description, trainees get informed easily about the alignment of the course with the following levels:

- “From Cambridge University in the UK: Starters, Flyers, Preliminary English Test (PET), First Certificate Exam (FCE)
- From the Common European Framework of Reference for Languages (CEFR): A1, A2, B1, B2

- For the TOEFL (Test of English as a Foreign Language) exam: 87-109 points.

So, they can easily understand and check the progress they have made” (Complete English Course to Master A1, A2, B1, B2 Levels, n.d., “Description”).

In conclusion, this course has been designed especially for Spanish speakers, but it is also mentioned that it is also designed for those who “are preparing for an exam, looking to improve their language skills for work or travel, or simply want to feel more confident speaking English” (Complete English Course to Master A1, A2, B1, B2 Levels, n.d., “Who is this course for”). There is a possibility that people who do not have any knowledge of Spanish may encounter some problems until the completion of the course. The duration of the course does not seem proper for the coverage of all these levels. The trainees will get a certificate of completion upon the completion of interactive exercises & quizzes. It is noteworthy that the description refers to the alignment of the course with renowned universities qualifications like PET or FCE.

## 2.4 MOOC “Basic English 2: Pre-Intermediate”

**Table 5. Description of the course “Basic English 2: Pre-Intermediate”**

Description of the Course	
<b>Title of the Course</b>	Basic English 2: Pre- Intermediate
<b>About the Course</b>	According to the description of the course, the trainee can “develop his English for use in different everyday situations and build more confidence in his listening skills” after completing that course (FutureLearn, n.d.-a).
<b>Who can take this Course</b>	According to the description of the course “this is designed for refugees, displaced people and the communities supporting them in the MENA (Middle East and Northern Africa) region who want to learn English for studying and for work. It has been created as part of the

	<i>PADILEIA project. However, it will also be of interest to anyone looking to develop their skills in basic English” (FutureLearn, n.d.-a, “Who is the course for”).</i>
<b>Learning Outcomes</b>	<p>By the end of the course, trainees will be able to...</p> <p><i>“1. Identify language associated with everyday situations, such as studying, shopping, and talking about time and schedules</i></p> <p><i>2. Develop confidence in key language items useful in a range of different scenarios</i></p> <p><i>3. Apply language skills for everyday conversations</i></p> <p><i>4. Demonstrate understanding of relevant language that can help the learner progress along the path to studying at a university” (FutureLearn, n.d.-a, “What you’ll achieve”).</i></p>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	FutureLearn
<b>URL of Course</b>	<a href="https://www.futurelearn.com/courses/develop-your-english-skills">Develop your English Skills - Online Course (futurelearn.com)</a>
<b>Conditions of Successful Completion</b>	<i>“Completion 90% of course steps and all the assessments to earn the certificate” (FutureLearn, n.d.-a, “Map your progress”).</i>
<b>Type of Certificate</b>	Digital certificate when eligible
<b>Duration of Course</b>	4 weeks

<b>Estimated Workload for the Completion of Course</b>	4 hours/week
<b>Language</b>	English
<b>Prerequisites</b>	According to the description of the course, it is recommended learners “ <i>have a minimum of CEFR (Common European Framework of Reference for Languages) A2 to get the most from this course</i> ” (FutureLearn, n.d.-a, “Who is the course for”).
<b>Institution</b>	King’s College London
<b>Instructor</b>	Jessica Cooper (Postgraduate and Executive Education Coordinator at The English Language Centre, KCL), Moia Rowsome (Instructional Designer for the PADILEIA MOOCs at King's Online, King's College London)

According to the description, students will improve their English proficiency on this course. Learners will improve their listening comprehension and expand their usage of English in a variety of real-world contexts. Learners will improve their English by listening to speakers in a variety of contexts, and instructors will assess your understanding by having you write brief answers to easy discussion questions (FutureLearn, n.d.-a). Trainees will feel more assured in their capacity to speak and comprehend simple English by the completion of the course. A suggested course is provided in the course description if the trainees would prefer one that is simpler (FutureLearn, n.d.-a).

In conclusion, it is noteworthy that this course is designed for refugees, displaced people and the communities supporting them who want to learn English for studying and for work and that renders the course into a unique project as I have not encountered a similar e-course during my search throughout the MOOCs teaching English based on the CEFR levels.

According to the description, learners should also have a minimum of CEFR A2 to get the most from this course.

Those wishing to improve their basic English skills will find this course to be very beneficial. When qualified, a digital certificate may be provided; however, this requires that students pay for the course and upgrade. Subsequently, they must check that more than 90% of the course steps have been completed and tackle every exam question, scoring at least 70%. It can be concluded that the course's duration and expected effort are sufficient to meet learning objectives.

## 2.5 MOOC “Learn English Through TV Drama Series: Skipper's Pass”

*Table 6. Description of the course “Learn English Through TV Drama Series: Skipper's Pass”*

Description of the Course	
<b>Title of the Course</b>	Learn English Through TV Drama Series: Skipper's Pass
<b>About the Course</b>	According to the description of the course, a trainee can <i>“improve their English language skills by watching a short television drama series”</i> (FutureLearn, n.d.-b).
<b>Who can take this Course</b>	According to the description of the course, <i>“this course is designed for anyone looking to learn English at an intermediate level in a unique and engaging way”</i> (FutureLearn, n.d.-b, “Who is the course for”).
<b>Learning Outcomes</b>	By the end of the course, trainees will be able to...  <i>“1. Demonstrate understanding of important concepts from visual and audio cues</i>

	<p>2. Develop confidence in using key phrases in English for social situations</p> <p>3. Apply language skills in everyday contexts such as asking for directions</p> <p>4. Improve awareness of common grammatical functions and uses” (FutureLearn, n.d.-b, “What will you achieve?”).</p>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	FutureLearn
<b>URL of Course</b>	<a href="https://www.futurelearn.com/courses/learn-to-speak-english-through-tv-drama-series">Learn to Speak English Through TV Drama Series - Online Language Course (futurelearn.com)</a>
<b>Conditions of Successful Completion</b>	“Completion 90% of course steps and all of the assessments to earn the certificate” (FutureLearn, n.d.-b)
<b>Type of Certificate</b>	“Certificate of Achievement to prove your success when you're eligible” (FutureLearn, n.d.-b, “Map your progress”)
<b>Duration of Course</b>	4 weeks
<b>Estimated Workload for the Completion of Course</b>	4 hours/week
<b>Language</b>	English
<b>Prerequisites</b>	To get the most out of this course, it is recommended that trainees have “a minimum of CEFR A2 level English” (FutureLearn, n.d.-b).
<b>Institution</b>	Chasing Time English

<b>Instructor</b>	Scott Granville (Co-founder and Managing Director at Chasing Time English), Karen Kemsley (Senior Materials Writer and Production Manager at Chasing Time English), Ben Woollen (Co-founder and Head of Media Production at Chasing Time English)
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According to the extended description, because of the course's innovative approach, students may watch an exciting and original TV drama series and then use the vocabulary from each episode to advance their English language study. Trainees will gain an awareness of typical grammatical functions and uses through preview discussions, brief episode viewing, and post-watching activities. Through active engagement with the narrative drama series, trainees will enhance their opportunities for active learning and develop their speaking, writing, and viewing abilities. Trainees will be able to use their English language abilities in common situations by the end of the course, such as asking for directions (FutureLearn, n.d.-b).

To sum up, this course demonstrates that it has been carefully developed to select relevant learning materials and assist students in learning English in the most interesting way possible. It is another unique course, and I have not encountered a similar course during my search. The timespan of the course can be characterized as adequate for the fulfillment of the learning outcomes. Trainees will have the opportunity to watch an original TV drama series while learning English. Trainees will have fun, and they will be motivated until the end of the course. It is noteworthy that there is no mention of connection of this course with the CEFR levels but there is reference of B1 level as a requirement of enrollment to this course (FutureLearn, n.d.-b).

Since this course is provided on the same platform as the fourth course, students must upgrade and pay for the course to receive a digital certificate of achievement when they meet the requirements. Subsequently, they must check that more than 90% of the course steps have been completed and tackle every exam question, scoring at least 70%.

## 2.6 MOOC “Complete English Course: Master English Beginner to Advanced”

Table 7. Description of the course “Complete English Course: Master English Beginner to Advanced”

Description of the Course	
<b>Title of the Course</b>	Complete English Course: Master English Beginner to Advanced
<b>About the Course</b>	According to the description of the course, the trainees can “ <i>learn how to have a natural conversation FAST from a native English speaker</i> ” (Complete English Course: Master English Beginner to Advanced, n.d.).
<b>Who can take this Course</b>	According to the description of the course, the trainees who can attend the course are the following:  “ <i>Students and adults who want to expand their English, people looking to study or work in an English-speaking country and English language learners looking to master the language</i> ” (Complete English Course: Master English Beginner to Advanced, n.d., “Who is this course for”)
<b>Learning Outcomes</b>	According to the description of the course, the learning outcomes are the following:  “ <i>1. Detailed understanding of English grammar 2.1000+ vocabulary words 3.How to make appointments and plans 4.Describing your favorite books and films</i> ”



	<p>5. <i>Advanced reading and speaking skills</i></p> <p>6. <i>Conversational English to sound like a native</i></p> <p>7. <i>Techniques for improving listening comprehension</i></p> <p>8. <i>Business English</i></p> <p>9. <i>Advanced conversational topics including preparing for meetings, job discussions, cultural exchanges</i></p> <p>10. <i>Strategies for advanced writing</i></p> <p>11. <i>Proficiency in pronunciation with a focus on American accents, IPA basics, and refining advanced speech” (Complete English Course: Master English Beginner to Advanced, n.d., “What you’ll learn”).</i></p>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	Udemy
<b>URL of Course</b>	<a href="#">Complete English Course: Master English Beginner to Advanced   Udemy</a>
<b>Conditions of Successful Completion</b>	Not mentioned
<b>Type of Certificate</b>	Certificate of completion
<b>Duration of Course</b>	146h 44m
<b>Estimated Workload for the Completion of Course</b>	Not mentioned
<b>Language</b>	English

<b>Prerequisites</b>	According to the description of the course, trainees should have:  <i>“1.A basic level of English  2.A positive attitude  3.A desire to learn” (Complete English Course: Master English Beginner to Advanced, n.d., “Requirements”).</i>
<b>Institution</b>	Linguae Learning
<b>Instructor</b>	Linguae Learning (Instructors are not mentioned clearly).
<b>Anything else that is useful</b>	

According to the description, trainees, after finishing the course, students will be able to confidently participate in professional and everyday conversations, create complex sentences employing a variety of verb tenses and conditionals, and interpret and analyze a variety of media and literary genres. In the end, they will be able to use sophisticated listening strategies to comprehend spoken English in a variety of contexts (*Complete English Course: Master English Beginner to Advanced, n.d.*).

To sum up, this course seems ideal for English language learners who are looking to master the language. The duration of the course seems appropriate for the fulfillment of all the learning outcomes. There is no clear mention to the CEFR levels, but the connection is implied with the terms ‘Beginner’ and ‘Advanced’ in the title of the course. A certificate of completion can be issued upon the completion of the course, but the conditions of the successful completion are not stated clearly. The brief description of the course below the title can be characterized quite tempting for those who desire to learn how to have a natural conversation fast from a native English speaker. The word ‘Fast’ in capital letters can be an eye-catching detail and a smart marketing trick to persuade trainees buy this course.

## 2.7 MOOC “B1-B2 Intermediate Level ENGLISH Course | Complete Grammar”

**Table 8. Description of the course “B1-B2 Intermediate Level ENGLISH Course | Complete Grammar”**

Description of the Course	
<b>Title of the Course</b>	B1-B2 Intermediate Level ENGLISH Course   Complete Grammar
<b>About the Course</b>	According to the description of the course this is an “B1 - B2 Intermediate Level English Course for learners who want to improve their Basic English Grammar and Structures” (Demir & Ewang, n.d.).
<b>Who can take this Course</b>	<p>According to the description of the course, you can take this course:</p> <ul style="list-style-type: none"> <li>• “If you have completed elementary level of English, and if you have some basic English knowledge, you can start this course.</li> <li>• If your level is already B1 or B2 but you want to revise your knowledge, you can start this course.</li> <li>• If you want to improve your grammar knowledge and vocabulary, you can start this course.</li> <li>• If you want to improve your grammar, writing, vocabulary, listening, reading and so your speaking skills, this course is fit for you.</li> <li>• If you are a high school student, university student or a new graduate</li> </ul>

	<p>who want to learn English, you can start this course.</p> <ul style="list-style-type: none"> <li>• If you are a professional working in an international environment and need to learn English, you can start this course.</li> <li>• If you want to follow a high-quality course with the best explanations and content, you can start this course” (Demir &amp; Ewang, n.d., “Who this course is for”).</li> </ul>
<p><b>Learning Outcomes</b></p>	<p>According to the description of the course, the learning outcomes are the following:</p> <p>“1. In this course, you will learn all the B1 and B2 INTERMEDIATE level grammar rules, sentence structures and vocabulary.</p> <p>2.You will learn how to use structures in their best grammatical usage with different contexts and samples. Besides this, you will learn how to use vocabulary.</p> <p>3.After each video, you will do minimum 5 activities in Udemy for a review and to reinforce your knowledge of the lesson.</p> <p>4.With extra SOURCES, you will be able to do extra GRAMMAR, VOCABULARY, LISTENING, WRITING and READING activities, which will improve your English skills.</p> <p>5.You will be able to create better sentences in English and communicate in English much more easily.</p>

	6.You will complete B1-B2 Intermediate level and become ready to start C1-C2 Advanced level of English” (Demir & Ewang, n.d., “What you’ll learn”).
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	Udemy
<b>URL of Course</b>	<a href="#">B1-B2 Intermediate Level ENGLISH Course   Complete Grammar   Udemy</a>
<b>Conditions of Successful Completion</b>	According to the description, “trainees will need to watch the videos and do the exercises” (Demir & Ewang, n.d., “Description”).
<b>Type of Certificate</b>	According to the description, “after completing the course, trainees will receive a course completion certificate” (Demir & Ewang, n.d., “Description”).
<b>Duration of Course</b>	5h 30m total length
<b>Estimated Workload for the Completion of Course</b>	Not estimated
<b>Language</b>	English
<b>Prerequisites</b>	<p>According to the description of the course, the prerequisites are the following:</p> <ul style="list-style-type: none"> <li>• “Watch each video with the help of a dictionary. Videos are short and has slow - clear explanation.</li> <li>• After watching the video, do the activities in UDEMY.</li> <li>• We add extra materials periodically in SOURCES section, follow them. These</li> </ul>

	<p><i>extra materials are to help you improve your skills.</i></p> <ul style="list-style-type: none"> <li>• <i>With the extra materials, you can do grammar, vocabulary, reading, listening, and writing activities in English” (Demir &amp; Ewang, n.d., “Requirements”).</i></li> </ul>
<b>Institution</b>	Not mentioned
<b>Instructor</b>	Akın Demir (English Teacher & Author & Educational Consultant), Rebecca Ewang (International English Teacher at MyECO)

According to the description, this course is intended for those learning English anywhere in the world who are familiar with the A1–A2 Elementary Level. Students have the option to enroll in another A1–A2 level English course if their level is poor.

According to the curriculum, the instructor will lead the students in a few tasks, and following each video, they will be given additional assignments to consolidate the knowledge they have learned. Lastly, learners will always have access to the course. The additional study resources that are periodically provided to each video are another benefit of this course. The linguistic proficiency of the trainees will increase with these extra exercises (Demir & Ewang, n.d.).

In conclusion, if students have a basic understanding of English and want to advance to the B1–B2 Intermediate Level in grammar, vocabulary, listening, reading, writing, and natural speaking, this course is the ideal fit for them. The access to this course will be lifelong and they students can study whenever and wherever they are located. In requirements section, there is no mention about necessary prior knowledge of English but only some basic information for the procedure of this course. Nonetheless, in the section about the people who can attend this course, there is mention of the basic English knowledge that is necessary to take advantage of this course. A course completion certificate will be issued and awarded to the participants upon the completion of the course. The certificate can be awarded to those who have paid for this course. It is mentioned that the Udemy certificate can be used

anywhere in the world. It is noteworthy that even though the instructors of this course are clearly stated, no institution is mentioned. That fact may render this certificate into a less trustworthy one.

## 2.8 MOOC “English Upper Intermediate B2.1”

*Table 9. Description of the course “English Upper Intermediate B2.1”*

Description of the Course	
<b>Title of the Course</b>	English Upper Intermediate B2.1
<b>About the Course</b>	According to the description of the course, “it will help you take your English to the next level, to study abroad, to work in an international organization, or simply to hone your language competencies and intercultural skills in today's global world. The course is based around the lives of a bilingual family and covers interesting, contemporary topics. You will find a variety of input to help you build your knowledge of vocabulary, grammar, and pronunciation. There are interactive exercises to help you develop your reading, writing, listening, and speaking skills in a variety of contexts, and a wide range of practical and creative tasks to support your learning and encourage communication” (English Upper Intermediate B2.1, n.d., “There are 6 modules in this course”).
<b>Who can take this Course</b>	Not mentioned
<b>Learning Outcomes</b>	The learning outcomes are the following:

	<ul style="list-style-type: none"> <li>• “Vocabulary and grammar for effective communication in the workplace</li> <li>• Essential skills to operate effectively in an English-speaking work context” (English Upper Intermediate B2.1, n.d., “What you’ll learn”).</li> </ul>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	Coursera
<b>URL of Course</b>	<a href="#">English Upper Intermediate B2.1   Coursera</a>
<b>Conditions of Successful Completion</b>	According to the description of the course, “to access graded assignments and to earn a Certificate, you will need to purchase the Certificate experience” (English Upper Intermediate B2.1, n.d., “When will I have access to the lectures and assignments?”).
<b>Type of Certificate</b>	According to the description of the course, “upon completing the course, your electronic Certificate will be added to your Accomplishments page - from there, you can print your Certificate or add it to your LinkedIn profile” (English Upper Intermediate B2.1, n.d., “What will I get if I purchase the Certificate?”).
<b>Duration of Course</b>	19 hours
<b>Estimated Workload for the Completion of Course</b>	6 hours/ 3 weeks
<b>Language</b>	English
<b>Prerequisites</b>	According to the description of the course, trainees should have “at least a lower intermediate level of English but intermediate



	<i>level (B1) is recommended” (English Upper Intermediate B2.1, n.d., “Recommended experience”).</i>
<b>Institution</b>	Università di Napoli Federico II
<b>Instructor</b>	Ruth Kerr (International Department at Federica Web Learning)

According to the description, this course will assist students in improving their English proficiency for use in future studies abroad programs, employment in multinational corporations, or just to sharpen their language abilities and cross-cultural competencies in the globalized world of today. The course includes engaging, current themes and is centered around the lives of a bilingual family. A diverse range of materials will be available to assist them in expanding their vocabulary, grammar, and pronunciation skills. They can practice speaking, listening, writing, and reading in several scenarios with interactive exercises. They can also work on a variety of creative and useful projects that will enhance their learning and promote communication (*English Upper Intermediate B2.1, n.d.*).

In conclusion, this course proves ideal for those who desire to take your English to the next level. What is unique about this course is the fact that a whole story based on the lives of a bilingual family has been created turning this MOOC into an interesting course that the trainee cannot drop out unless he completes the whole course. That fact boosts learner’s motivation and creativity. The duration of the course is sufficient for the fulfillment of the basic two learning outcomes that focus on the effective communication on the workplace. Only after purchasing the certificate experience will trainees be able to see graded assignments and receive their certificate. Their electronic certificate will be placed to their accomplishments page after they finish the course. They might then print their certificate or upload it to their LinkedIn page from that point on.

## 2.9 MOOC “Reading and Comprehension of Text in English”

Table 10. Description of the course “Reading and Comprehension of Text in English”

Description of the Course	
<b>Title of the Course</b>	Reading and Comprehension of Text in English
<b>About the Course</b>	According to the description of the course, “effective reading, especially when the main goal is to obtain information, involves certain strategies. Its application is almost automatic, unconscious, when it comes to readings in the native language. However, when it comes to reading a text in English, there are several factors that make its application difficult” (Reading and Comprehension of Text in English, 2024, “There are 7 modules in this course”).
<b>Who can take this Course</b>	Not mentioned
<b>Learning Outcomes</b>	According to the description of the course, “students will learn reading and vocabulary to make them more competent in reading in English. They will also learn how to identify grammar structures which are usually complicated. They can cause problems to have a good understanding when they read in English” (Reading and Comprehension of Text in English, 2024, “What you’ll learn”).
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	Coursera
<b>URL of Course</b>	<a href="#">Reading and Comprehension of Text in English   Coursera</a>

<b>Conditions of Successful Completion</b>	According to the description of the course, <i>“to access graded assignments and to earn a Certificate, trainees will need to purchase the Certificate experience”</i> (Reading and Comprehension of Text in English, 2024, <i>“When will I have access to the lectures and assignments?”</i> ).
<b>Type of Certificate</b>	According to the description of the course, <i>“upon completing the course, your electronic Certificate will be added to your Accomplishments page - from there, you can print your Certificate or add it to your LinkedIn profile”</i> (Reading and Comprehension of Text in English, 2024, <i>“What will I get if I purchase the Certificate?”</i> ).
<b>Duration of Course</b>	20 hours
<b>Estimated Workload for the Completion of Course</b>	6 hours/ 3 weeks
<b>Language</b>	English
<b>Prerequisites</b>	Basic level of English
<b>Institution</b>	Universidad Autónoma Metropolitana
<b>Instructor</b>	Gabriela Cortés Sánchez (Full time Professor "C")

According to the description of the course, certain tactics are necessary for enjoyable reading, particularly when obtaining information is the primary objective. When applied to readings in the native language, it is nearly instinctive and unconscious. Nonetheless, there are several things that make using an English-language text challenging. The goal of this course is to make students aware of the features of texts in general, legal texts specifically, and some exercises

that they can participate in to improve their reading skills (*Reading and Comprehension of Text in English*, 2024).

To sum up, the duration of the course can be considered sufficient for the fulfillment of the learning goals, which focus on reading skills. According to the description, it is noteworthy that there is no mention to the target group of this course, but it can be assumed that only who have a basic level of English can attend this course. Moreover, there is no clear connection of this course with the CEFR levels and its descriptors, but this can be implied by the reference of the “*basic knowledge.*” Basic users can be considered those whose have already covered A1 and A2 levels (Linea, 2023). This course is offered in the same platform as the previous one. It follows that only after purchasing the certificate experience will learners be able to access graded assignments and receive a certificate. Their electronic certificate will be placed to their accomplishments page after they finish the course. They might then print their certificate or upload it to their LinkedIn page from that point on.

## 2.10 MOOC “UPValenciaX: Upper-Intermediate English: Business and Modern Life”

**Table 11. Description of the course “UPValenciaX: Upper-Intermediate English: Business and Modern Life”**

Description of the Course	
<b>Title of the Course</b>	UPValenciaX: Upper-Intermediate English: Business and Modern Life
<b>About the Course</b>	According to the description of the course, trainees can “ <i>advance their English language skills as they learn how to rephrase sentences and prepare for an interview. Topics such as films, sports, and natural resources will also be discussed</i> ” (Gimeno, n.d.).
<b>Who can take this Course</b>	According to the description of the course, “ <i>this course is the second in a series of four</i>

	English language MOOCs designed for students with an intermediate level of English looking to reach a higher intermediate level” (Gimeno, n.d., “About this course”).
<b>Learning Outcomes</b>	The learning outcomes of this course are the following: <ul style="list-style-type: none"> <li>• “Writing informal and formal letters</li> <li>• Using verb tenses in context</li> <li>• Vocabulary and grammar</li> <li>• Listening and speaking in English</li> <li>• Sentence rephrasing</li> <li>• How to prepare for a job interview” (Gimeno, n.d., “What you’ll learn”)</li> </ul>
<b>Type of Course</b>	Online
<b>Platform (for Online Courses)</b>	EdX
<b>URL of Course</b>	<a href="https://www.edx.org/course/upvalenciax-upper-intermediate-english-business-and-modern-life">UPValenciaX: Upper-Intermediate English: Business and Modern Life   edX</a>
<b>Conditions of Successful Completion</b>	Not mentioned
<b>Type of Certificate</b>	Certificate
<b>Duration of Course</b>	4 weeks
<b>Estimated Workload for the Completion of Course</b>	3-5 hours/ week
<b>Language</b>	English
<b>Prerequisites</b>	According to the description of the course, “lower Intermediate or Intermediate level of English” is necessary (Gimeno, n.d., “At a glance”).

<b>Institution</b>	UPValenciaX
<b>Instructor</b>	Prof. Ana Gimeno (Full Professor, English at UPValencia)

According to the description, the course consists of video lectures, exercises in grammar explanation and application, reading comprehension, speaking practice, and listening comprehension. Intriguing subjects covered in the course include the Olympics, wildlife, extreme sports, health concerns, movies, pollution, and pets. The Cambridge University First Certificate in English Examination (FCE) study guide and recommended readings are included in this course.

In conclusion, this course can be ideal for that level. There is no clear mention to the CEFR levels and their descriptors but there is a link to these levels as terms like ‘Upper-Intermediate’ are included in the title. Upper-Intermediate corresponds to the level B2 of the CEFR. The duration of the course can be considered adequate for the fulfillment of all the learning goals of this course. It is noteworthy that the conditions of successful completion and the type of certificate are not clearly stated but it is stated that you must upgrade and pay to earn the certificate of this course.

### **2.11 Contribution of my MOOC**

The online course I have created entitled “Bridging the Gap: Advancing from B1 to B2” focuses on the boost of listening, reading, and speaking skills in B2 level. What makes my MOOC unique is the fact that video is an essential part of the course not only in the first two sections of each sub-module (Presentation and Demonstration) but also in the other two sections (Practice and Self-assessment) and in ORA (Open Response Assessment) tasks.

In the last two sections of each microlesson, the videos are part of quizzes, and the trainees should watch the whole video before answering the questions. The aim of this choice is double: on the one side, trainees check what they have already learned during each sub-module (for example, tips for skimming and scanning a text) and on the other side, these quizzes can raise their environmental awareness as the majority of them focus on crucial

environmental problems (like fast fashion and climate change) and potential eco-friendly solutions (for example, an eco-friendly tour of a famous band).

This course is also based on the framework of 4Cs (Communication, Collaboration, Creativity and Critical Thinking). As the modern education system appears to abandon the old-fashioned framework of 3Rs (Reading, Writing and Arithmetic), there is a simultaneous rapid increase in jobs demanding their employees to be creative, communicative, collaborative and critical thinkers (*What Are the 4 C's of 21st-century Learning Skills?*, n.d.). Furthermore, soft skills are viewed as behavioral or psychological attributes, whereas hard skills are acquired through education or specialized training (Birt, 2024). As it is commonly known, soft skills prepare trainees for life while hard skills prepare them for their careers (*Soft Skills for the 21st Century: 4CS – Communication, Collaboration, Critical Thinking, Creativity | European School Education Platform*, n.d.).

Trainees can develop these soft skills through Padlet discussion boards (Communication), ORA (Creative and Critical thinking) and videos related to import environmental problems (Collaboration). In fact, in addressing climate change, collaboration is key to success. No one can meet the crisis alone; we need to take an international collaborative approach to find and implement holistic solutions (*What Are the 4 C's of 21st-century Learning Skills?*, n.d.).

In addition, this MOOC may help improve language proficiency while also bringing attention to issues related to global sustainability by carefully selecting appropriate videos for most of the activities and matching them with the Sustainable Development Goals (SDGs). This online course successfully combines language instruction with more general educational objectives, giving students a more fulfilling learning experience. Additionally, this method would support the growth of students' critical thinking, persuasive abilities, and comprehension in relation to actual SDG-related situations.

Furthermore, this MOOC has been created with regards to the CLIL (Content and Language Integrated Learning) framework. This innovative approach is based on the blend of language acquisition and subject matter instruction (Corwin, 2024b). The basic idea of CLIL is having students learn a language different than their native language while also studying another important subject (*Content and Language Integrated Learning*, n.d.). One of the many benefits of CLIL methodology is the fact that it covers a wide range of topics from traditional academic subjects to more creative ones like cooking (Corwin, 2024b). In this MOOC, the topic that is

mostly examined is environmental crisis which can be considered part of a school subject, like Environmental Studies. Regarding my MOOC's learning outcomes, it is obvious that CLIL helps students improve their proficiency in the target language by using it in real-world contexts, which enhances their vocabulary and grammar skills. Students are more motivated and feel as citizens of the world that should act immediately to deal with a severe problem while learning a foreign language.

According to Corwin (2024b, *The Core Features of CLIL Methodology*), “CLIL’s core elements are another 4Cs (*Content, Communication, Cognition, and Culture*).

- *Content refers to the subject knowledge students acquire while using the target language, making the language a tool rather than the primary focus.*
- *Communication is key, as students practice speaking, listening, reading, and writing in real, meaningful contexts.*
- *Cognition comes into play through tasks that challenge students to think critically, solve problems, and engage in deeper learning, all while processing information in the target language.*
- *Finally, Culture: CLIL promotes intercultural understanding and prepares students for a globalized world.”*

Additionally, Task-Based Learning (TBL), a teaching methodology first employed by instructors of second or foreign languages, is the foundation of this MOOC (Corwin, 2024a). TBL appears on real-world applications and in this MOOC environmental crisis is a universal problem that calls for immediate action. While Project-Based Learning (PBL) encourages students take on longer projects, TBL focuses on shorter ones and more specialized tasks (Corwin, 2024a). In my MOOC, this can be accomplished through ORA tasks, Practice and Self-assessment tasks which ask students to solve a specific problem directly connected to language learning through CLIL.

Finally, this MOOC is another online lesson that contributes to what begins to be called MOOC-based learning (Mehta, 2023).



## CHAPTER 3. DESIGN OF THE ONLINE COURSE

### 3.1 Definition of MOOC

The online course that has been created as a basis of this thesis is a MOOC in the OpenedX platform. According to OpenupEd (2015), the definition of a MOOC is the following:

“MOOCs are courses designed for large numbers of participants, that can be accessed by anyone anywhere as long as they have an internet connection, are open to everyone without entry qualifications, and offer a full/complete course experience online for free.” (“Definition Massive Open Online Courses (MOOCs),” 2015, pg.1).

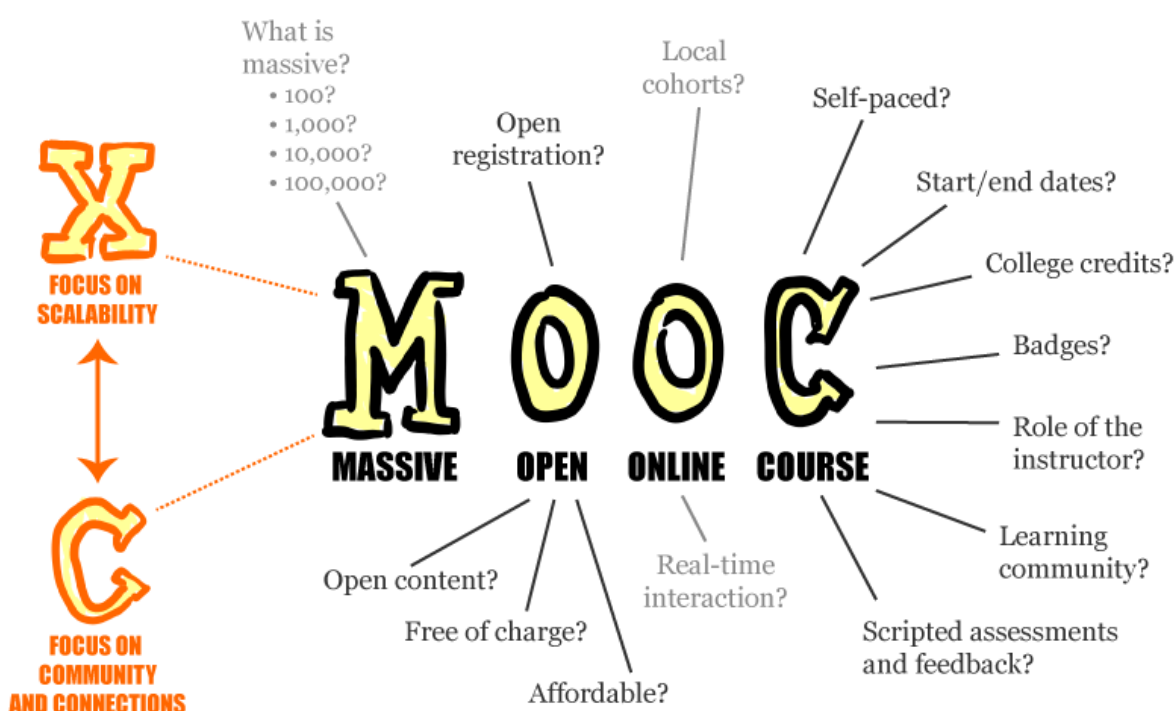


Figure 1. Explanation of MOOC abbreviation<sup>1</sup>

**Massive** stands for an online course designed for considerable number of participants. That means that these courses are designed for more learners than a typical classroom course. The content delivered and the efforts of the instructors do not change as the number of participants increases.

<sup>1</sup> This picture was retrieved by [Massive open online course - Wikipedia](#)

**Open** refers to a course that, with an internet connection, everyone can access from anywhere. Open also refers to freedom of location, pace, and schedule or to anyone without restrictions on admission. Lastly, there is a chance that this is a free course.

**Online** means that all aspects of the course are delivered online.

**Course** means that this is an entire unit of study. A course consists of instructional materials, peer-to-peer interaction facilitation (including some but limited engagement with academic staff), activities and tasks, tests, feedback, opportunities for (non-formal) recognition, and a study guide or syllabus. More precisely, text, games, music, video, social media, and animation can all be included in educational content. This course provides opportunities for communication through blogs, forums, and social media accounts. A means of providing feedback is made available to participants. Peer feedback, which is solely provided by peers, can be created automatically (as in quizzes), or academic staff can provide general input. MOOCs always come with a certificate of completion or badges of achievement. A formal certificate is not required, but it will require money. MOOCs typically provide either certifications verifying enrollment in and successful completion of a course or certifications attesting to the learner's identification and proficiency in the acquired knowledge (Mougiakou, 2020). Learners can learn how to benefit from the interactions and information offered in a study guide or syllabus ("Definition Massive Open Online Courses (MOOCs)," 2015).

MOOCs may consist of:

- Asynchronous learning allows participants to join and stop the course at any time, so at any given moment, some will be just beginning the course while others may be halfway through or even finished.
- Synchronous learning involves all participants following the same course materials or modules at the same time (*MOOCs, cMOOCs and xMOOCs: Definition and Explanation*, n.d.).

There are two categories of MOOCs that are recognized:

- Connective Massive Open Online Courses, or cMOOCs are interconnected Massive Open Online Courses that share digital learning environments and components.

- Extended Massive Open Online Courses, or xMOOCs typically draw their content from colleges and other educational establishments that offer substantial background information and content based on research for online learning (MOOCS, cMOOCS and xMOOCS: *Definition and Explanation*, n.d.).

### **3.2 Advantages of MOOCs**

MOOC stands for Massive Open Online Courses available for people around the world to enroll and attend whenever they want and wherever they are (Mooc.org, n.d.-b). MOOCs have been used by millions of trainees worldwide which prefer different digital platforms to learn for a variety of purposes, like career development or lifelong learning. Since the capacity of a typical classroom is constrained, MOOCs have emerged as an excellent option for high-quality education in the wake of the COVID-19 pandemic (Mooc.org, n.d.-a).

One of the advantages of MOOCs refers to inclusivity and accessibility while MOOCs appear as cost-effective learning opportunities. MOOCs give students access to exceptional instructional materials regardless of their location or background (Olasile & Michael, 2020). Because of this, accessibility promotes diversity and guarantees an affordable solution. Because they can save money on transportation, lodging, and tangible educational resources, students can afford this educational opportunity (Walker, 2023). MOOCs also guarantee flexibility and convenience as trainees can engage with the educational content whenever and wherever they wish (Mooc.org, n.d.-a). That facilitates adults with busy schedules. While MOOCs shared the assessment burden, traditional educational activities place the duty of assessment on the teacher. Alternative forms of assessment, like peer evaluation, computer-based grading, and forum discussions, have shown to be successful in MOOCs in relieving instructors of the task of grading many participants (Olasile & Michael, 2020).

Moreover, online courses like these empowers learners to tailor the educational content to their needs. Most MOOC platforms, like Edx or Coursera, offer a vast array of course covering numerous subjects that trainees can choose from. What is more, most MOOCs have been created to be interactive with the use of quizzes or forums. One of the main advantages of MOOCs is collaborative learning, and there are clear advantages to combining MOOCs with regular classroom instruction (Olasile & Michael, 2020). In addition, MOOCs can be characterized as lifelong learning opportunities. Individuals can have access to different

educational courses no matter their age, their educational background or their career and update their skills (Mehta, 2023). For all these reasons, a MOOC in the platform of an OpenedX has been chosen as the most appropriate method to develop the skills I have chosen.

### **3.3 Challenges of MOOCs**

Unfortunately, challenges of MOOCs cannot be ignored as well. Due to the considerable number of learners involved, it is impossible for the teaching and learning process to be implemented in accordance with specific learner attributes, and instructors are unable to highlight participant attributes regarding the learning process (Olasile & Michael, 2020). In addition, because most MOOCs are taught in English, participants must possess a basic understanding of the language to participate in the course and benefit from it (Aljaraideh, 2019).

While MOOCs aim to enhance accessibility, they may face challenges related to technology. Possession of appropriate equipment and reliable internet connection is the crucial problem that should be tackled to ensure the ongoing success of MOOCs (Zhenghao, 2020).

Another disadvantage of MOOCs is the low completion rates that should be dealt with (Jonatan et al., n.d.). A small number of participants complete the course they have enrolled (“Benefits and Challenges of Massive Open Online Courses,” 2016). Course completion is impacted by meaningful comments and interactions with classmates and instructors. Participants who quit their MOOC mentioned that peer or instructor interaction is a key concern. Participants stated that minimal engagement and unsatisfactory comments have demotivated them (Mougiakou, 2020). So, the self-paced nature of MOOCs requires learners to possess a high degree of self-discipline to complete the MOOC.

Finally, the trend among MOOC providers to provide certificates and digital badges for completing courses highlights the importance of appropriate, safe, and precise evaluation outcomes. Effective and efficient evaluation must be implemented to guarantee accountability, yet assessment in MOOCs is still challenging (Mougiakou, 2020).

Furthermore, quality assurance appears to be a critical issue as various institutions and instructors create various MOOCs that have not gone through a robust quality assurance process (Alreend, 2023).

### 3.4 General Information of the MOOC

The micro-lessons in my MOOC are essential ingredients of what is called micro-learning. The "forgetting curve," developed by Hermann Ebbinghaus, is the source of microlearning (Coursera, 2024). Hermann Ebbinghaus, a psychologist, conducted some of the first studies on recall, memory, and spaced or microlearning. The "forgetting curve" or 1880 Ebbinghaus curve suggests that memory retention declines with time. It implies that important data gets lost over time when no effort is made to keep it. A common "forgetting curve" theory states that 20 minutes after the session concludes, participants often forget more than 50% of the newly learned content. Moreover, if no revision or repeat learning occurs and all other factors stay the same, that learned percentage drops to 40% after nine hours and subsequently to 24% in 31 days (Shail, 2019).

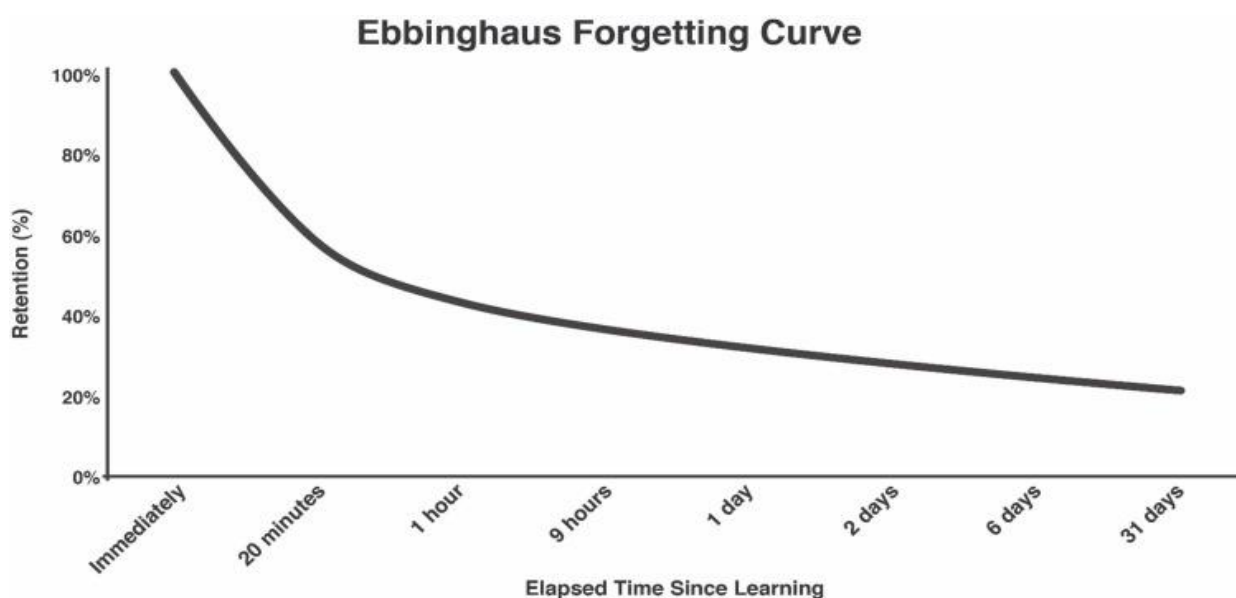


Figure 2. Ebbinghaus Forgetting Curve<sup>2</sup>

Microlearning is “a way of teaching and delivering content to learners in bite-sized (5-15 minutes) bursts at the point of need, with a focused and specific learning outcome” (Brew & Brew, 2022, What is Microlearning?). Microlearning refers to brief and targeted material bursts spaced out over days, weeks, or months. This kind of spaced repetition efficiently combats the "forgetting curve"-related memory loss (Wu, 2024).

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<sup>2</sup> Figure retrieved by [Using Micro-learning on Mobile Applications to Increase Knowledge Retention and Work Performance: A Review of Literature - PMC \(nih.gov\)](#)

A micro-lesson is a complete unit of teaching-learning-assessment to acquire and certify a certain transparent and clearly defined competence statement (performance - achievement goal) within a limited length of time (Sampson, n.d.). Microlearning can be implemented as educational materials & activities are divided into micro-units of 5–15 minutes, which use digital tools and technologies (Coursera, 2024). Typical phases include present new information, practice, guidance, self-assessment, and reflection. The final and most important phase is that one of assessment for certification (Sampson, n.d.).

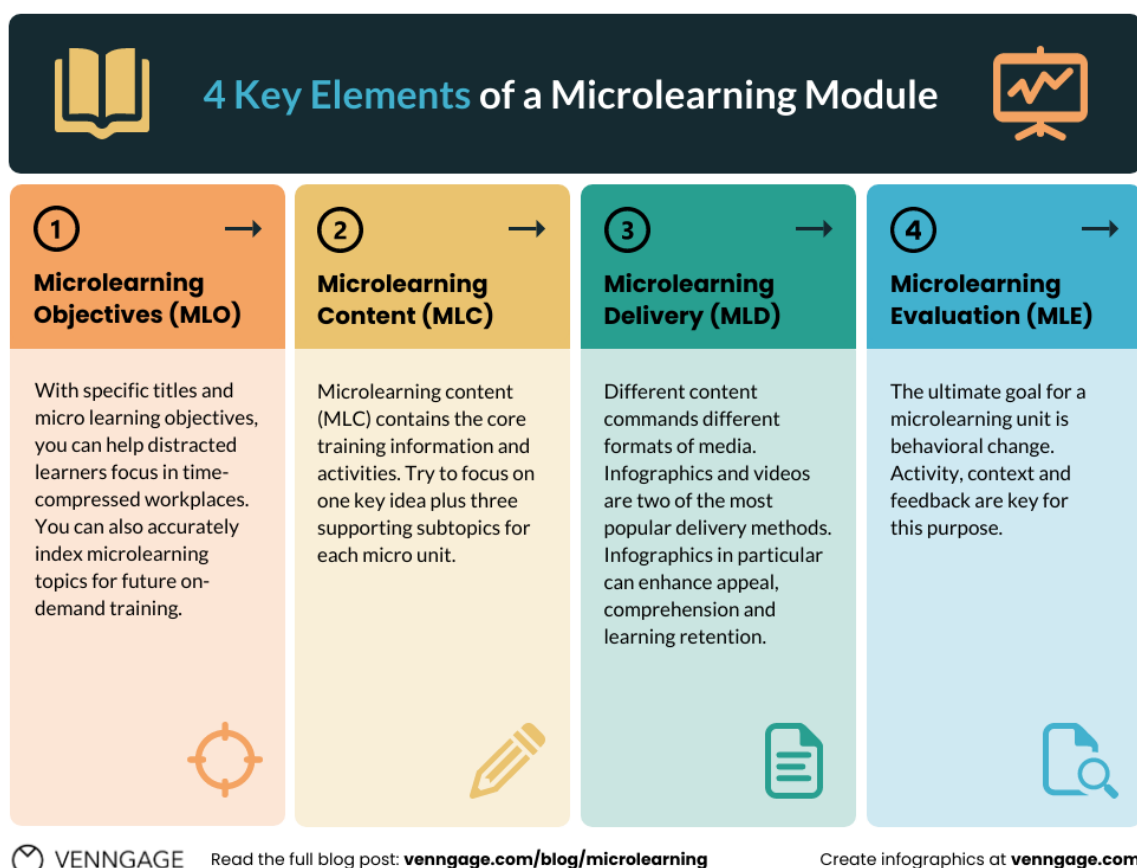


Figure 3. 4 Key Elements of a Microlearning Module<sup>3</sup>

According to the above Figure, it is easy to understand why the MOOC I created fully responds to the four basic elements of a microlearning module. First, Microlearning objectives (MLO) must be clear, concise, and easy to understand. There is a clear description of the aims of this online course and its learning outcomes in the beginning of the MOOC and there is a repetition of two of them at the beginning of each microlesson. As result, in time-constrained work

<sup>3</sup> Figured retrieved by [Microlearning: A Pathway to Effective Training Retention \(venngage.com\)](https://venngage.com/blog/microlearning)

environments, it is easy to assist distracted learners in focusing with targeted titles and microlearning objectives (Wu, 2024).

Moreover, core training materials and exercises are found in Microlearning Content (MLC). Instructors should try to focus a micro unit on one main theme and probably three related subtopics. So, in this MOOC, each micro-lesson is focused on two learning outcomes while the sub-module of each micro-lesson supports one learning outcome. Therefore, learners' brains will process and integrate the instruction more effectively if they can concentrate on a single topic and be provided with evidence for it (Wu, 2024).

As far as Microlearning Delivery (MLD) is concerned, various media formats are required for distinct types of content. Videos are currently the most often used delivery technique, aside from articles and PowerPoints. A tutorial video works best when you wish to practice a certain procedure or set of actions needed to do a task (Wu, 2024). Microlearning courses are also frequently delivered via podcasts and infographics. Infographics can improve understanding, appeal, and retention of information. It can help with feedback procedures and learner-to-learner interactions by visualizing processes (*Proceedings ICQA 2013 International Conference on QA Culture*, 2014). So, in this MOOC, video plays a key role at all stages of each sub-module of every micro-lesson. The instructor has created tutorial videos to show a set of actions needed to reach a goal. In practice and self-assessment sections, videos play a double role: on the one hand, videos are integral part of quizzes as trainees must watch the whole video to answer the questions related to the learning goals and on the other hand, videos carefully selected from YouTube introduce the necessary vocabulary for learners to understand important environmental issues and its potential solutions.

According to another source (Brew & Brew, 2022, Examples of microlearning), examples of microlearning formats can be:

- *“Text - short paragraphs, messages, or hints*
- *Images - illustrations, photos, or visual aids*
- *Videos - short explainer’s videos, similar to what someone might see on social media*
- *Interactive elements - quizzes, games, flashcards, and other gamification mechanics”.*

Microlearning Evaluation (MLE) is the last component. A microlearning unit's ultimate objective is behavioral change. For this to work, activity, context, and feedback are essential

(Wu, 2024). In this MOOC, for instance, I have developed exercises for “skimming and scanning a text” in the first sub-module of the third micro-lesson. Those activities aim to teach people how to recognize which reading strategy learners should use and how they can put them into practice. Giving them articles from contemporary news sources related to space in the practice and self-assessment sections prepare learners to answer the questions in the ORA task. In this task, learners must create a summary of the given article focusing on the main points. Then, they must self-assess their answer based on a given rubric.

To sum up, in this MOOC, as the instructor of this course, I have tried to use most of the abovementioned microlearning formats to make the learning process more interactive and engage all the trainees. Videos and infographics in the presentation and demonstration phase have been created by the instructor and videos or articles focused on the environment, technology or space have been selected carefully for the practice, self-assessment sections and ORA tasks of micro-lessons. I have built the e-course as a set of interconnected micro-lessons where each micro-lesson targets two learning outcomes, which can be conquered in a short amount of time. In addition, videos in practice, self-assessment and ORA tasks have been chosen to build environmental awareness while advancing to B2 level in English. Moreover, this MOOC aims to enhance the key competencies of 21<sup>st</sup> century called 4Cs (Creativity, Critical Thinking, Communication and Collaboration). The 4Cs strengthen individuals’ abilities to find their place in today’s fast-changing world (Europass Teacher Academy, 2024). Finally, this MOOC aims to support the growth of students' critical thinking, persuasive abilities, and comprehension in relation to actual SDG-related situations (*THE 17 GOALS | Sustainable Development*, n.d.).

### **3.4.1 Title of this MOOC**

The title of this MOOC is “Bridging the Gap: Advancing from B1 to B2”. I have chosen this title to show that this online course can be considered as a bridge that trainees can cross to reach the B2 level in English. This course does not guarantee mastering this level but just conquering the some of the most basic skills required in this level and the exams that prove the acquisition of English knowledge at B2 level.



### **3.4.2 Instructor of this MOOC**

My name is Koulovaki Argyro- Dimitra. I have a Bachelor's degree in English Language and Literature from the Department of Philosophy of the University of Athens and a Master's degree in "Geopolitical Analysis, Geostrategic Composition and Defense and International Security Studies" from the University of Athens. In 2023 I started the Master's Program in "E-Learning" from the University of Piraeus, in the framework of which I am working on this thesis.

### **3.4.3 Short description of this MOOC**

The title of this MOOC is “Bridging the Gap: Advancing from B1 to B2”. This MOOC is designed for adults and teenagers who aim to enhance their listening, speaking, and reading skills or wish to review essential topics before taking a B2 level exam in English (*B2 First (FCE) for Schools | British Council Greece, n.d.*). The course also focuses on developing the key competencies of the 21st century, known as the 4Cs: Creativity, Critical thinking, Communication, and Collaboration. Furthermore, the course aims to raise environmental awareness by concentrating most activities on climate change issues and highlighting sustainable solutions to address them. Finally, this MOOC may help improve language proficiency while also bringing attention to issues related to global sustainability by carefully selecting appropriate videos for each activity and matching them with the Sustainable Development Goals (SDGs).

Participants will embark on an exciting journey of learning a foreign language while engaging with current topics in environment, technology, and space exploration.

### **3.5 Duration of this MOOC**

This course is designed to be completed in 6 days and its total duration is 14 hours. The duration of this MOOC has been chosen to be short to guarantee that trainees are not going to lose interest and drop out. Micro-lessons are structured in that way that keeps the trainees to be motivated and active during the learning process.

### 3.6 Learning outcomes of this MOOC

According to Common European Framework of Reference for Languages Companion volume (*CEFR Descriptors, 2023*), the trainees after the successful completion of this MOOC will be able to:

- Micro-lesson 1-Learning Outcome 1.1: understand detailed instructions well enough to be able to follow them successfully. (B2) (Understanding announcements & instructions) [understand]
- Micro-lesson 1-Learning Outcome 1.2: identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (B2) (Understanding conversation between other people) [analyze]
- Micro-lesson 2- Learning Outcome 2.1: understand most TV news and current affairs programmes. (B2) (Watching TV, film, and video) [understand]
- Micro-lesson 2- Learning Outcome 2.2: understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. (B2) (Watching TV, film, and video) [understand]
- Micro-lesson 3- Learning Outcome 3.1: scan quickly through long and complex texts, locating relevant details. (B2) (Reading for orientation) [apply]
- Micro-lesson 3- Learning Outcome 3.2: recognize when a text provides factual information and when it seeks to convince readers of something. (B2) (Reading for information and argument) [analyze]
- Micro-lesson 4- Learning Outcome 4.1: explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2) (Sustained monologue: putting a case (e.g., in a debate) [evaluate]
- Micro-lesson 4- Learning Outcome 4.2: develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. (B2) (Sustained monologue: putting a case (e.g., in a debate) [create]

### 3.6.1 Alignment of learning outcomes with Bloom's taxonomy

The learning outcomes in this online course have been chosen to match Bloom's taxonomy verbs (Figure 4). According to Shabatura (n.d., "What is Bloom's Taxonomy"), Bloom's Taxonomy is "a classification of the different outcomes and skills that educators set for their students (learning outcomes)". "In 2001 a revision of Bloom's Taxonomy was published with the title *A Taxonomy for Teaching, Learning, and Assessment*" (Mcdaniel, 2010, *The Revised Taxonomy*). The reason I chose the Bloom's taxonomy verbs is since the levels in Bloom's Taxonomy can assist an instructor to guide students through the learning process—from the most basic remembering and understanding to more complicated evaluating and creating—it can be helpful when designing courses. (Forehand, 2010). In this MOOC, I have chosen almost all the Bloom's taxonomy verbs to make my online lesson more complete for my trainees.

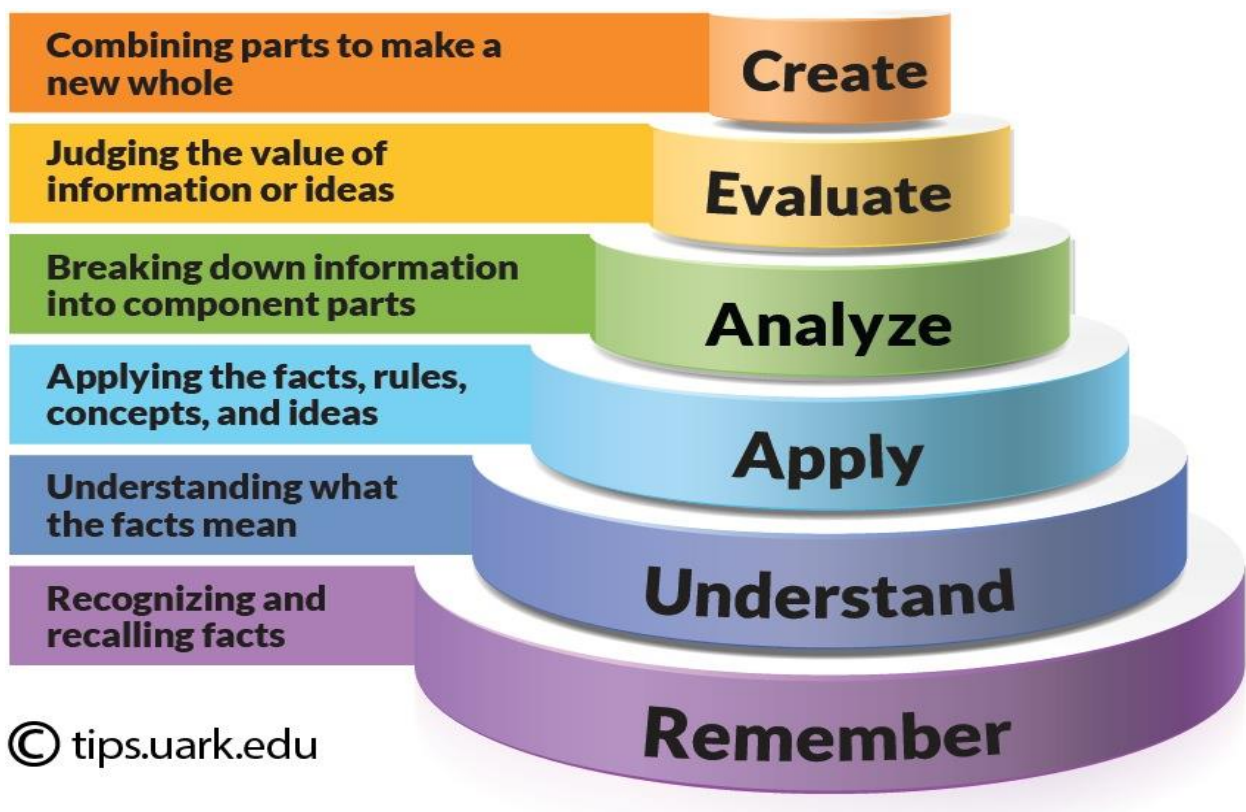


Figure 4. Bloom's taxonomy verbs<sup>4</sup>

<sup>4</sup> This picture was retrieved by [Using Bloom's Taxonomy to Write Effective Learning Outcomes | Teaching Innovation and Pedagogical Support \(uark.edu\)](#)

### **3.6.2 Alignment of learning outcomes with United Nations' Sustainable Development Goals**

The 2030 Agenda for Sustainable Development was endorsed by the UN General Assembly on September 25, 2015. The seventeen Sustainable Development Goals (SDGs) form the foundation of the 2030 Agenda (*Sustainable Development Goals*, n.d.). The SDGs, which are inclusive, transformative, and universal, outline the main obstacles to human development (Figure 5). A sustainable, peaceful, prosperous, and equitable living on Earth for all people, both now and in the future, is the goal of the 17 Sustainable Development Goals (SDGs). The objectives address worldwide issues that are essential to human survival. They establish essential thresholds for the utilization of natural resources and environmental limitations (“Education for Sustainable Development Goals: Learning Objectives,” 2017).

With the help of the now well-recognized Education for Sustainable Development (ESD) approach, students are empowered to make responsible decisions and take appropriate action to protect the environment, ensure economic viability, and create a just society for current and future generations. The goal of ESD is to build abilities that enable people to think critically about their own activities and consider the social, cultural, economic, and environmental effects they will have both locally and globally in the future. People should also have the freedom to engage in socio-political processes that advance sustainable development in their communities and to behave sustainably in complicated situations, even if it means taking unexpected risks (“Education for Sustainable Development Goals: Learning Objectives,” 2017).

As instructor, I can directly promote Goal 4 of the Quality Education SDG by choosing to inform trainees about some of the 17 SDGs through some of the videos, infographics and quizzes (Harmer, 2023). I decided to extend the learning outcomes and topics of this MOOC by including some of the SDGs.

For example, in the first submodule of the first microlesson in the self-assessment activity a video that aligns with all the SDGs by introducing them as a comprehensive framework for addressing global challenges such as poverty, inequality, climate change, environmental degradation, and peace has been used. In the second submodule of microlesson 1, the instructor has created an infographic about the advantages and disadvantages of fast fashion. By showcasing an infographic about fast fashion, the instructor prompts discussions on how

to address the negative impacts of the fashion industry in line with some SDGs, like SDG 12 or SDG 13.

In addition, in the self-assessment section of the first submodule of microlesson 2, there is a video about Finland's efforts to become carbon neutral aligns with several SDGs, like SDG 7 and SDG 11. In the practice section of the second submodule of microlesson 2, there is a video in the quiz that highlight Coldplay's commitment to environmental responsibility and their role in inspiring others to adopt sustainable practices across different sectors. This video aligns with some SDGs, like SDG 13 OR SDG 17.

In the third microlesson, the ORA task is based on article about the Olympic Games in a warming world. This analysis underlines the interconnections between large international events like the Olympics and global efforts to combat climate change, protect health, and promote sustainable practices. This article aligns with some of the SDGs, like SDG 3 or SDG 11.

Finally, in the second submodule of the fourth microlesson, there is an interactive quiz that can be considered an alignment activity with the SDGs, and specifically SDG 12: Responsible Consumption and Production, by encouraging more responsible travel behaviors. After watching the videos, learners could complete the interactive quiz, engaging with the content while reflecting on the SDGs.

Including the SDGs in education can have a significant or small influence. While some students might get a fresh awareness for their lives, others might be inspired to act out of empathy. It is critical to emphasize the power of one and how anyone can make a difference in school communities, locally, nationally, or worldwide to keep optimism high in the face of such difficult and complicated problems (“Education for Sustainable Development Goals: Learning Objectives,” 2017).

Students should also be aware that while they might not be able to completely resolve the issue, they can lessen the likelihood that they will be a contributing factor.



Figure 5. United Nations' Sustainable Development Goals<sup>5</sup>

### 3.6.3 Achievement of the learning outcomes in microlessons of this MOOC

In the first micro-lesson, trainees have the chance to learn how to understand detailed instructions well enough to be able to follow them successfully and how to identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. Instructions are essential part of our everyday life at school, or any workplace and people are asked to understand and follow different kind of instructions at an early age. The acquisition of targeted proficiencies and general learning might be hampered by obeying or not following instructions. (Dunham et al., 2020). Throughout life, following instructions—especially those that are complex—can be a useful skill that benefits everyone. While it is introduced at an early age, many adults still have difficulties following them (Team, 2024). Moreover, identification of advantages and disadvantages while listening

<sup>5</sup> This figure was retrieved by [Sustainable Development Goals: Global Education Magazine](#)

a conversation is an important skill as people are always asked to take sides when they are discussing. To do that, they should be able to comprehend the benefits and drawbacks of an idea and that will have as a result the effective communication in different contexts. Effective communication skills include active listening and observational skills (*What Is Effective Communication? (With Benefits and Tips)*, 2024). Identifying the positive and negative aspects of an argument and then weighing the potential benefits against the potential drawbacks can lead individuals or organisations to a well-informed decision.

In the second micro-lesson, trainees have the chance to learn how to understand most TV news and current affairs programmes and how to understand documentaries, live interviews, talk shows, plays and most films in the standard form of the language or a familiar variety. These skills result in the development of news literacy or more generally media literacy. “News literacy involves “thinking like a journalist” to determine what information to trust, share, and act on” (Brunskill, 2024, “What is news literacy (and why does it matter)?”). “Media literacy refers to an ability to analyze, evaluate, and produce various kinds of media” (Sibii, 2024, “media literacy”). Given its accessibility, television seems to be a necessary component of public life and a source of information for many (Safari et al., 2024). The news transmitted via TV channels can shape public opinion and either inform people about current news or misinform misleading viewers. It is quite frequent that TV news have political bias, and people are exposed to only one side of an issue. Thus, they cannot have a balanced and well-informed viewpoint of an issue. However, more and more young people tend to reject TV news as a trustworthy source of information (Pitt, 2021), and they turn to documentaries or talk shows. They are also fans of films and documentaries. Because media plays such a significant role in people's daily lives, it is crucial to cultivate critical thinking abilities to analyze material. So, understanding most of the TV news and most films or talk shows render an individual an independent citizen of the world.

In the third micro-lesson, trainees have the chance to learn how to rapidly scan lengthy and complicated documents, finding crucial elements and knowing when to stop reading a text and start trying to persuade them of anything. The growth of reading literacy is the main objective of this lesson. “Reading literacy is understanding, using, evaluating, reflecting on and engaging with texts in order to achieve personal objectives, enhance knowledge and capabilities, and contribute to society” (*Reading Literacy*, n.d.). In 21st century, reading literacy proves valuable as reading extends to digital platforms as readers are called to distinguish between

fact and opinion and cross-check among various sources. So, skimming and scanning reading strategies are quite useful tools at the hands of readers. But these skills are not applied only in long and complex texts but in numerous everyday situations, like going through TV programmes, restaurant menus or manuals (*Skimming and Scanning Texts - English - Learning With BBC Bitesize - BBC Bitesize, 2024*).

In the fourth micro-lesson, trainees have the chance to learn how to explain a viewpoint on a topical issue giving the advantages and disadvantages of diverse options and how to develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. Adding weights to each of the advantages and disadvantages is an extra task that encourages in-depth reflection and should result in higher-quality decision-making (Charyk, 2017). In addition, developing convincing arguments are necessary in debates, office meetings or everyday discussions. Therefore, learning the process of building clear arguments is necessary for defending ourselves and being a persuasive speaker.

### **3.7 Assessment of MOOC**

Trainees must watch the training material of micro-lessons 1-4 and follow the learning activities included in micro-lessons 1-4 and complete the activities included in micro-lessons 1-4:

- ✓ the practice activities,
- ✓ the self-assessment activities,
- ✓ complete the Open Response Assignments (ORAs) and self-assess them using the rubric,
- ✓ participate in the discussion forums by submitting at least one response and commenting on at least one post,
- ✓ answer the self-assessment poll for micro-lessons 1-4 and finally,
- ✓ achieve a score > 80% in the final course evaluation quiz.



Since ORAs are adaptable and may be utilized for a variety of assignments—from essays and reports to projects and presentations—they have been selected as a foundational component of this MOOC.

The final grade in the course is derived from the final exam quiz. To be considered successful trainees must score > 80%. The quiz consists of five questions per micro-lesson including multiple choice with one correct answer, multiple choice with more than one correct answer and true or false questions. There is no time limit. The trainees can track your progress at any time from the Progress tab.

The following assessment methods are used, and their alignment with learning outcomes is analyzed:

1. **Practice Activities:** Sufficient method for assessing understanding and application (e.g., following instructions, scanning texts). These align well with outcomes involving understanding and applying skills.
2. **Self-Assessment Activities:** Useful for evaluating personal comprehension of course content and testing understanding or analysis skills (e.g., identifying arguments or differentiating factual content). These activities could be enhanced with feedback mechanisms.
3. **Open Response Assignments (ORAs):** ORAs are well-suited to assess higher-order skills such as analysis, evaluation, and creation (e.g., developing arguments or recognizing persuasive language). The use of rubrics is essential for maintaining objectivity and clarity.
4. **Discussion Forums:** These forums assess learners' ability to engage in debate and argumentation, aligning well with analysis and evaluation outcomes. However, peer interactions may not provide enough depth of feedback.
5. **Final Quiz:** The quiz primarily assesses understanding and application, making it suitable for evaluating outcomes related to comprehension (e.g., understanding news broadcasts or following instructions). The quiz structure could be improved by including more scenario-based or case study questions.
6. **Polls and Surveys:** These methods can serve as informal feedback but do not directly assess the learning outcomes.

### **3.8 Prerequisites of trainees**

According to British Council, the trainees must be independent users of English language at level B1. This means that they can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. They can also deal with most situations likely to arise while travelling in an area where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. Finally, the trainees can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

The minimum infrastructure required includes internet access and access to a laptop or a desktop computer.

### 3.9. Graphic representation of educational design of MOOC

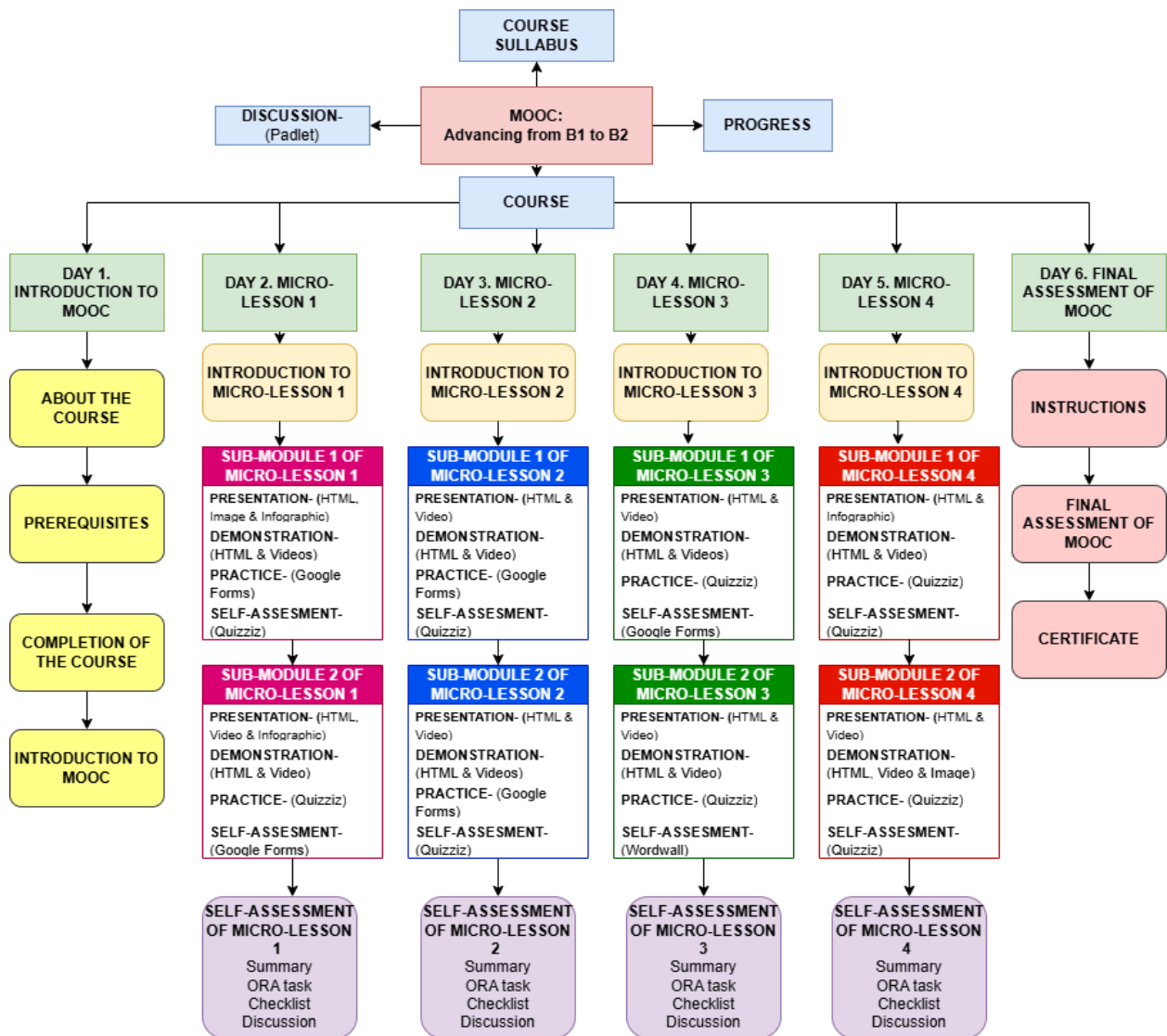


Figure 6. Flow diagram of the e-course on the OpenedX platform<sup>6</sup>

<sup>6</sup> This infographic has been created by the instructor of this MOOC.

### 3.10 Description of Educational Design of this MOOC

Table 12. MOOC Educational Design Description Table<sup>7</sup>

Activity ID [ACT_ID]	Description of the Activity	Digital Technologies	Indicative Duration of Educational Activity (in minutes)	Correlation with Learning Outcomes
<b>Day 1: Registration and Introduction to MOOC (60')</b>				
1.1	<b>About this course (23')</b>			
1.1.1	<b>[Presentation]</b> Welcome Welcome Video <a href="#">Bridging the Gap Advancing from B1 to B2 (youtube.com)</a> A short video that presents the aims, learning outcomes and the instructor of this MOOC.	Hypertext and Video	5'	
1.1.2	<b>[Presentation]</b> Introduction- Aims Text page presenting the purpose of the lesson (the lesson introduces the concept/ discusses/ identifies/ presents/ highlights etc.)	Hypertext and Image	3'	
1.1.3	<b>[Presentation]</b> Learning outcomes Text page presenting the learning outcomes of this MOOC in total	Hypertext	7'	

<sup>7</sup> This table follows the principles of an original table that has been created by Sofia Mouggiakou in the context of the lesson “Educational Technology” for the MSc in “e-Learning”, Department of Digital Systems, University of Piraeus and was seen in the model that was given for the fourth assignment of this semester, entitled “Design and Implementation of a Massive Open Online Course (micro-MOOC) for the Development of Digital Citizens' Competencies using the tool OpenEdX” (Mouggiakou, 2024).

1.1.4	<b>[Presentation]</b> Structure of MOOC Text page presenting the structure of this MOOC	Hypertext	4'	
1.1.5	<b>[Presentation]</b> MOOC license Text page showing the MOOC license	Hypertext and image	2'	
1.1.6	<b>[Presentation]</b> Instructor of MOOC Text page presenting the names of the instructor with a short CV (max eighty words/person) and her photo	Hypertext and image	2'	
1.2	<b>Prerequisites (7')</b>			
1.2.1	<b>[Presentation]</b> Prerequisite Knowledge and Skills Text page presenting the knowledge and skills required to participate in this MOOC	Hypertext and image	5'	
1.2.2	<b>[Presentation]</b> Minimum Infrastructure Required for participation in MOOC Text page presenting the Minimum Infrastructure Requirements for participation in the MOOC	Hypertext	2'	
1.3	<b>Completion of the course (10')</b>			
1.3.1	<b>[Presentation]</b> Necessary actions Text page showing the actions necessary to complete the MOOC and monitor progress	Hypertext	2'	
1.3.2	<b>[Presentation]</b> Self-assessment tasks of MOOC modules Text page describing the process of completing the Open Response Assignment (ORA) self-assessment task	Hypertext	4'	
1.3.3	<b>[Presentation]</b> Final examination of the MOOC Text page with the description of the MOOC final exam	Hypertext	2'	
1.3.4	<b>[Presentation]</b> Receipt of MOOC certificate Instructions for issuing and receiving the MOOC certificate	Hypertext	2'	
1.4	<b>Introduction to MOOC (20')</b>			
1.4.1	<b>[Poll and Discussion Forum]</b> Poll activity What have I already known? Discussion Forum in Padlet <a href="https://padlet.com">Trips abroad (padlet.com)</a>	Poll and Discussion (Padlet)	5'	
1.4.2	<b>[Video]</b> Example of Application or Expert's View	Hypertext and Video	5'	

	External existing YouTube video featuring a case study, or an expert on the topic addressed by this MOOC. <a href="#">B2 First for Schools gives students the confidence to use their English in the real world (youtube.com)</a>			
1.4.3	<b>[Padlet]</b> Getting to know each other activity. Join the community in the Padlet in a getting to know each other activity: Tell a few words about yourself and why you chose this MOOC. <a href="#">Let's meet each other! (padlet.com)</a>	Padlet	10'	
<b>Day 2: Micro- lesson 1 (3 hours)- Mastering Instructions &amp; Discussions</b>				
<b>2.1</b>	<b>Introduction to Micro- lesson 1 (10')</b>			
2.1.1	<b>[Presentation]</b> Learning Outcomes of Micro-lesson 1 (LO1.1+LO1.2) + <b>[Poll]</b> Text page presenting the individual learning outcomes of the module. 1-4 Polls for self-assessment of prior knowledge and/or experience and/or opinion on the module topic. Alternatively, participants will be able to return to the poll and see the results when more people have responded. [for community interaction]	Hypertext and Poll	10'	
<b>2.2</b>	<b>Following instructions accurately/ Sub-module 1 of Micro-Lesson 1 (1 hour)</b>			
2.2.1	<b>[Presentation]</b> An image about the importance of following instructions and an infographic about the instructions in our everyday life	Hypertext, Image, and Infographic	15'	<b>LO 1.1:</b> The trainee can understand detailed instructions well enough to be able to follow them successfully. (B2) (Understanding announcements & instructions) [understand]
2.2.2	<b>[Demonstration]</b> A video about the necessary steps to follow to understand instructions. <a href="#">How to understand and follow instructions (youtube.com)</a> A video about understanding directions. <a href="#">How to follow directions (youtube.com)</a>	Hypertext and Videos	15'	
2.2.3	<b>[Practice]</b> A Quiz about following directions. <a href="https://forms.gle/VjnHCepdC3Goqj1a6">https://forms.gle/VjnHCepdC3Goqj1a6</a>	Quiz in Google Forms	15'	

2.2.4	<b>[Self-assessment]</b> Quiz about following the instructions related to saving our planet. <a href="https://quizizz.com/embed/quiz/66c26447f86f6b81bd2302b4">https://quizizz.com/embed/quiz/66c26447f86f6b81bd2302b4</a>	Quiz in Quizziz	15'	
2.3	<b>Identifying advantages and disadvantages/ Sub-module 2 of Micro- Lesson 1 (1 hour)</b>			
2.3.1	<b>[Presentation]</b> A video about the importance of recognizing advantages and disadvantages in a discussion <a href="https://www.youtube.com/watch?v=...">The importance of identifying Advantages and Disadvantages (youtube.com)</a> An infographic about the advantages and disadvantages of fast fashion	Hypertext, Video, and Infographic	15'	<b>LO 1.2:</b> The trainee can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (B2) (Understanding conversation between other people) [analyze]
2.3.2	<b>[Demonstration]</b> A video with the necessary vocabulary about identifying pros and cons in a discussion. <a href="https://www.youtube.com/watch?v=...">How to recognise pros and cons in a discussion (youtube.com)</a>	Hypertext and Video	15'	
2.3.3	<b>[Practice]</b> A quiz about the advantages and disadvantages of wind energy <a href="https://quizizz.com/embed/quiz/66c2f8e72c1f5a399c1d124f">https://quizizz.com/embed/quiz/66c2f8e72c1f5a399c1d124f</a>	Quiz in Quizziz	15'	
2.3.4	<b>[Self-assessment]</b> A quiz about the advantages and disadvantages of Electric Vehicles <a href="https://forms.gle/GambTmdrQVgu26eTA">https://forms.gle/GambTmdrQVgu26eTA</a>	Quiz in Google Forms	15'	
2.4	<b>Summary and Self- Assessment of Micro- Lesson 1 (50')</b>			
2.4.1	<b>[Presentation]</b> Summary of Micro-Lesson 1 Text page summarizing the Micro-Lesson 1	Hypertext	10'	<b>LO 1.1:</b> The trainee can understand detailed instructions well enough to be able to follow them successfully. (B2) (Understanding announcements & instructions) [understand]
2.4.2	<b>[Self-assessment]</b> Task: Self-assessment task (ORA) of the LO1.1+LA1.2 rubric-based capability	Open Response Assessment	30'	
2.4.3	<b>[Self- assessment]</b> Checklist: I can do it... <b>[Poll]</b> Text pages with 1-4 Polls for participants' self-assessment based on their study in the micro-lesson tutorial. Alternatively, participants will be able to return to the forum	Poll, Word Cloud	10'	

	<p>and see the results when more people have responded. [for community interaction]</p> <ul style="list-style-type: none"> <li>- I can explain ...</li> <li>- I can distinguish ...</li> <li>- I can rank ...</li> <li>- I can evaluate...</li> <li>- I can ...</li> </ul> <p><b>[Word Cloud]</b> Use the word cloud tool to collect short answers to easy questions that summarize the main topic of the micro lesson. Alternatively, they can return and if they see the word cloud development and the responses of more participants. [community interaction]</p>				<p><b>LO 1.2:</b> The trainee can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (B2) (Understanding conversation between other people) [analyze]</p>
2.4.4	<p><b>[Discussion Forum]</b> Participants are encouraged to further develop their answers in the Padlet discussion board by participating in a discussion in the forum. [community interaction]</p> <p><a href="https://padlet.com">Directions- Pros &amp; Cons (padlet.com)</a></p>	Discussion in Padlet	10'		
<b>Day 3: Micro- lesson 2- Decoding TV news &amp; Media Content (3 hours)</b>					
3.1	<b>Introduction to Micro-lesson 2 (10')</b>				
3.1.1	<p><b>[Presentation]</b> Learning Outcomes of Micro-lesson 2(LO2.1+LO2.2) + <b>[Poll]</b></p> <p>Text page presenting the individual learning outcomes of the module.</p> <p>1-4 Polls for self-assessment of prior knowledge and/or experience and/or opinion on the module topic. Alternatively, participants will be able to return to the poll and see the results when more people have responded. [for community interaction]</p>	Hypertext and Poll	10'		
3.2	<b>Understanding information in media/ Sub-module 1 of Micro-lesson 2 (1 hour)</b>				
3.2.1	<p><b>[Presentation]</b> A video about the basic TV news vocabulary</p>	Hypertext and Video	15'		



	<a href="#">TV news vocabulary (youtube.com)</a>			<b>LO 2.1:</b> The trainee can understand most TV news and current affairs programmes. (B2) (Watching TV, film, and video) [understand]
3.2.2	<b>[Demonstration]</b> A video with tips to understand TV news in English. <a href="#">5+1 tips to understand TV news in English (youtube.com)</a>	Hypertext and Video	15'	
3.2.3	<b>[Practice]</b> A quiz about climate change and its consequences on this planet <a href="https://forms.gle/uBExmybvMNjbkbix6">https://forms.gle/uBExmybvMNjbkbix6</a>	Quiz in Google Forms	15'	
3.2.4	<b>[Self-assessment]</b> A quiz about a city and its ambitious eco-friendly plan <a href="https://quizizz.com/embed/quiz/66bdf4e8054ed5294c1c314">https://quizizz.com/embed/quiz/66bdf4e8054ed5294c1c314</a>	Quiz in Quizziz	15'	
<b>3.3</b>	<b>Understanding documentaries, films and talk shows/ Sub- module 2 of Micro-lesson 2 (1 hour)</b>			
3.3.1	<b>[Presentation]</b> A video with extracts of a documentary, movie trailer and an interview about the importance of understanding the language in documentaries, movies and talk shows. <a href="#">Learn English with Movies Game Presentation (youtube.com)</a>	Hypertext and Video	15'	<b>LO 2.2:</b> The trainee can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. (B2) (Watching TV, film, and video) [understand]
3.3.2	<b>[Demonstration]</b> A video with hacks in order to understand English while watching films. <a href="#">5 Hacks to learn English while watching films (youtube.com)</a> A video with tips to understand talk shows. <a href="#">How to understand talk shows (youtube.com)</a>	Hypertext and Videos	15'	
3.3.3	<b>[Practice]</b> A quiz about the sustainable tour of a band based on a video. <a href="https://forms.gle/4pxHwvzhVn6dEcQH8">https://forms.gle/4pxHwvzhVn6dEcQH8</a>	Quiz in Google Forms	15'	
3.3.4	<b>[Self- assessment]</b> A quiz about the trailer of documentary series <a href="https://quizizz.com/embed/quiz/66bbd4685ea96151e676158f">https://quizizz.com/embed/quiz/66bbd4685ea96151e676158f</a>	Quiz in Quizziz	15'	
<b>3.4</b>	<b>Summary and Self-assessment of Micro- Lesson 2 (50')</b>			
3.4.1	<b>[Presentation]</b> Summary of Micro-Lesson 2 Text page summarizing the Micro-Lesson 2	Hypertext	10'	<b>LO 2.1:</b> The trainee can understand most TV news and current affairs programmes. (B2)
3.4.2	<b>[Self-assessment]</b> Task:	Open Response Assessment	30'	

	Self-assessment task (ORA) of the LO2.1+LA2.2 rubric-based capability			(Watching TV, film, and video) [understand]
3.4.3	<p><b>[Self- assessment]</b> Checklist: I can do it...</p> <p><b>[Poll]</b> Text pages with 1-4 Polls for participants' self-assessment based on their study in the micro-lesson tutorial. Alternatively, participants will be able to return to the forum and see the results when more people have responded. [for community interaction]</p> <ul style="list-style-type: none"> <li>- I can explain ...</li> <li>- I can distinguish ...</li> <li>- I can rank ...</li> <li>- I can evaluate...</li> <li>- I can ...</li> </ul> <p><b>[Word Cloud]</b> Use the word cloud tool to collect short answers to easy questions that summarize the main topic of the micro lesson. Alternatively, they can return and if they see the word cloud development and the responses of more participants. [community interaction]</p>	Poll, Word Cloud	10'	<p><b>LO 2.2:</b> The trainee can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. (B2) (Watching TV, film, and video) [understand]</p>
3.4.4	<p><b>[Discussion Forum]</b> Participants are encouraged to further develop their answers in the Padlet discussion board by participating in a discussion in the forum. [community interaction]</p> <p><a href="https://www.padlet.com/">Watching TV news and movies (padlet.com)</a></p>	Discussion Forum	10'	
<b>Day 4: Micro- lesson 3- Reading for Purpose: Orientation &amp; Argument (3 hours)</b>				
4.1	<b>Introduction to Micro- lesson 3 (10')</b>			
4.1.1	<p><b>[Presentation]</b> Learning Outcomes of Micro-lesson 3(LO3.1+LO3.2) + <b>[Poll]</b></p> <p>Text page presenting the individual learning outcomes of the module.</p>	Hypertext and Poll	10'	

	1-4 Polls for self-assessment of prior knowledge and/or experience and/or opinion on the module topic. Alternatively, participants will be able to return to the poll and see the results when more people have responded. [for community interaction]			
4.2	Extracting key details from texts/ Sub-module 1 of Micro-lesson 3 (1 hour)			
4.2.1	<b>[Presentation]</b> A video explaining the differences between skimming and scanning. <a href="#">Skimming or Scanning? Learn the difference! (youtube.com)</a>	Hypertext and Video	15'	<b>LO 3.1:</b> The trainee can scan quickly through long and complex texts, locating relevant details. (B2) (Reading for orientation) [apply]
4.2.2	<b>[Demonstration]</b> A video with 5 skimming tips <a href="#">5 Skimming Tips (youtube.com)</a> A video with 5 scanning tips <a href="#">5 Scanning Tips (youtube.com)</a>	Hypertext and Videos	15'	
4.2.3	<b>[Practice]</b> A quiz about a contemporary space Odyssey based on a relevant video. <a href="https://quizizz.com/embed/quiz/66bf743941232c37668bcd84">https://quizizz.com/embed/quiz/66bf743941232c37668bcd84</a>	Quiz in Quizziz	15'	
4.2.4	<b>[Self-assessment]</b> A quiz about the International Space Station and the future of Space Exploration <a href="https://forms.gle/Yv67QgLjCyyPBSyL9">https://forms.gle/Yv67QgLjCyyPBSyL9</a>	Quiz in Google Forms	15'	
4.3	Analyzing textual information and arguments/ Sub- module 2 of Micro-lesson 3 (1 hour)			
4.3.1	<b>[Presentation]</b> A video about the importance of recognizing the difference between fact and opinion. <a href="#">(339) Fact VS Opinion - YouTube</a>	Hypertext and Video	15'	<b>LO 3.2:</b> The trainee can recognize when a text provides factual information and when it seeks to convince readers of something. (B2) (Reading for information and argument) [analyze]
4.3.2	<b>[Demonstration]</b> A video explaining the difference between the opinion and fact in a text. <a href="#">What's the difference between opinion and fact in a text? (youtube.com)</a>	Hypertext and Video	15'	
4.3.3	<b>[Practice]</b> A quiz about using skimming and scanning reading strategies on an article about space. <a href="https://quizizz.com/embed/quiz/66bf93eaca5b40df3421e776">https://quizizz.com/embed/quiz/66bf93eaca5b40df3421e776</a>	Quiz in Quizziz	15'	
4.3.4	<b>[Self-assessment]</b> A quiz about distinguishing which sentences are facts and which are opinions.	Group sort in Wordwall	15'	

	<a href="https://wordwall.net/resource/76547175">https://wordwall.net/resource/76547175</a>			
4.4	Summary and Self-assessment of Micro- Lesson 3(50')			
4.4.1	<b>[Presentation]</b> Summary of Micro-Lesson 3 Text page summarizing the Micro-Lesson 3	Hypertext	10'	<b>LO 3.1:</b> The trainee can scan quickly through long and complex texts, locating relevant details. (B2) (Reading for orientation) [apply]  <b>LO 3.2:</b> The trainee can recognize when a text provides factual information and when it seeks to convince readers of something. (B2) (Reading for information and argument) [analyze]
4.4.2	<b>[Self-assessment]</b> Task: Self-assessment task (ORA) of the LO3.1+LA3.2 rubric-based capability	Open Response Assessment	30'	
4.4.3	<b>[Self- assessment]</b> Checklist: I can do it... <b>[Poll]</b> Text pages with 1-4 Polls for participants' self-assessment based on their study in the micro-lesson tutorial. Alternatively, participants will be able to return to the forum and see the results when more people have responded. [for community interaction] - I can explain ... - I can distinguish ... - I can rank ... - I can evaluate... - I can ...  <b>[Word Cloud]</b> Use the word cloud tool to collect short answers to easy questions that summarize the main topic of the micro lesson. Alternatively, they can return and if they see the word cloud development and the responses of more participants. [community interaction]	Poll and Word cloud	10'	
4.4.4	<b>[Discussion Forum]</b> Participants are encouraged to further develop their answers in the Padlet discussion board by participating in a discussion in the forum. [community interaction] <a href="https://www.padlet.com/">Skimming &amp; Scanning- Fact Vs Opinion (padlet.com)</a>	Discussion Forum	10'	
<b>Day 5: Micro-lesson 4- Constructing &amp; Defending your Case (3 hours)</b>				
5.1	Introduction to Micro-lesson 4 (10')			

5.1.1	<b>[Presentation]</b> Learning Outcomes of Micro-lesson 4(LO4.1+LO4.2) + <b>[Poll]</b> Text page presenting the individual learning outcomes of the module. 1-4 Polls for self-assessment of prior knowledge and/or experience and/or opinion on the module topic. Alternatively, participants will be able to return to the poll and see the results when more people have responded. [for community interaction]		10'	
5.2	<b>Discussing the pros and cons of an issue/ Sub-module 1 of Micro-lesson 4 (1 hour)</b>			
5.2.1	<b>[Presentation]</b> An infographic that illustrates a method to weigh the pros and cons to take a decision	Hypertext and Infographic	15'	<b>LO 4.1:</b> The trainee can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2) (Sustained monologue: putting a case (e.g., in a debate) [evaluate]
5.2.2	<b>[Demonstration]</b> A video with the necessary vocabulary to talk about the advantages and disadvantages. <a href="https://www.youtube.com/watch?v=...">How to talk about pros &amp; cons in English (youtube.com)</a>	Hypertext and Video	15'	
5.2.3	<b>[Practice]</b> A quiz about smart cities based on a related video. <a href="https://quizizz.com/embed/quiz/66c3204ac2b31f5f624a6b6f">https://quizizz.com/embed/quiz/66c3204ac2b31f5f624a6b6f</a>	Fill in the blanks in Quizziz	15'	
5.2.4	<b>[Self-assessment]</b> A quiz about transportation in smart cities based on a related video. <a href="https://quizizz.com/embed/quiz/66c52aa151297ca91889e2d6">https://quizizz.com/embed/quiz/66c52aa151297ca91889e2d6</a>	Categorize quiz in Quizziz	15'	
5.3	<b>Building strong arguments/ Sub-module 2 of Micro-lesson 4 (1 hour)</b>			
5.3.1	<b>[Presentation]</b> A video about the necessity of developing clear arguments. <a href="https://www.youtube.com/watch?v=...">Developing clear arguments (youtube.com)</a>	Hypertext and Video	15'	<b>LO 4.2:</b> The trainee can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. (B2) (Sustained monologue: putting a case (e.g., in a debate) [create]
5.3.2	<b>[Demonstration]</b> A video about the method of building clear arguments <a href="https://www.youtube.com/watch?v=...">Building arguments (youtube.com)</a> An image about some basic argumentative elements	Hypertext, Video, and Image	15'	
5.3.3	<b>[Practice]</b> A quiz about the impact of tourism on the environment based on a relevant video. <a href="https://quizizz.com/embed/quiz/66c54e0f5e332408e0c9a17d">https://quizizz.com/embed/quiz/66c54e0f5e332408e0c9a17d</a>	Quiz in Quizziz	15'	

5.3.4	<b>[Self-assessment]</b> A quiz about sustainable tourism based a relevant video. <a href="https://quizizz.com/embed/quiz/66c54acdfc61f704c55bbode">https://quizizz.com/embed/quiz/66c54acdfc61f704c55bbode</a>	Quiz in Quizziz	15'	
5.4	<b>Summary and Self-assessment of Micro- Lesson 4 (50')</b>			
5.4.1	<b>[Presentation]</b> Summary of Micro-Lesson 4 Text page summarizing the Micro-Lesson 4	Hypertext	10'	<b>LO 4.1:</b> The trainee can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2) (Sustained monologue: putting a case (e.g., in a debate) [evaluate]  <b>LO 4.2:</b> The trainee can develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. (B2) (Sustained monologue: putting a case (e.g., in a debate) [create]
5.4.2	<b>[Self-assessment]</b> Task: Self-assessment task (ORA) of the LO4.1+LA4.2 rubric-based capability	Open Response Assessment	30'	
5.4.3	<b>[Self- assessment]</b> Checklist: I can do it... <b>[Poll]</b> Text pages with 1-4 Polls for participants' self-assessment based on their study in the micro-lesson tutorial. Alternatively, participants will be able to return to the forum and see the results when more people have responded. [for community interaction] - I can explain ... - I can distinguish ... - I can rank ... - I can evaluate... - I can ...  <b>[Word Cloud]</b> Use the word cloud tool to collect short answers to easy questions that summarize the main topic of the micro lesson. Alternatively, they can return and if they see the word cloud development and the responses of more participants. [community interaction]	Poll and Word Cloud	10'	
5.4.4	<b>[Discussion Forum]</b> Participants are encouraged to further develop their answers in the Padlet discussion board by participating in a discussion in the forum. [community interaction] <a href="https://padlet.com">Arguments (padlet.com)</a>	Discussion Forum	10'	

**Day 6: Final Assessment of MOOC (1 hour)**

6.1	<p><b>[Presentation]</b> Instructions for conducting the MOOC final examination.                  What is the minimum score that the examinee must obtain to be considered successful in the exam?                  Steps to obtain the certificate</p>	Hypertext	10'	
6.2	<p><b>[Final Assessment]</b> 5 MCQs for each Micro-Lesson Learning Outcome                  MCQs based on complex practical activities, so that learners' understanding, and skills are assessed, allowing them to apply their acquired knowledge in a simulated practice scenario - assesses all MAs</p>	Quiz	45'	
6.3	<p><b>[Presentation]</b> Instructions for creating a micro-MOOC certificate.                  Text page describing the instructions for issuing and receiving a micro-MOOC certificate.</p>	Hypertext	5'	

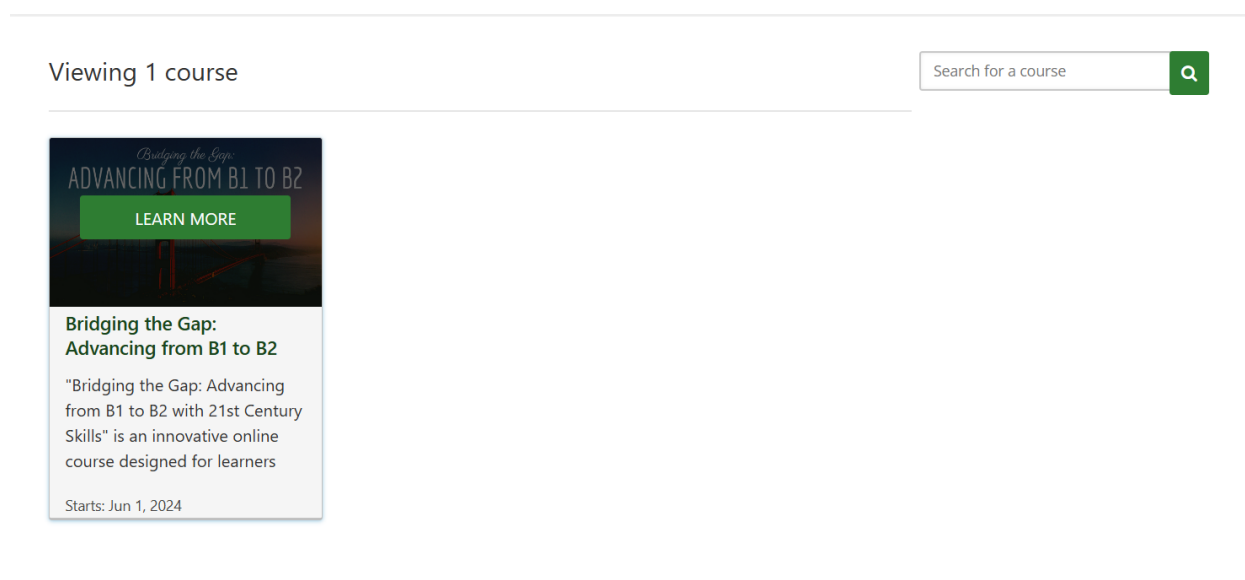
## CHAPTER 4. IMPLEMENTATION OF THE ONLINE COURSE

The online course was designed in the OpenedX platform, and the link of the course is the following:

[https://student2332.edunext.io/courses/course-v1:student2332+AK2332+2024\\_MDE/about](https://student2332.edunext.io/courses/course-v1:student2332+AK2332+2024_MDE/about)

### 4.1 Introductory page

Before trainees decide to enroll in this course, they are expected to search for MOOCS in English that serve their needs. So, they are going to see this course among others if they are at level B1 and they desire to reach B2 in English. This page is going to lead to the introductory page of the course, where they are going to read the course details.




**Figure 7. Screenshot of the first page before trainees enroll in the course**

As trainees press the button “Learn more” in this page (Figure 7) or if they have the above-mentioned link to the course they are transferred in this page (Figures 8 and 9) where they are going to learn all the details about this course before they decide to enroll, like a short description of the course, the instructor of the course, the requirements and the learning outcomes. This page should be read thoroughly so as trainees know that this course is ideal for them, and they are going to take the most of it.



POWERED BY **OPEN edX** student2332: AK2332  
 Bridging the Gap: Advancing from B1 to B2

Courses Sign in **Register Now**



## Bridging the Gap: Advancing from B1 to B2 **Enroll**

"Bridging the Gap: Advancing from B1 to B2 with 21st Century Skills" is an innovative online course designed for learners aiming to improve their language proficiency and transition smoothly from the B1 to B2 level. This MOOC focuses on enhancing listening, speaking, and reading skills while incorporating the 21st-century 4Cs—Creativity, Critical Thinking, Communication, and Collaboration. Throughout the course, participants will engage with current global issues such as climate change, technology, and space exploration, all while improving their language skills. This MOOC offers a comprehensive approach to mastering language proficiency with a real-world focus.

### About This Course

The title of this MOOC is "Bridging the Gap: Advancing from B1 to B2". This MOOC is designed for adults and teenagers who aim to enhance their listening, speaking, and reading skills or wish to review essential topics before taking a B2 level exam. The course also focuses on developing the key competencies of the 21st century, known as the 4Cs: Creativity, Critical thinking, Communication, and Collaboration. Furthermore, the course aims to raise environmental awareness by concentrating most activities on climate change issues and highlighting sustainable solutions to address them.

Participants will embark on an exciting journey of learning a foreign language while engaging with current topics in environment, technology, and space exploration.


**Enroll**

### Requirements

According to British Council, the trainees must be independent users of English language at level B1. This means

**Figure 8. Screenshot 1 of the Introductory page before the enrollment**

### Course Staff



**Koulovaki Argyro- Dimitra**

I have a Bachelor's degree in English Language and Literature from the Department of Philosophy of the University of Athens and a Master's degree in "Geopolitical Analysis, Geostrategic Composition and Defense and International Security Studies" from the University of Athens. In 2023 I started the Master's Program in "E-Learning" from the University of Piraeus, in the framework of which I am working on this thesis.

### Learning Outcomes

According to Common European Framework of Reference for Languages Companion volume (Council of Europe, 2020), the trainees after the successful completion of this MOOC will be able to:

- Learning Outcome 1.1: understand detailed instructions well enough to be able to follow them successfully. (B2) (Understanding announcements & instructions) [understand]
- Learning Outcome 1.2: identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (B2) (Understanding conversation between other people) [analyze]
- Learning Outcome 2.1: understand most TV news and current affairs programmes. (B2) (Watching TV, film, and video) [understand]
- Learning Outcome 2.2: understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. (B2) (Watching TV, film, and video) [understand]
- Learning Outcome 3.1: scan quickly through long and complex texts, locating relevant details. (B2) (Reading for orientation) [apply]
- Learning Outcome 3.2: recognize when a text provides factual information and when it seeks to convince readers of something. (B2) (Reading for information and argument) [analyze]

**Figure 9. Screenshot 2 of the Introductory page before the enrollment**

If the course is ideal for them, then the learners press the button "Sign in" and they are transferred in the following page (Figure 10). They are expected to use the following credentials:

- email: [guest.mde777@gmail.com](mailto:guest.mde777@gmail.com) and
- password: Guest777!

After that, they are connected to this course, and they are transferred again to the Introductory page (Figure 8 and 9) of the course. In that case, they should press the green buttons “View Course” (Figure 11). Finally, they are transferred to the page that illustrates the structure of the course (Figure 12) and they press the green button “Start Course”. The learners are transferred to the first unit of the course.

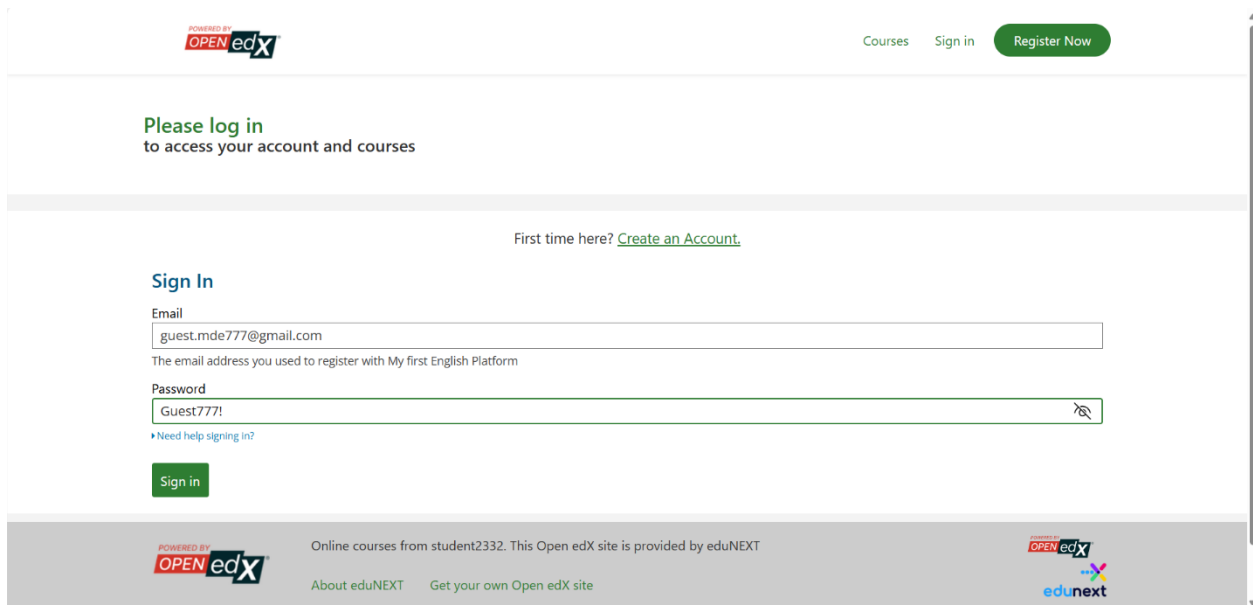


Figure 10. Screenshot of “Sign in” procedure

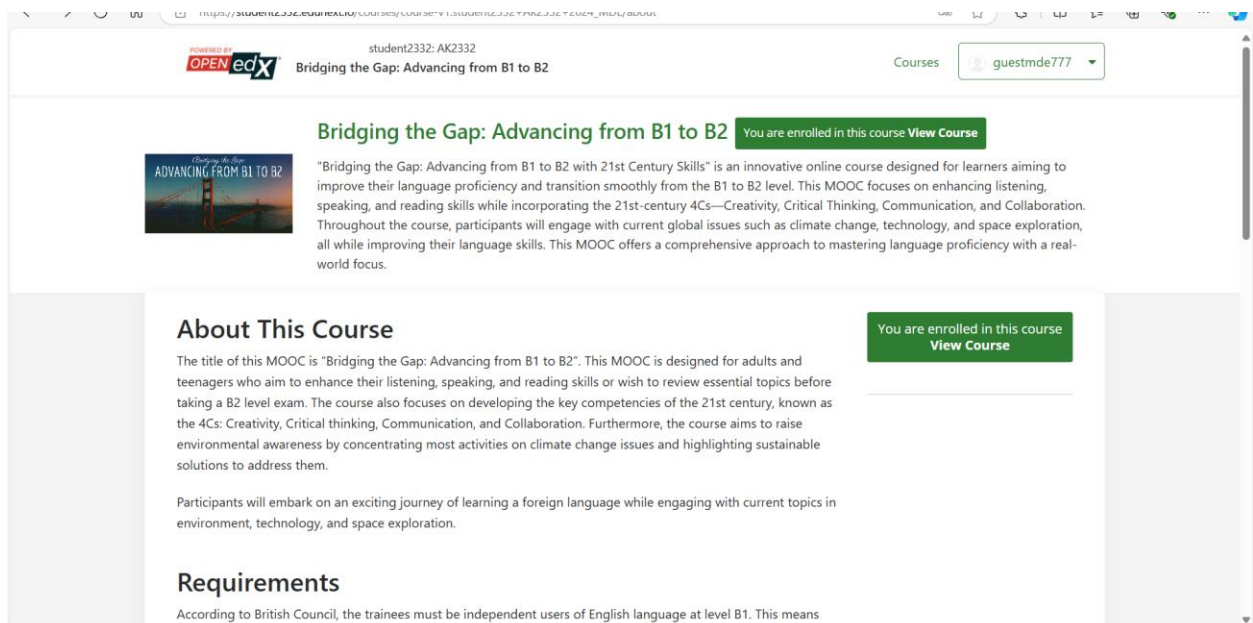
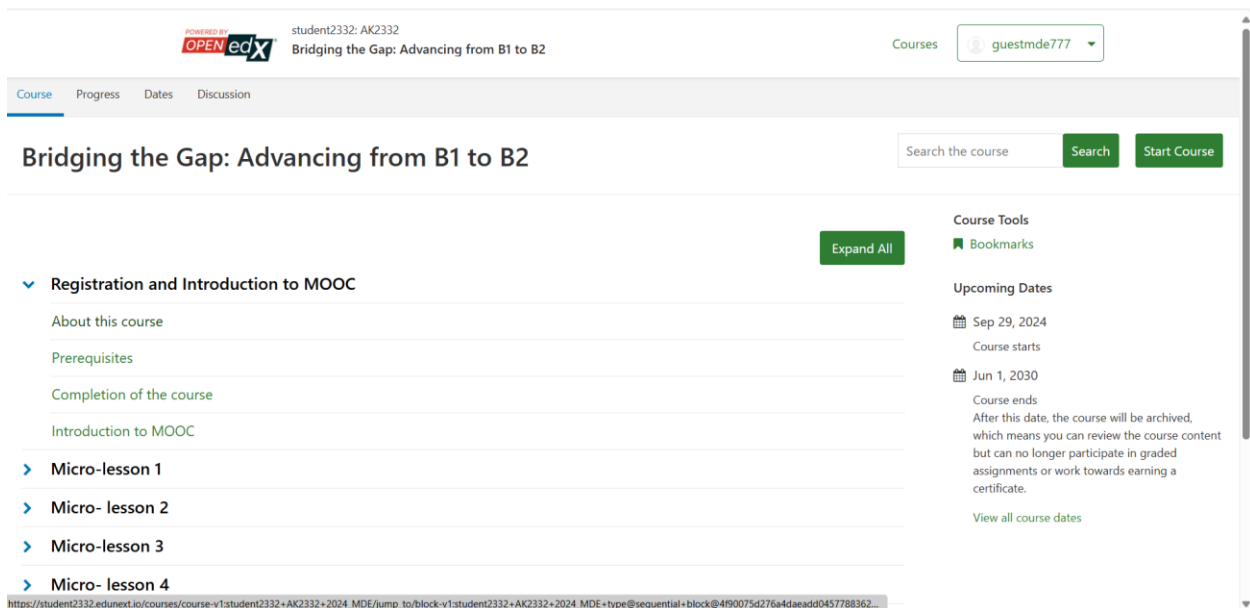


Figure 11. Screenshot of Introductory page after enrollment



**Figure 12. Screenshot of the structure of the course after “Sign in”**

## 4.2 Registration and Introduction to MOOC

### 4.2.1 About this course

During the first day of the MOOC, the trainees will learn more about the course. A welcome video will introduce them smoothly in the learning procedure (Figure 13) and they will read about the aims (Figure 14), the learning outcomes (Figure 15), the structure (Figure 16), the license (Figure 17) and the instructor of the MOOC (Figure 18). Most of this information is listed on text form and trainees have just to read it once before they move on. It is very important for trainees to understand the structure and the goals of this course in order to be well prepared to complete the course.

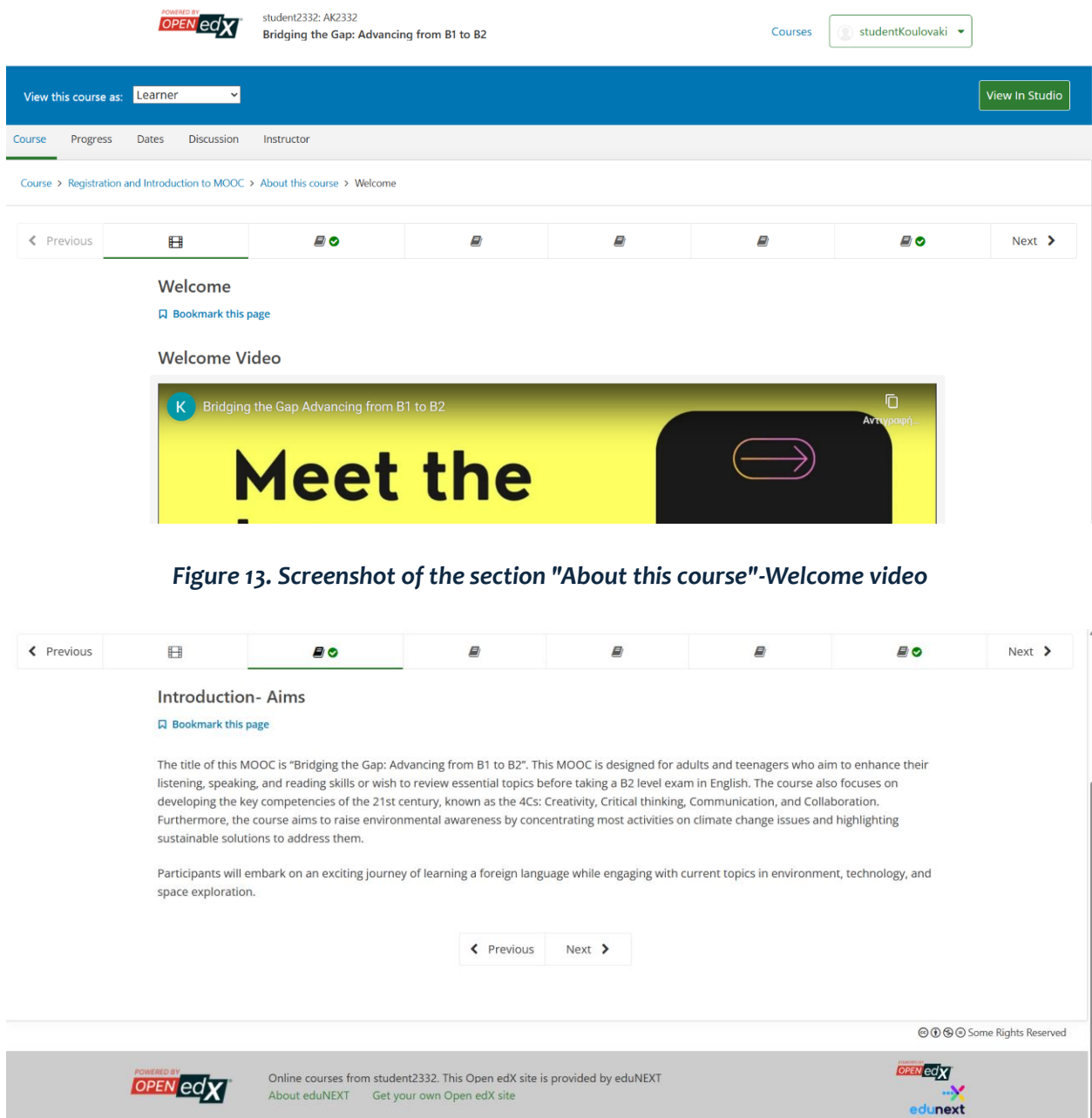
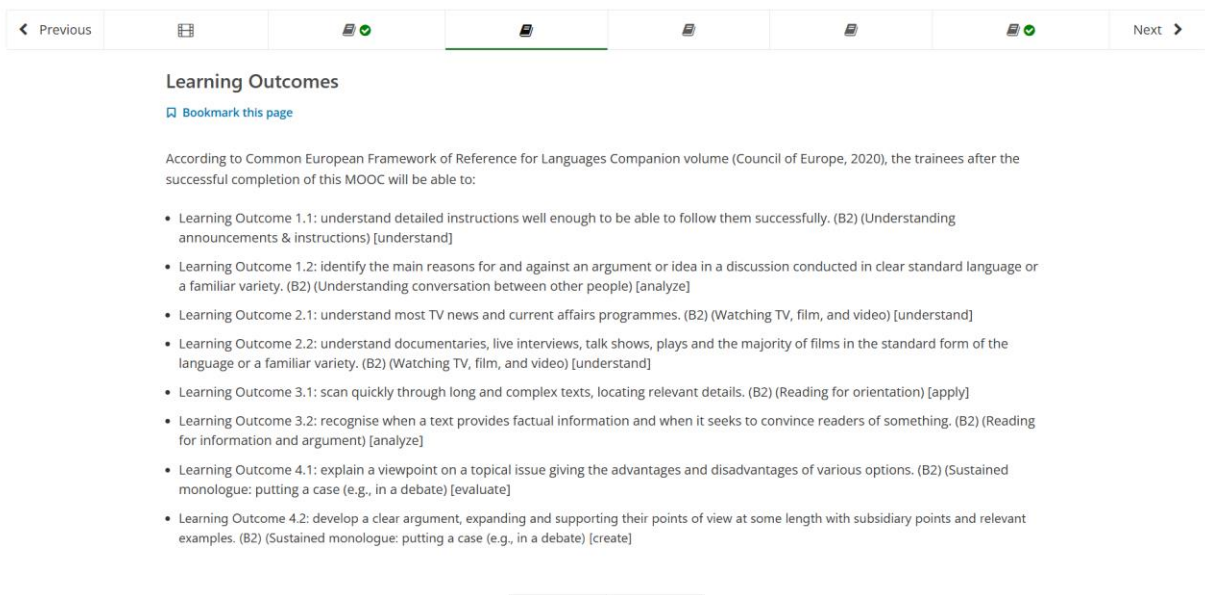
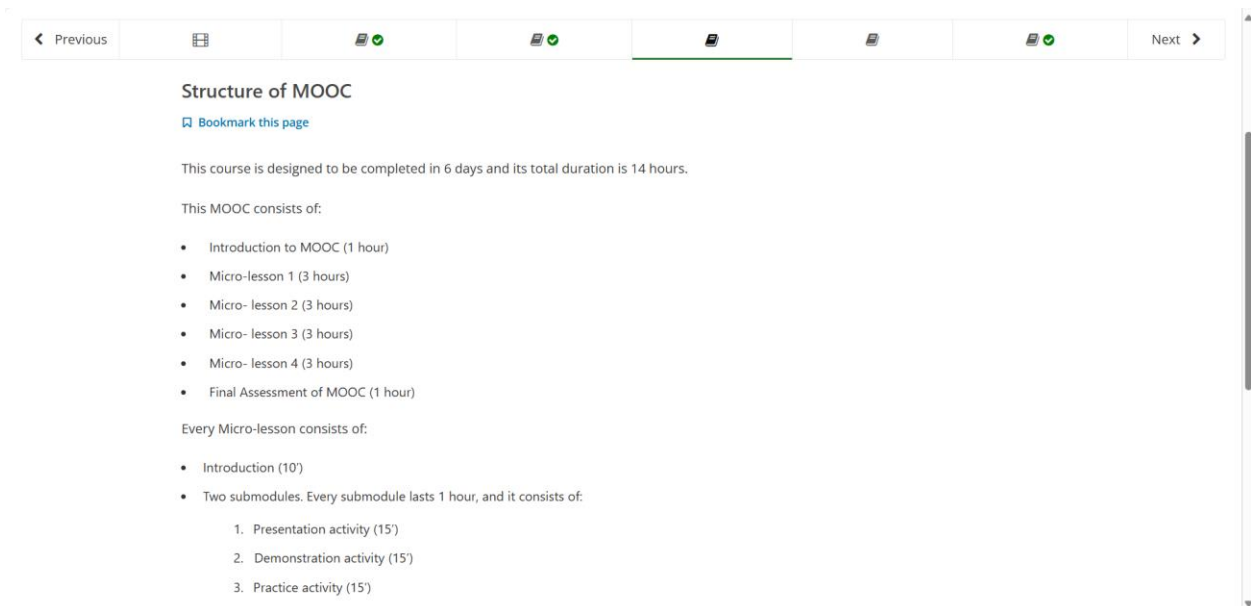


Figure 13. Screenshot of the section "About this course"-Welcome video

Figure 14. Screenshot of the section "About this course"- Introduction/Aims



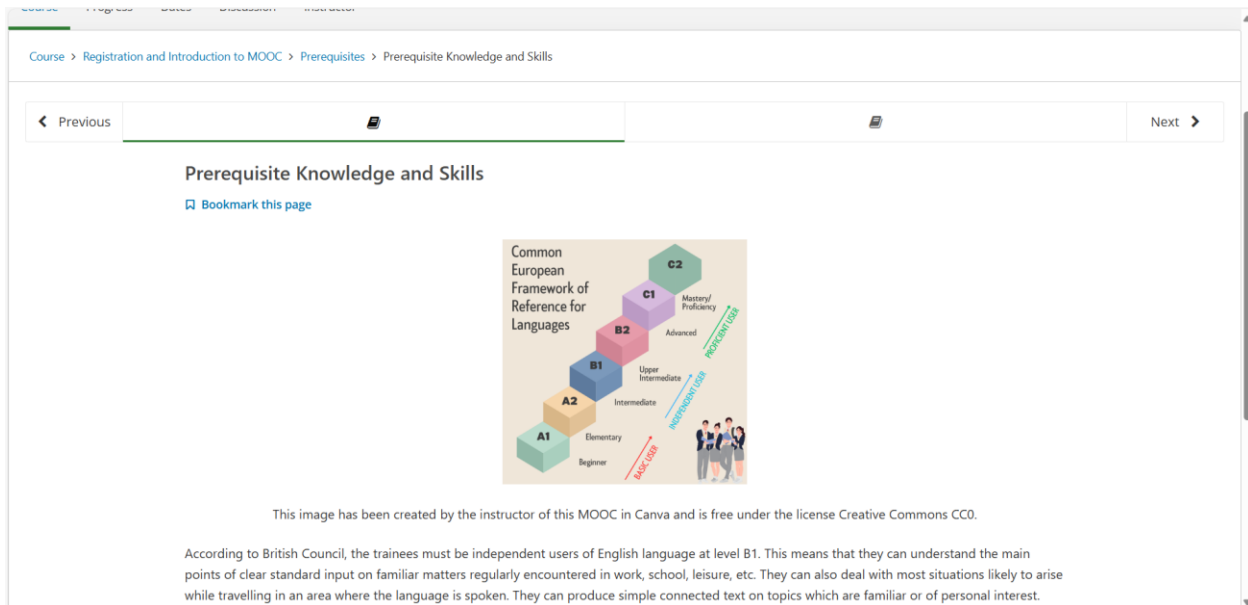
**Figure 15. Screenshot of the section "About this course"- Learning Outcomes**



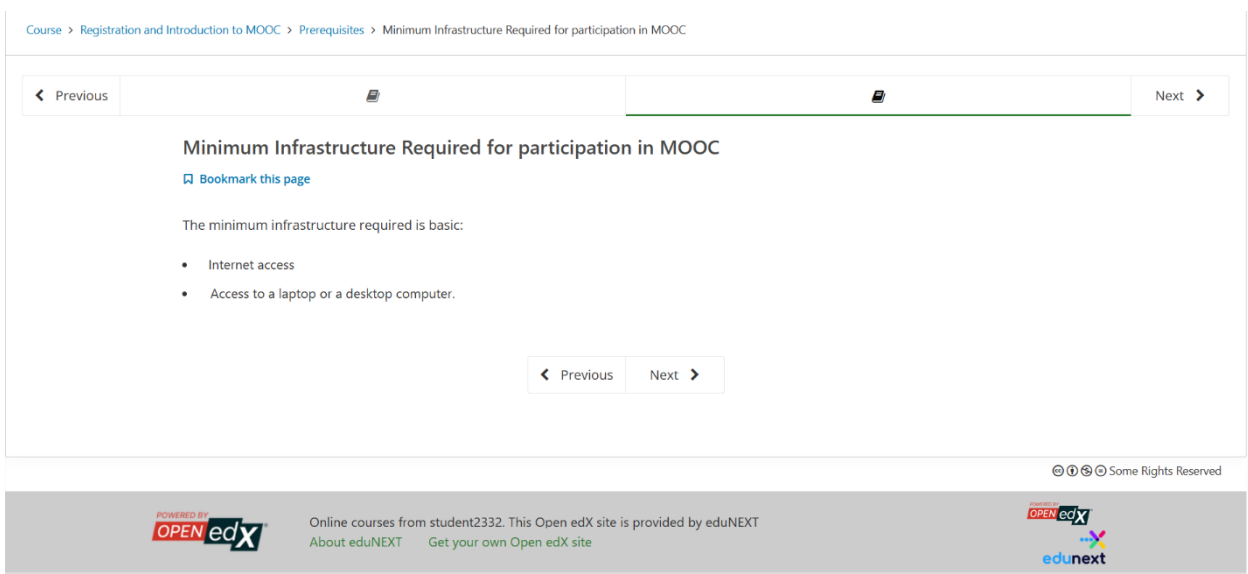
**Figure 16. Screenshot of the section "About this course"- Structure of MOOC**



informed about the minimum infrastructure required for the participation in this MOOC (Figure 20).



**Figure 19. Screenshot 1- Prerequisites- Prerequisite Knowledge and Skills**

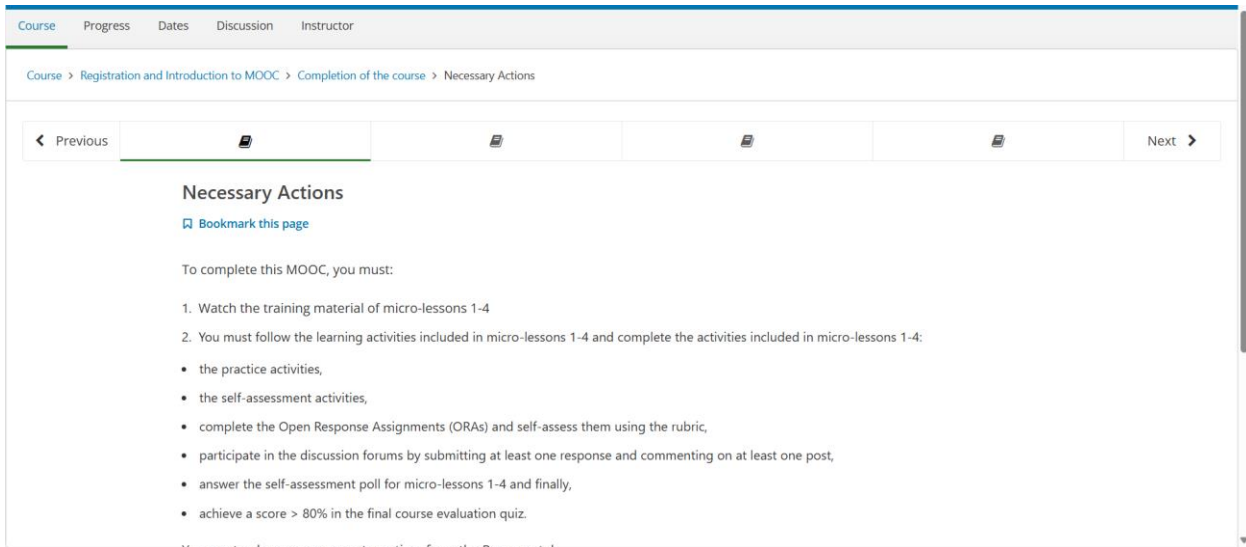


**Figure 20. Screenshot 2- Prerequisites- Minimum Infrastructure required**

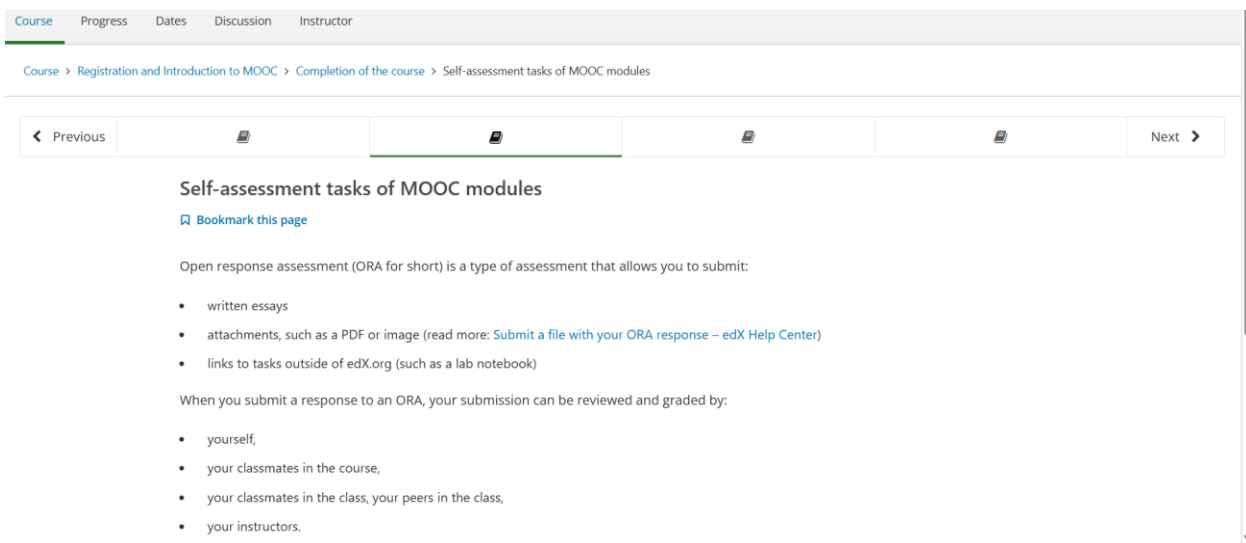
#### 4.2.3 Completion of the course

In this section, trainees get informed about the necessary actions in order to complete the course (Figure 21), the self-assessment tasks of MOOC modules (Figure 22) and the final

examination of the MOOC (Figure 23) that will lead to the certification that trainees will get in the end and if they succeed in the final exam (Figure 24).



**Figure 21. Screenshot 1- Completion of the course- Necessary actions**



**Figure 22. Screenshot 2- Completion of the course- Self-assessment tasks of MOOC modules**



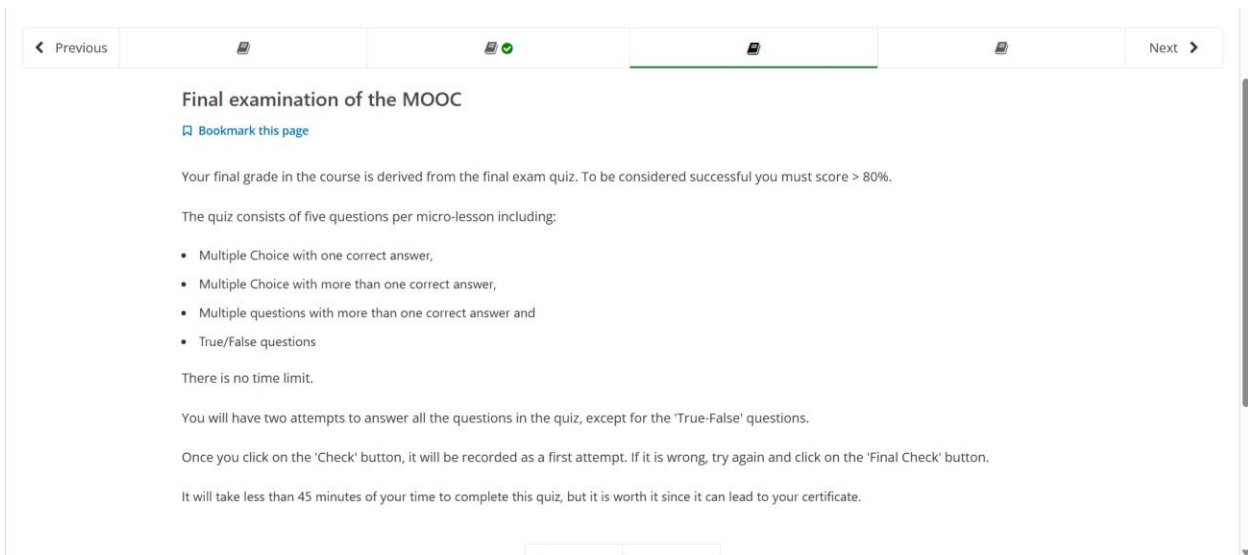


Figure 23. Screenshot 3- Completion of the course- Final examination of the MOOC

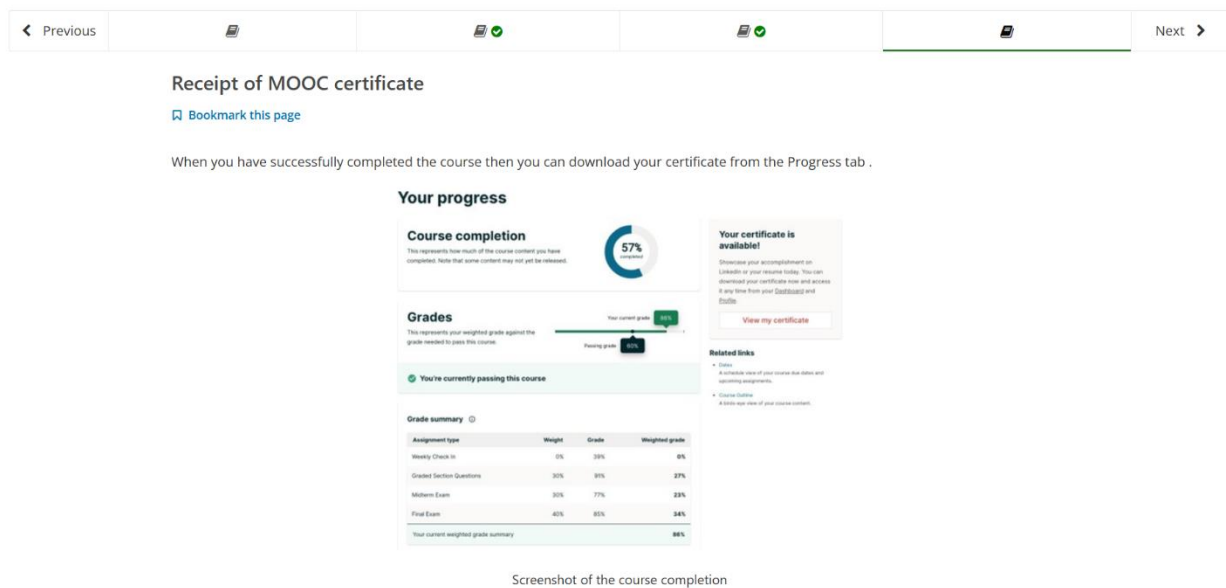


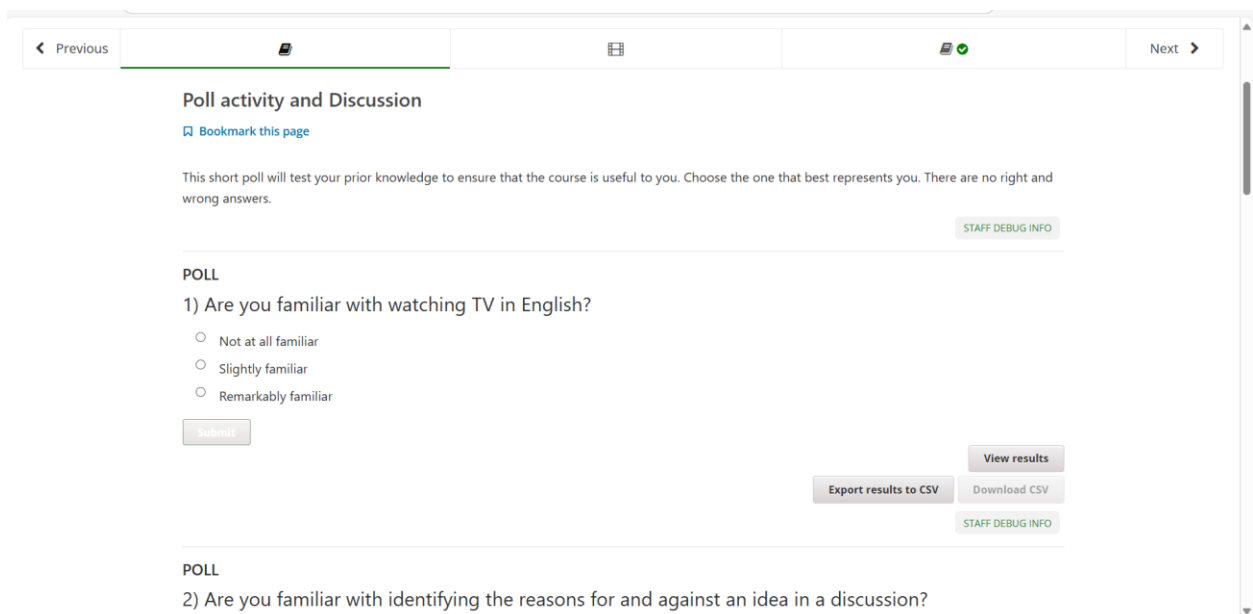
Figure 24. Screenshot 4- Completion of the course-Receipt of MOOC certificate

#### 4.2.4 Introduction to MOOC

In this section, trainees are going to be introduced to the course. Firstly, they are going to answer a poll (Figure 25) and join the discussion board in Padlet external tool talking about trips abroad to foster a sense of community (Figure 26). Polls gather and archive answers, giving teachers the ability to examine information and determine students' perceptions or comprehension, which can guide future instructional design.

Moreover, a video about the importance of level B2 in English has been listed. The video is the only one in this MOOC that has not been created by the instructor and it is retrieved by YouTube channel of English with Cambridge (Figure 27).

Finally, another Padlet discussion board is seen in the last part of this section related to the interconnection of the trainees (Figure 28). Because Padlet is one of the most interactive platforms and allows you to create walls that can hold all the postings you wish to publish, it has been selected to be utilized extensively in this MOOC (How Do I Use Padlet for Teaching? - Ask Us, n.d.). It really is a blank canvas in terms of music, papers, and photographs as well as movies. Additionally, it is collaborative, enabling you to include educators and students (Edwards, 2024).



**Figure 25. Screenshot 1- Introduction to MOOC- Poll activity**

Discussion Forum in Padlet

We encourage you to elaborate your answer about using English during a trip abroad in the Padlet discussion forum by posting your thoughts on the discussion board.

Use the Padlet below to share a photo of yourself (if you wish) and a few words about each question. You can double-click anywhere or click on the cross (+) at the bottom right to add material in the form of text, image, video, hyperlink, audio, etc.



Figure 26. Screenshot 2- Introduction to MOOC- Discussion in Padlet

< Previous

Next >

### Example of Application

[Bookmark this page](#)

B2 level according to CEFR is the next step after B1 level and there are hundreds of examinations that certify the necessary skills of candidates. According to [British Council Greece](#), to take the exam a candidate should be able to draft short reports and emails, explain an idea or have a detailed discussion in English and understand general English on TV and in newspapers. These exams are recognized by thousands of companies and universities around the world.

This video highlights the importance of B2 First and B2 First for Schools exams, issued by Cambridge English, which prove that students have the language skills they need to confidently communicate in an English-speaking country. After preparing for this qualification students can go on to develop their skills further by preparing for C1 Advanced.

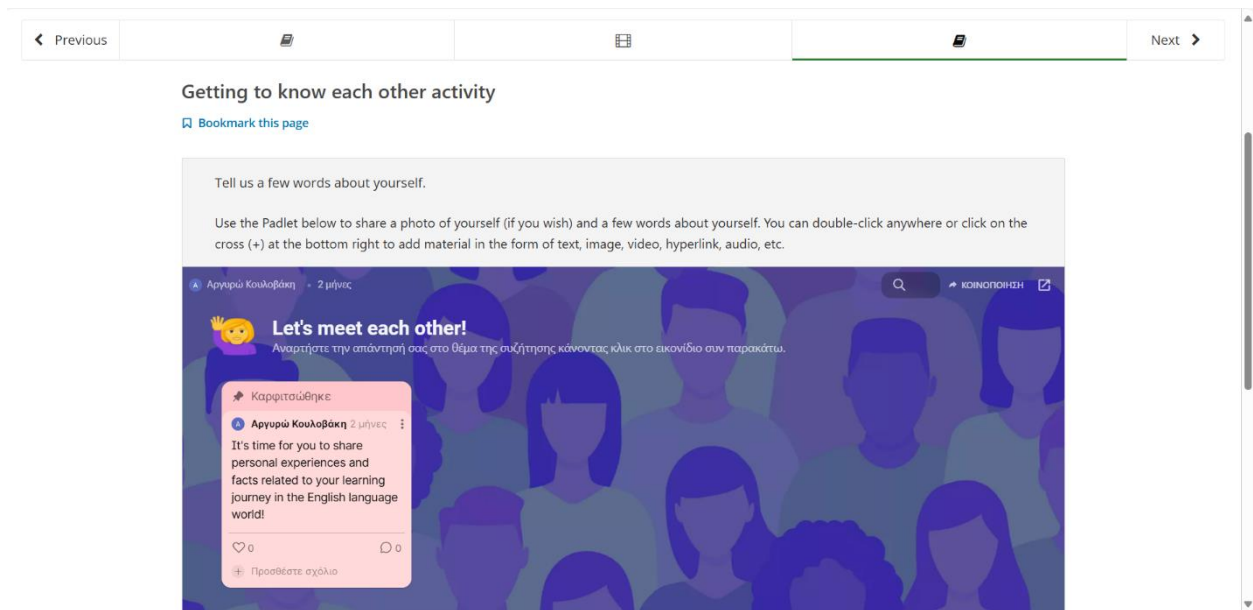
#### B2 First for Schools gives students the confidence to use their English in the real world

B2 First for Schools gives students the confidence to use their English in the real world

CAMBRIDGE English

Αγγλικά

Figure 27. Screenshot 3- Introduction to MOOC- Example of Application

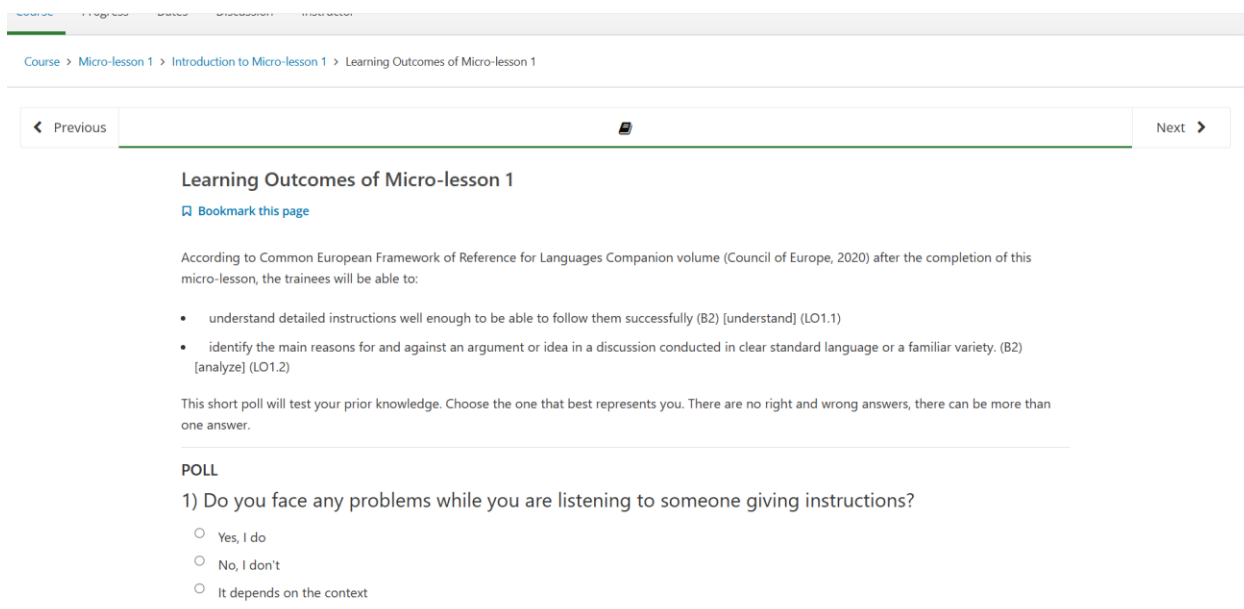


**Figure 28. Screenshot 4- Getting to know each other activity in Padlet**

## **4.3 Micro-lesson 1/ Mastering Instructions and Discussions**

### **4.3.1 Introduction to Micro-lesson 1**

In this section of Micro-lesson 1, learning outcomes for the whole Micro-lesson are listed (Figure 29). For each micro-lesson, there are two learning goals that each trainee should fulfill. After carefully reading the learning goals, trainees are going to answer another poll. In that case, polls boost student involvement by promoting active participation. They include questions about the content trainees are going to learn and keep students engaged and focused.



**Figure 29. Screenshot- Introduction to Micro-lesson 1**

#### **4.3.2 Sub-module 1 of Micro-lesson 1/ Following instructions accurately**

The sub-modules in each micro-lesson follow the same pattern. There are four sections in each sub-module (Presentation, Demonstration, Practice and Self-assessment). The first two sections are usually filled with text, videos and/or infographics and pictures (Figures 30 and 31) while the other two sections include quizzes that are created in external tools (Figures 32 and 33). In these quizzes, videos from YouTube have been carefully chosen to correspond with the learning outcomes. Videos in quizzes are chosen to make the learning process more amusing and motivate the learners. All the videos and pictures in the first two sections have been created by the instructor of the MOOC to guarantee the quality of the content delivered in this course.

Videos present information in a dynamic and captivating way, appealing to both visual and aural learners. They can use illustrations, animations, and demonstrations to assist in the explanation of difficult ideas. Moreover, videos are a more effective way than text alone to draw in and hold the interest of learners. In order to increase the relatability and interest of the content, they can incorporate storytelling, interviews, and real-world examples. Students are free to watch videos at their own speed, pausing, fast-forwarding, or repeating any necessary portions. Because of this flexibility, students may take charge of their education and go over the content as much as needed. In the last two sections of each sub-module,

videos are utilized to enhance quizzes in addition to other course materials, giving students an enhanced learning experience. As a result, these videos that include interactive elements, such as quizzes or prompts, encourage active learning and engagement.

Course > Micro-lesson 1 > Sub-module 1 of Micro-lesson 1 > Presentation

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### Presentation

[Bookmark this page](#)

When we refer to instructions, we usually talk about advice and information about how to do or use something, often written in a book or on the side of a container (Cambridge Dictionary). Instructions can also be given by someone like our father, manager, or a friend.

Following instructions/ directions is an important skill that help us succeed in a lot of different situations, like at school, home, or our workplace. When we follow directions, we prove that we are eager to learn and trustworthy. By following instructions, we can build strong relationships with others and achieve our goals (Medium, 2023).

So, we should understand the importance of following instructions before we are asked to do so. That can be easily done looking at the following picture and the following infographic about instructions in our everyday life.



The infographic is titled "Importance of following instructions" and features a central road graphic with a "04" marker. It is divided into four sections: "Success" (Achieving goals is associated with following instructions. So, finding the success is the final result.), "Reliability" (When we follow), "Productivity" (Following instructions ensures that every), and "Responsibility" (When we are meticulously following instructions, we are responsible for our actions and choices. So, we are expected to honour our commitments).

Figure 30. Screenshot 1- Sub-module 1 of Micro-lesson 1- Presentation


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### Demonstration

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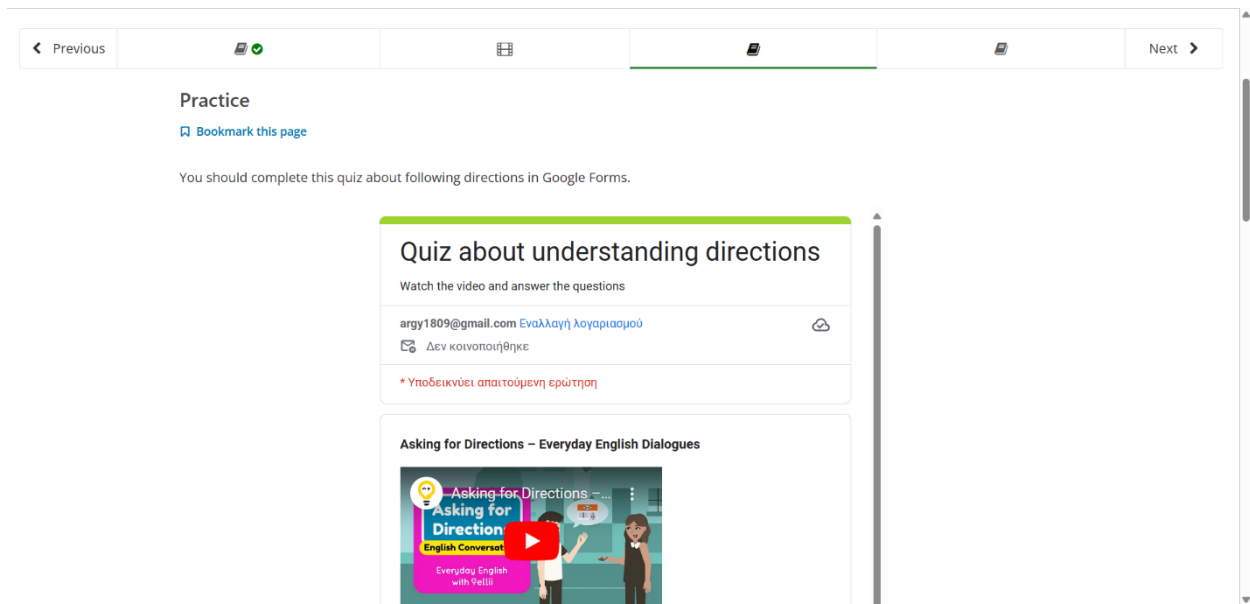
To get a task done, there are a few things we can all do to follow instructions more effectively. Listening and following instructions is another critical skill for social interactions (National Geographic, 2014). This video illustrates the steps that are necessary to follow in order to understand more instructions easier.

#### How to understand and follow instructions

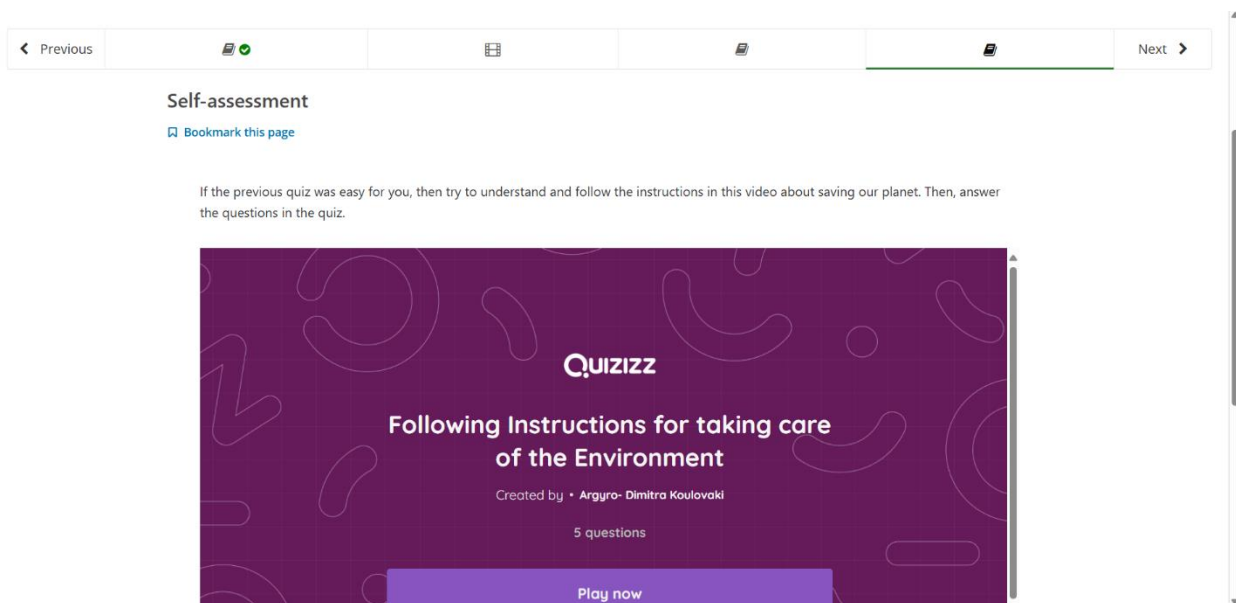


The video thumbnail has a blue background with white text that reads: "Now, let's play a game. Pay attention to the instructions! Follow each one". To the right of the text is a cartoon illustration of a man in a white shirt and blue tie, talking on a mobile phone and carrying a blue bag. A red play button icon is visible in the bottom right corner of the video frame.

Figure 31. Screenshot 2- Sub-module 1 of Micro-lesson 1- Demonstration



**Figure 32. Screenshot 3- Sub-module 1 of Micro-lesson 1- Practice**



**Figure 33. Screenshot 4- Sub-module 1 of Micro-lesson 1- Self-assessment**

As it is obvious, in the last two sections, two external tools have been used so as trainees complete the quizzes. In this MOOC, mainly two tools have been used extensively to serve this goal, Quizizz and Google Forms. There are some reasons that these tools have been chosen. Firstly, these two tools offer the opportunity to the instructor to include videos in the quiz, something that cannot be done in the poll activity or problem activity that the platform OpenedX offers. Secondly, these two tools appear to boost student engagement and keep them on track (*Boost Student Engagements in Classrooms With Quizizz*, n.d.) According to

Quizizz website, “high levels of student engagement typically led to better academic performance, improved social skills, and a more positive attitude toward learning” (Six Reasons High School Students Love Quizizz, n.d.-b). Thirdly, these two external tools add the gamification element that is necessary to keep trainees engaged to the content (*Introduction to Quizizz – DU Ed-Tech Knowledge Base, 2023*). Quizizz provides a variety of techniques to supplement education with enjoyment when utilizing game modes (Six Reasons High School Students Love Quizizz, n.d.). Strategic usage of power-ups can raise motivation and improve scores. Google Forms and Quizizz provide flexibility and immediate feedback. For example, the instructor can choose if they questions will be shuffled for every trainee. This is invaluable for distance learning or when students are working independently (Connections, 2021).

#### 4.3.3 Sub-module 2 of Micro-lesson 1/ Identifying advantages and disadvantages

This sub-module follows the same pattern of sub-module 1. In the first two sections (Presentation and Demonstration) there are text formats, videos and infographics created by the instructor (Figures 34 and 35) while in the last two sections (Practice and Self-assessment) there are quizzes in external tools, the ones used for the evaluation in the micro-lessons of this MOOC, Quizizz and Google Forms (Figures 36 and 37).

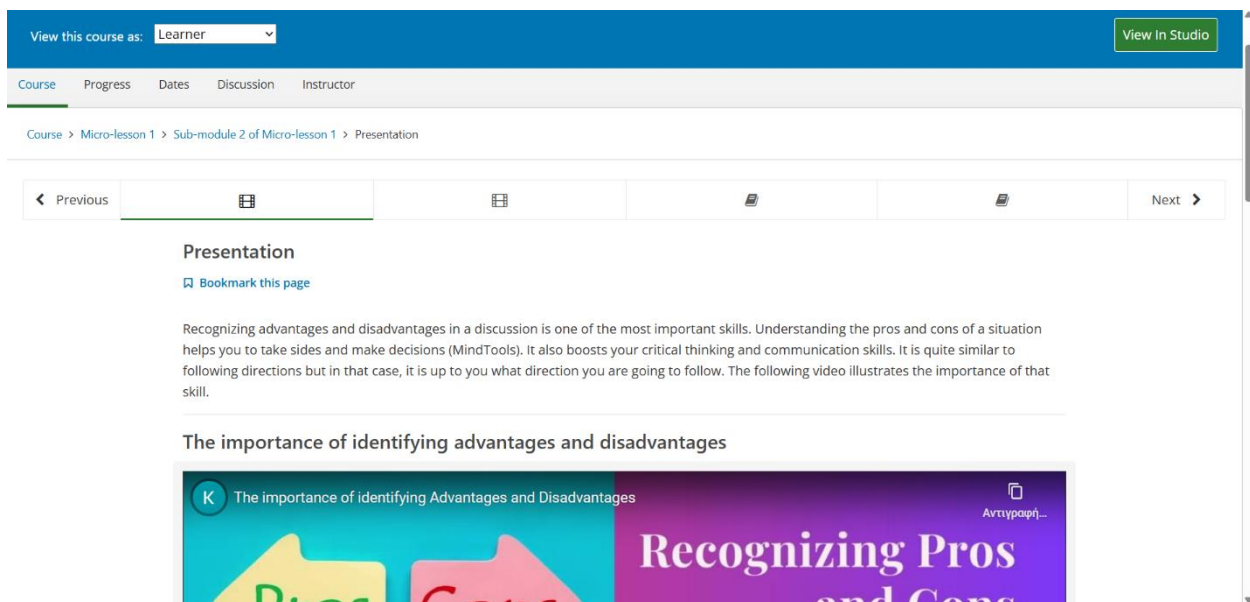


Figure 34. Screenshot 1- Sub-module 2 of Micro-lesson 1- Presentation

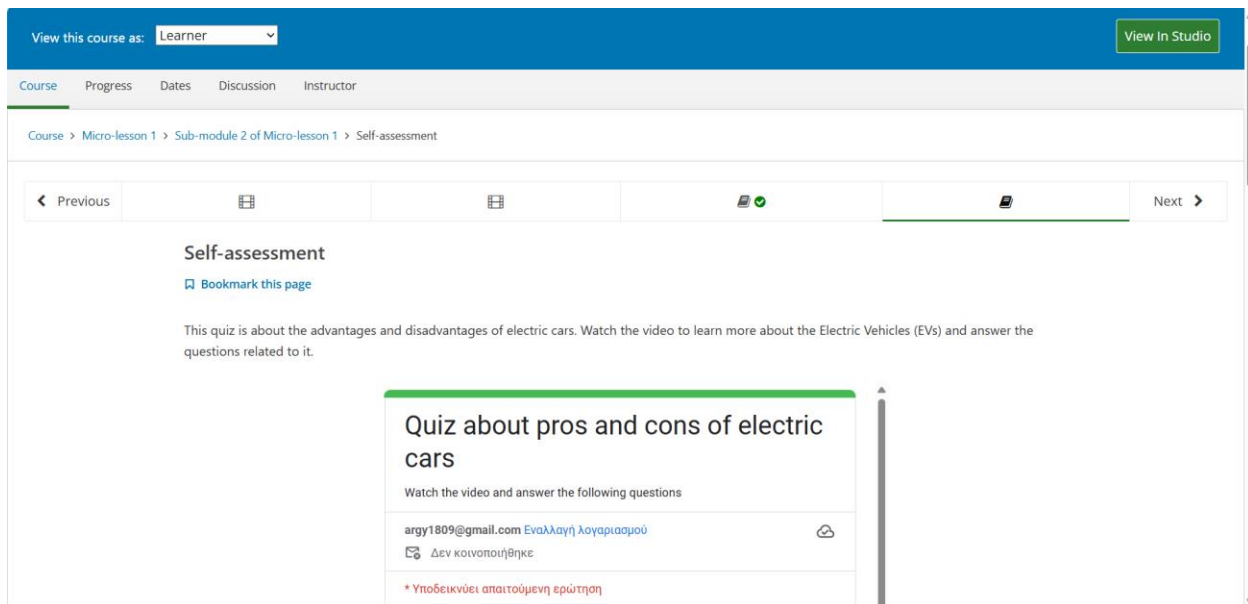


The screenshot shows a course interface with a blue header. On the left, it says "View this course as: Learner" with a dropdown arrow. On the right, there is a green button labeled "View In Studio". Below the header is a navigation bar with tabs for "Course", "Progress", "Dates", "Discussion", and "Instructor". The "Course" tab is selected. Below this is a breadcrumb trail: "Course > Micro-lesson 1 > Sub-module 2 of Micro-lesson 1 > Demonstration". A navigation bar below the breadcrumb contains a "Previous" button, four icons representing different content types, and a "Next" button. The main content area is titled "Demonstration" and includes a "Bookmark this page" link. The text reads: "The most necessary tool in order to recognize the arguments in favor and against an idea is to be familiar with specific words. The following video includes useful vocabulary to identify pros and cons easily." Below this is a video player with the title "How to recognise pros and cons in a discussion". The video thumbnail shows a person's head and shoulders with the text "BRITISH COUNCIL" overlaid.

Figure 35. Screenshot 2- Sub-module 2 of Micro-lesson 1- Demonstration

The screenshot shows a course interface similar to the previous one. The header and navigation bar are identical. The breadcrumb trail is "Course > Micro-lesson 1 > Sub-module 2 of Micro-lesson 1 > Practice". The main content area is titled "Practice" and includes a "Bookmark this page" link. The text reads: "This quiz is about the advantages and disadvantages of wind energy. Watch the video to learn about a renewable source of energy and answer the questions related to it." Below this is a large purple banner with the text "QUIZZ Advantages and Disadvantages of Wind Power". The banner features a grid pattern and abstract white shapes.

Figure 36. Screenshot 3- Sub-module 2 of Micro-lesson 1- Practice



**Figure 37. Screenshot 4- Sub-module 2 of Micro-lesson 1- Self-assessment**

#### **4.3.4 Summary and self-assessment of Micro-lesson 1**

In this last section of Micro-lesson 1, there are four parts. Firstly, there is the summary of the micro-lesson which summarizes the points that have been covered in this micro-lesson (Figure 38). The reference of the basic points of each sub-module helps trainees to check what they have learnt.

Secondly, the ORA task follows to check what the trainees' understanding of the whole micro-lesson (Figure 39). The ORA assignments in this MOOC require participants to watch a video and then provide brief paragraph responses to the questions. Open-ended questions enable students to use their knowledge and critical thinking skills to provide thoughtful answers. This kind of evaluation goes beyond multiple-choice questions and gives students a more thorough opportunity to show what they understand. Additionally, students have the chance to articulate their thoughts creatively and in their own words, which can result in a greater comprehension of the material. With the help of evaluation rubrics that are provided to the trainees, each ORA work in this MOOC is self-assessed.

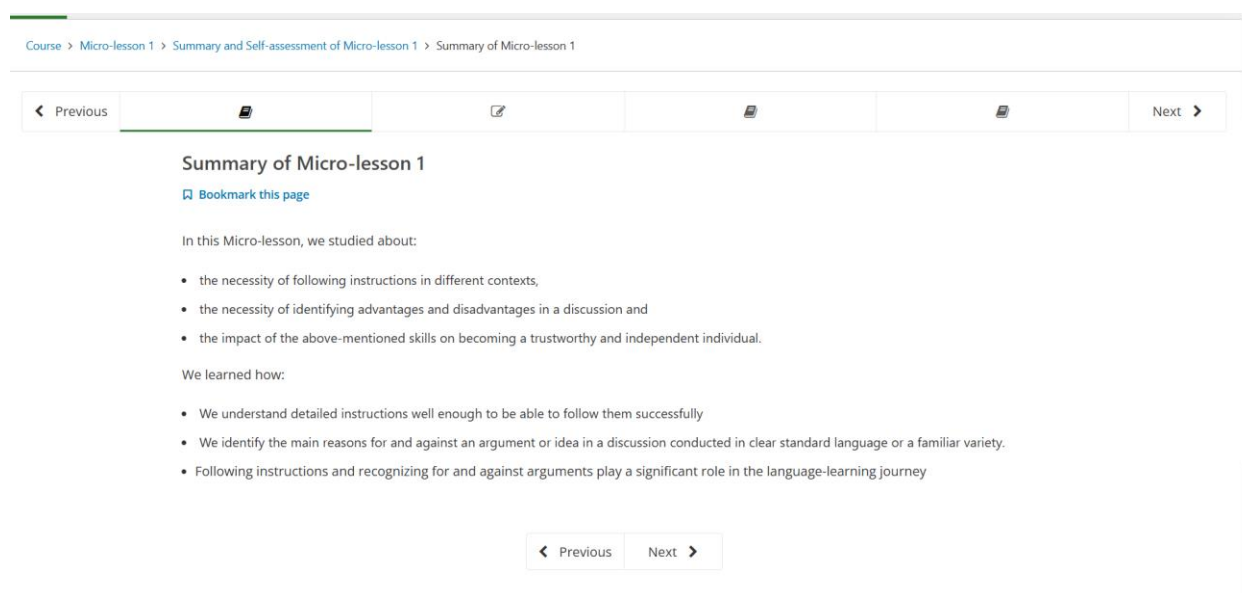
Thirdly, there are a self-assessment checklist in form of a poll and a word cloud so as trainees recall what they have learnt (Figure 40). Using polls as a formative assessment method relieves instructors of the burden of grading assignments and allows them to verify that students have understood important ideas. Before going on to the next phase, students are

encouraged to utilize these checklists to monitor their progress and make sure they have finished all the tasks on the list. Furthermore, because these checklists condense the knowledge and skills that students should have acquired before moving forward, they serve as milestones.

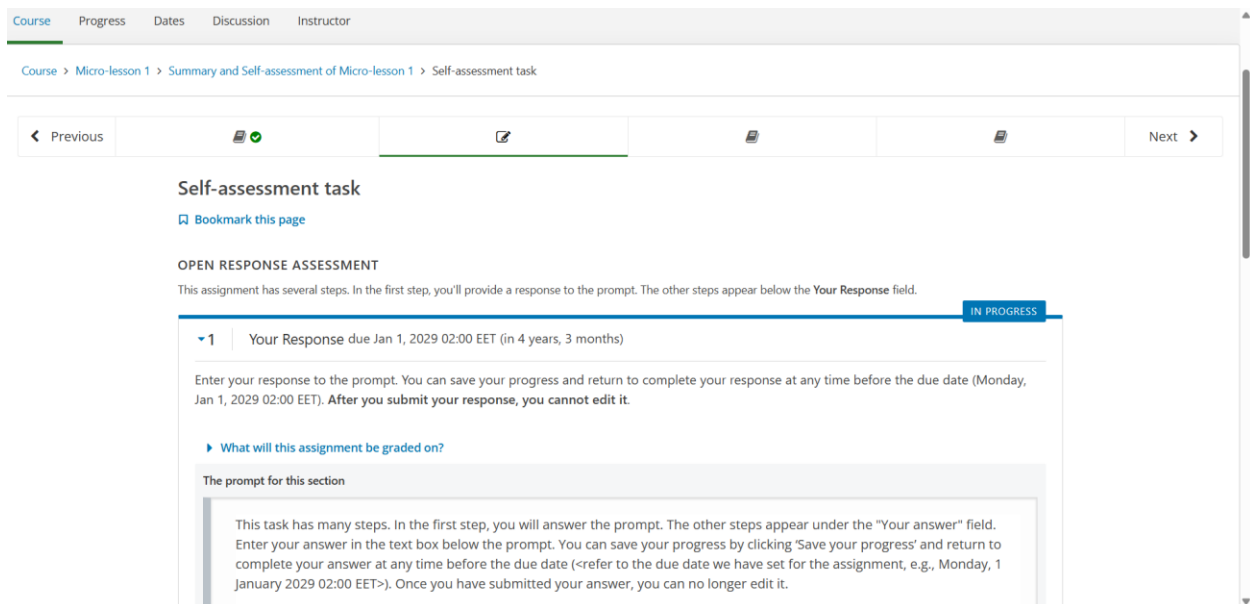
Word clouds encourage participation, which increases student engagement. Students can add their own ideas and view how their friends have replied, which promotes a sense of community and teamwork. Moreover, students can utilize word clouds to express their opinions on a subject, which aids in learning retention and helps them think critically about important ideas. Word clouds are visually appealing due to their dynamic and colorful nature, which might improve the learning process.

Finally, there is another Padlet discussion board where the trainees are called to answer questions related to the topics covered in this micro-lesson (Figure 41). Discussion boards are a useful tool for instructors to facilitate interactions, offer extra materials, and maintain a polite and effective learning atmosphere.

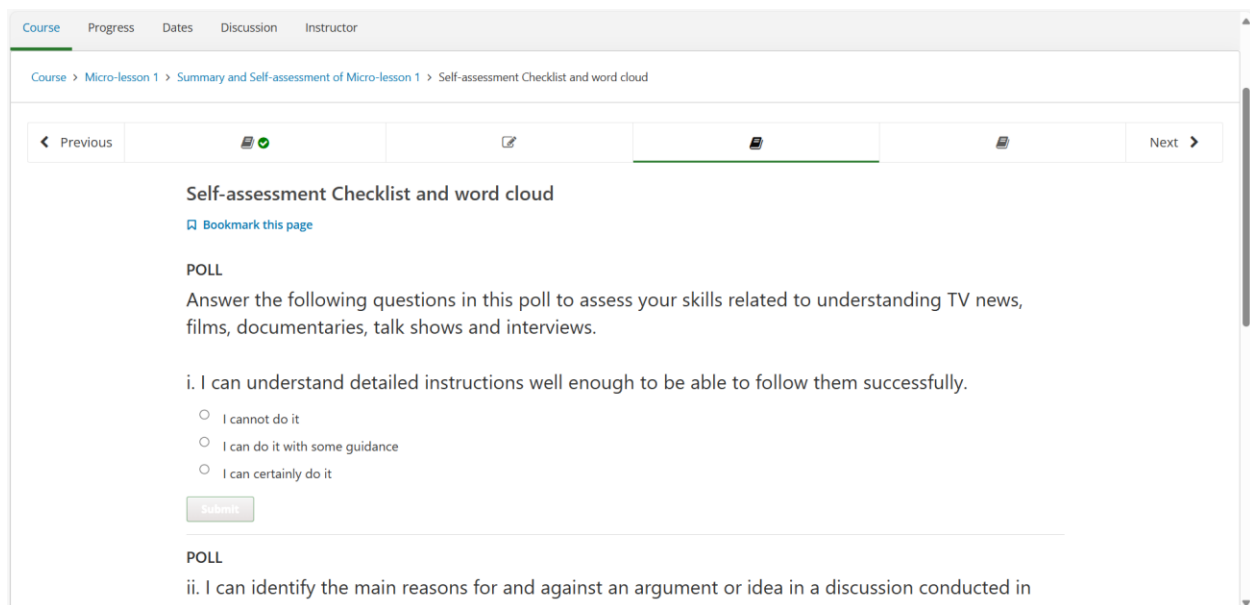
The same structure with the same components is used in every “summary and self-assessment” section of all micro-lessons in this course.



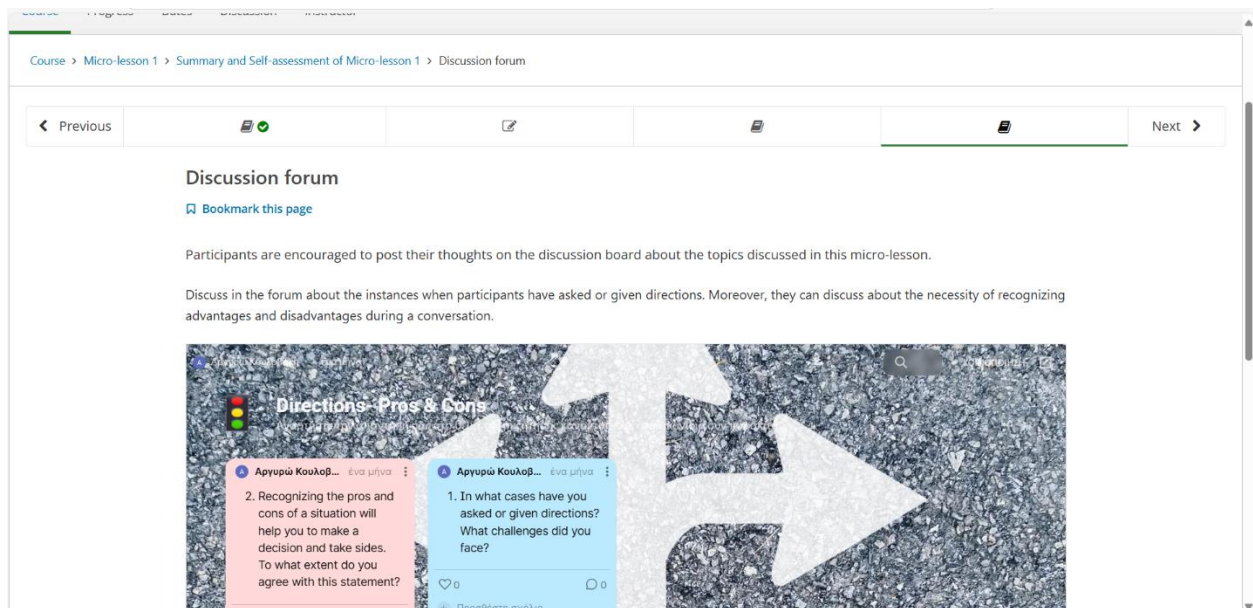
**Figure 38. Screenshot 1- Self-assessment of Micro-lesson 1- Summary**



**Figure 39. Screenshot 2- Self-assessment of Micro-lesson 1- ORA task**



**Figure 40. Screenshot 3- Self-assessment of Micro-lesson 1- Self-assessment checklist and word cloud**



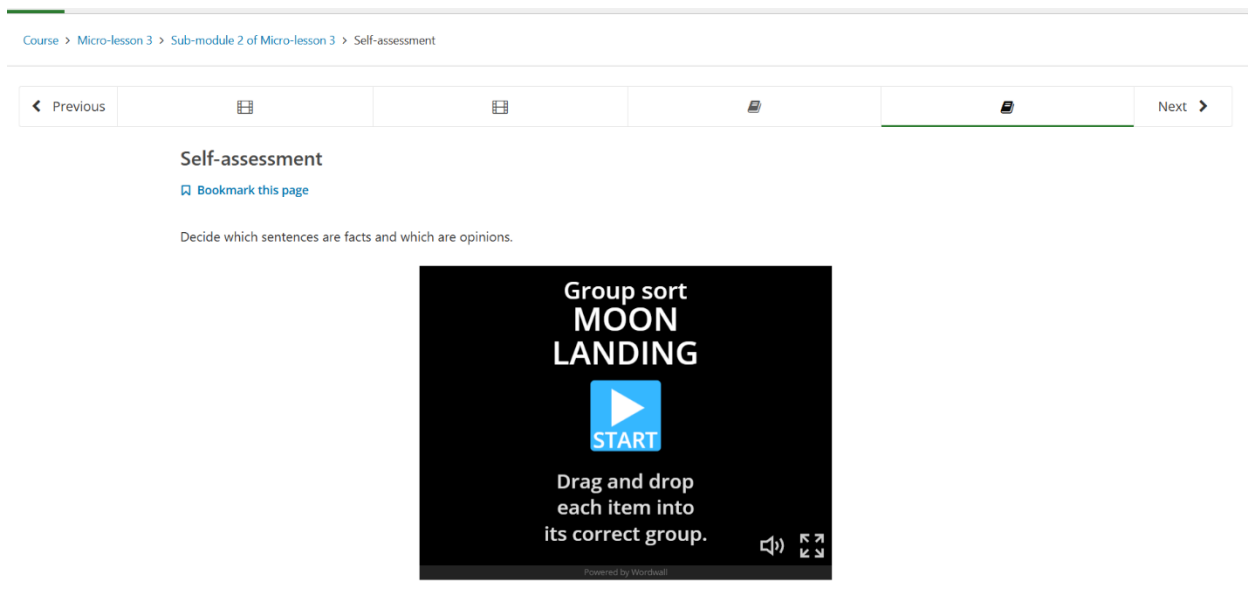
**Figure 41. Screenshot 4- Self-assessment of Micro-lesson 1- Discussion board in Padlet**

#### **4.4 Micro-lesson 2/ Decoding TV news and media content**

This micro-lesson follows exactly the same structure as the Micro-lesson 1 so the repetition of the same components and external tools would be unnecessary.

#### **4.5 Micro-lesson 3/ Reading for Purpose: Orientation and Argument**

This micro-lesson follows exactly the same structure as the Micro-lesson 1 so the repetition of the same components and external tools would be unnecessary. The only difference in this micro-lesson is the fact that in self-assessment section of sub-module 2, Wordwall external tool has been used (Figure 42). With Wordwall, educators can build a variety of interesting and dynamic online and in-person learning experiences for their students. These exercises can be completed by learners as homework or as interactive assignments during class. This platform can facilitate student-paced learning, reduce preparation time for teachers, increase interaction in the online classroom, and let teachers monitor their students' progress (Introduction to WordWall – DU Ed-Tech Knowledge Base, 2022).



**Figure 42. Screenshot- Sub-module 2 of Micro-lesson 3- Self-assessment**

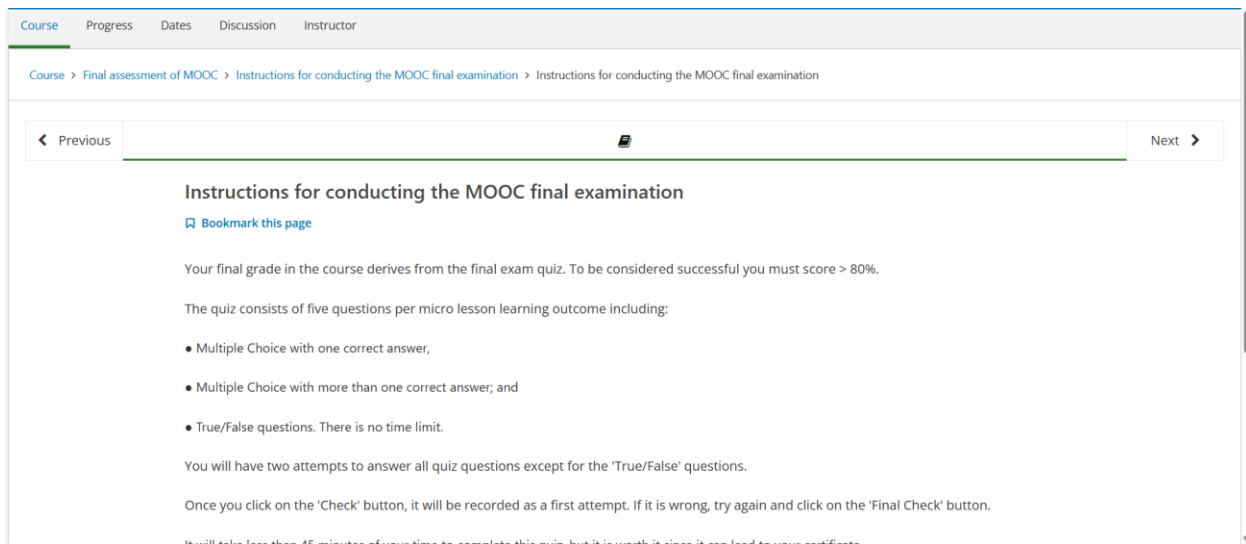
#### **4.6 Micro-lesson 4/ Analyzing textual information and arguments**

This micro-lesson follows exactly the same structure as the Micro-lesson 1 so the repetition of the same components and external tools would be unnecessary.

#### **4.7 Final Assessment of MOOC**

##### **4.7.1 Instructions for conducting the MOOC final examination**

In this section, trainees should carefully read the instructions in order to participate in the final examination of the MOOC to get the certificate (Figure 43).



**Figure 43. Screenshot 1- Final Assessment- Instructions for conducting the MOOC final examination**

#### **4.7.2 Final Assessment of MOOC**

In this section, trainees should answer all the multiple questions to get the certificate (Figure 44). They should get 80% in order to pass this exam. This exam is divided in four parts, each for every micro-lesson of the MOOC. In each part, there are ten multiple choice questions (MCQs). As it is already mentioned above, five MCQs check the understanding of each learning outcome.

This exam has been designed using the problem component and specifically the multiple-choice questions. There are some reasons why I have chosen this component for the final exam that guarantees the certificate for this course. Firstly, this component lets teachers gauge how well their students have understood the subject matter. Learners show that they understand concepts and can apply knowledge by working through difficulties. Furthermore, problem elements promote active learning by putting students in a position to interact with the material, exercise critical thought, and overcome obstacles. This kind of active participation enhances retention and reinforces learning. Moreover, many problem components offer immediate feedback, enabling students to recognize and fix their errors as they happen. An instantaneous feedback loop is essential to learning effectively. In addition, they support students in gaining analytical, critical thinking, and problem-solving skills—all of which are useful in both academic and practical settings. Finally, problem elements can be used to monitor students' development and performance over time, giving teachers and students useful information.

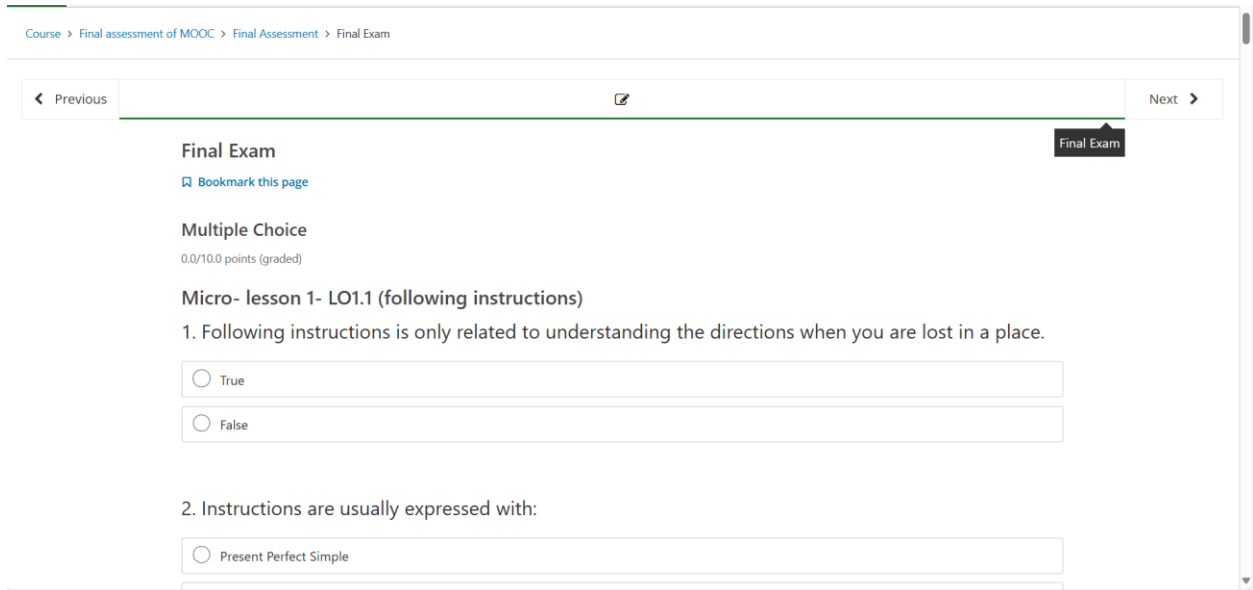
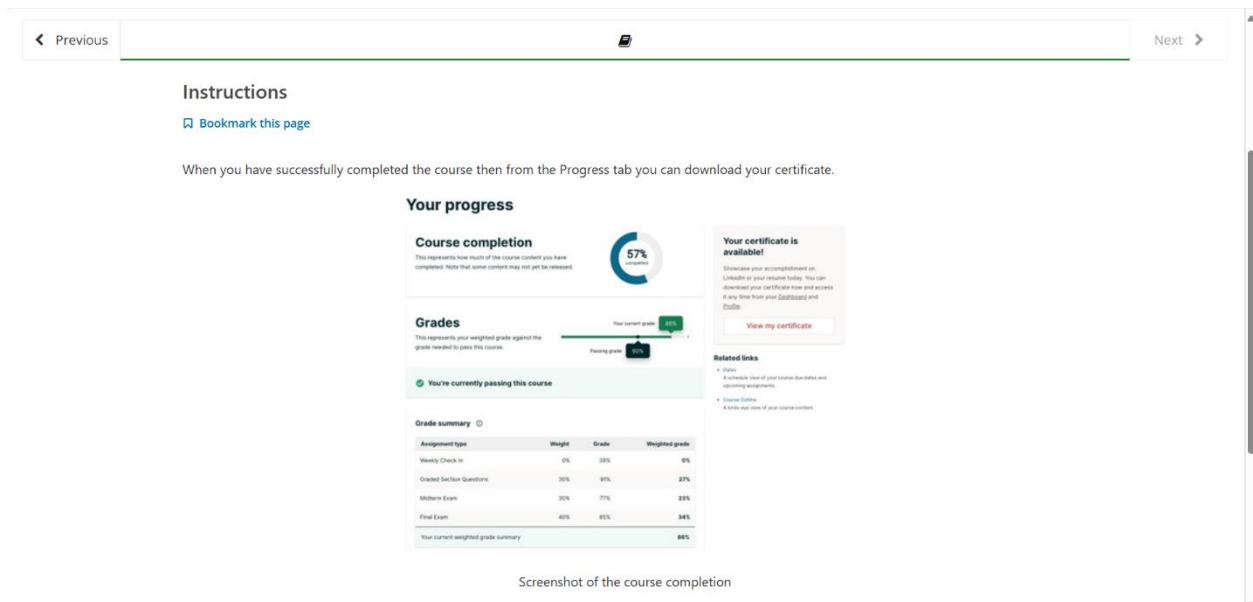


Figure 44. Screenshot 2- Final Assessment- Final exam

### 4.7.3 Instructions for creating a MOOC certificate

In this last section of the whole MOOC, trainees get informed about how to download their Certificate (Figure 45).



Screenshot of the course completion

Figure 45. Screenshot 3- Final Assessment- Instructions for creating a MOOC certificate



## CHAPTER 5. EVALUATION OF THE ONLINE COURSE

An online course, such as a MOOC, can be graded using a rubric in addition to student work. In an assignment, it outlines the attributes or characteristics to be assessed and defines exceptional, mediocre, and deficient performance for every attribute (Rubric Creation and Use, n.d.). The utilization of rubrics in the MOOC grading process can yield several benefits. The characteristics of every attribute that will be assessed in this study are first outlined. Thus, "hidden agendas" do not exist (Rubric Creation and Use, n.d.). Additionally, a rubric ensures that this MOOC will be enhanced in a way that is quicker and easier to grade (*Rubric Best Practices, Examples, and Templates – Teaching Resources*, n.d.).

In this case, it has been chosen to be used an analytic evaluation rubric for this MOOC which looks like a grid or matrix, with the accomplishment levels indicated in the top row and the criteria indicating the key learning being assessed arranged in the leftmost column (*Creating Rubrics*, n.d.).

Table 13. Evaluation Rubric- Part 1<sup>8</sup>

<b>EVALUATION RUBRIC</b>				
<b>Part 1: Design of the Course</b>				
<b>Criteria</b>	<b>Poor (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<b>Clarity of Learning Objectives</b>	Learning objectives are unclear or difficult to understand. No alignment with course content.	Learning objectives are somewhat clear but lack specificity or alignment with content.	Learning objectives are mostly clear and well-aligned with course content. Minor areas of	Learning objectives are exceptionally clear, precise, and fully aligned with all course content.

<sup>8</sup> This rubric (Part 1 and 2) has been created on the basis of principles retrieved by [Rubric Creation and Use: Assessing Student Learning: Teaching Resources: Center for Innovative Teaching and Learning: Indiana University Bloomington](#) and [Creating Rubrics | Rubrics | Feedback & Grading | Teaching Guides | Teaching Commons | DePaul University, Chicago](#)

			improvement for clarity.	
<b>Content Relevance</b>	Course content is irrelevant to learner needs or does not match the target level (B1 to B2).	Some content is relevant but may not fully address learner needs or target level.	Course content is relevant and addresses most learner needs at the B1-B2 level.	Course content is highly relevant and fully aligned with learner needs and B1-B2 progression.
<b>Integration of 21st Century Skills (4Cs)</b>	Little to no integration of 21st-century skills (Creativity, Critical Thinking, Communication, Collaboration).	Limited integration of 21st-century skills. Some activities promote these skills but not consistently.	Good integration of 21st-century skills across most activities, with effective engagement in key areas.	Excellent integration of all 4Cs in a variety of activities that promote deep engagement with 21st-century competencies.
<b>Variety of Activities</b>	Activities are monotonous or do not vary in format, leading to disengagement.	Some variety in activities, but certain formats dominate and limit engagement.	Good variety of activities that engage learners in different formats (video, reading, discussion, etc.).	Excellent variety of interactive activities that keep learners engaged and cater to different learning styles.
<b>Balance of Language Skills</b>	Course focuses heavily on one skill (e.g., reading),	Some balance of language skills, but one or more areas	Good balance of listening, speaking, and reading skills,	Excellent balance of all language skills, with equal

	neglecting other key areas (e.g., listening, speaking).	may be underrepresented.	with each area receiving sufficient focus.	emphasis on listening, speaking, reading, and critical thinking.
<b>Real- world application</b>	Course lacks real-world applications, making learning feel disconnected from actual language use.	Some real-world examples are included, but they are not central to the course design.	Real-world application of language skills is included in most lessons and activities.	Real-world application of language skills is central to the course, with numerous examples and scenarios that engage learners.

*Table 14. Evaluation Rubric- Part 2*

<b>EVALUATION RUBRIC</b>				
<b>Part 2: Implementation of the Course</b>				
<b>Criteria</b>	<b>Poor (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<b>Instructor Engagement</b>	Instructor engagement is minimal or absent. Feedback is generic or delayed.	Limited instructor engagement with learners. Feedback is basic and lacks depth.	Instructor is regularly engaged and provides thoughtful feedback, though there may be minor	Instructor is highly engaged, providing timely, in-depth feedback and actively supporting learners throughout the course.

			lapses in timeliness.	
<b>Platform Usability (OpenedX)</b>	The platform is difficult to navigate, with many technical issues affecting the learning experience.	Some platform usability issues, with occasional navigation or access problems.	The platform is generally easy to use, with minimal technical difficulties or navigation issues.	The platform is highly intuitive, user-friendly, and supports a seamless learning experience with no technical issues.
<b>Pacing and Time Management</b>	The course pacing is either too fast or too slow, making it difficult for learners to keep up or stay engaged.	The course pacing is uneven, with some areas dragging while others feel rushed.	The course is well-paced, with enough time allocated to complete activities without overwhelming learners.	The course pacing is excellent, allowing learners to fully engage with content while maintaining a steady progression toward the learning objectives.
<b>Assessment Quality</b>	Assessments do not align with learning objectives or fail to measure learner progress effectively.	Some assessments align with learning objectives but may not fully reflect progress.	Assessments are mostly aligned with learning objectives and provide a good measure of progress.	Assessments are well-aligned with learning objectives and provide an excellent measure of learner progress, with diverse formats (e.g., quizzes, discussions, presentations).

<b>Learner Support</b>	No learner support is provided, and questions or issues go unanswered.	Limited learner support, with delayed or inconsistent responses to questions or technical problems.	Learner support is responsive, with most questions or issues resolved in a timely manner.	Excellent learner support, with prompt, comprehensive assistance available for both technical and content-related questions.
<b>Use of Multimedia</b>	Multimedia (videos, audio) is absent or poorly integrated, adding little value to the learning experience.	Multimedia is present but not effectively integrated, or quality is inconsistent.	Good use of multimedia that enhances the learning experience, though some elements could be better integrated.	Excellent use of high-quality multimedia, which is seamlessly integrated and greatly enhances the learning experience.

### Scoring Guide:

- **Score of 38-48: Excellent** – The course design and implementation are of exceptional quality, promoting deep learning and engagement.
- **Score of 28-37: Good** – The course is well-designed and implemented, with room for improvement in some areas.
- **Score of 18-27: Fair** – The course meets basic expectations but requires significant improvements in key areas.
- **Score of 12-17: Poor** – The course design and implementation need substantial improvements to effectively support learner success.

These are the reasons why I chose these criteria:

- ✓ **Alignment with Course Design:** The rubric is based on standard principles for assessing both course design and implementation. Since MOOC's design has clear structure, objectives, and outcomes (for example, learning outcomes for each micro-lesson, use of multimedia formats, interactivity), the rubric is in alignment with evaluating these aspects.
- ✓ **Clear Criteria:** The rubric covers crucial elements such as content relevance, course structure, multimedia integration, learner engagement, interactivity, and assessment methods, all of which are key aspects of your course.
- ✓ **Flexibility:** The rubric is flexible and can be applied to various course designs, including this micro-lesson approach, use of OpenEdX, and focus on B1-to-B2 level skill development. It provides a broad framework that can evaluate the course's strengths and areas for improvement.

*Table 15. Evaluation of the online course*

Criterion	Explanation	Score
Clarity of Learning Objectives	<p>Learning objectives are exceptionally clear, precise, and fully aligned with all course content. At the very beginning of the MOOC, learners get informed about the learning outcomes that should be fulfilled. Moreover, learners remember the two learning outcomes that should be fulfilled at the beginning of each sub-module. Moreover, at the top of each microlesson there are section highlights that determine the most important information or concepts in each section that instructor wants learners to remember.</p> <p>The learning outcomes are fully aligned with the course content that the instructor has created or chosen.</p> <p>For example, during the second sub-module of the second micro-lesson appropriate videos and quizzes</p>	4

	<p>are used that aim to fulfill the LO 2.2. The LO 2.2 is that the trainee can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. In the first two sections (Presentation and Demonstration), trainees watch videos with tips about watching films or talk shows and the importance of that skill. In the last two sections (Practice and Self-assessment), videos that check that learners can follow what they have learnt are chosen and included in the quizzes. Videos are in the appropriate language level for B2 learners.</p>	
<b>Content Relevance</b>	<p>Course content is highly relevant and fully aligned with learner needs and B1-B2 progression. The content delivered in this course is fully aligned to learner needs and the levels B1 to B2 of the CEFR framework. All the videos have been created by the instructor so the quality will be guaranteed. Moreover, the selection of all videos and articles in each microlesson ensures that the learner will gain these essential skills that this MOOC promotes as necessary to reach B2 level.</p>	4
<b>Integration of 21<sup>st</sup> century Skills (4Cs)</b>	<p>Excellent integration of all 4Cs in a variety of activities that promote deep engagement with 21st-century competencies. For example, creativity and critical thinking is enhanced in ORA tasks as learners are asked to answer the questions based on what they have previously learnt, and they assess their work based on the given self-assessment rubrics. Communication and collaboration are enhanced during Padlet discussions as learners meet online their teammates (e.g. in the introductory lesson) and they are asked to</p>	4

	communicate their experiences and opinions based on what they have understood in each micro-lesson.	
<b>Variety of Activities</b>	Excellent variety of interactive activities that keep learners engaged and cater to different learning styles. For instance, in each sub-module, interactive quizzes are used with external tools in the last two sections, like Quizziz and Google Forms. Learners enjoy the gamification element that these tools offer while they check their understanding about what they have learnt. In Quizziz, learners have the chance to choose between different moods, like Individual or team mode. So, trainees feel motivated to complete each microlesson. Moreover, as the Quizziz platform supports different types of questions, it caters different learning styles. The instructor has chosen to include interactive video quizzes within to improve the video training experience. As a result, users will be encouraged to actively participate, which will improve their learning and long-term retention of the concepts. Finally, Wordwall and Padlet are external tools used to enrich the learning experience.	4
<b>Balance of Language Skills</b>	Excellent balance of all language skills, with equal emphasis on listening, speaking, reading, and critical thinking. The language skills (speaking, listening, reading) that have been chosen to be enhanced are fully supported in the online course. For example, listening is supported in the first microlesson, listening and reading is supported in the second lesson, reading is supported in the third microlesson and speaking in the last lesson. However, the microlessons are interconnected as the skill of recognizing the advantages and disadvantages (sub-module 2 of	4



	<p>microlesson 1) helps the learner to understand better the skill of talking about the advantages and disadvantages of an idea (sub-module of microlesson 4). Another important skill, writing, has been chosen deliberately not to be included in this MOOC as it is considered to be the most challenging to be developed and the duration a microlesson would not be sufficient for the proper fulfillment of learning outcomes related to writing.</p>	
<p><b>Real-world application</b></p>	<p>Real-world application of language skills is central to the course, with numerous examples and scenarios that engage learners. Real- world applications are evident throughout the whole MOOC and especially during the last sections of each submodule and ORAs. In each submodule, videos from YouTube or articles about latest news have been chosen to be integral parts of the quizzes and ORAs. Most videos refer to the crucial problem of environmental crisis and they tend to raise the environmental awareness of the trainees. For example, in the Practice section of submodule 1 of microlesson 2, the video in the quiz is about climate change. In the ORA in micro-lesson 3 requires learners to read an article about the Olympic games in a warming world. Moreover, these quizzes aim to call trainees to be citizens of the world and take action. Some of the videos provide viable solutions, like the eco-friendly tour of a band in submodule 2 of microlesson 2 or the sustainable tourism in submodule 2 of microlesson 4.</p>	4
<p><b>Instructor Engagement</b></p>	<p>Instructor is regularly engaged and provides thoughtful feedback, though there may be minor lapses in timeliness. Instructor is engaged in Padlet</p>	3

	discussions as it the first one that poses questions in the board and waits for the learners to join in. Moreover, the instructor has created all the rubric that trainees use in order to self-assess their works in ORA tasks. As this MOOC is self-paced, instructor cannot be so involved. The instructor could provide more feedback in the last exam section probably.	
<b>Platform Usability (OpenedX)</b>	The platform is highly intuitive, user-friendly, and supports a seamless learning experience with no technical issues. All the videos placed in the platform of OpenedX have been retrieved by YouTube and most learners are totally familiar with them. In addition, the external tools that are embedded in the platform are totally functional and user-friendly for all trainees.	4
<b>Pacing and Time Management</b>	The course pacing is excellent, allowing learners to fully engage with content while maintaining a steady progression toward the learning objectives. As it is already mentioned, this MOOC is self-paced so the learner can organize his study time on his own without any pressure. Self-discipline is necessary for the completion of every MOOC, but this MOOC is separated is small sections of learning that can easily be accomplished. Besides, the duration of this MOOC is so sufficient that guarantees the fulfillment of all learning goals and the engagement of the learners during the entire process.	4
<b>Assessment Quality</b>	Assessments are well-aligned with learning objectives and provide an excellent measure of learner progress, with diverse formats (e.g., quizzes, discussions, presentations). Assessment in each submodule takes place in the form of quizzes in external tools embedded in the platform. Assessment at the end of	4

	<p>each microlesson takes the form of an ORA task and is evaluated by trainees themselves with the help of a rubric provided by the instructor. Therefore, the quality is guaranteed. The final exam in the form of multiple-choice questions for all the microlessons test the understanding of the delivered content. Instructor has already provided the correct answers that learners can see after the completion of the quiz. Discussion boards can be considered a form of informal assessment as trainees discuss about what they have learnt. Finally, checklists in form of polls in the end of each microlesson offers learners the chance to understand what they have learnt and check if they need to go back and revise the delivered content.</p>	
<p><b>Learner Support</b></p>	<p>Learner support is responsive, with most questions or issues resolved in a timely manner. The content delivered is so carefully designed and delivered that hardly any questions will appear but even in that case the instructor will be available to answer as there are discussion forums, the one in the platform OpenedX or the other one in Padlet. Learners can post questions in the MOOC's discussion boards. Educators and teaching assistants frequently keep an eye on these discussion boards and respond. Peers can assist one another in that boards. If it is necessary, the instructor can offer scheduled Q&amp;A sessions, either live or pre-recorded, where she will address frequent questions submitted by learners. However, it is obvious that any personal contact information of the instructor is not provided so learners should check the announcements to understand the preferred way of communication.</p>	<p>3</p>

<b>Use of Multimedia</b>	Excellent use of high-quality multimedia, which is seamlessly integrated and greatly enhances the learning experience. There is a wide variety of multimedia used in this MOOC. Text is used in form of short paragraphs especially in the first two sections of each submodule. In addition, images are used in forms of photos included in videos, or infographics and images created by the instructor to cater the needs of learners. Moreover, videos are used in form of short explainer’s videos, which assist the learning procedure. Finally, interactive elements like quizzes turn to interactive parts of each submodule as videos are included too.	4
<b>TOTAL</b>		<b>46</b>

As a result, this online course can be considered excellent. The course design and implementation are of exceptional quality, promoting deep learning and engagement.

## **CHAPTER 6. CONCLUSION AND PROPOSALS FOR FUTURE IMPROVEMENT**

### **6.1 Goal achievement**

The MOOC "Bridging the Gap: Advancing from B1 to B2" is a well-designed online course aimed at enhancing English language proficiency, particularly targeting learners aiming to transition from B1 to B2 (*B1 Intermediate* | *LearnEnglish*, n.d.). The course integrates language skills with the development of 21st-century competencies like Creativity, Critical Thinking, Communication, and Collaboration, making it highly relevant for modern learners. Additionally, the course fosters environmental awareness by using climate change and sustainability topics to engage learners in meaningful content, making it more than just a language course. This MOOC ensures that learners are not only exposed to SDG-related content but also gain the ability to analyze, apply, and act on the knowledge gained in relation to some of these global goals.

The MOOC's structure, featuring micro-lessons that break down learning objectives into manageable segments, increases engagement and retention. It uses a combination of multimedia tools, including videos, quizzes, and discussion forums, to provide an interactive and dynamic learning experience. The self-paced nature of the course accommodates different learning schedules, making it accessible for a diverse range of learners, including busy adults and teenagers.

### **6.2 Proposals for future improvement**

In this section, some challenges of MOOCs and their potential solutions are referred. This online course like many other MOOCs may face some potential limitations or challenges that could be confronted at a later stage.

First, as one of the most common issues in MOOCs is the high dropout rate, lack of motivation and self-discipline, measures could be taken to prevent this situation. For example, use of progress tracking tools that reward learners for completing small milestones could be a solution. Moreover, inclusion of periodic email reminders or push notifications could gently encourage learners to return to the course. In addition, peer-support groups could be encouraged to be created to foster a sense of community (Hanan & Ebner, 2014). What is more, built-in reminders and customized learning paths that suggest daily or weekly activities

based on learner progress could be used. Adaptive learning algorithms provide the ability to customize the course material according to each student's progress, guaranteeing that they are given challenging and appropriate content (Nayak, 2023). Finally, motivational content, such as success stories or tips for staying on track, as part of the learner journey would be quite helpful.

### **At instructor level**

To begin with, high-quality teachers are a vital aspect of successful educational systems. The same holds true for MOOCs (Wei & Taecharungroj, 2022). In MOOC learning environments, course instructors play a crucial role since video lectures are frequently utilized as a teaching tool (Khan, n.d.). Positive ratings regarding course teachers relate to high course completion rates using sentiment analysis. According to Hone and Said (2016), learner retention was directly impacted by teacher engagement. The most significant component influencing the perceived quality of online learning was found to be the interaction between instructors and students (Marks et al., 2005). As a result, a more active engagement of the instructor and his accurate feedback is the crucial factor. That can be accomplished by live sessions that the instructor can organize to answer any questions of the trainees. Trainees can be notified via their emails to join these sessions online. Apart from this synchronous method of communication, trainees can communicate with their instructor via discussion forum.

### **Course content**

Course content is another factor that affects the learning experience. Hone and Said (2016) observed that course content substantially impacted MOOC knowledge retention and perceived efficacy of learning when compared to other instructional resources/materials and assignments. It is the course material that aroused the interest of the students who finished it (“Content or Platform: Why Do Students Complete MOOCs?,” 2015). Consequently, the course content should be so interesting to motivate students until the end of the course.

It is necessary researchers, instructors and MOOCs platforms to conduct research on how to incorporate cutting-edge technology like artificial intelligence (AI), augmented reality (AR), and virtual reality (VR) into MOOCs to create more individualized and immersive learning

environments. For instance, simulations or real-world problem-solving in line with course objectives could make use of AR or VR.

Providers of MOOCs must be ready to modify their model to meet the demands of the students and assess as the course goes on. The idea of "crowd-to-crowd learning" was developed to represent the reality that a MOOC consists of multiple sizable networks of learners with different areas of interest who interact and advance the course. The MOOC providers ought to permit these networks to make some modifications to the course guidelines. Thus, one may characterize quality assurance as crowd driven (Wei & Taecharungroj, 2022).

### **Course structure**

According to studies, course design or structure appears to be another important factor that defines success for MOOCs and improves student engagement (Creelman et al., 2014). Clear objectives, a suitable amount of time for material preparation, a well-organized syllabus, and ease of navigation all impact potential success and improve the quality and results of learning ("Characteristics of Massive Open Online Courses (MOOCs): a Research Review, 2009-2012," 2014).

A clear statement of the type of course students are enrolling in must be visible to them, as transparency is a crucial component of MOOCs. The framework, anticipated workload, study techniques, learning objectives, pedagogy, use of ICT, level of self-organization, evaluation techniques, and certification requirements must all be thoroughly defined in accordance with clear and uniform standards learning ("Characteristics of Massive Open Online Courses (MOOCs): a Research Review, 2009-2012," 2014).

To enable students to learn autonomously through unique learning patterns, instruction design should take into account a variety of learning goals and incentives (Mackness et al., 2013). Research has shown that achievement and video engagement are positively correlated. Investing more time in watching high-quality instructional videos raised the chances of success. MOOCs offer students the chance to promptly share their learning experiences through feedback, which is another crucial component of well-designed instructional materials (Alario-Hoyos et al., 2014). Peer and instructor feedback can be useful in promoting

learning, however there is still a deficiency in high-quality feedback from instructors (Margaryan et al., 2014).

So, the instructors should offer all the abovementioned details to the interested parties. In that case, trainees will be willing to participate in an online course that fits their needs, and they can take the most of it.

### **Course assessment**

Most MOOCs are delivered in a self-paced mode, so the assessment is affected accordingly. By their very nature, their learning activities are asynchronous, which affects student retention. First, it is difficult for instructors to deliver direct and individualized feedback for individual projects in a timely manner. MOOCs often lack the personalized interaction found in traditional classrooms, which can affect learner engagement and motivation. The absence of real-time feedback and guidance can make some learners feel isolated (Hanan & Ebner, 2014). Solutions like the use of AI-powered chatbots or automated responses giving instant feedback on common issues or questions or provision of opportunities for peer review in open response assessments, increasing interaction between learners could be valid.

Second, peer reviews are becoming a well-liked form of assessment that is useful and advantageous for learning at all levels of involvement. However, the effectiveness's validation seems dubious (Wei & Taecharungroj, 2022). This calls for a great deal of assistance because MOOCs will be intimidating to students used to traditional classroom instruction, increasing the likelihood that they may drop out. In order to support these learners, scaffolding is necessary. This involves asking more seasoned participants to serve as mentors and offering online resources like forums, how-to videos, and FAQ pages (“Characteristics of Massive Open Online Courses (MOOCs): a Research Review, 2009-2012,” 2014).

Thirdly, MOOCs give students the freedom to choose their own objectives and pursue successful learning pathways. Both enrolled students pursuing official credits and simple learners for self-improvement are involved in many MOOCs (“Characteristics of Massive Open Online Courses (MOOCs): a Research Review, 2009-2012,” 2014). Here, it's critical to specify various success criteria and offer rewards (badges and/or credits) suitable for the various learners. Certain tasks or assignments might be suitable to allocate only to credit students,



while other activities might be offered to mixed groups (credit/non-credit) (“Characteristics of Massive Open Online Courses (MOOCs): a Research Review, 2009-2012,” 2014).

Moreover, challenges like problems with accessing the course due to lack of reliable internet or suitable devices could emerge. In that case, optimization of the platform for mobile use would be ideal, ensuring that the course can be accessed on smartphones or tablets, as many learners in developing regions rely on mobile devices. Apart from better mobile optimization, features that cater to people with disabilities (e.g. screen readers) should be included so as accessibility and inclusivity are ensured.

In addition, the perceived value of the courses can be raised by working with businesses to incorporate MOOCs into professional development initiatives. Learners may be encouraged to join if they see opportunities for professional progression and employer endorsements (Nayak, 2023). As far as the quality assurance is concerned, introduction of periodic quality assurance reviews and updates to the course content to ensure its ongoing relevance and effectiveness would be necessary. By regularly gathering feedback via surveys, MOOC providers can acquire valuable insights on the learner experience. Comprehending the advantages and disadvantages of a course facilitates ongoing enhancement and adjustment to suit the requirements of the students (Nayak, 2023).

Finally, to monitor the MOOC's efficacy over time, MOOC instructors ought to carry out long-term research. After finishing the MOOC, research could assess how learners implement the knowledge and skills they have acquired in their personal or professional lives and whether this is consistent with their original reasons for enrolling.

### **Characteristics of trainees**

Instead of focusing on the institution, platform providers, learner to instructor views, MOOCs should build trustworthy measurements of confidence, experience, and motivation. Since course completion is not usually the aim of the student, course progression and completion rates might not be the best indicators of the quality of learning (Littlejohn et al., 2015). Raturi (2021) additionally highlighted the point that when creating a technology-integrated learning environment, teachers had to pay attention to what the students have to say. Course completion is not correlated with learning preferences, goal achievement, or student happiness (Littlejohn et al., 2015).

In addition, it is essential to use data analytics to monitor learner behavior, spot trends, and evaluate how well engagement tactics are working. These data can be used by platforms to update material, improve course design, and conduct focused interventions (Nayak, 2023).

Interactions between students were found to positively impact how well learning experiences were regarded (Marks et al., 2005). Interactions between students through group projects and cooperative talks can significantly enhance educational opportunities. Students can share their ideas and points of view more freely in a virtual classroom because it is anonymous and asynchronous. They can also choose to participate in conversations at any moment without feeling stressed.

### **Environmental impact**

While online education may reduce the carbon footprint of traditional education, research could explore the environmental impact of MOOCs (e.g., data center energy consumption, device usage) and propose solutions for making MOOCs more sustainable in their delivery.

By addressing all the above-mentioned limitations, this MOOC has the potential to offer a highly engaging, effective, and accessible learning experience for students advancing their English language skills while also raising environmental awareness and critical competencies for the future. The above-mentioned solutions can be applied for most of the MOOCs offered worldwide.

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## APPENDIX

TITLE OF THE COURSE: Bridging the Gap: Advancing from B1 to B2

LINK OF THE COURSE:

[https://student2332.edunext.io/courses/course-v1:student2332+AK2332+2024\\_MDE/about](https://student2332.edunext.io/courses/course-v1:student2332+AK2332+2024_MDE/about)

**Day 1: Registration and Introduction to MOOC (60')**

**1.1 About this course (23')**

ACT\_ID #1.1.1 Welcome [Video]



Bridging the Gap Advancing from B1 to B2

*Figure 46. Screenshot- Welcome Video*

[Bridging the Gap Advancing from B1 to B2 \(youtube.com\)](https://student2332.edunext.io/courses/course-v1:student2332+AK2332+2024_MDE/about)

[End\_of\_Page]

### **ACT\_ID #1.1.2 Introduction- Aims [Hypertext]**

The title of this MOOC is “Bridging the Gap: Advancing from B1 to B2”. This MOOC is designed for adults and teenagers who aim to enhance their listening, speaking, and reading skills or wish to review essential topics before taking a B2 level exam in English. The course also focuses on developing the key competencies of the 21st century, known as the 4Cs: Creativity, Critical thinking, Communication, and Collaboration. Furthermore, the course aims to raise environmental awareness by concentrating most activities on climate change issues and highlighting sustainable solutions to address them.

Participants will embark on an exciting journey of learning a foreign language while engaging with current topics in environment, technology, and space exploration.

**[End\_of\_Page]**

### **ACT\_ID #1.1.3 Learning Outcomes [Hypertext]**

According to Common European Framework of Reference for Languages Companion volume (Europe, n.d.), the trainees after the successful completion of this MOOC will be able to:

- Learning Outcome 1.1: understand detailed instructions well enough to be able to follow them successfully. (B2) (Understanding announcements & instructions) [understand]
- Learning Outcome 1.2: identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (B2) (Understanding conversation between other people) [analyze]
- Learning Outcome 2.1: understand most TV news and current affairs programmes. (B2) (Watching TV, film, and video) [understand]
- Learning Outcome 2.2: understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. (B2) (Watching TV, film, and video) [understand]
- Learning Outcome 3.1: scan quickly through long and complex texts, locating relevant details. (B2) (Reading for orientation) [apply]



- Learning Outcome 3.2: recognize when a text provides factual information and when it seeks to convince readers of something. (B2) (Reading for information and argument) [analyze]
- Learning Outcome 4.1: explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2) (Sustained monologue: putting a case (e.g., in a debate) [evaluate]
- Learning Outcome 4.2: develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. (B2) (Sustained monologue: putting a case (e.g., in a debate) [create]

[End\_of\_Page]

#### **ACT\_ID #1.1.4 Structure of MOOC [Hypertext]**

This course is designed to be completed in 6 days and its total duration is 14 hours.

This MOOC consists of:

- Introduction to MOOC (1 hour)
- Micro-lesson 1 (3 hours)
- Micro- lesson 2 (3 hours)
- Micro- lesson 3 (3 hours)
- Micro- lesson 4 (3 hours)
- Final Assessment of MOOC (1 hour)

Every Micro-lesson consists of:

- Introduction (10')
- Two submodules. Every submodule lasts 1 hour, and it consists of:
  - Presentation activity (15')
  - Demonstration activity (15')
  - Practice activity (15')
  - Self-assessment activity (15')
- Summary and self-assessment of Micro-lesson that consists of (50'):
  - Summary of Micro-lesson (5')

- Open Response Assignment application task self-assessed by the trainees with the help of a rubric (30')
- Checklist for the achievement of learning outcomes in the form of a Poll (5')
- Discussion forum (10')

[End\_of\_Page]

**ACT\_ID #1.1.5 MOOC license [Hypertext and image]**

According to Creative Commons, this course is available under license:

**CC BY-SA 4.0**



Figure 47. CC BY-SA 4.0<sup>9</sup>

You are free to:

- Share — copy and redistribute the material in any medium or format for any purpose, even commercially.
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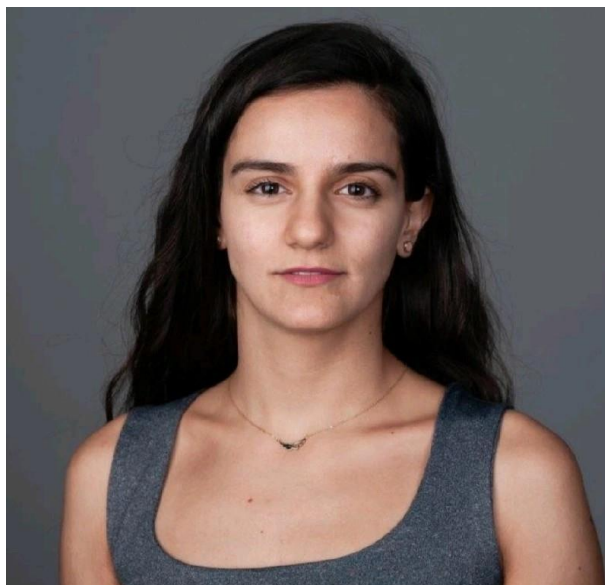
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<sup>9</sup> Retrieved by [Deed - Attribution-ShareAlike 4.0 International - Creative Commons](https://creativecommons.org/licenses/by-sa/4.0/)

[End\_of\_Page]

**ACT\_ID #1.1.6 Instructor of MOOC [Hypertext and image]**

Koulovaki Argyro- Dimitra



*Figure 48. Photo of the instructor*

I have a Bachelor's degree in English Language and Literature from the Department of Philosophy of the University of Athens and a Master's degree in "Geopolitical Analysis, Geostrategic Composition and Defense and International Security Studies" from the University of Athens. In 2023 I started the Master's Program in "E-Learning" from the University of Piraeus, in the framework of which I am working on this thesis.

[End\_of\_Page]

## 1.2 Prerequisites (7')

**ACT\_ID #1.2.1 Prerequisite Knowledge and Skills [Hypertext and image]**

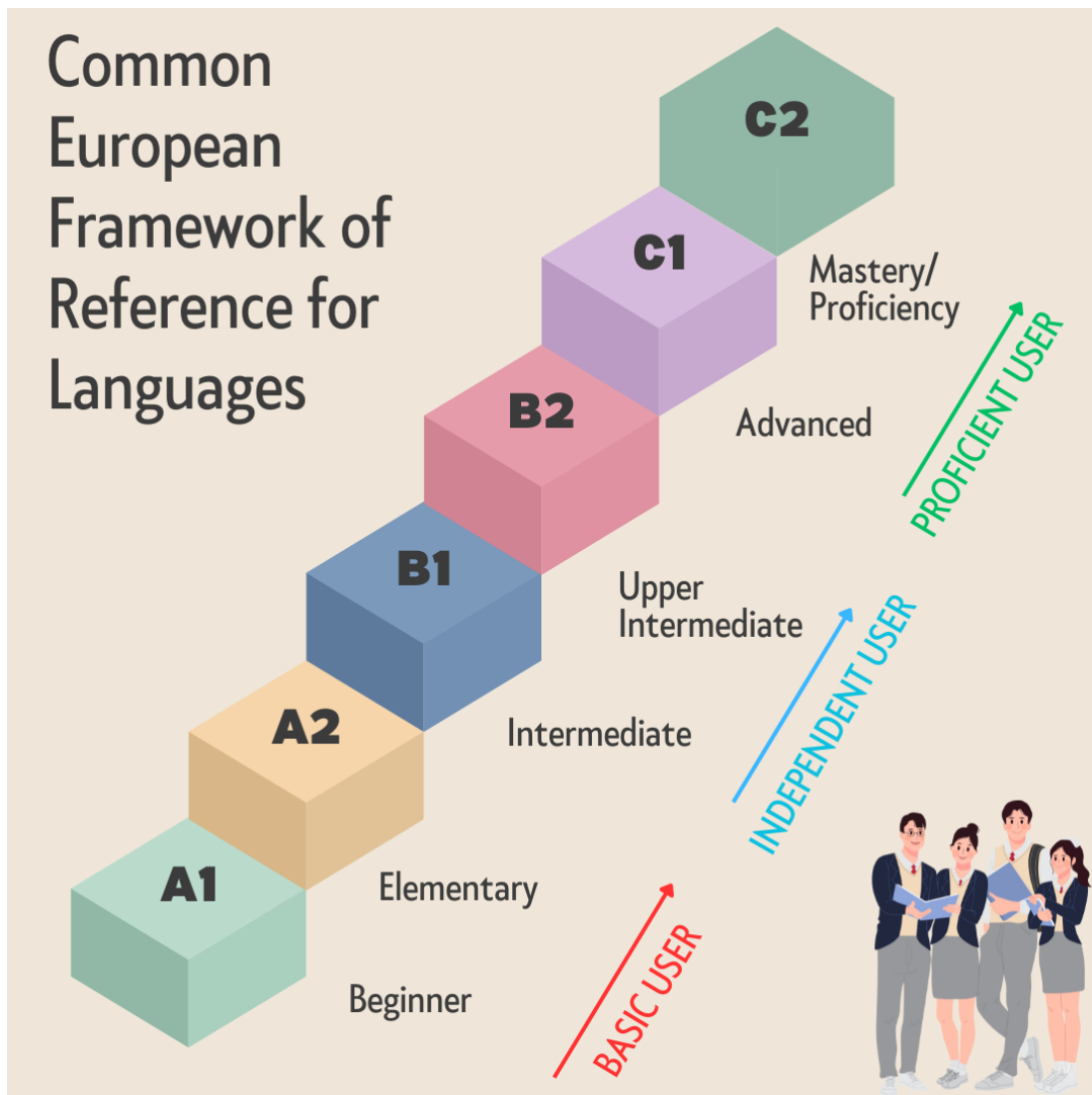


Figure 49. Picture illustrating the CEFR levels<sup>10</sup>

According to British Council, the trainees must be independent users of English language at level B1. This means that they can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. They can also deal with most situations likely to arise while travelling in an area where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. Finally, the trainees can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

[End\_of\_Page]

<sup>10</sup> This image has been created by the instructor of this MOOC and is free under the license Creative Commons CC0.

## **ACT\_ID #1.2.2 Minimum Infrastructure Required for participation in MOOC [Hypertext]**

The minimum infrastructure required is basic:

- Internet access
- Access to a laptop or a desktop computer.

**[End\_of\_Page]**

## **1.3 Completion of the course (10')**

### **ACT\_ID #1.3.1 Necessary actions [Hypertext]**

To complete this MOOC, you must:

- Watch the training material of micro-lessons 1-4

- You must follow the learning activities included in micro-lessons 1-4 and complete the activities included in micro-lessons 1-4:

- ✓ the practice activities,
- ✓ the self-assessment activities,
- ✓ complete the Open Response Assignments (ORAs) and self-assess them using the rubric,
- ✓ participate in the discussion forums by submitting at least one response and commenting on at least one post,
- ✓ answer the self-assessment poll for micro-lessons 1-4 and finally,
- ✓ achieve a score > 80% in the final course evaluation quiz.

You can track your progress at any time from the Progress tab.

**[End\_of\_Page]**

### **ACT\_ID #1.3.2 Self-assessment tasks of MOOC modules [Hypertext]**

Open response assessment (ORA for short) is a type of assessment that allows you to submit:

- written essays

- attachments, such as a PDF or image (read more: [Submit a file with your ORA response – edX Help Center](#))
- links to tasks outside of edX.org (such as a lab notebook)

When you submit a response to an ORA, your submission can be reviewed and graded by:

- yourself,
- your classmates in the course,
- your classmates in the class, your peers in the class,
- your instructors.

For the purposes of this course, it has been chosen that at the end of each micro-course, there will be an open-response assessment task which you will mark yourself using an appropriate rubric. In total there are four such tasks, as many as there are micro-lessons.

**[End\_of\_Page]**

### **ACT\_ID #1.3.3 Final examination of the MOOC [Hypertext]**

Your final grade in the course is derived from the final exam quiz. To be considered successful you must score > 80%.

The quiz consists of five questions per micro-lesson including:

- Multiple Choice with one correct answer,
- Multiple Choice with more than one correct answer,
- Multiple questions with more than one correct answer and
- True/False questions

There is no time limit.

You will have two attempts to answer all the questions in the quiz, except for the 'True-False' questions.

Once you click on the 'Check' button, it will be recorded as a first attempt. If it is wrong, try again and click on the 'Final Check' button.

It will take less than 45 minutes of your time to complete this quiz, but it is worth it since it can lead to your certificate.

**[End\_of\_Page]**

## ACT\_ID #1.3.4 Receipt of MOOC certificate [Hypertext and image]

When you have successfully completed the course then you can download your certificate from the Progress tab.

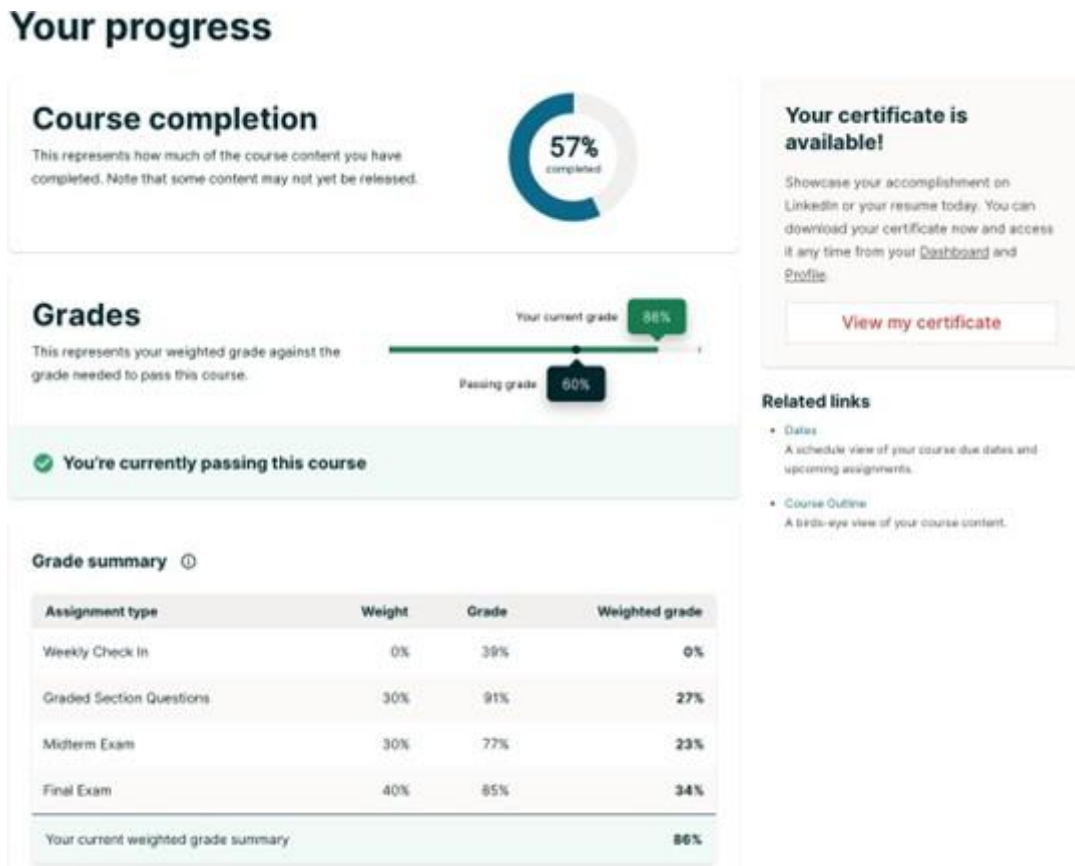


Figure 50. Screenshot of course completion

[End\_of\_Page]

## 1.4 Introduction to MOOC (20')

### ACT\_ID #1.4.1 Poll activity and Discussion Forum [Poll] and [Discussion in Padlet]

This short poll will test your prior knowledge to ensure that the course is useful to you. Choose the one that best represents you. There are no right and wrong answers.

1. Are you familiar with watching TV in English?
  - Not at all familiar
  - Slightly familiar
  - Remarkably familiar

2. Are you familiar with identifying the reasons for and against an idea in a discussion?
  - Not at all familiar
  - Slightly familiar
  - Remarkably familiar
  
3. Are you familiar with scanning and skimming long texts?
  - Not at all familiar
  - Slightly familiar
  - Remarkably familiar
  
4. Are you familiar with the distinction between fact and opinion?
  - Not at all familiar
  - Slightly familiar
  - Remarkably familiar
  
5. Are you familiar with producing an argument giving either subsidiary points and examples or the advantages and disadvantages?
  - Not at all familiar
  - Slightly familiar
  - Remarkably familiar

### **Discussion Forum in Padlet**

We encourage you to elaborate your answer about using English during a trip abroad in the Padlet discussion forum by posting your thoughts on the discussion board.

Use the Padlet below to share a photo of yourself (if you wish) and a few words about each question. You can double-click anywhere or click on the cross (+) at the bottom right to add material in the form of text, image, video, hyperlink, audio, etc.

[Trips abroad \(padlet.com\)](https://padlet.com)



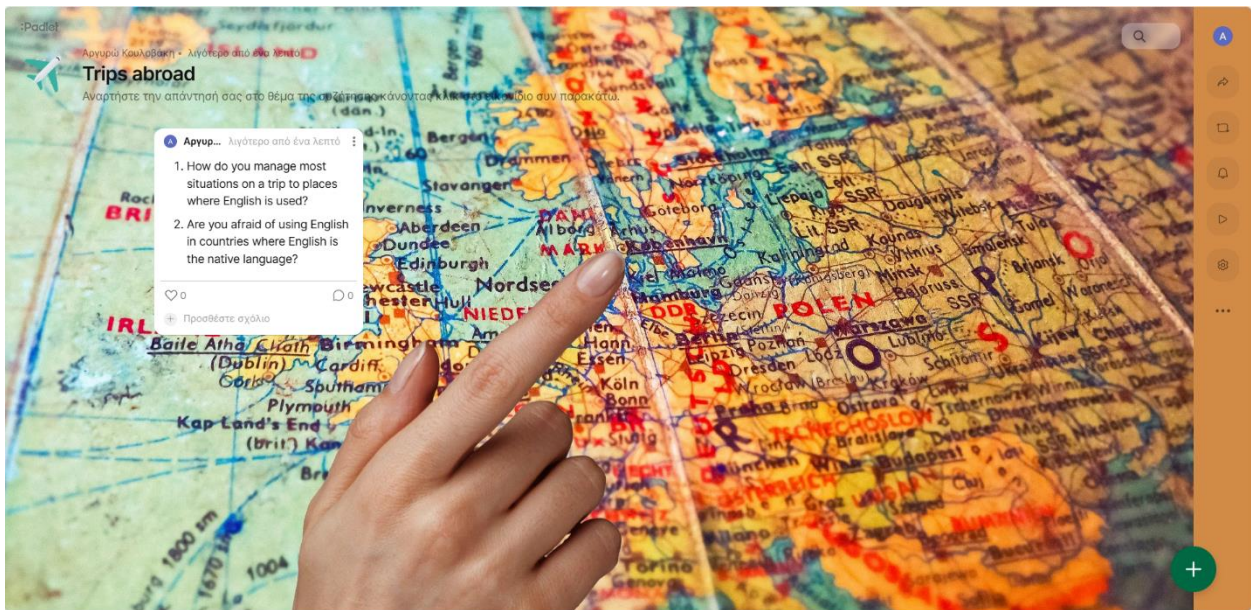


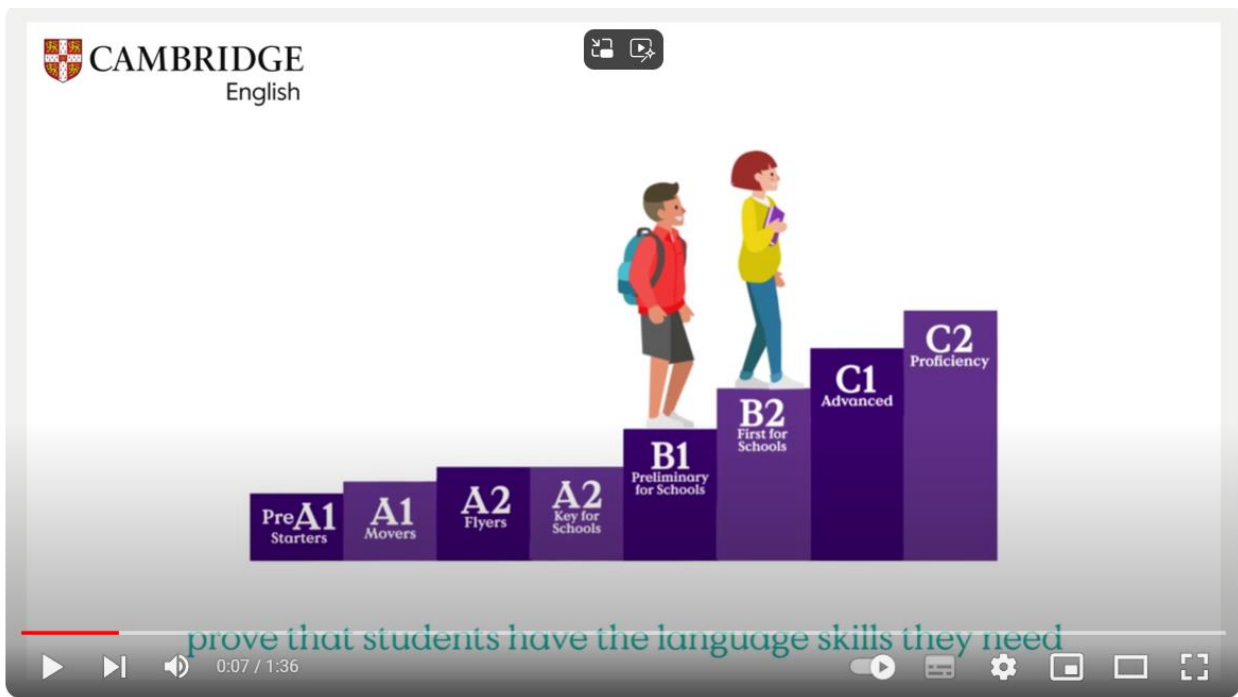
Figure 51. Screenshot of Padlet discussion board

[End\_of\_Page]

#### ACT\_ID #1.4.2 Example of Application or Expert's View [Hypertext and Video]

B2 level according to CEFR is the next step after B1 level and there are hundreds of examinations that certify the necessary skills of candidates. According to [British Council Greece](#), to take the exam a candidate should be able to draft short reports and emails, explain an idea or have a detailed discussion in English and understand general English on TV and in newspapers. These exams are recognized by thousands of companies and universities around the world.

This video highlights the importance of B2 First and B2 First for Schools exams, issued by Cambridge English, which prove that students have the language skills they need to confidently communicate in an English-speaking country. After preparing for this qualification students can go on to develop their skills further by preparing for C1 Advanced.



**B2 First for Schools gives students the confidence to use their English in the real world**

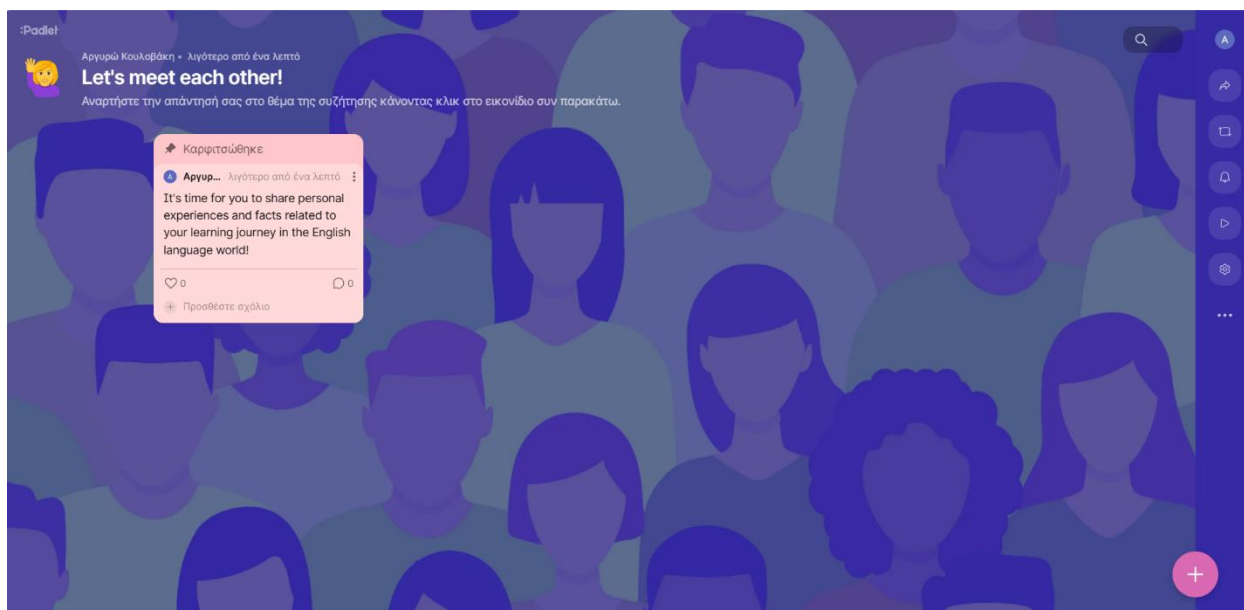
*Figure 52. Screenshot of video- Expert's view*

[End\_of\_Page]

### **ACT\_ID #1.4.3 Getting to know each other activity [Padlet]**

Tell us a few words about yourself.

Use the Padlet below to share a photo of yourself (if you wish) and a few words about yourself. You can double-click anywhere or click on the cross (+) at the bottom right to add material in the form of text, image, video, hyperlink, audio, etc.



**Figure 53. Screenshot of Padlet discussion board**

[Let's meet each other! \(padlet.com\)](https://padlet.com)

[End\_of\_Page]

[End\_of\_Day1]

## **Day 2: Micro- lesson 1/ Mastering Instructions and Discussions (3 hours)**

### **2.1 Introduction to Micro- lesson 1 (10')**

#### **ACT\_ID #2.1.1 Learning Outcomes of Micro-lesson 1 [Hypertext] and [Poll]**

According to Common European Framework of Reference for Languages Companion volume (Europe, n.d.) after the completion of this micro-lesson, the trainees will be able to:

- understand detailed instructions well enough to be able to follow them successfully (B2) [understand] (LO1.1)
- identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety. (B2) [analyze] (LO1.2)

This short poll will test your prior knowledge. Choose the one that best represents you. There are no right and wrong answers, there can be more than one answer.

#### **[Poll]**

- 1) Do you face any problems while you are listening to someone giving instructions?

- Yes, I do
  - No, I don't
  - It depends on the context
- 2) Are you able to find the reasons for and against an argument during a conversation?
- Yes, I am
  - No, I am not
  - It depends on the context

[End\_of\_Page]

## 2.2 Sub-module 1 of Micro-lesson 1/ Following instructions accurately (1 hour)

### ACT\_ID #2.2.1 Presentation [Hypertext], [Image], and [Infographic]

When we refer to instructions, we usually talk about advice and information about how to do or use something, often written in a book or on the side of a container (Cambridge Dictionary). Instructions can also be given by someone like our father, manager, or a friend.

Following instructions/ directions is an important skill that help us succeed in a lot of different situations, like at school, home, or our workplace (Paola Lindquist, 2019). When we follow directions, we prove that we are eager to learn and trustworthy. By following instructions, we can build strong relationships with others and achieve our goals (Medium, 2023).

So, we should understand the importance of following instructions before we are asked to do so. That can be easily done looking at the following picture and the following infographic about instructions in our everyday life.

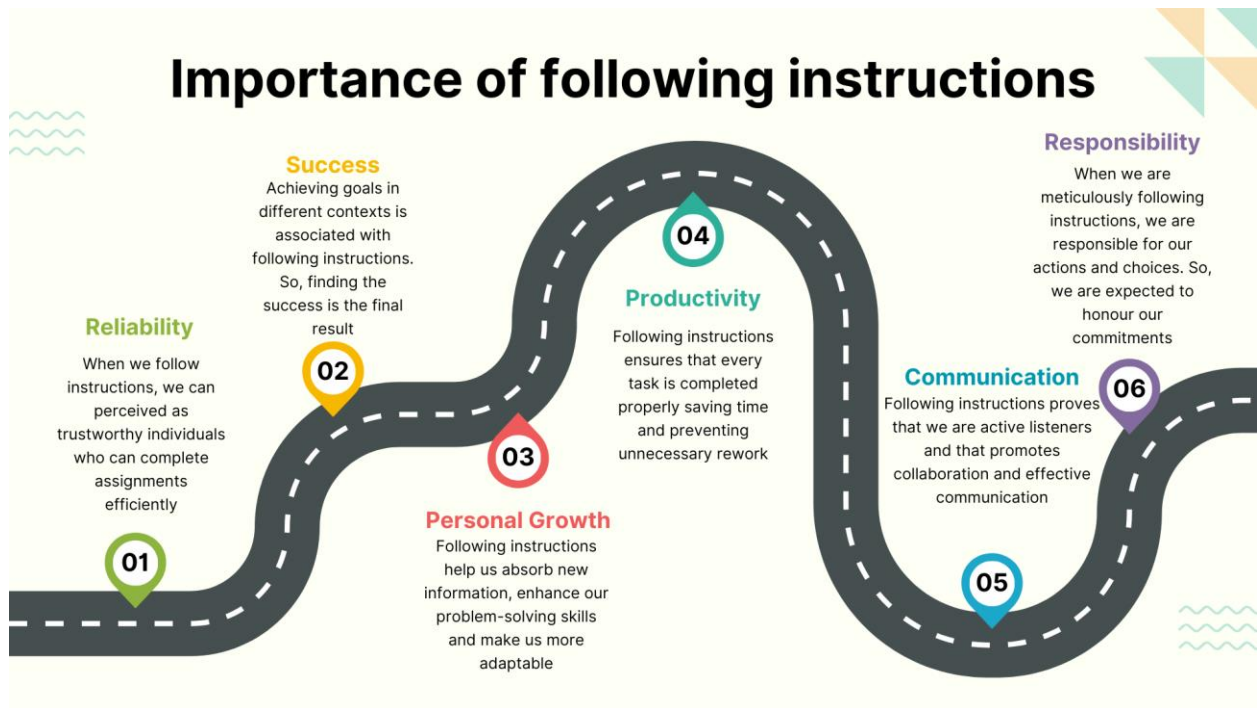


Figure 54. Picture illustrating the importance of following instructions<sup>11</sup>

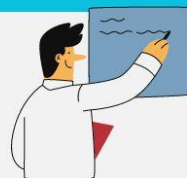
<sup>11</sup> This image has been created by the instructor of this MOOC and is free under the license Creative Commons CC0.

# Instructions in our everyday life



Instructions can be found in recipes, classroom rules, video games, etc.

Instructions usually are in imperative or Present Simple.  
Example:  
Take a taxi.



Instructions can be affirmative or negative.

- Work with a partner.
- Don't work alone.

Sequence words can be also used to show the order of instructions: first, second, ...



To make instructions more polite we often use the word please.

Example:  
Please help your partner.



So, instructions can be found in different contexts.

Figure 55. Infographic about the instructions in our everyday life<sup>12</sup>

[End\_of\_Page]

### ACT\_ID #2.2.2 Demonstration [Hypertext] and [Videos]

To get a task done, there are a few things we can all do to follow instructions more effectively (Xdesign, 2022). Listening and following instructions is another critical skill for social interactions (National Geographic, 2014). This video illustrates the steps that are necessary to follow in order to understand more instructions easier.



How to understand and follow instructions

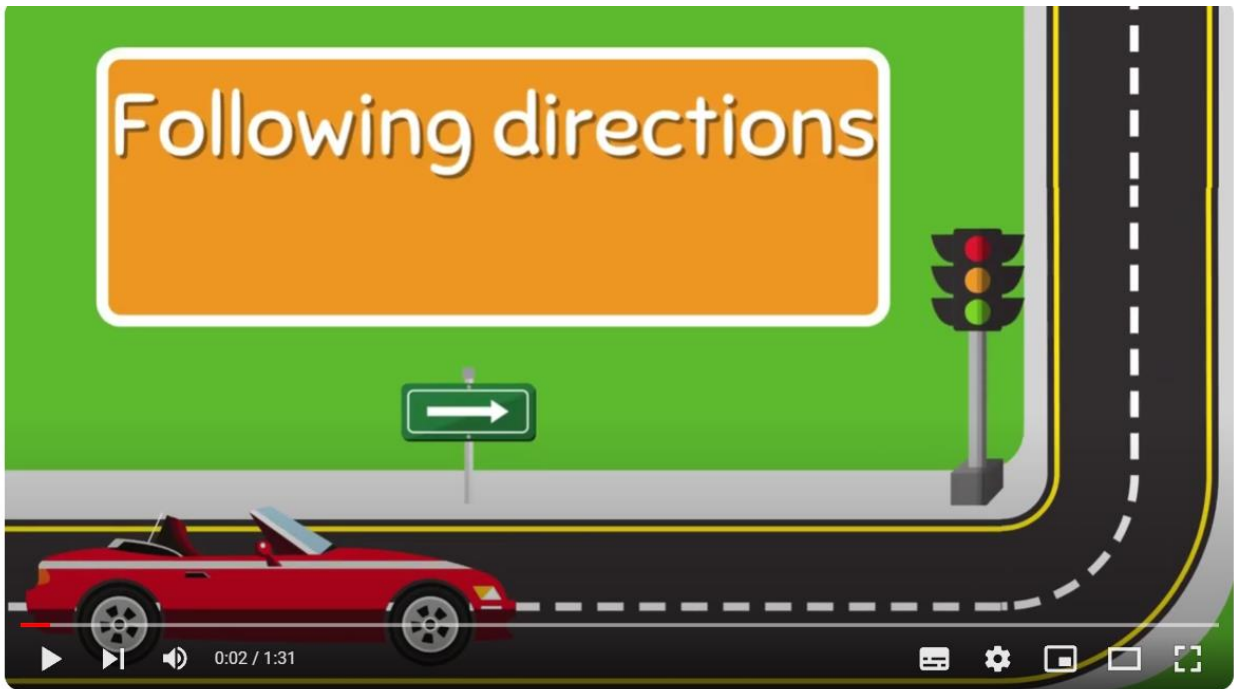
Figure 56- Screenshot of video about how to understand and follow directions

[How to understand and follow instructions \(youtube.com\)](https://www.youtube.com/watch?v=...)

The next video illustrates the basic steps you need to know in order not to get lost when you listen to some directions. Following directions will help you become a reliable and independent individual.

---

<sup>12</sup> This infographic has been created by the instructor of this MOOC and is free under the license Creative Commons CCo.



**How to follow directions**

*Figure 57. Screenshot of video about following directions*

[How to follow directions \(youtube.com\)](https://www.youtube.com/watch?v=...)

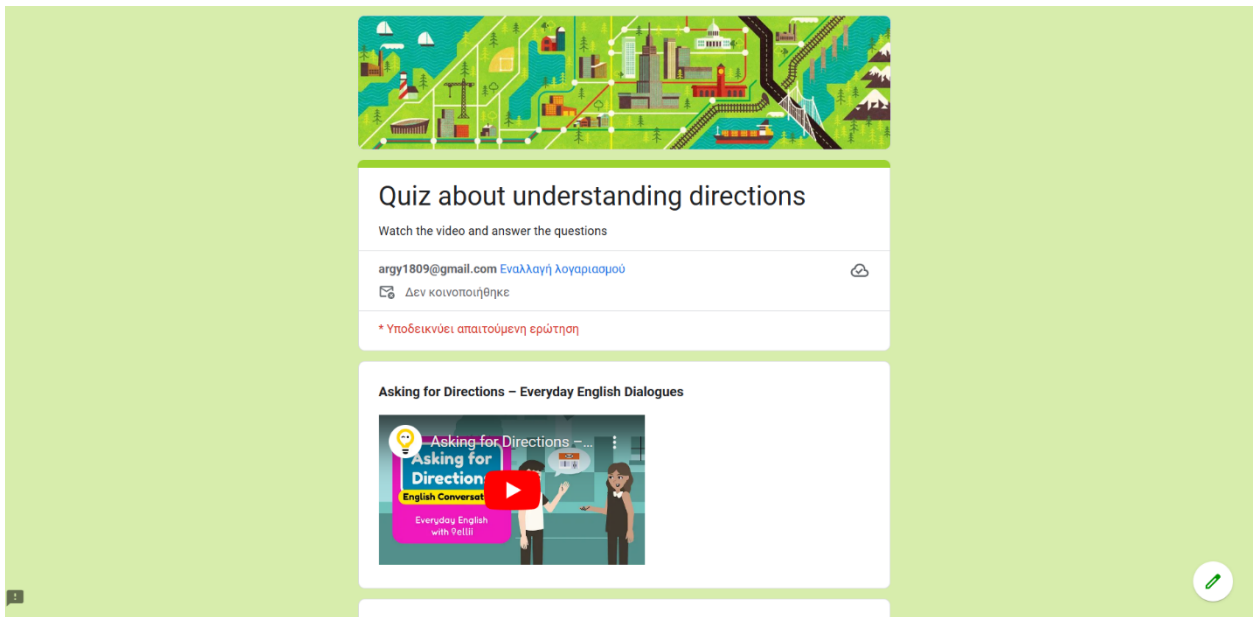
[End\_of\_Page]

**ACT\_ID #2.2.3 Practice [Quiz in Google Forms]**

You should complete this quiz about following directions in Google Forms. You should watch first the video (Ellii (formerly ESL Library), 2023) and then answer the following questions.

<https://forms.gle/VjnHCepdC3Goqj1a6>





**Figure 58. Screenshot of Google Forms quiz**

**[End\_of\_Page]**

**ACT\_ID #2.2.4 Self-assessment [Quiz in Quizziz]**

If the previous quiz was easy for you, then try to understand and follow the instructions in this video (Smile and Learn - English, 2020) about saving our planet. Then, answer the questions in the quiz.

<https://quizzz.com/embed/quiz/66c26447f86f6b81bd2302b4>

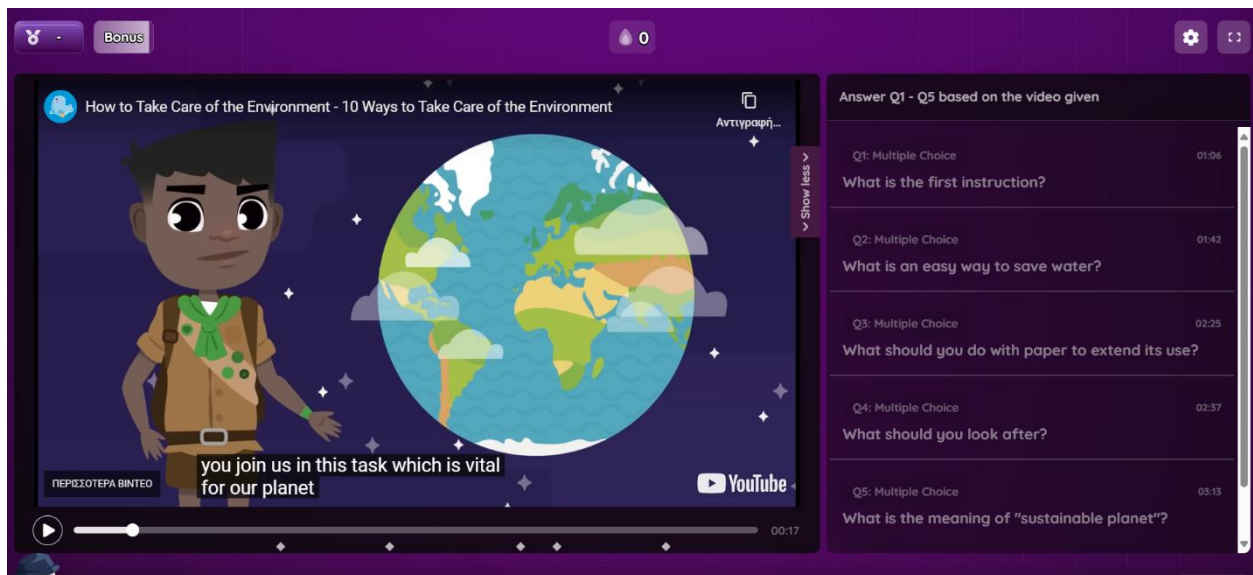


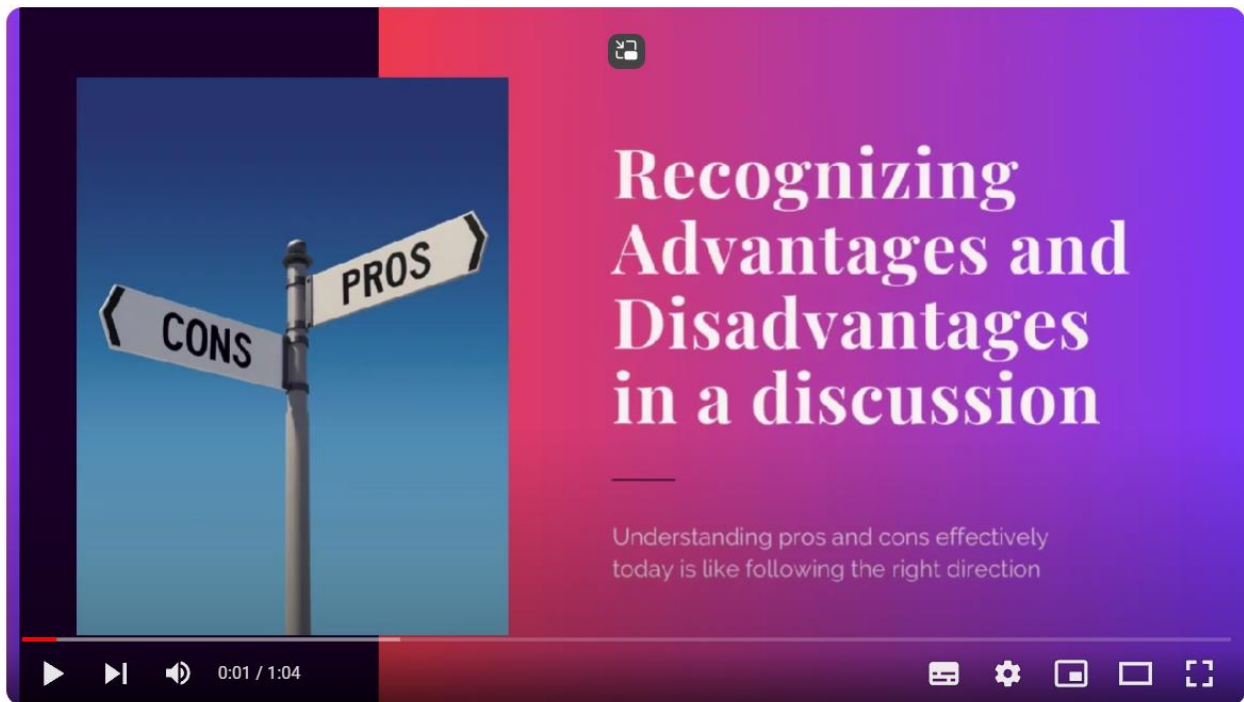
Figure 59. Screenshot of Quizziz quiz

[End\_of\_Page]

### 2.3 Sub-module 2 of Micro- Lesson 1/ Identifying advantages and disadvantages (1 hour)

#### ACT\_ID #2.3.1 Presentation [Hypertext], [Video], and [Infographic]

Recognizing advantages and disadvantages in a discussion is one of the most important skills. Understanding the pros and cons of a situation helps you to take sides and make decisions (MindTools). It also boosts your critical thinking and communication skills. It is quite similar to following directions but in that case, it is up to you what direction you are going to follow. The following video illustrates the importance of that skill.



### **The importance of identifying Advantages and Disadvantages**

*Figure 60. Screenshot of video about the importance of advantages and disadvantages*

[\(291\) The importance of identifying Advantages and Disadvantages - YouTube](#)

This infographic illustrates the advantages and disadvantages of fast fashion, an ever-growing problem that contributes to climate change (Medium,2023). You should pay attention to the phrases used to show the plus and minus points of this situation. Then, you should evaluate the points in favor of and against fast fashion using your analytical thinking and make a decision about whether you would keep supporting fast fashion brands.

# Fast fashion: Advantages & Disadvantages

## What is the Fast Fashion phenomenon?

Fast fashion refers to the rapid production and consumption of inexpensive clothing inspired by the latest trends. Clothes are made and sold cheaply so that people can buy new clothes often.



### Advantages

### Advantages of fast fashion:

- One of the key advantages of fast fashion is affordability.
- Providing consumers with a great array of choices is another benefit.
- An argument in favor of fast fashion is economic growth as it provides millions of jobs worldwide.

### Disadvantages of fast fashion:

- The increased waste in landfills is a major drawback.
- An argument against fast fashion is the exploitation of workers.
- Short lifespan of these clothes is another drawback.



### Disadvantages



Figure 61. Infographic about pros and cons of fast fashion<sup>13</sup>

[End\_of\_Page]

**ACT\_ID #2.3.2 Demonstration [Hypertext] and [Video]**

The most necessary tool in order to recognize the arguments in favor and against an idea is to be familiar with specific words.

The following video includes useful vocabulary to identify pros and cons easily.



**How to recognise pros and cons in a discussion**

Figure 62. Screenshot of video about pros and cons in a discussion

[\(289\) How to recognise pros and cons in a discussion - YouTube](#)

[End\_of\_Page]

**ACT\_ID #2.3.3 Practice [Quiz in Quizziz]**

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<sup>13</sup> This infographic has been created by the instructor of this MOOC and is free under the license Creative Commons CCo.

This quiz is about the advantages and disadvantages of wind energy. Watch the video (Next Generation Science, 2022) to learn about a renewable source of energy and answer the questions related to it.

<https://quizizz.com/embed/quiz/66c2f8e72c1f5a399c1d124f>



*Figure 63. Screenshot of a Quizizz quiz*

[End\_of\_Page]

### **ACT\_ID #2.3.4 Self-assessment [Quiz in Google Forms]**

This quiz is about the advantages and disadvantages of electric cars. Watch the video (CleanTransport, 2020) to learn more about the Electric Vehicles (EVs) and answer the questions related to it.

<https://forms.gle/GambTmdrQVgu26eTA>

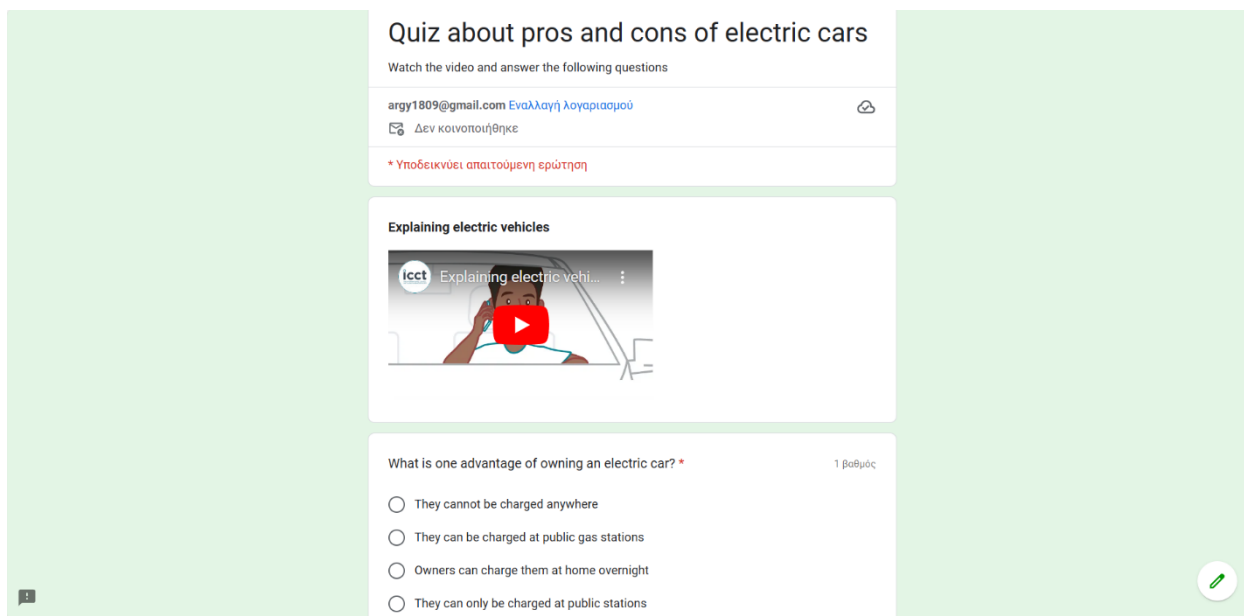


Figure 64. Screenshot of a Google Forms quiz

[End\_of\_Page]

## 2.4 Summary and Self- Assessment of Micro- Lesson 1 (50')

### ACT\_ID #2.4.1 Presentation [Hypertext]

In this Micro-lesson, we studied about:

- ✓ the necessity of following instructions in different contexts,
- ✓ the necessity of identifying advantages and disadvantages in a discussion and
- ✓ the impact of the above-mentioned skills on becoming a trustworthy and independent individual.

We learned how:

- ✓ We understand detailed instructions well enough to be able to follow them successfully
- ✓ We identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.
- ✓ Following instructions and recognizing for and against arguments play a significant role in the language-learning journey

[End\_of\_Page]

## ACT\_ID #2.4.2 Self-assessment of Micro-Lesson 1 [ORA]

This task has many steps. In the first step, you will answer the prompt. The other steps appear under the "Your answer" field. Enter your answer in the text box below the prompt. You can save your progress by clicking 'Save your progress' and return to complete your answer at any time before the due date (<refer to the due date we have set for the assignment, e.g., Monday, 1 January 2029 02:00 EET>). Once you have submitted your answer, you can no longer edit it.

### Prompt:

1. Watch the following video about 10 environmental protection rules. After watching, write a brief summary highlighting the basic steps you need to follow (1 paragraph).

[\(292\) 10 Environmental Protection Rules 🌍\(#saveearth\) - YouTube](#)

2. Write a short analysis related to this video with the conversation about the advantages and disadvantages of electric vehicles (1 paragraph). Identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language. Highlight the most convincing argument in this conversation and why.

[Explaining electric vehicles \(youtube.com\)](#)

### Self-assessment response

Your answer has been submitted. You will receive your grade after completing all the steps and a full evaluation of your answer. You must still complete the self-assessment step based on the following rubric:

*Table 16. Self-assessment rubric for Micro-lesson 1*

Criterion	Poor	Fair	Good	Excellent
Clarity and accuracy in summarizing instructions	Struggles to summarize the instructions. The summary is inaccurate, incomplete, or confusing,	Provides a basic summary but misses important details or includes inaccuracies.	Provides a clear and mostly accurate summary of the instructions, covering essential details	Provides an exceptionally clear and accurate summary of the instructions, covering all



	missing essential details.	The understanding of instructions is partial.	with minor omissions or errors.	essential details comprehensively and with precision.
Identification and analysis of key arguments (about the conversation)	<p>Fails to identify or analyze key arguments in the conversation. The analysis is unclear or incorrect, showing little understanding of the discussion.</p>	<p>Identifies some key arguments but misses others. The analysis is basic and may lack depth or clarity, with partial understanding of the discussion.</p>	<p>Successfully identifies and analyzes most key arguments in the conversation. The analysis is clear, with a good understanding of the discussion, though it could be more detailed.</p>	<p>Expertly identifies and analyzes all key arguments, providing a deep and insightful analysis of the discussion. The understanding of the conversation is comprehensive and well-articulated.</p>
Logical reasoning and comparison of perspectives	<p>The response lacks logical reasoning and fails to compare perspectives effectively. Arguments are weak or unclear, with little to no critical analysis.</p>	<p>Demonstrates logical reasoning but may struggle with effectively comparing perspectives. The arguments are basic and may lack clarity or depth.</p>	<p>Shows good logical reasoning and effectively compares different perspectives, providing clear and reasoned arguments with minor lapses in depth.</p>	<p>Demonstrates excellent logical reasoning, thoroughly comparing perspectives with clear, well-reasoned, and insightful arguments. The analysis is convincing.</p>

Clarity and organization of response	The response is poorly organized, making it difficult to follow. Ideas are unclear, and the response lacks coherence.	The response is organized but may be difficult to follow at times. Some ideas are unclear, and the overall coherence is inconsistent.	The response is well-organized and clear. Ideas are logically presented, with good coherence, though there may be minor lapses in flow.	The response is exceptionally well-organized, with ideas presented clearly and logically. The analysis flows seamlessly, with excellent coherence throughout.
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### Your grade

The grade for this task is determined by the grade you earned on your self-assessment.

[End\_of\_Page]

### ACT\_ID #2.4.3 Checklist [Poll] and [Word cloud]

Answer the following questions in this poll to assess your skills related to understanding TV news, films, documentaries, talk shows and interviews.

- i. I can understand detailed instructions well enough to be able to follow them successfully.
  - I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- ii. I can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard language or a familiar variety.
  - I cannot do it
  - I can do it with some guidance

- I can certainly do it

Word cloud

Recall a few (1-3) words that you remember from the lesson you just learned

[End\_of\_Page]

### ACT\_ID #2.4.4 Discussion Forum [Padlet discussion board]

Participants are encouraged to post their thoughts on the discussion board about the topics discussed in this micro-lesson.

Discuss in the forum about the instances when participants have asked or given directions. Moreover, they can discuss about the necessity of recognizing advantages and disadvantages during a conversation.



Figure 65. Screenshot of Padlet discussion board

[Directions- Pros & Cons \(padlet.com\)](https://padlet.com)

[End\_of\_Page]

[End\_of\_Day2]

## Day 3: Micro-lesson 2/ Decoding TV news and media content (3 hours)

### 3.1 Introduction to Micro-lesson 2 (10')

#### ACT\_ID #3.1.1 Learning Outcomes of Micro-lesson 2 [Hypertext] and [Poll]

According to Common European Framework of Reference for Languages Companion volume (Europe, n.d.) after the completion of this micro-lesson, the trainees will be able to:

- understand most TV news and current affairs programmes. (B2) [understand] (LO2.1)
- understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety. (B2) [understand] (LO2.2.)

*Table 17. Poll for Micro-lesson 2*

This short poll will test your prior knowledge. Choose the one that best represents you. There are no right and wrong answers, there can be more than one answer.	
1	Do you use TV news to help you learn English? <input type="radio"/> Yes, I do <input type="radio"/> No, I don't <input type="radio"/> I have never thought that watching TV could help me learn English
2	Do you know what 'cautious language' is? <input type="radio"/> Yes, I do <input type="radio"/> No, I don't <input type="radio"/> I am not sure
3	Do you know that watching movies can boost your listening and speaking skills as well as your creativity? <input type="radio"/> Yes, I do <input type="radio"/> No, I don't <input type="radio"/> I am not sure

[End\_of\_Page]

### 3.2 Sub-module 1 of Micro-lesson 2/ Understanding information in media (1 hour)

#### ACT\_ID #3.2.1 Presentation [Hypertext] and [Video]

TV news can be the ideal way someone can sharpen his listening skills and understand English as newscasters tend to speak more clearly and slowly than native speakers do (Brooks, 2023). They also use less slang or idiomatic expressions. So, understanding the vocabulary seems to be the key to understand fully the TV news. This valuable vocabulary is part of the following video. All the definitions are based on the online Cambridge dictionary.



*Figure 66. Screenshot of video about the TV news vocabulary*

[\(283\) TV news vocabulary - YouTube](#)

[End\_of\_Page]

### **ACT\_ID #3.2.2 Demonstration [Hypertext] and [Video]**

Watching TV news and understanding what is going on is essential to develop critical thinking but media literacy as well (National Association for Media Literacy Education, 2021). Watching or listening to TV news helps someone improve his listening skills, boost his vocabulary, grammar and expand his cultural repertoire in order to discuss the topics he likes with native English speakers (BBC Learning English, 2016). Listening to TV news will build a memory bank

in his brain with the words that he has seen or heard. The following video is about five tips to help you understand TV news easier.



Αναζήτηση



**5+1 tips to understand TV news in English**

*Figure 67. Screenshot of video with tips to understand TV news*

[5+1 tips to understand TV news in English \(youtube.com\)](https://www.youtube.com/watch?v=5+1 tips to understand TV news in English)

[End\_of\_Page]

### **ACT\_ID #3.2.3 Practice [Dropdown questions in Google Forms]**

You should complete this quiz about climate change and its devastating consequences on this planet after watching the video (BBC News, 2022).

Google Forms:

<https://forms.gle/uBExmybvMNjbkbix6>

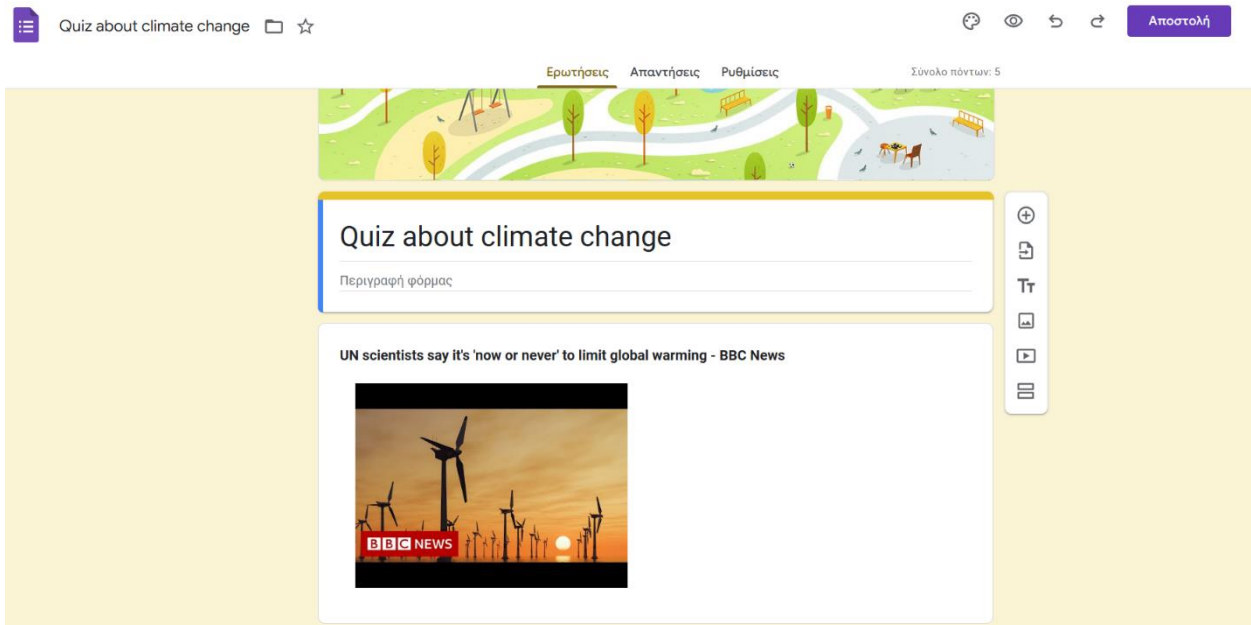


Figure 68. Screenshot of a Google Forms quiz

[End\_of\_Page]

### ACT\_ID #3.2.4 Self-assessment [Interactive video with a quiz in Quizziz]

You should complete this quiz about a city that combats climate change and its ambitious eco-friendly plan after watching the video (BBC News, 2024).

<https://quizziz.com/embed/quiz/66bdf4e8054ed5294c1c314>

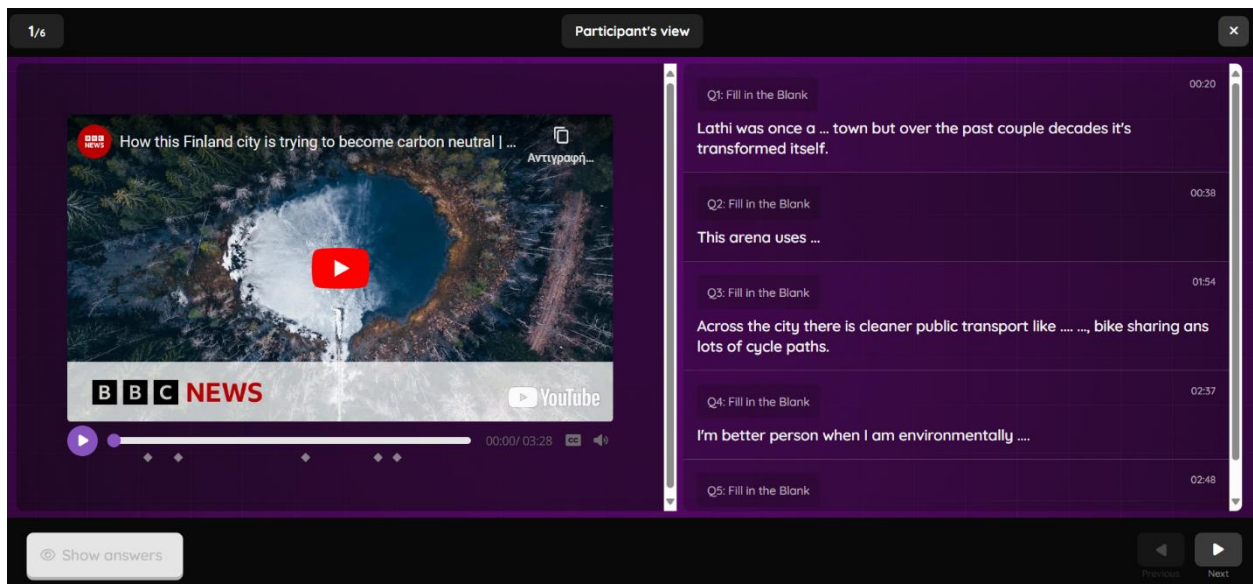


Figure 69. Screenshot of a Quizziz quiz

[End\_of\_Page]

### 3.3 Sub- module 2 of Micro-lesson 2/ Understanding documentaries, films and talk shows (1 hour)

#### ACT\_ID #3.3.1 Presentation [Hypertext] and [Video]

By watching documentaries, live interviews, tuning into talk shows, enjoying plays, and indulging in various films, you are fully engaging in the art of speaking English across diverse situations (Wong, 2024). Through films, documentaries, and talk shows, you enhance your ability to listen, refine your pronunciation, and internalize real-life conversational patterns (Learn English With TV Series, 2021). Movies, live interviews, and plays serve as a gateway to English-speaking cultures and global communities, enabling you to establish connections, communicate effectively, and exchange experiences. This method is dynamic and enjoyable, transforming language learning into a meaningful and immersive adventure (Andrade, 2023).

The following video presents extracts of a documentary (Hidden History 🏛️ HH, 2024), movie trailer (Universal Pictures, 2023) and an interview (IGV Presents, 2023) about the movie that revolves around an important historic event, the Manhattan project that produced the first atomic bombs. That has been a milestone in world's history.





**Learn English with Movies Game Presentation**

*Figure 70. Screenshot of video about movies in English*

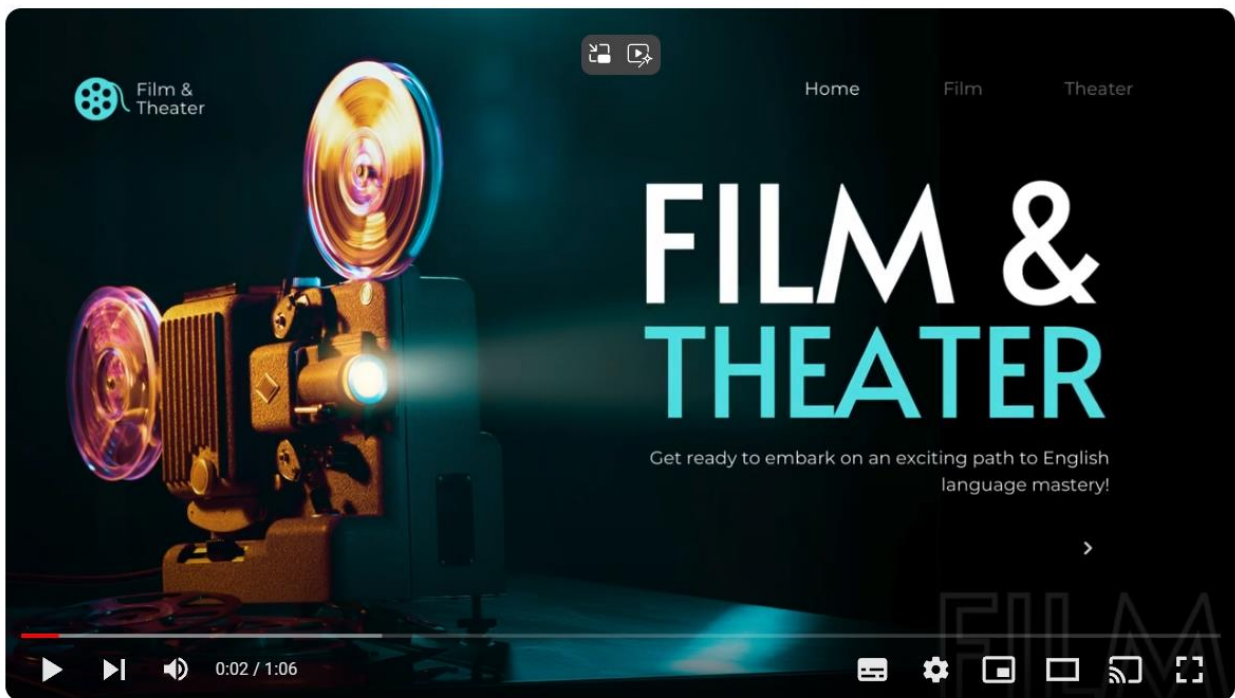
[Learn English with Movies Game Presentation \(youtube.com\)](#)

[End\_of\_Page]

### **ACT\_ID #3.3.2 Demonstration [Hypertext] and [Videos]**

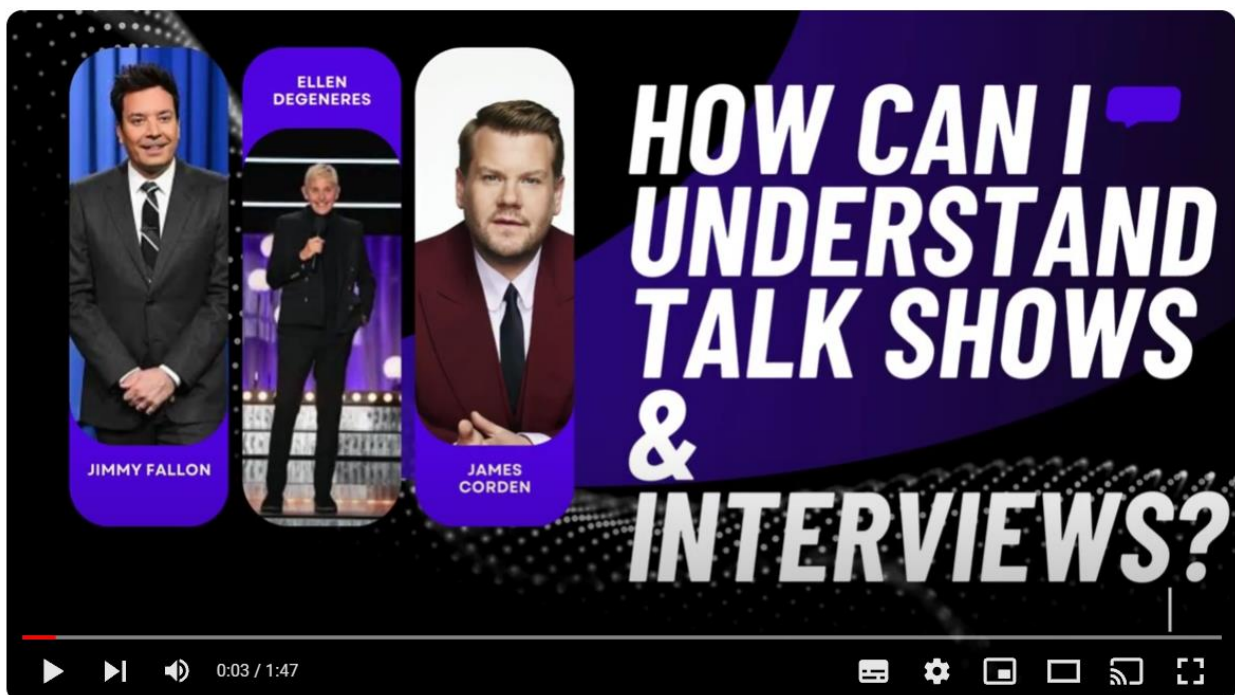
Watching English-language TV shows and videos, such as movies, documentaries, talk shows and interviews provides natural exposure to English as spoken by native speakers (*The Best 20 TV Shows for English Learners | Promova Blog*, 2022). These videos provide the necessary steps that someone must follow to understand films, documentaries, talk shows and interviews. In the second video there is an extract from a popular talk show, *The Ellen Show* (TheEllenShow, 2018).

[5 Hacks to learn English while watching films \(youtube.com\)](#)



5 Hacks to learn English while watching films

Figure 71. Screenshot of video about watching films



How to understand talk shows

Figure 72. Screenshot of video about talk shows

[How to understand talk shows \(youtube.com\)](https://www.youtube.com/watch?v=...)

[End\_of\_Page]

### ACT\_ID #3.3.3 Practice [Quiz in Google Forms]

Complete this quiz after watching this interview about the sustainable tour of the band, Coldplay (BBC, 2022). Complete this quiz in Google Forms.

<https://forms.gle/4pxHwvzhVn6dEcQH8>

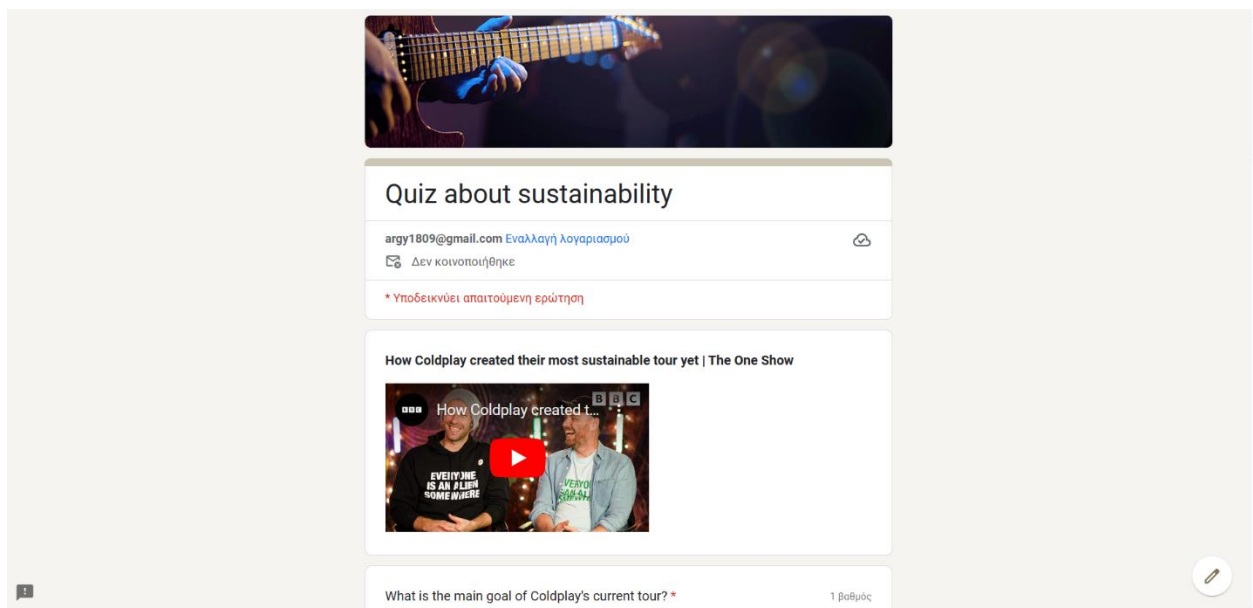


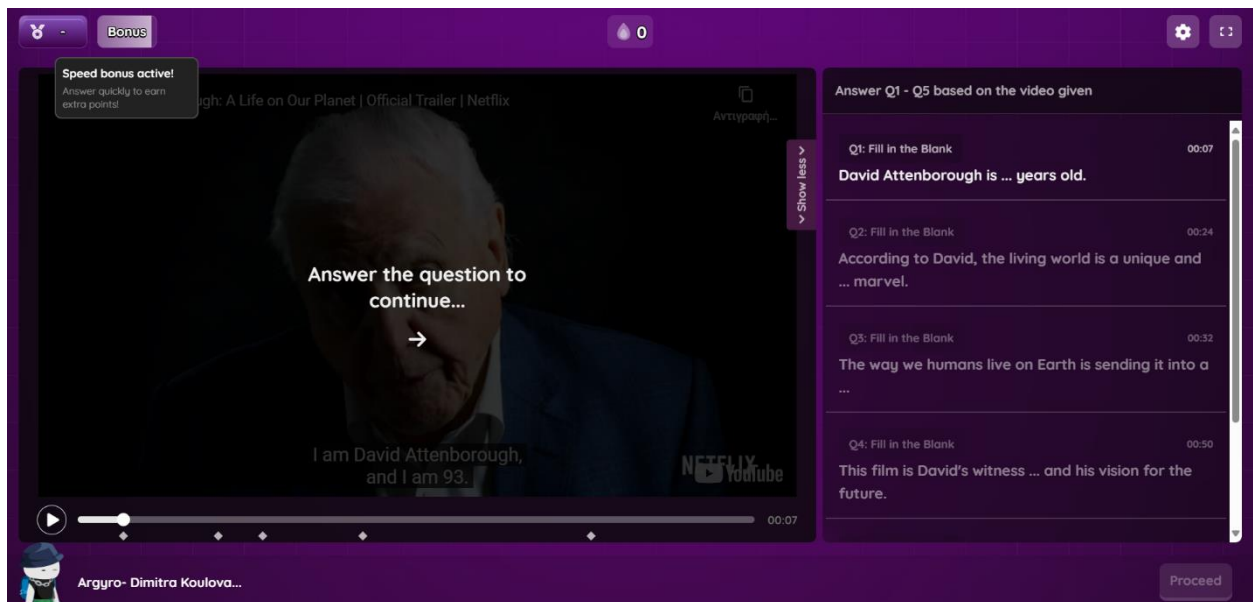
Figure 73. Screenshot of a Google Forms quiz

[End\_of\_Page]

### ACT\_ID #3.3.4 Self-assessment [Interactive video with a quiz in Quizziz]

Complete this quiz after watching this trailer of the series of documentaries 'Planet' (Netflix, 2020). These documentaries focus on the variety of the natural world and the impact of climate change on it.

<https://quizziz.com/embed/quiz/66bbd4685ea96151e676158f>



**Figure 74. Screenshot of a Quizziz quiz**

[End\_of\_Page]

### 3.4 Summary and Self-assessment of Micro- Lesson 2 (50')

#### ACT\_ID #3.4.1 Presentation [Hypertext]

In this Micro-lesson, we studied about:

- ✓ the connection between TV news and mastery of listening skills,
- ✓ the connection between films or interviews and the mastery of listening skills and
- ✓ the impact of this mastery on other skills.

We learned how:

- ✓ We understand most TV news and current affairs programmes
- ✓ We understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety
- ✓ TV news, documentaries, talk shows and interviews play a significant role in the language-learning journey.

[End\_of\_Page]

#### ACT\_ID #3.4.2 Self-assessment of Micro-lesson 2 [ORA]

This task has many steps. In the first step, you will answer the prompt. The other steps appear under the "Your answer" field. Enter your answer in the text box below the prompt. You can save your progress by clicking 'Save your progress' and return to complete your answer at any time before the due date (<refer to the due date we have set for the assignment, e.g., Monday, 1 January 2029 02:00 EET>). Once you have submitted your answer, you can no longer edit it.

**Prompt:**

Watch a short news report and a short trailer about a documentary that you have already encountered before in this micro-lesson.

1. Write a brief summary of the key points of the news report (BBC News, 2024), highlighting main points covered (1 paragraph).

[How this Finland city is trying to become carbon neutral | BBC News \(youtube.com\)](#)

2. Write a documentary analysis about this video (Netflix, 2020). Discuss about the way it engages the viewer and presents information (1 paragraph).

[David Attenborough: A Life on Our Planet | Official Trailer | Netflix \(youtube.com\)](#)

**Self-assessment response**

Your answer has been submitted. You will receive your grade after completing all the steps and a full evaluation of your answer. You must still complete the self-assessment step based on the following rubric:

*Table 18. Self-assessment rubric for Micro-lesson 2*

Criterion	Poor	Fair	Good	Excellent
Comprehension of main ideas (News report)	Struggles to identify the main ideas of the news segment. The summary is inaccurate or	Identifies some main ideas but misses others. The summary captures the gist but lacks	Successfully identifies most of the main ideas. The summary is accurate and covers essential	Expertly identifies all main ideas. The summary is thorough, accurate, and comprehensively

	incomplete, missing essential points.	detail or accuracy.	points with minor omissions.	covers all essential points.
Analysis of documentary (content and presentation)	Fails to analyze the documentary effectively. The response is unclear, with little understanding of the content or presentation.	Provides a basic analysis of the documentary, but the response may lack depth or clarity. Some aspects of content and presentation are addressed, but others are overlooked.	Provides a good analysis of the documentary, addressing most aspects of content and presentation. The response is clear and demonstrates a solid understanding, with minor areas for improvement.	Offers a deep and insightful analysis of the documentary, thoroughly addressing content and presentation. The response is clear, well-structured, and demonstrates a comprehensive understanding.
Critical Thinking (effectiveness and engagement)	Shows little to no critical thinking in evaluating the effectiveness of the documentary. The assessment of viewer engagement is superficial or absent.	Demonstrates some critical thinking but lacks depth in evaluating effectiveness and engagement. The assessment is basic and may not fully consider the documentary's impact.	Demonstrates good critical thinking, effectively evaluating the documentary's impact and viewer engagement. The assessment is well-reasoned, though it could	Demonstrates excellent critical thinking, offering a thorough evaluation of the documentary's effectiveness and how it engages the viewer. The assessment is well-supported.

			be more detailed.	
Clarity and organization of response	The response is poorly organized and difficult to follow. Ideas are unclear, and the response lacks coherence.	The response is organized but may be difficult to follow at times. Some ideas are unclear, and the overall coherence is inconsistent.	The response is well-organized and clear. Ideas are logically presented, with good coherence, though there may be minor lapses in flow.	The response is exceptionally well-organized, with ideas presented clearly and logically. The analysis flows seamlessly, with excellent coherence throughout.

### Your grade

The grade for this task is determined by the grade you earned on your self-assessment.

[End\_of\_Page]

### ACT\_ID #3.4.3 Checklist [Poll] and [Word cloud]

Answer the following questions in this poll in order to assess your skills related to understanding TV news, films, documentaries, talk shows and interviews.

A. I can understand most TV news and current affairs programmes.

- I cannot do it
- I can do it with some guidance
- I can certainly do it

B. I can make use of subtitles whenever it is necessary.

- I cannot do it
- I can do it with some guidance
- I can certainly do it

- C. I can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.
- I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- D. I can evaluate what it is necessary to understand while watching TV news, talk shows or interviews.
- I cannot do it
  - I can do it with some guidance
  - I can certainly do it

Word cloud

Recall a few (1-3) words that you remember from the lesson you just learned

**[End\_of\_Page]**

**ACT\_ID #3.4.4 Discussion Forum [Padlet]**

Participants are encouraged to post their thoughts on the discussion board about the topics discussed in this micro-lesson.

Discuss in the forum about the various aspects of understanding most of the TV news, talk shows, movies, and documentaries in English.



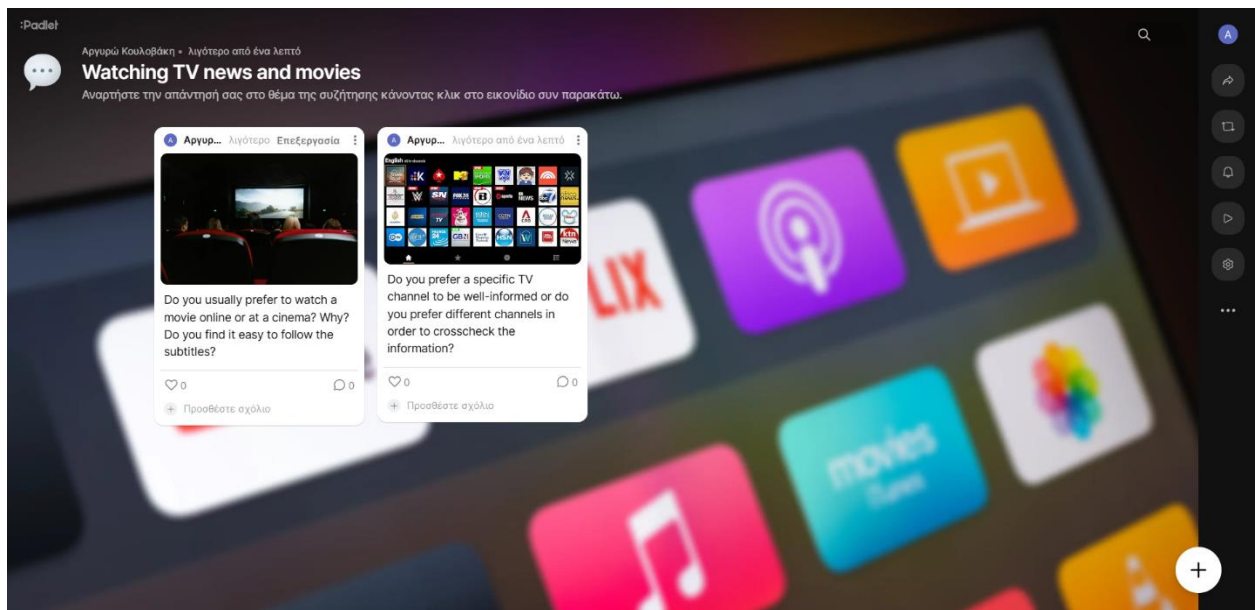


Figure 75. Screenshot of a Padlet discussion board

[Watching TV news and movies \(padlet.com\)](https://padlet.com)

[End\_of\_Page]

[End\_of\_Day3]

## Day 4: Micro- lesson 3/ Reading for Purpose: Orientation and Argument (3 hours)

### 4.1 Introduction to Micro- lesson 3 (10')

#### ACT\_ID #4.1.1 Learning Outcomes of Micro-lesson 3 [Hypertext] and [Poll]

According to Common European Framework of Reference for Languages Companion volume (Europe, n.d.) after the completion of this micro-lesson, the trainees will be able to:

- scan quickly through long and complex texts, locating relevant details. (B2) [apply] (LO3.1)
- recognize when a text provides factual information and when it seeks to convince readers of something. (B2) [analyze] (LO3.2)

This short poll will test your prior knowledge. Choose the one that best represents you. There are no right and wrong answers, there can be more than one answer.

- A. Do you know that there are three reading techniques that you can use while reading a text or during an exam?
- Yes, I do
  - No, I don't
  - I am not sure
- B. Do you know the difference between skimming and scanning?
- Yes, I do
  - No, I don't
  - I am not sure
- C. Can you tell the difference between fact and opinion?
- Yes, I do
  - No, I don't
  - I am not sure
- D. Do you know the meaning of 'persuasive text'?
- Yes, I do
  - No, I don't
  - I am not sure

[End\_of\_Page]

#### 4.2 Sub-module 1 of Micro-lesson 3/ Extracting key details from texts (1 hour)

##### ACT\_ID #4.2.1 Presentation [Hypertext] and [Video]

Scanning a text is a vital skill on everyday basis but even in all B2 exams. There are three reading techniques that you are going to employ while reading a text or during the reading section of an exam B2 (*Lesson 1 Skimming and Scanning Worksheet*, 2024):

- **Skimming:** reading a text quickly in order to get its **general meaning (the gist)** without paying much attention to the details (for example, looking through a passage to decide if it is worth reading),
- **Scanning:** reading a text quickly to find **specific information** without focusing on meaning (for example, looking at the menu of a restaurant to find the cheapest pizza) (*Reading Strategies: Skimming and Scanning*, n.d.) and

- **Intensive reading:** reading a part of a text carefully to **understand the details** (for example, reading a TV set manual to understand how to use the product).

It is noteworthy that most questions during an exam require scanning and intensive reading.

In this section, we are going to focus on the difference between skimming and scanning, the two methods of fast reading, as most students get easily confused. Look at the following video!



**Skimming or Scanning? Learn the difference!**

*Figure 76. Screenshot of video about skimming and scanning*

[\(268\) Skimming or Scanning? Learn the difference! - YouTube](#)

[End\_of\_Page]

#### **ACT\_ID #4.2.2 Demonstration [Hypertext] and [Videos]**

To apply these two reading strategies, skimming, and scanning, you are going to need some tips (Queensland Curriculum and Assessment Authority, 2022). The first video is about skimming, and the second one is about scanning. In the first video we see a TV guide (TV Guide+ UK EN – Gianluca Cisana, n.d.) while in the second video we see a recipe (A Recipe, n.d.).



5 Skimming Tips

Figure 77. Screenshot of video about skimming<sup>14</sup>

[5 Skimming Tips \(youtube.com\)](https://www.youtube.com/watch?v=...)



5 Scanning Tips

Figure 78. Screenshot of video about scanning<sup>15</sup>

<sup>14</sup> Picture on the video retrieved by [TV Guide+ UK EN](https://www.tvguide.com/) – Gianluca Cisana

<sup>15</sup> Picture on the video retrieved by [A recipe | LearnEnglish Teens \(britishcouncil.org\)](https://www.britishcouncil.org/)

[End\_of\_Page]

**ACT\_ID #4.2.3 Practice [Quiz in Quizziz]**

Read the text using skimming and scanning techniques and answer the questions. The text is about a contemporary space Odyssey. The text is an article published in BBC online newspaper (Rannard, 2024).

<https://quizziz.com/embed/quiz/66bf743941232c37668bcd84>

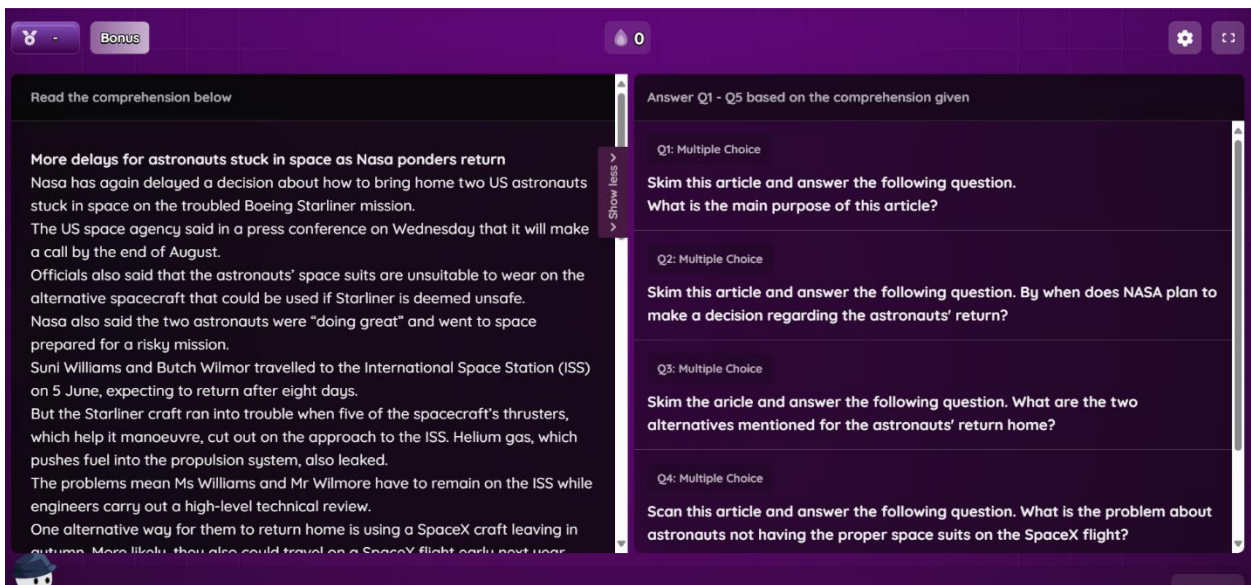


Figure 79. Screenshot of a Quizziz quiz

[End\_of\_Page]

**ACT\_ID #4.2.4 Self-assessment [Quiz in Google Forms]**

Complete this quiz after skimming and scanning the text. This text is about the International Space Station and the future of Space Exploration. This text was published in Aerospace Corporation website in 2024 (*A Brief History of Space Exploration | the Aerospace Corporation, 2024*).

<https://forms.gle/Yv67QgLjCyyPBSyL9>

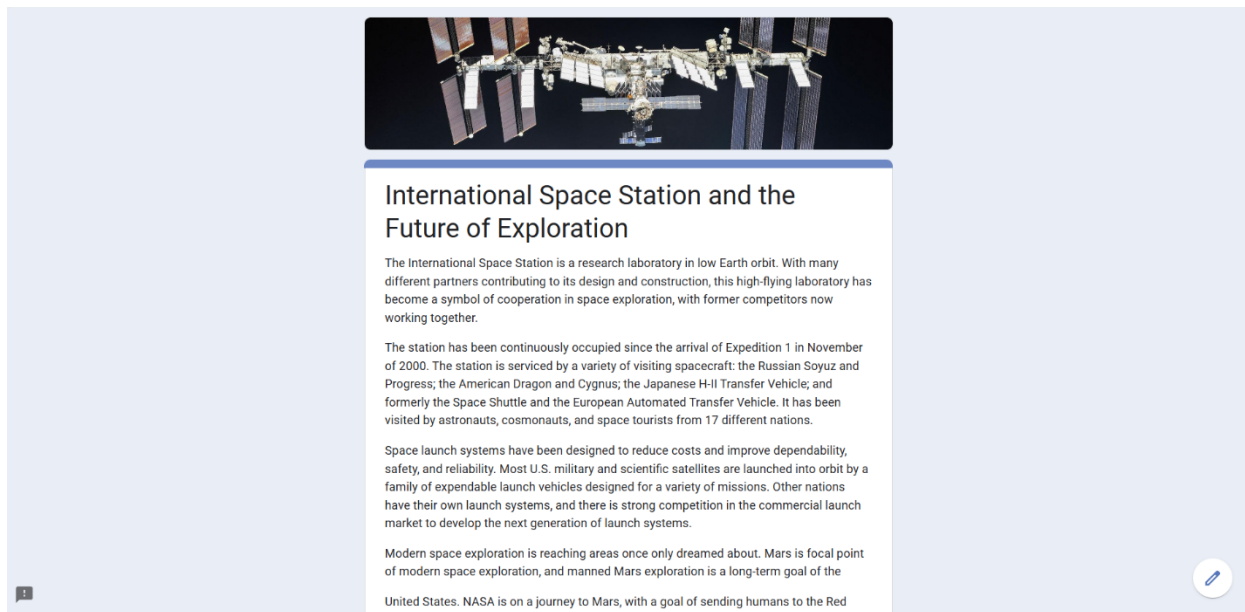


Figure 80. Screenshot of a Google forms quiz

[End\_of\_Page]

### 4.3 Sub- module 2 of Micro-lesson 3/ Analyzing textual information and arguments (1 hour)

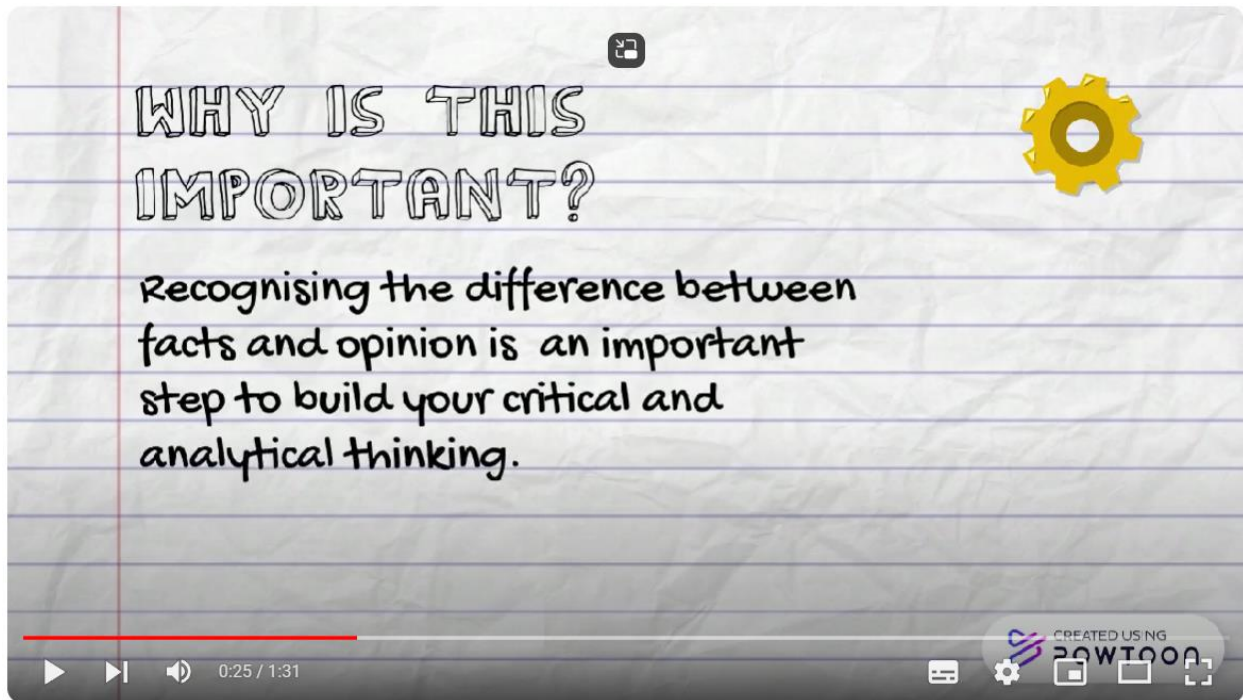
#### ACT\_ID #4.3.1 Presentation [Hypertext] and [Video]

Facts and opinions are often combined in plethora of texts, like articles, books or even advertisements. Both facts and opinions are important parts of sharing knowledge (*Opinion Vs. Fact | Definition & Examples*, n.d.). Recognizing the difference between facts and opinion is a major step to build your critical and analytical thinking and not being easily manipulated (e.g., by the media). Students or even adult often get confused between what a fact is and what an opinion is.

Fact is something that is known to have happened or to exist, especially something for which proof exists, or about which there is information, but an opinion is a thought or belief about something or someone (online Cambridge dictionary).

Informative texts are those who contain facts and information whereas persuasive texts are those which cause someone to do or believe what they are told to. Persuasive texts state an opinion and provide reasons to support this opinion. Persuasive texts use strong adjectives

and words that trigger emotions to fulfill their goal, to persuade (*Distinguishing Fact and Opinion (Video)*, 2023).



#### Fact VS Opinion

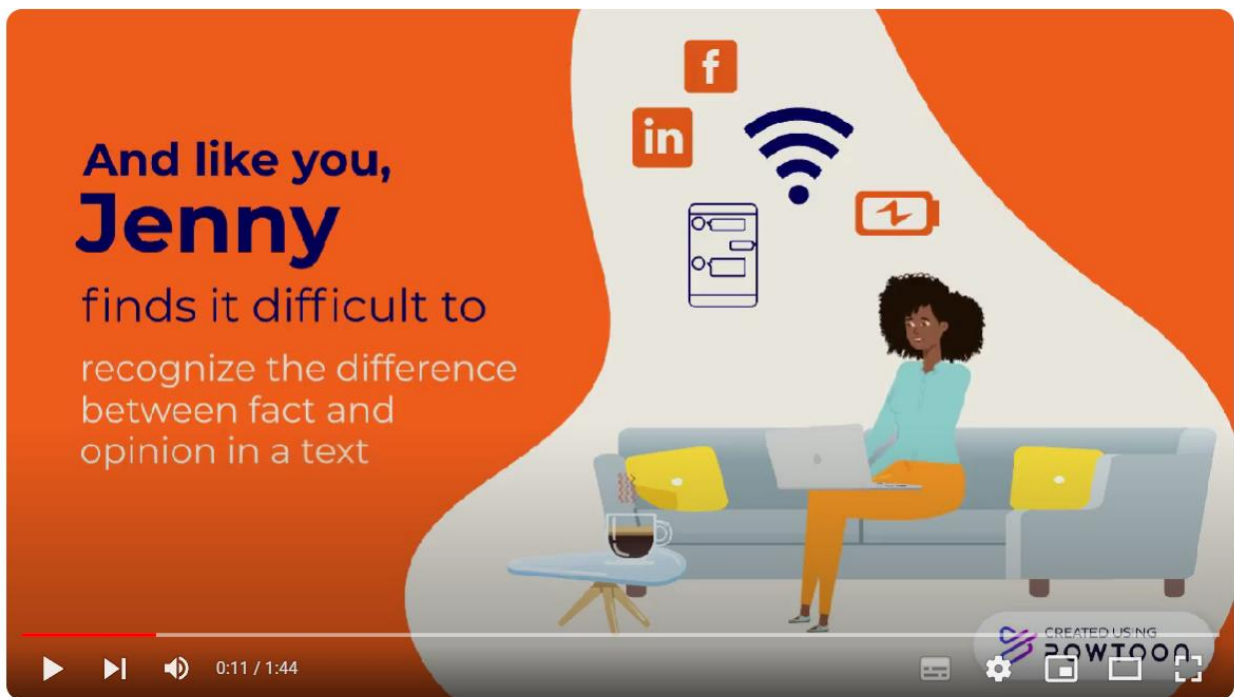
*Figure 81. Screenshot of a video about facts and opinion*

[\(270\) Fact VS Opinion - YouTube](#)

[End\_of\_Page]

#### **ACT\_ID #4.3.2 Demonstration [Hypertext] and [Video]**

Teaching of critical literacy skills in schools showed that half of young people are worried about not being able to identify fake news (Pitt,2021). So, identifying the difference between facts and opinions is a valuable skill in today's world. The following video will help you to master this skill.



What's the difference between opinion and fact in a text?

*Figure 82. Screenshot of a video about the difference between opinion and fact<sup>16</sup>*

[What's the difference between opinion and fact in a text? \(youtube.com\)](https://www.youtube.com/watch?v=66bf93eaca5b40df3421e776)

[End\_of\_Page]

### ACT\_ID #4.3.3 Practice [Quiz in Quizziz]

Now it is time for you to recognize facts and opinions in an article published in English news and easy articles for students of English (*Search for Extraterrestrial Life – Level 2 - News in Levels*, 2024). Remember to use all the strategies that you learned in the two previous sections.

<https://quizziz.com/embed/quiz/66bf93eaca5b40df3421e776>

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<sup>16</sup> Photo in the video retrieved by Freepik (Freepik, 2017)



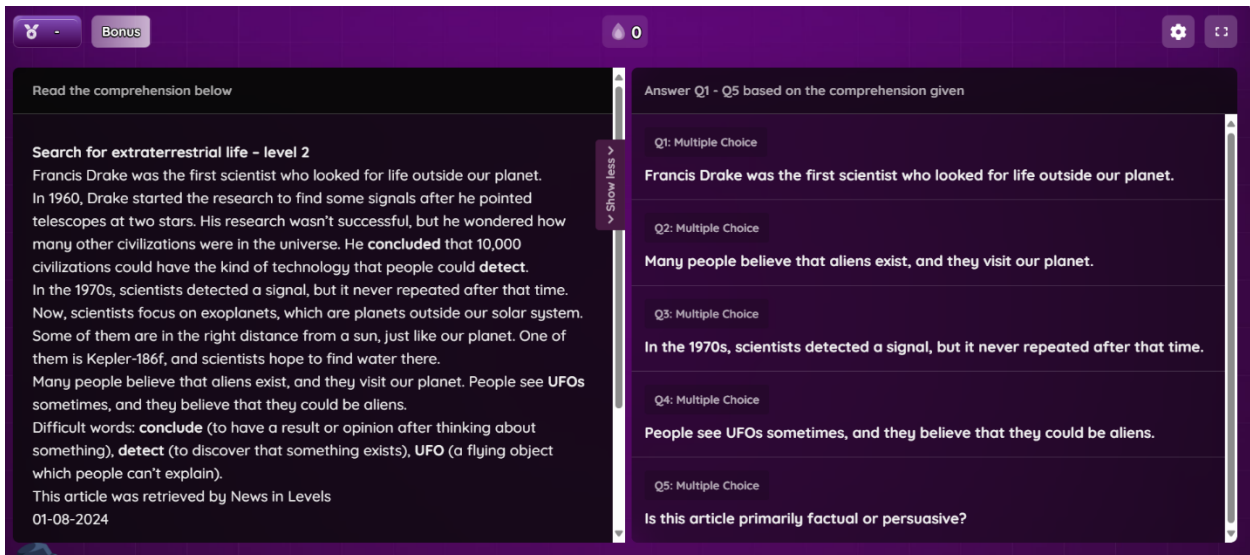


Figure 83. Screenshot of a Quizziz quiz

[End\_of\_Page]

### ACT\_ID #4.3.4 Self-assessment [Group sort in Wordwall]

Decide which sentences are facts and which are opinions. The quiz is about one of the landmarks of space exploration, moon landing.

<https://wordwall.net/resource/76547175>

0:15

Moon landing is one of the greatest things humans have ever done.

Neil Armstrong was the bravest astronaut because we was the first human to set foot on the moon.

NASA stands for National Aeronautics and Space Administration.

NASA named the mission of first human landing on the Moon as Apollo 11.

The Moon Landing took place on July 20, 1969.

The moon landing never actually happened.

**FACTS** **FACTS** **OPINION** **OPINIONS**

Submit Answers

MOON LANDING

Share

Edit Content Embed More

Figure 84. Screenshot of a Wordwall quiz

[End\_of\_Page]

#### 4.4. Summary and Self-assessment of Micro- Lesson 3(50’)

##### ACT\_ID #4.4.1 Summary of Micro-lesson 3 [Hypertext]

In this Micro-lesson, we studied about:

- ✓ the reading techniques, skimming and scanning, and
- ✓ the difference between fact and opinion.

We learnt how:

- ✓ To use skimming and scanning in different contexts
- ✓ To use skimming and scanning to become efficient readers
- ✓ To identify facts and opinions in different contexts
- ✓ To use the above-mentioned skill in order not to be manipulated

[End\_of\_Page]

### ACT\_ID #4.4.2 Self-assessment of Micro-lesson 3 [ORA]

This task has many steps. In the first step, you will answer the prompt. The other steps appear under the "Your answer" field. Enter your answer in the text box below the prompt. You can save your progress by clicking 'Save your progress' and return to complete your answer at any time before the due date (<refer to the due date we have set for the assignment, e.g., Monday, 1 January 2029 02:00 EET>). Once you have submitted your answer, you can no longer edit it.

#### Prompt:

Participants have to read the following article about the impact of climate change on Olympic Games (Igini, 2024) and complete the following tasks.

[The Future of the Olympics in a Warming World | Earth.Org](#)

1. Write a summary of the article, focusing on the main points of the article (1 paragraph).
2. Write an analysis of the article, presenting examples of factual information and persuasive elements in the text. Discuss how effectively the reporter balances these two aspects (1 paragraph).

#### Self-assessment response

Your answer has been submitted. You will receive your grade after completing all the steps and a full evaluation of your answer. You must still complete the self-assessment step based on the following rubric:

*Table 19. Self-assessment rubric for Micro-lesson 3*

Criterion	Poor	Fair	Good	Excellent
Ability to locate key details	Struggles to locate relevant details within the text. The summary is incomplete or inaccurate,	Locates some relevant details but misses others. The summary captures the main points but	Successfully locates most key details within the text. The summary is accurate and covers the	Expertly locates all relevant details within the text. The summary is thorough, accurate, and

	missing essential points.	may lack accuracy or completeness.	essential points, with minor omissions.	comprehensively covers the essential points.
Distinguishing between factual content and persuasive elements	Fails to distinguish between factual information and persuasive content. The analysis is unclear or inaccurate, with little understanding of the text's intent.	Identifies some factual information and persuasive content but may confuse the two. The analysis is somewhat accurate but lacks depth.	Correctly distinguishes between factual content and persuasive elements in the text. The analysis is accurate and demonstrates a good understanding of the text's intent, with minor gaps.	Clearly and accurately distinguishes between factual content and persuasive elements. The analysis is insightful, demonstrating a deep understanding of the text's intent and how the author balances information and persuasion.
Logical organization and clarity	The response is poorly organized, making it difficult to follow the analysis. Ideas are unclear, and the response lacks coherence.	The response is somewhat organized but may be difficult to follow at times. Some ideas are unclear, and the overall coherence is inconsistent.	The response is well-organized and clear. Ideas are logically presented, with good coherence, though there may be minor lapses in flow.	The response is exceptionally well-organized, with ideas presented clearly and logically. The analysis flows seamlessly, with excellent

				coherence throughout.
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### Your grade

The grade for this task is determined by the grade you earned on your self-assessment.

[End\_of\_Page]

### ACT\_ID #4.4.3 Checklist [Poll] and [Word cloud]

Answer the following questions in this poll to assess your skills related to skimming and scanning methods and fact and opinion distinction.

- I. I can scan quickly through long and complex texts, locating relevant details.
  - I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- II. I can skim through long and complex texts.
  - I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- III. I can recognize the difference between fact and opinion.
  - I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- IV. I can recognise when a text provides factual information and when it seeks to convince readers of something.
  - I cannot do it
  - I can do it with some guidance
  - I can certainly do it

Word cloud

Recall a few (1-3) words that you remember from the lesson you just learned

[End\_of\_Page]

#### ACT\_ID #4.4.4 Discussion [Padlet]

Participants are encouraged to post their thoughts on the discussion board about the topics discussed in this micro-lesson.

Discuss in the forum about the skimming and scanning reading techniques and the distinction between factual and persuasive texts.

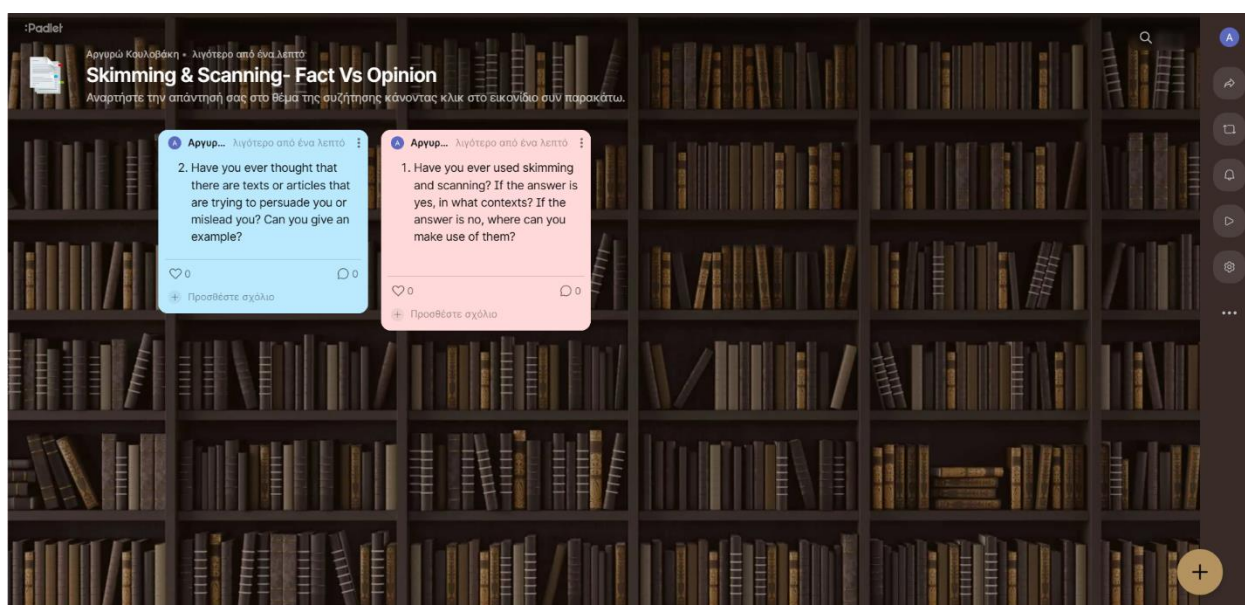


Figure 85. Screenshot of a Padlet discussion board

[Skimming & Scanning- Fact Vs Opinion \(padlet.com\)](https://padlet.com/argyroka/178484848)

[End\_of\_Page]

[End\_of\_Day4]

### Day 5: Micro- lesson 4/ Analyzing textual information and arguments (3 hours)

#### 5.1 Introduction to Micro-lesson 4 (10')

#### ACT\_ID #5.1.1 Learning outcomes of Micro-lesson 4 [Hypertext] and [Poll]

According to Common European Framework of Reference for Languages Companion volume (Europe, n.d.) after the completion of this micro-lesson, the trainees will be able to:

- explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (B2) [evaluate] (LO4.1)
- develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples. (B2) [create] (LO4.2)

This short poll will test your prior knowledge. Choose the one that best represents you. There are no right and wrong answers, there can be more than one answer.

**[Poll]**

1. Do you face any problems expressing your opinion giving the advantages and disadvantages of an idea?
  - Yes, I do
  - No, I don't
  - It depends on the context
2. Are you able to develop a clear argument, expanding it?
  - Yes, I am
  - No, I am not
  - It depends on the context

**[End\_of\_Page]**

## 5.2 Sub-module 1 of Micro-lesson 4/ Discussing the pros and cons of an issue (1 hour)

### ACT\_ID #5.2.1 Presentation [Hypertext] and [Infographic]

In the first Micro-lesson, we talked about the necessity of recognizing the reasons for and against an idea in a discussion. Now, it is time for you to explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. So, in the decision-making process, the consideration of pros and cons helps us to make the best choice (Speak Confident English, 2020).

Using a simple "pros" and "cons" list encourages you to approach your decision objectively and an example of a list like this is the following infographic. Then you can score your pros and cons to show the importance of each (MindTools). The total will help you to decide whether it is worthwhile going ahead with the decision or not; in that case living in the city or not.

## LIVING IN A CITY

# PROS AND CONS

### SYNONYMS

#### ✓ PROS ✓

- Advantages
- Strengths
- Benefits
- Positive aspects
- Good points
- Arguments in favor of
- Plus points

There are more career opportunities when living in a city.

The majority of cities provide huge entertainment opportunities.

Transport systems in most urban areas tend to be extensive and affordable.

#### ✗ CONS ✗

- Disadvantages
- Weaknesses
- Drawbacks
- Objections
- Negative effects
- Downsides
- Arguments against
- Minus points

Cities are known to have higher pollution levels.

Citizens usually complain about the dangerously high noise levels.

Green spaces are usually rare in urban contexts.



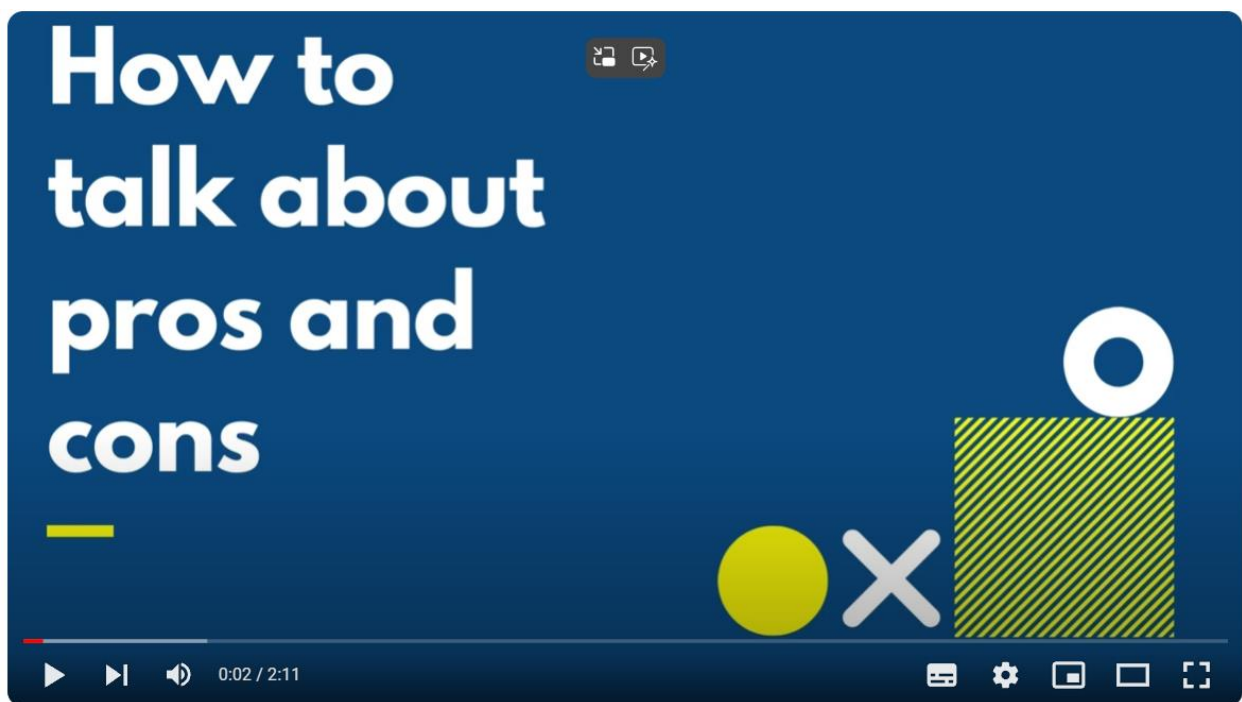
Figure 86. Infographic about pros and cons of living in a city<sup>17</sup>

[End\_of\_Page]

**ACT\_ID #5.2.2 Demonstration [Hypertext] and [Video]**

When you or your team have to make a serious decision, you are expected to weigh the pros and cons. This process demands analytical thinking and may end to frustration if it is not structured properly. Analyzing advantages and disadvantages is a skill that is necessary in different contexts, like taking an exam or preparing a presentation at your office (*Discussing Advantages and Disadvantages*, 2024). So, let's watch the following video! In this video there is an extract analyzing the pros and cons of AI (*AI: Pros and Cons*, n.d.).

[How to talk about pros & cons in English \(youtube.com\)](https://www.youtube.com/watch?v=...)



How to talk about pros & cons in English

Figure 87. Screenshot of a video about pros and cons

[End\_of\_Page]

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<sup>17</sup> This infographic has been created by the instructor of this MOOC and is free under the license Creative Commons CCo.

### ACT\_ID #5.2.3 Practice [Fill in the blanks in Quizizz]

Smart cities can be a viable solution to the ever-growing problem of climate change. You should complete the quiz about smart cities filling in the blanks with the words 'advantage' or 'disadvantage' after watching the video (BBC Ideas, 2021).

<https://quizizz.com/embed/quiz/66c3204ac2b31f5f624a6b6f>

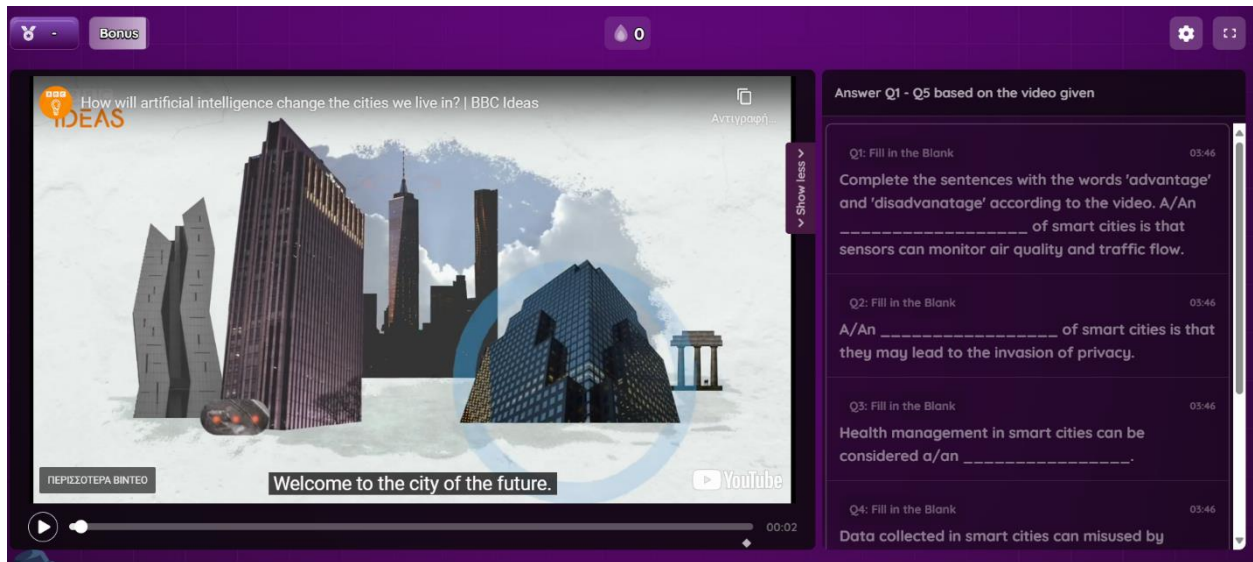


Figure 88. Screenshot of a Quizizz quiz

[End\_of\_Page]

### ACT\_ID 5.2.4 Self- assessment [Categorize Quiz in Quizizz]

This quiz is about transportation in smart cities. Watch the video (Volvo Group, 2017) and put the sentences in the correct column.

<https://quizizz.com/embed/quiz/66c52aa151297ca91889e2d6>

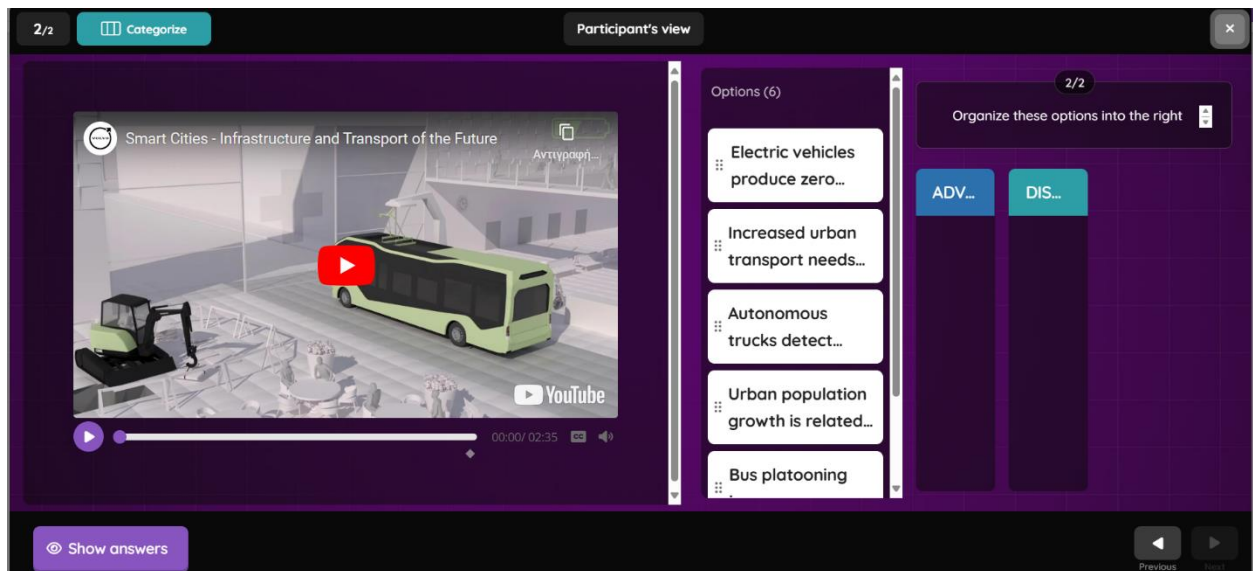


Figure 89. Screenshot of a Quizziz quiz

[End\_of\_Page]

### 5.3 Sub-module 2 of Micro-lesson 4/ Building strong arguments (1 hour)

#### ACT\_ID #5.3.1 Presentation [Hypertext] and [Video]

Communication has been indisputably one of the most important skills in the history of humankind. People would not be able to communicate with the most vital and basic unit of communication, the argument. People tend to believe that an argument can end up in a verbal fight, but this is not true. In order to avoid any conflicts, we should invest on learning how to shape valid and clear arguments and respect the basic principles of this process (Thoughtful Learning). Then, we would be ready and eager to dive in the magic world of effective communication (Hogan, 2019).

[Developing clear arguments \(youtube.com\)](#)



**Developing clear arguments**

*Figure 90. Screenshot of a video about developing clear arguments*

[End\_of\_Page]

**ACT\_ID #5.3.2 Demonstration [Hypertext], [Video], and [Image]**

Building an argument is a procedure that challenges and improves your critical thinking as it requires the analysis and synthesis of claims, reasoning, and evidence (Coventry University, Centre for Academic Writing, 2016). This creative procedure leads to the development of your own claim after considering opposing views (Monash University). Building an argument may seem a complicated process but it includes some steps that should be taken (*Argument: The Basics* | Department of Communication, n.d.). The following video will help you to start building solid arguments and the following image will help you to memorize the basic components of an argument.



**Building arguments**

*Figure 91. Screenshot of a video about building arguments*

[Building arguments \(youtube.com\)](https://www.youtube.com/watch?v=...)

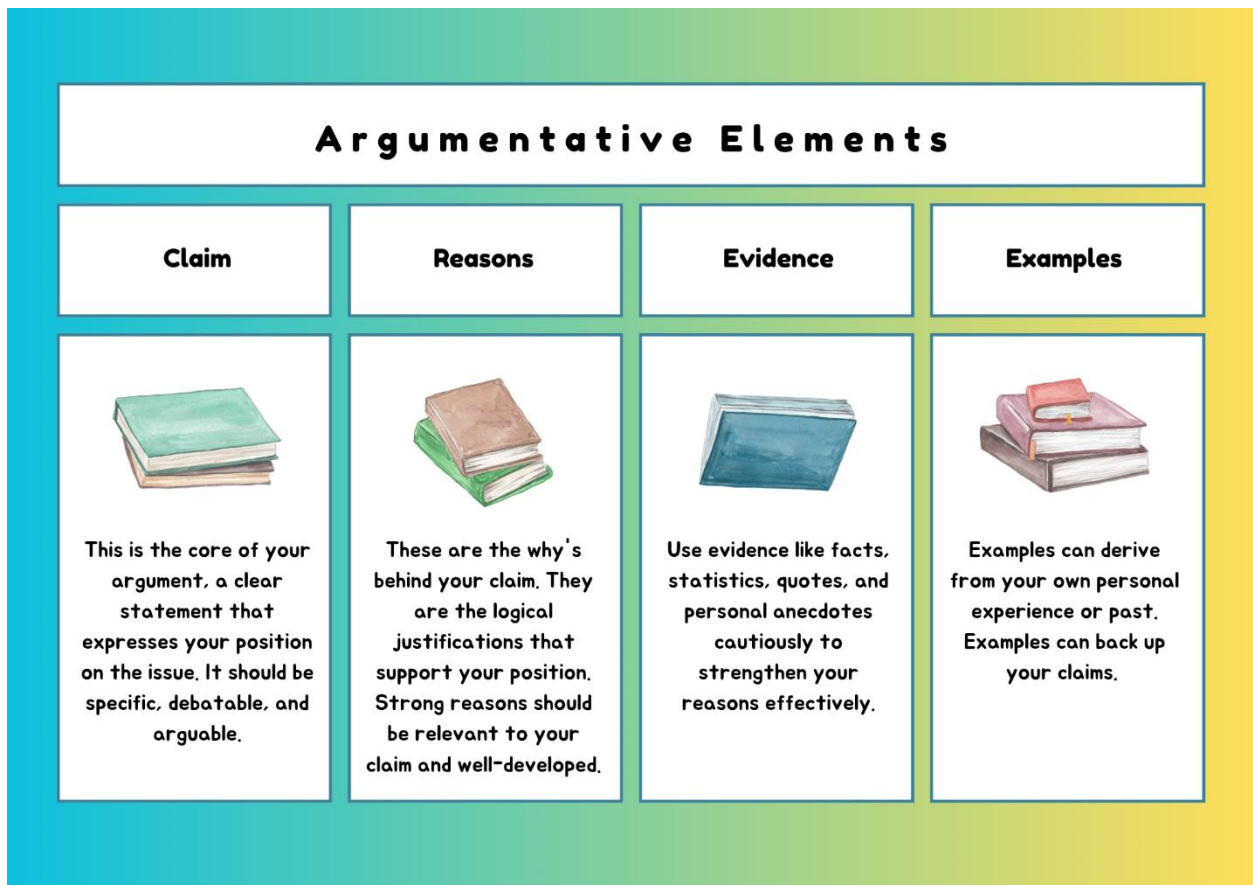


Figure 92. Image about the argumentative elements<sup>18</sup>

[End\_of\_Page]

**ACT\_ID #5.3.3 Practice [Quiz in Quizziz]**

This quiz is about the disastrous impact of tourism on the environment. You should identify the main parts of the argument derived from the video (Global News, 2019).

<https://quizziz.com/embed/quiz/66c54e0f5e332408e0c9a17d>

<sup>18</sup> This image has been created by the instructor of this MOOC and is free under the license Creative Commons CC0.

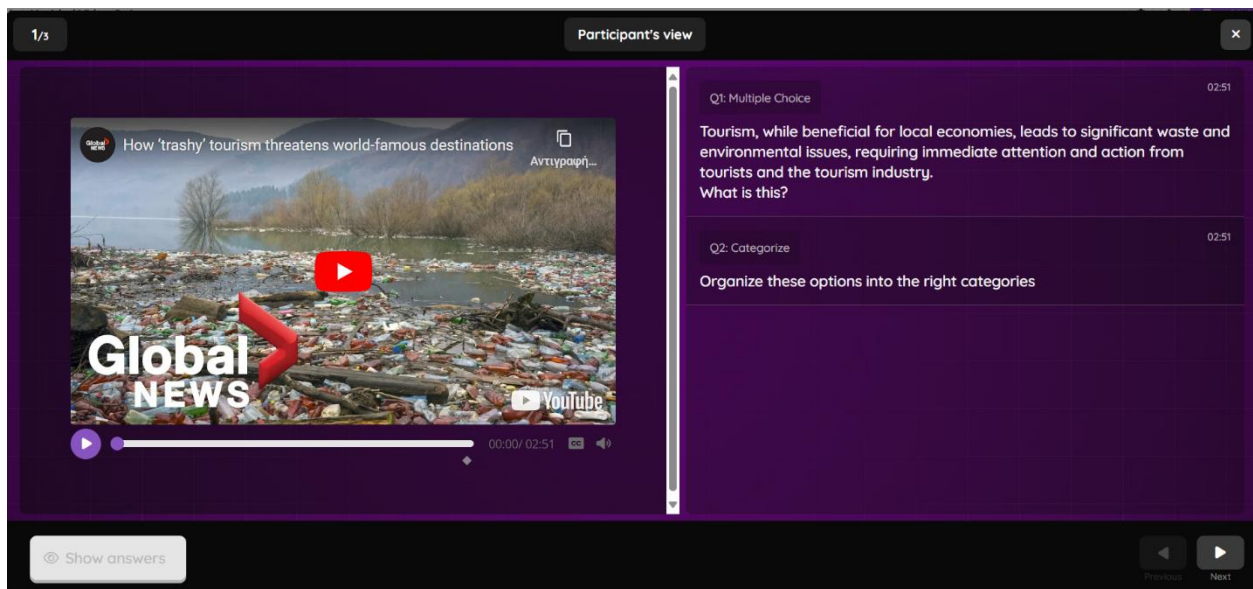


Figure 93. Screenshot of a Quizziz quiz

[End\_of\_Page]

#### ACT\_ID #5.3.4 Self-assessment [Quiz in Quizziz]

In this quiz, you have to identify the main parts of the argument about sustainable tourism and put them into the correct order after watching the video (simpleshow foundation, 2018).

<https://quizzz.com/embed/quiz/66c54acdfc61f704c55bbode>

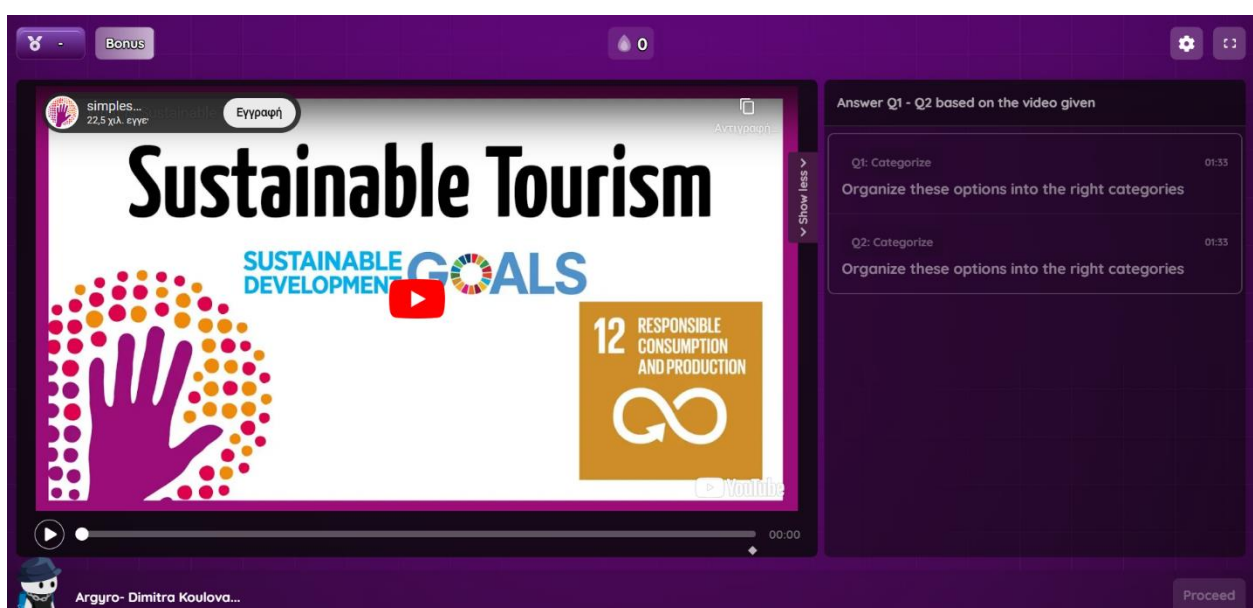


Figure 94. Screenshot of a Quizziz quiz

[End\_of\_Page]

## 5.4 Summary and Self-assessment of Micro- Lesson 4 (50')

### ACT\_ID #5.4.1 Summary of Micro-lesson 4 [Hypertext]

In this Micro-lesson, we studied about:

- ✓ articulating a viewpoint and presenting advantages and disadvantages to support it,
- ✓ identifying the key information and details needed to answer a question,
- ✓ using linking words and phrases to connect ideas and sentences,
- ✓ using different strategies and techniques to extend one's answers and
- ✓ applying these skills in different contexts and situations, such as class discussions.

We learnt how to:

- ✓ explain a viewpoint on a topical issue giving the advantages and disadvantages of various options and
- ✓ develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.

[End\_of\_Page]

### ACT\_ID #5.4.2 Self-assessment of Micro-lesson 4 [ORA]

This task has many steps. In the first step, you will answer the prompt. The other steps appear under the "Your answer" field. Enter your answer in the text box below the prompt. You can save your progress by clicking 'Save your progress' and return to complete your answer at any time before the due date (<refer to the due date we have set for the assignment, e.g., Monday, 1 January 2029 02:00 EET>). Once you have submitted your answer, you can no longer edit it.

#### **Prompt:**

Prepare a written monologue or recorded video.

You should present your viewpoint on a current environmental issue that you have studied about in this course (for example, climate change or renewable energy). Provide a balanced argument by outlining the advantages and disadvantages of different approaches to the



issue. Support your viewpoint with reasons, examples, and evidence. The answer can be 1-2 paragraphs long.

### Self-assessment response

Your answer has been submitted. You will receive your grade after completing all the steps and a full evaluation of your answer. You must still complete the self-assessment step based on the following rubric:

*Table 20. Self-assessment rubric for Micro-lesson 4*

Criterion	Poor	Fair	Good	Excellent
Articulating a viewpoint	The viewpoint is unclear or poorly expressed, with little to no focus on the issue.	The viewpoint is clear, but there are instances where ideas are poorly articulated or not fully developed.	The viewpoint is clearly expressed, with a good focus on the issue. Most ideas are well-articulated.	The viewpoint is exceptionally clear and well-articulated, with a strong and consistent focus on the issue. Ideas are presented in a logical manner.
Presentation of advantages and disadvantages	Little to no presentation of different options is provided. Discussion of pros and cons is minimal or absent,	The discussion of pros and cons is superficial or lacks depth.	A good evaluation of different options is provided, with a clear discussion of the pros and cons.	A thorough and insightful evaluation of different options is provided, with a detailed and balanced discussion of pros and cons.
Strength and coherence of an argument	The argument is weak or incoherent,	The argument is present but may be inconsistent	The argument is strong and coherent, with	The argument is exceptionally strong,

	with little to no support provided. The structure is disorganized.	or lacking in strength. Some support is provided, but the structure may be disorganized.	relevant support provided. The structure is logical.	coherent, and well-supported. The structure is logical and well-organized.
Use of examples and relevant data	Few or no examples or relevant data provided.	Some examples and relevant data are provided, but they may be generic or not fully integrated into the argument.	Effective use of examples and relevant data, which are generally well-integrated into the argument.	Excellent use of examples and relevant data, which are seamlessly integrated into the argument.

### Your grade

The grade for this problem is determined by the grade you earned on your self-assessment.

[End\_of\_Page]

### ACT\_ID #5.4.3 Checklist [Poll] and [Wordcloud]

Answer the following questions in this poll to assess your skills related to talking about advantages and disadvantages and developing a clear argument.

- a) I can explain a viewpoint on a topical issue giving the advantages and disadvantages.
  - I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- b) I can develop a clear argument.
  - I cannot do it

- I can do it with some guidance
  - I can certainly do it
- c) I can use linking words and phrases to connect ideas and sentences.
- I cannot do it
  - I can do it with some guidance
  - I can certainly do it
- d) I can apply these skills in different contexts and situations.
- I cannot do it
  - I can do it with some guidance
  - I can certainly do it

### **Word cloud**

Recall a few (1-3) words that you remember from the lesson you just learned.

**[End\_of\_Page]**

### **ACT\_ID #5.4.4 Discussion [Padlet]**

We encourage you to elaborate your answer about arguments and the presentation of advantages and disadvantages in the Padlet discussion forum by posting your thoughts on the discussion board.

Use the Padlet below to share a photo of yourself (if you wish) and a few words about each question. You can double-click anywhere or click on the cross (+) at the bottom right to add material in the form of text, image, video, hyperlink, audio, etc.



Figure 95. Screenshot of a Padlet discussion board

[Arguments \(padlet.com\)](https://padlet.com/Arguments)

[End\_of\_Page]

[End\_of\_Day5]

## Day 6: Final Assessment of MOOC (1 hour)

### 6.1 Instructions for conducting the MOOC final examination

#### ACT\_ID #6.1 Presentation [Hypertext]

Your final grade in the course derives from the final exam quiz. To be considered successful you must score > 80%.

The quiz consists of five questions per micro lesson learning outcome including:

- Multiple Choice with one correct answer,
- Multiple Choice with more than one correct answer; and
- True/False questions. There is no time limit.

You will have two attempts to answer all quiz questions except for the 'True/False' questions.

Once you click on the 'Check' button, it will be recorded as a first attempt. If it is wrong, try again and click on the 'Final Check' button.

It will take less than 45 minutes of your time to complete this quiz, but it is worth it since it can lead to your certificate.

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## 6.2 5 MCQs for each Micro-Lesson Learning Outcome

### ACT\_ID #6.2 Final Assessment [Quiz]

#### Micro- lesson 1- LO1.1 (following instructions)

Following instructions is only related to understanding the directions when you are lost in a place.

- True
- False

Instructions are usually expressed with:

- Imperatives
- Present Simple tense
- Present Perfect Simple
- Passive Voice

Sequence expressions can be:

- First
- Never
- To some extent
- Then

Instructions can be polite by adding:

- Clear descriptions
- Sequence expressions
- Imperatives
- The word 'please'

Instructions can be heard during:

- A recipe

- Playing a videogame
- Listening to the class rules
- A research study

### Lesson 1- LO1.2 (identifying the reasons for and against in a discussion)

Identifying advantages and disadvantages in a discussion may lead to well-informed life choices.

- True
- False

Recognizing advantages and disadvantages in a discussion demands:

- Critical thinking
- Self- confidence
- Digital literacy
- Efficient communication skills

Words that show the positive aspect of an idea are:

- Weakness
- Benefit
- Downside
- Strength

‘On the one hand, online learning allows students to attend classes from any location. On the other hand, online learning increases screen time.’ Which is the advantage, and which is the disadvantage?

- Advantage: On the one hand, online learning allows students to attend classes from any location.
- Advantage: On the other hand, online learning increases screen time
- Disadvantage: On the one hand, online learning allows students to attend classes from any location.
- Disadvantage: On the other hand, online learning increases screen time

Recognizing advantages and disadvantages demands to take sides.

- True

- False

### Lesson 2- LO2.1 (Understand TV news)

Cautious language shows:

- Uncertainty
- Certainty
- Caution
- Probability

Active voice is widely used in TV news.

- True
- False

Probability can be shown with:

- Modal verbs
- Phrases like 'to some extent' or 'perhaps'
- Adverbs of frequency
- Pronouns

Knowledge of specific vocabulary and grammar structures is necessary to understand TV news.

- True
- False

A correspondent is a journalist who reports from:

- A foreign country
- His country

### Lesson 2- LO2.2 (Understand films, documentaries and talk shows)

Subtitles are necessary when you are at beginner level only.

- True
- False

While you are watching movies, documentaries and talk shows, you will become familiar with:

- Native speakers' pronunciation
- Native speakers' intonation
- Native speakers' way of thinking
- Native speakers' dress code

Selecting your favorite talk show is important to stay focused and learn more about a topic.

- True
- False

Prediction of reasons why a guest is invited:

- Boosts your creativity
- is totally irrelevant
- makes it easier for you to follow the show
- is not so easy

Watching an interview helps you practice your speaking skills as well by:

- listening to your favorite host asking questions
- answering the questions on your own
- reenacting the whole interview with your friends
- relaxing and watching your favorite TV show

### Lesson 3- LO3.1 (scanning & skimming)

When you skim a text, you should look for:

- Specific facts
- The general idea (the gist)
- The author's name
- Who drew the pictures

When you scan a text, you should look for:

- The general idea (the gist)
- The longest sentence
- The date it was published
- Specific facts

Skimming and scanning are reading strategies that help you find information



- Quickly
- Easily
- Slowly
- Hard

Which of these features can help you guide through a text?

- Titles
- Punctuation
- Bullet points
- Illustrations

Which paragraphs should you always read in full when you are skimming a text?

- First paragraph
- Second paragraph
- Fourth paragraph
- Last paragraph

### **Lesson 3- LO3.2 (fact VS opinion)**

Facts and opinions are often mixed up in media to mislead the readers.

- True
- False

Which information can be facts?

- Historical events
- Numbers
- Measurements
- A statement about our preferences

Which of these words signal that a statement is an opinion?

- I believe
- I hate
- I think
- It is proven

People have opinions that are usually different from each other.

- True
- False

Recognizing when a text provides factual information and when it seeks to convince readers of something is a skill that will boost your:

- Critical thinking
- Digital literacy
- Creativity
- Analytical thinking

#### Lesson 4- LO4.1 (talking about advantages and disadvantages)

All of the following mean “disadvantage” except:

- Downside
- Drawback
- Benefit
- An argument against

“Upside” is another word for “advantage.”

- True
- False

\_\_\_\_\_ living in the country is that it is cheaper than the city.

- One point favored of
- One point in flavor about
- One point in favor about
- One point in favor of

To talk about advantages and disadvantages, you also need to know:

- Collocations
- Elaboration
- Abbreviation
- Explanations

Explaining a viewpoint giving the advantages and disadvantages of an idea is a way of analyzing information.

- True
- False

#### Lesson 4- LO4.2 (developing clear arguments)

The process of building argument includes:

- ✓ Making a statement
- ✓ Trying to communicate with other people
- ✓ Providing examples to back up your argument
- ✓ Finding reasons to support your claim

Some strategies that expand an answer can be:

- ✓ Elaboration
- ✓ Communication
- ✓ Illustration
- ✓ Argumentation

Knowing how to build an argument is necessary only during a debate.

- ✓ True
- ✓ False

Illustration involves comparing different ideas to add more depth to your answer.

- ✓ True
- ✓ False

Building an argument can boost your:

- ✓ Critical thinking
- ✓ Communication
- ✓ Elaboration
- ✓ Illustration

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### 6.3 Instructions for creating a micro-MOOC certificate

ACT\_ID #6.3 Presentation [Hypertext]

When you have successfully completed the course then from the Progress tab you can download your certificate.

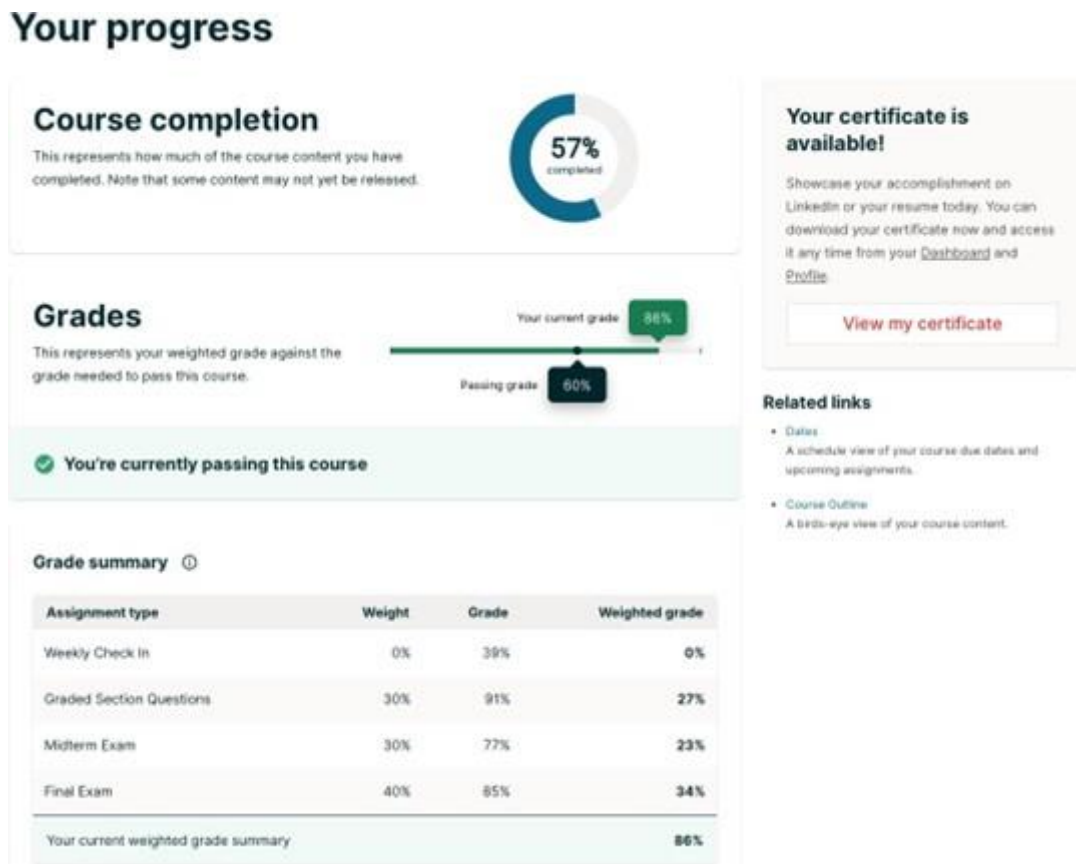


Figure 96. Screenshot of the course completion

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