



LETEC (Learning and Teaching Corpus) Simuligne

- [Overview](#)
- [Learning Design](#)
- [Research Protocol](#)
- [Structured Interaction Data](#)
- [Rights and Informed Content](#)
- [Analysis](#)
- [References](#)

Overview on the corpus

Learning and Teaching Corpus of the online educational experiment Simuligne (2001). Its scenario is based on a global simulation for the learning of French as a foreign language. It also includes an intercultural activity, "Interculture", based on the Cultura project. The corpus includes the pedagogical scenario, described in several formats, the research protocol, participant's online interactions and productions (structured in XML), list of participants, licences of use.

Metadata file for the LEarning and TEaching Corpus (LETEC) Simuligne (idMulce : mce.simu.all.all). It is based on OLAC and Dublin Core standards, and also include an IMS-LOM part. The LETEC corpus associated (mce.simu.all.all-CP.zip) is organized as an IMS-CP archive. We define a Learning & Teaching Corpus as a structured entity containing all the elements resulting from a communicative on-line learning situation, whose context is described by an educational scenario and a research protocol. The core data collection includes all the interaction data, the productions of the course participants, and the tracks, resulting from the participants' actions in the learning environment and stored according to the research protocol. In order to be able to be shared, and to respect participant privacy, these data should be anonymised and a license for its use be provided in the corpus. A derived analysis can be linked to a given set of data under consideration, used or computerized for this analysis. An analysis consisting in data annotation/transcription/transformation, accurately connected to its original data, can be merged with the corpus itself, in order for other researchers to compare their own results on a concurrent analysis or to build their complementary analysis upon these results. The definition of a Learning & Teaching Corpus as a whole entity comes from the need of explicit links, between interaction data, context and analyses. This explicit context is crucial for an external researcher to interpret the data and to perform its own analyses. This definition seeks to capture the context of the data stemming from the course in order to allow a researcher to look for, understand and connect this information whether or not he/she was involved in the original course. More details about a LETEC corpus and its structure at : <http://mulce.univ-fcomte.fr/metadata/LETECCorpus-en.pdf>

The learning and teaching corpus named Simuligne is a set of structured data containing various interconnected components: learning design, research questions and protocol, actors interaction data coming from virtual environments and right informed consents.

language: fre language: eng, Date: created: 2009-04-20, extent: 26000 ko

Identifiant(s): <http://mulce.org> mce.simu.all.all

ConformsTo:

- IMS-LD for learning design and research protocol ; IMS-CP for packaging ; Mulce-struct for the SID subpart
- <http://mulce.univ-fcomte.fr/metadata/LETECorpus-en.pdf>

References:

- For Interculture : Cultura projet, <http://web.mit.edu/french/culturaNEH/>
- For the global simulation : Yaiche, Francis (1996). Les simulations globales, mode d'emploi. Hachette FLE : Paris

Contributors (following OLAC's terminology on roles) :

- compiler : Chanier, Thierry ; Lamy, Marie-Noelle ; Reffay, Christophe
- compiler : BEGIN:VCARD A.N:Chanier ; Thierry Reffay ; Christophe ORG: Universite de Franche-Comte ADR: Besancon ; France END:VCARD BEGIN:VCARD N:Lamy ; Marie-Noelle ORG:The Open University ADR:Milton Keynes ; United Kingdom END:VCARD
- depositor : Chanier, Thierry ; Reffay , Christophe ; Lamy, Marie-Noelle ; Betbeder, Marie-Laure ; Ciekanski, Maud
- sponsor : ANR-06-CORP-006 echage de corpus d'apprentissage multimodaux (MULCE), Programme "CORPUS ET OUTILS DE LA RECHERCHE EN SCIENCES HUMAINES ET SOCIALES" 2006, Agence Nationale de la Recherche, France
- sponsor : Projet de recherche Icofad, programme Cognitique 2000-2002, Ministre de la Recherche, France.

Subpart:

- mce.simu.all.sid
- mce.simu.all.ld
- mce.simu.all.rp
- mce.simu.all.ric

Simuligne pedagogical scenario

The scenario has been described in various formats : IMS-LD, MOTPLUS (HTML version). All guidelines for learners and tutors are included. It includes two different subparts : 1) Global Simulation ; 2) Interculture (based on Cultura model)

Date: issued: 2007-07-01 created: 2001-01-01,

Identifiant(s): mce.simu.all.ld

HasFormat:

- mce.simu.all.ld.ims.v1: Learning Design viewable package using Reload player
public="<http://www.reload.ac.uk/ldplayer.html>", can be retrieved from Mulce Website with the ID:
mce.simu.all.ld.ims_format.v1
- mce.simu.all.ld.motplus.v1: Learning Design in MOTPLUS motplus
public="<http://www.liceftelug.quebec.ca/fr/realisations/mot.htm>"
- mce.simu.all.ld.motplus-html.v1: Html Version exported from Motplus that shows the tasks, roles, environments dependencies as well as their related documents

Contributors (following OLAC's terminology on roles) :

- compiler : Chanier, Thierry
- : Hassan, Xaviere ; Lamy, Marie-Noelle ; Chanier, Thierry
- developer : Mbala, Aloys ; Dupont, Emmanuel ; Reffay, Christophe ; Kenab, Madani
- researcher : Lamy, Marie-Noelle ; Chanier, Thierry ; Reffay, Christophe ; Nicolet Jérôme

Description of scenario following IMS-LOM:

- language: French as a foreign language
- Scénario 1 : Une grande université britannique est à la recherche d'une ville universitaire idéale, située en

France, afin d'y établir pour les dix prochaines années la totalité de ses stages linguistiques. Le potentiel d'étudiants inscrits à ces stages est de 2000 par an. L'arrivée d'une telle proportion d'étudiants représente donc un intérêt commercial, culturel, touristique et universitaire majeur pour la ville sélectionnée. Il s'agit donc, pour vous et vos partenaires dans votre groupe de créer cette ville idéale qui sera capable de répondre au mieux aux attentes des étudiants britanniques et de présenter la candidature de votre ville au concours "Open city-Ville Ouverte" organisée par l'université britannique. Vous êtes en compétition avec trois autres groupes qui concourent également à "Open city-Ville Ouverte". Chaque groupe construit d'abord, pendant 6 semaines, sa ville avec ses lieux, ses personnages, ses rencontres, ses événements imprévus. Puis à la fin, les travaux des 6 semaines écoulées sont rassemblés sur le poster de la ville de chaque groupe. Les 4 posters sont présentés à tous les participants. Un vote a lieu pour élire le meilleur poster.

- Scénario 2 : Interculture, échanges de points de vue entre anglophones et francophone sur des situations de la vie courante (cf. Modèle du projet Cultura).
- coverage: Simulation : pretexte scenario on summer language university school in France ; Interculture : everyday situations in France and United Kingdom
- structure: Hierarchical ; Networked
- aggregationlevel: 4
- technical: mce.simu.all.sid.platforms
- interactivitytype: Active
- learningresourcetype: Web sites of cities ; questionnaires
- interactivitylevel: very high
- intendedenduserrole: learner ; tutor ; native speaker
- context: higher education typicalagerange: adult
- difficulty: Intermediate or advanced language level
- typicallearningtime: During 3 months
- purpose: Educational Objective
- distance education ; foreign language as teaching language ; intercultural education ; project method
- global simulation ; intercultural project ; collaborative learning

Research protocol of the ICOGAD project , creator of the Simuligne course and experiment

Described in various formats : IMS-LD, MOTPLUS and HTML

Date: created: 2001-01-01 issued: 2007-07-01,

Identifiant(s): mce.simu.all.rp

HasFormat:

- mce.simu.all.rp.ims.v1: Research Protocol viewable package using Reload player
public="http://www.reload.ac.uk/ldplayer.html", can be retrieved from Mulce Website with the ID:
mce.simu.all.rp.ims_format.v1
- mce.simu.all.rp.motplus.v1: motplus public="http://www.liceftelug.quebec.ca/fr/realisations/mot.htm"
- mce.simu.all.rp.motplus-html.v1: Version Html du Réseau Motplus avec liens vers fichiers documentation

Contributors (following OLAC's terminology on roles) :

- compiler : Chanier, Thierry
- researcher : Lamy, Marie-Noelle ; Chanier, Thierry ; Refay, Christophe ; Nicolet Jérôme

Structured Interaction data of Simuligne (SID)

SID includes all the participants' interactions structured in XML (Mulce-struct format, see the identifier of the schema) and their productions which happened during Simuligne course. Identifiers give access to the descriptions of the technological environment (platforms), data on participants (memberlist), list of contributors (researchers, etc.).

The hierarchical structure of the learning stage is captured in the Workspaces element, i.e.: a sequence of "workspace" elements (see figure 3). A workspace is generally linked to a learning activity (of the pedagogical scenario). It encompasses all the events observed during this activity, in the tool spaces provided for this activity, for a given group of participants. A workspace

description includes its members (references to the participants registered for the learning activity), starting and ending dates, the provided tools and the traces of interaction that occurred in these tools. In order to fit the hierarchical structure of learning and support activities, a workspace can recursively contain one or more workspace elements. Recursive workspace description enables the corpus descriptor to choose the grain at which he needs to describe the environment. Thus, a workspace can be used to describe a complete curriculum, a semester, a module, a single activity or a work session (a concept generally related to synchronous learning activities). The workspace concept represents the space and time location where we can find interaction with specific tools. This notion has the same modularity as the EML learning units (EML, 2000). Devices and tools within which interaction occurs can be as different as a forum, a chat or collaborative production tools (e.g., a conceptual map editor, a collaborative word processor, a collaborative drawing tool). Interaction traces are stored according to the act's structure. All actions, wherever they come from are described by an act element. An act necessarily refers to its author identifier (defined in the members list), and a beginning date. Depending on the nature of the act (act_type), an optional endind_date can be described. The act_type element is a selector. The actual content (or value) of the act depending on its type, is stored in the appropriate structure.

Date: created: 2008-01-01,
Identifier(s): mce.simu.all.sid

ConformsTo:

- http://mulce.univ-fcomte.fr/metadata/mce_sid.xsd

Contributors (following OLAC's terminology on roles) :

- compiler : Reffay, Christophe
- : mce.simu.all.contributors

Subpart:

- mce.simu.all.platforms
- mce.simu.all.memberlist
- mce.simu.all.contributors

Rights and Informed Content

Every participant volunteered. Although none signed any Right and Informed Content form when the experiment happened (2000), all personal data have been removed.

Identifier(s): mce.simu.all.ric

Analyses

Analysis done by researchers on this LETEC corpus (id : mce.simu.all.all) can be found on Mulce Website (<http://mulce.org>) . They will be contained in a distinguishable corpus.

References

- Chanier, T. (2001).Créer des communautés d'apprentissage à distance. Les dossiers de l'Ingénierie Educative, 36 (2001) 56-59 ; [info:oai/edutice.archives-ouvertes.fr/edutice-00000119](http://info.oai.edutice.archives-ouvertes.fr/edutice-00000119)
- Reffay, C. , Chanier, T.: "How social network analysis can help to measure cohesion in collaborative distance-learning", Proceeding of Computer Supported Collaborative Learning conference (CSCL'2003), June, Bergen, Norway. Kluwer Acedemic Publisher. pp 343-352 ; [info:oai/edutice.archives-ouvertes.fr/edutice-00000422](http://info.oai/edutice.archives-ouvertes.fr/edutice-00000422)

Reffay, C, Chanier, T., Noras, M. and Betbeder, M.-L. (2008). Contribution à la structuration de corpus d'apprentissage pour un meilleur partage en recherche. In Basque, J. and Reffay, C. (dir.), numéro spécial EPAL (échanger pour apprendre en ligne), Sciences et Technologies de l'Information et de la Communication pour l'Education et la Formation (STICEF), 15, [http://sticef.univ-lemans.fr/num/vol2008/01-reffay/sticef_2008_reffay_01p.pdf , <http://edutice.archives-ouvertes.fr/edutice-00159733>]

- Lamy, M-N. (2006) 'Interactive Task Design and the Whole Learner' In Garcia Mayo, P. (ed.) Investigating Tasks in Formal Language Settings, Multilingual Matters. 242-264.
- Lamy M-N. and Hassan X.P. (2003) 'What influences reflective interaction in distance peer learning? Evidence from four long-term online learners of French', in Open Learning Journal, Vol 18, n° 1, pp 39-59
- <http://edutice.archives-ouvertes.fr/edutice-00000119>
- <http://edutice.archives-ouvertes.fr/edutice-00000422>
- <http://edutice.archives-ouvertes.fr/edutice-00159733>

Rights and licence : http://mulce.univ-fcomte.fr/metadata/vdex/mce_licence.xml
open access after registration