Overview

- The TEAP Online course
- Transitioning the course
  - Strengths of F2f TEAP
  - Focus on design
  - Focus on delivery
- Transitioning to online learning
- Future developments
Course context

TEAP course: MSc/MEd TESoL option

TEAP Online

• 20-credit, PGT
• Standalone (commercial)
• Flexible option for F2F (2017)
• Adapt units for TNE
Transitioning the course

Strengths of the f2f course

- Interaction, collaboration and reflection
- Theory-practice links
- Scaffolding pre- and post-seminar
Transitioning the course

Strengths of the f2f course

- Interaction, collaboration and reflection
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Online

- Social constructivism
- Humanising the course
- Weekly cycle of work
- Technology for learning, interaction and collaboration

Induction unit
Transitioning the course

Focus on design

- Humanising the course
  - Introductions padlet
  - Intro videos for each unit
  - Regular webinars, incl the intro webinar
  - Office hours
  - Presence management
Example
Unit 1
An Introduction to EAP
Focus on design

• Weekly cycle of work
  • Unit structure - scaffolding and signposting
  • Balance of tasks - ABC curriculum design
  • Milestone activities
INTRODUCTION TO EAP
The first unit of work introduces the main themes that will be covered on the course. To do this we will explore the term EAP, its scope and the range of contexts in which teaching EAP can occur. We will also consider some of the purposes of academic communication by looking at examples of academic discourse.

Unit ILOs
By the end of this unit you should be able to
- explain core concepts related to teaching and learning EAP
- describe a variety of academic contexts in which EAP might be taught
- identify the purpose of different types of academic communication

Unit organisation
The unit is divided into 3 themes:
1. What is EAP (definitions, scope and influences)
2. Exploring academic communication
3. Introduction to academic contexts and specific disciplines

Unit key terms
Transitioning the course

Technology for learning, interaction and collaboration

- Book
- Video lectures
- Interactive Learning Objects and quizzes
- Forums
- Wikis and collaborative docs
- BBB

Consistent layout – visual integrity and navigability
Welcome to the Teaching English for Academic Purposes Online Course

Quick links to the course resources and communication channels. Please click on a relevant button below.
Unit 4: Accessing Texts

This unit looks at one of the key demands placed on students in the Academy: the need to process often large amounts of complex text.

Facilitated by Anneli Williams

Click on the unit title to access all the materials and tasks.

Unit 4 input and tasks

- Accessing texts: readings and lectures

Quick links to the unit materials and forums

- Unit 4 handouts and document templates

  This folder contains all the handouts and document templates you need to complete the week's activities.

- Theme 4.1 The challenges EAP learners (and teachers) face
- Task 4.2 Implications for the EAP teaching context
- Theme 4.2 Implications for the EAP teaching context
- Theme 4.3 The EAP reading/listening lesson
- Task 4.3 Lesson comparison AC & SW
- Task 4.3 Lesson comparison JC & CH
- Unit 4 milestone activity: Designing an EAP listening activity
- Unit 4 evaluation

Unit header image source: Instruments of Torture by Angelo; CC BY-NC-SA
Transitioning the course

Induction

- Get to know tutors and each other
- Get to know the course
- Get to know the technologies
Example

TEAP Online Induction

This section includes all the necessary information and tasks to get to know each other, the course site and materials.

Click on the section title to access all the materials and tasks.

Induction input and tasks

Quick links to the induction materials and forums

- Task 1.2 Introductions
- Task 1.3 Your motivations and expectations
- Task 1.4 Get to know the course
- Task 1.5 Getting to know the reading list
- Task 1.6 Technology/Online learning tips and questions
- Thursday live session recording Unit 0/Induction
- Friday live session recording Unit 0/Induction

Unit header image source: Welcome by The Hamster Factor; CC BY-NC-ND
Focus on delivery

- Opening and rounding up
  - Welcome announcements
  - Mid- and end-of-unit tutor feedback and summaries
- Facilitating discussions and collaboration
- Encouraging peer learning – comments and feedback
### Unit 3 Milestone activity

**TEAP Online_Unit 3_Milestone activity**

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**Link to this doc:** [https://goo.gl/d8kVZd](https://goo.gl/d8kVZd)

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You’d now need to annotate this- what do they contain, why will they be useful specifically for this specific group/course

<table>
<thead>
<tr>
<th>Other notes</th>
<th>Anything of interest? E.g online communications?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarise implications for EAP teachers preparing students to enter this field of study</td>
<td>Importance of autonomy for online distance mode learning, awareness of time zone differences, setting realistic and achievable workload each week. You could add more here</td>
</tr>
</tbody>
</table>
## Example

### How would you go about providing formative feedback?
- Individual/group meetings, e.g. tutorials (Jordan, 1997, p.89) to exchange views and discuss progress.
- Teacher conferencing (Hyland, 2006, p.104)? - This is mainly done for fb on writing but it could work for speaking too e.g. presentation fb.
- Feedback sheets with descriptors, e.g. 'can do' - could be filled out by teacher, students (self-evaluation) and/or peers.

### To what extent do the sample feedback sheets address the issues you identify?
- Sheets include fb on various aspects of speaking, e.g. 'presentation skills' vs 'use of language' and their respective subcategories (p.1).
- Sheets allow for quick 'box ticking' (efficient) but also have room for teacher comments (detailed fb).
- The grading ('strong', 'satisfactory' and 'needs work') does not make it easy for the teacher to translate the

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carole.mac  5:26 PM May 4

Good points here

the balance when monitoring progress and summative feedback is always an interesting one- without overloading the teacher.

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carole.mac  5:28 PM May 4

you could say more here/ how might it work?

having specific areas to work on is good, yes- it helps prioritization and focus.

always useful to direct students specifically to how they can improve also (resources/techniques/activities).
Lecturers’ voices

‘I felt I knew the group better than the face to face group; I had more insights to more of their thinking.’

‘Some I feel I ‘know’ well, others were less present on forums.’

‘Some forum-based tasks were more effective for group contributions than others. They wondered what to do when others have answered? (So did we)’
Transitioning to online learning

The course has flown past very quickly. We wonder what it has been like for you. Please use the space to share your reflections of the TEAP journey. What has it been like for you? What has worked for you? What could have been done differently to work better for you? What are you taking away? What will you remember in a year’s time? You can write a reflection, you can use an image that encapsulates your experience or if you are brave you can create a video and post it here. The limit is your imagination. Looking forward to seeing your thoughts :)
Students’ voices - Scaffolding & support

‘This course does very well to bridge our knowledge, abilities and confidence.
I have learned a great deal from my fellow participants.’

‘I felt truly supported through the course and have gained a lot of confidence in taking part in online forum discussions and putting my ideas ‘out there’.’
Lecturers’ and students’ voices - Interaction, collaboration & peer learning

‘The collaboration amongst the group was a great opportunity to share ideas and support each other.’

‘The point I want to focus on is how collaborative the experience has been.’

‘There were some great interactions and I feel like the effort to create a “community” with the Padlet activities and so on really allowed us to open up and believe that we were a group of classmates. On the down side, some didn’t participate very much in the forums and opted out of the group work by remaining silent.’
Lecturers’ and students’ voices - Engaging with the content

‘The activities were always engaging, and i like the fact that we were specifically asked to respond to each others’ comments in the forums.’

‘The first half of the course had us reading the essential resources for a given topic and then completing an activity based on our reading/comprehension. This was very good as it made us attentive to the input and delve into key texts…’
Future developments

- Task & group evaluations - What worked well/less well
- Practical modifications
- TEAP 2: an applied practitioner focus