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Abstract formula

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Title of paper: MU-UWA implementation of video conferencing within a frame of innovative learning infrastructures

Suggested session: **60 minutes: presentation and discussion**

Physical or virtual presence in Lillehammer? Physical

Type of presentation? Paper

Short biography of presenter(s): (maximum 50 words)

Dr. Alena Hradilová is an English for Academic and Specific Purposes teacher at the Language Education Centre, Faculty of Law, Masaryk University, Brno, Czech Republic. She specializes in working with students projects encouraging wide use of ICTs and teacher training.

Dr. Libor Štěpánek is an English for Academic and Specific Purposes teacher at the Language Education Centre, School of Social Studies and Faculty of Arts, Masaryk University, Brno, Czech Republic. He specializes in working with students projects encouraging wide use of ICTs, with special interest in e-learning, video use and video conferencing.

Now that video conferencing and other ICTs are being widely used in education at university level, changes in traditional teaching methods towards transformation of educational experience are being explored. Masaryk University in Brno (Czech Republic) is the promoter of the European INVITE (<http://invite.lingua.muni.cz>) project (Leonardo da Vinci Programme), whose aim is to facilitate programmes of cooperation between learning groups from different professional and educational environments and cultures, with multi-purpose teaching objectives. One of the goals of the project is to create innovative learning infrastructures that could enhance variability of teaching methods and materials used in video conferencing.

Masaryk University Brno (MU) and University of Wales in Aberystwyth (UWA) implemented videoconferencing technology into some of their joint programmes that were generally focused on English as a second language but were distinct in types of their learner groups, frequency of video conferencing sessions and concrete module aims. The interactive cooperation between the groups of learners involved both synchronous (videoconferencing) and asynchronous (e-mail, blog, web-pages) communication technologies.

An overview of experimental designs and methods used in the joint MU-UWA videoconferencing programmes will be presented and discussed with regards to those areas that may enhance or limit the successful implementation of new technical and pedagogical practices.