

Collaborative Learning Scenarios in digital publishing's

Blended Learning Foreign Language Program

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Abstract

digital publishing develops language learning software and Blended Learning solutions for individual learners, international corporations, businesses, public institutions and universities (www.digitalpublishing.de / www.clt-net.de)

Currently, the learning scenario of dp's Corporate Language Training is based on the Blended Learning concept and comprises the following didactic components: Online Software - Live training - Phone training - Virtual Classroom - Tutoring and Coaching.

All the didactic components are designed to facilitate an exchange between teaching content (software) or teaching agent (tutor or teacher) and learner; however, with the exception of the live training sessions, the learners themselves do not have the opportunity to interact with each other or learn together during the learning process.

This paper presents a concept, which examines the selection, implementation and use of collaborative learning scenarios within the framework of the standard teaching system, including the learning goals of foreign-language teaching methodology.

The goal is to find out which collaborative learning scenarios, within the context of corporate foreign-language training, are best suited to increase learning progress significantly and engender a motivating influence on the learning process itself.

The knowledge gained here will help to develop a new didactic concept within the Blended Learning system; it will extend the company's methodological and pedagogical portfolio for corporate training solutions and improve the results of the individual language learning process.

The selection and evaluation of the different collaborative learning scenarios include the following aspects:

- Selecting and defining learning goals which through collaborative learning within the framework of foreign-language instruction can be particularly promoted
- Selecting and evaluating potential didactic methods that promote collaborative learning
- Selecting and evaluating potential collaborative tools

Furthermore, observations relating to the organizational support system as well as aspects of motivation theories will be taken into consideration.