



Assessing Autonomy in an eTandem environment: the Italian-Serbian Telecollaboration

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Abstract

The purpose of this paper is to investigate the theoretical and methodological challenges related to the assessment of the autonomy in an eTandem learning environment.

The subjects of this telecollaboration experimental project are pairs of university students matched as follows: each pair is formed by an Italian native speaker who studies Serbian, and a Serbian native speaker who studies Italian. The concepts of self-management and autonomy - specific to eTandem - are related to a learning environment that is guided by external tutors, within a wiki "PBworks" platform. In particular, tutors and students have collaborated to the definition of a task-based 'minimal programme' which includes linguistic competence and aspects of interculturality.

This paper analyses the different phases of our project with a qualitative approach, highlighting the development of strategies and tools for self-monitoring and assessing the learners' autonomisation.