Learning to speak about your education in French (Example – DOCE)
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To view the learning path used in this example, you can self-enrol in the course with this URL: https://arteveldehogeschool.instructure.com/enroll/Y84XF9. Use a Guest-account.

My example comes from the course French that I teach to third-year bachelors of graphic and digital media. In this course, students learn to express themselves in French about various aspects of their professional development. Among other things, students make a video CV in French as an examination assignment. My example relates to the sub-competence 'learning to speak about your education'.

The lesson in which the students learn this, is part of a series of 4 online lessons of 2 hours each. I give this series of lessons to several class groups from different majors: cross-media design, audiovisual design, new media development and media management and technology. The class groups have about 35 to 40 students. Their language skills in French are varied. Most students have a basic knowledge of French (level A2).

How did I organize this lesson?

The lesson starts with a meeting in MS Teams, in which I explain to the students the objectives and the organisation of the lesson. First, they have to go through a learning path on the learning platform (Canvas) individually, and then during the second part of the lesson, they have to make a task in a small group under supervision, namely a presentation of their education (a recording). Later on, they will receive feedback on this task, which they can take into account for their final assignment (the video CV).

Before I let them start with the learning path, I ask them with whom they would like to work together for this assignment. They indicate this via the chat. Based on this, I create private channels in MS Teams during the first part of the lesson. In this way, I make sure they work with fellow students they like to work with and who are present during the contact moment.


Private channels in MS Teams

The students thus start the lesson with an **interactive learning path** consisting of exercises based on authentic material. They practice their receptive skills and discover new vocabulary in context. The learning path also contains an **instructional video** with the vocabulary and language structures on the topic. To take into account their diverse language skills in French, I also offer some tools in the learning path (for instance a transcription of the video). Students can also collaborate or ask questions via MS Teams. Going through this learning path takes about 40 minutes. Students who finish faster, can find the instructions for the second part of the lesson in the course.


Overview of learning path activities

After the agreed time for the learning path, the students come back to the meeting in MS Teams. I go briefly over the exercises of the learning path and then I give the instructions for part 2, the group task. The deadline for this task is the next lesson, but students who work well can be ready at the end of the lesson itself.

Next, I have the students go in groups to their private channel and start a meeting there. They make their notes/preparation in the shared template where they find inspiration questions. I give feedback in different ways. 1) Students can tag me in their chat and ask me to come into their meeting if they want to ask me something verbally or discuss something. 2) I follow the preparation via the shared documents and add feedback using the comment function in Word. 3) I drop by on my own initiative in a meeting when I notice that students are stuck. 4) I visit every meeting at the end of the lesson to give oral feedback and tips for the oral recording.
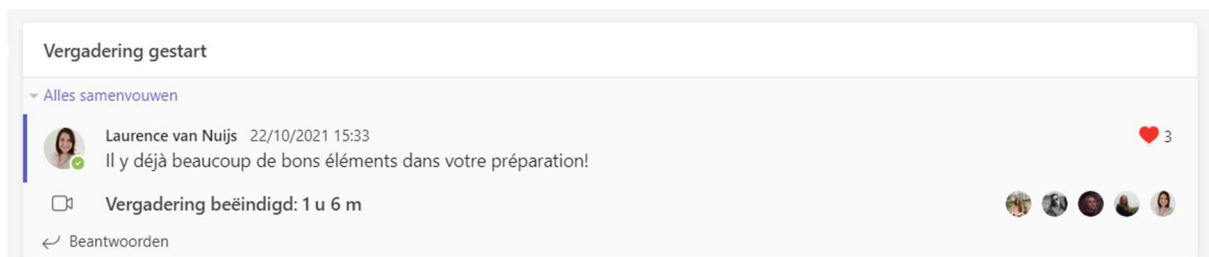

General feedback via the chat in the private channel
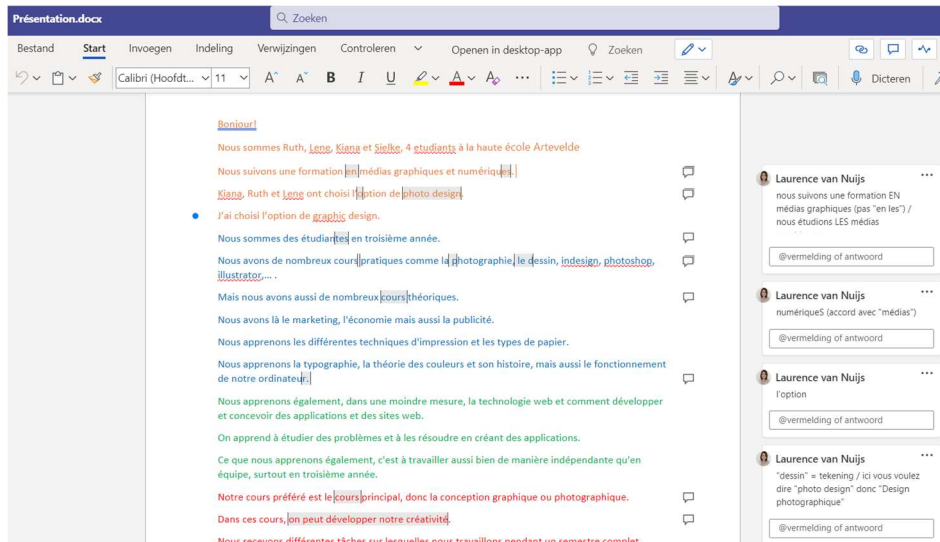
Specific feedback via the comment function in Word in a file shared in the students' private channel

What was the result of this lesson?

In my opinion, this approach worked well for several reasons: student activity was high, students were motivated by being able to choose with whom they worked and by being able to get a lot out of the lesson itself (those who worked well could have finished the recording by the end of the lesson and there were some students in each class group). I myself had a good view of my students' activity and their difficulties, and could give quick feedback thanks to the shared documents. The presentations I received by the next lesson were nice, personal and qualitative. Students received feedback on these presentations via Speedgrader in canvas and could take this feedback to their final assignment, which they did.
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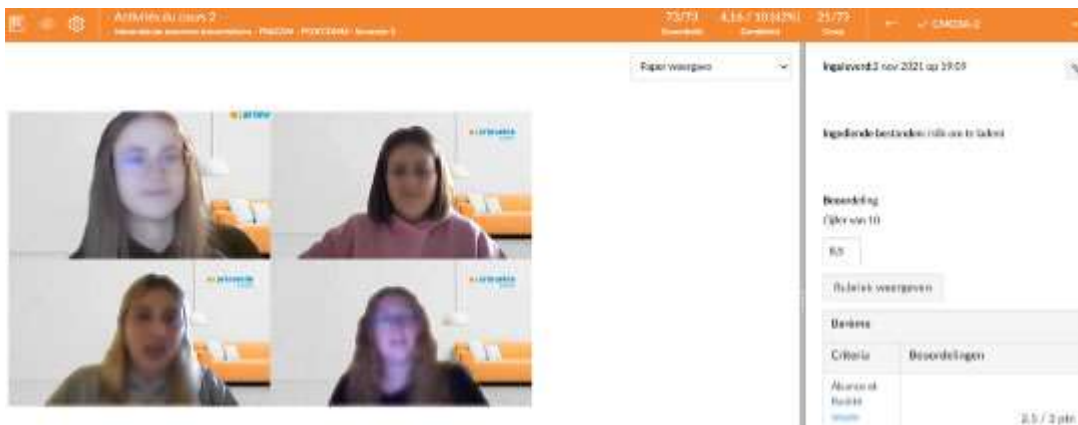
A submitted presentation in Speedgrader