FACE 2 FACE
TO DISTANCE

F2F2D and Back

How to effectively transfer F2F language courses
to online/distance form in a short time

Step by step guide for transferring courses

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INTRODUCTION

Speed and simplicity are the key factors when looking at changes in teaching.
'F2F2D and back' project
wants to step in save a time and a job to all education institutions.

Online education is currently a very frequently occurring term. Although online teaching is now omnipresent, both students and teachers often don't find it to be effective and satisfying. There are dozens of platforms and tools available in the online space, but it isn't easy for lecturers to quickly and efficiently choose from their inexhaustible resources and adapt them to different courses. The main idea of the 'F2F2D and back' project is to develop an effective method together with supplementary tools so that individual language courses can be quickly converted from full-time to an efficient online form and then back again.

In this output, the consortium of the F2F2D project prepared a methodical guide, how to transfer the courses into online/distance form in case of need, so that the level of learning and support will remain roughly the same and the students with the teacher will not lose much time in their education process. The step-by-step guide will explain in detail, how to transfer particular types of courses.

A team of experts being led by the Friedrich Alexander University Erlagen-Nuremberg, one of the largest universities in Germany and an important research institute in the field of education, is working on these materials. Partners from Italy (PRISM, INNOVAMENTIS), Poland (FRAME), Czech Republic (PELICAN) and Bulgaria (ECQ) are participating in the project along with FAU.

TYPES OF COURSES

INDIVIDUAL LANGUAGE COURSE	
Short description	Individual courses are tailored for individual learners who want to improve their language skills. Language schools can put together a language course that suits a single person and his/her schedule. For example, a student can choose a course spread out over several weeks, one that's short and powerfully effective or a blend of days and online lessons. There are many ways to achieve the learning goals of an individual so individual courses are designed to fit one's needs in terms of time and availability.
Structure of the curriculum	Agreed with the individual student
Method of learning	Face-to-face and online
Number of students	One
Intensity	Agreed with the individual student
Level(s) of knowledge of the taught language	Based on the level assessed before the beginning of the course
Specialised/general content	General content or specialistic
Evaluation methods	Individual assessment online or face-to-face

GROUP LANGUAGE COURSE

Short description	The group of students (>2) assign to jointly attend a language course of certain language and its level (CEFR). Group language course for public usually takes time once a week (60 or 90 minutes lasting session) and between those lessons' participants are home-studying from the materials assigned by language instructor. Courses are usually designed for one (school) year to get from the certain level of language knowledge to another (A1 – A2 etc.). Depending on the difference between individual goals, it is sometimes advisable to replace some group lessons with private lessons. Before the training, language teachers conduct a consultation with each participant to determine the level and learning objectives of the individual participants.
Structure of the curriculum	Depending on the language level of the students
Method of learning	Online and face-to-face, group lessons and private lessons
Number of students	>2
Intensity	Usually once a week
Level(s) of knowledge of the taught language	Assessed with a preliminary test
Specialised/general content	Both general and specialistic
Evaluation methods	Group assessment online or face-to-face

INTENSIVE (1-YEAR LASTING) LANGUAGE COURSE

Short description	Target group of intensive language courses are usually foreigners seeking for study visa in foreign country or postgraduate students who are not going to the university but need to/want to prolong their student status with all its benefits. Intensive language courses are also great for anybody who wants to have a daily contact with taught language and want to get to certain level of knowledge in a short period of time. Intensive language courses can be in some countries accredited by ministry of education. In such case they are designed for certain amount of hours/week (usually few lessons each working day) and course attendance is for assigned students mandatory. After a diagnostic test and an individual interview, students are assigned the most suitable group course for their needs. The group evolves together during the course and explores various language contexts through role-playing, problem-solving and decision-making all in a sociable and interactive environment.
Structure of the curriculum	Collaborative set up of the curriculum with facililators, teachers and students
Method of learning	Collaborative learning, peer learning
Number of students	>10
Intensity	Agreed with the whole group
Level(s) of knowledge of the taught language	Assessed collectively
Specialised/general content	General content
Evaluation methods	Peer evaluation or through questionnaires, online or face-to-face

CORPORATE (SPECIALISED) LANGUAGE COURSES

Short description	Corporate language courses range from very different sectors and are designed for those who have very specific language needs and goals. The key focus of corporate specialised courses is to develop the students' industry-specific lexis, technical vocabulary, and language skills relevant for a particular professional sector. As a doctor, for example, it is critical that the medical language you use is accurate at all times. Across all industries there is a jargon that pertains to specific roles and jobs, and knowledge of sector-relevant jargon is often a pre-requisite in completing tasks to the best of one's ability. Corporate courses are very specific: the 3rd side is entering into the learning process, which is the employer who is usually paying for the course for her/his employees. This fact is often taking into consideration while setting the goals of each student/group and subsequent evaluation.
Structure of the curriculum	Specific and focused on one professional sector
Method of learning	Face-to-face or online
Number of students	Variable, can be group, can be individual student
Intensity	Agreed with the employer
Level(s) of knowledge of the taught language	Depending on the individual knowledge of the specific jargon
Specialised/general content	Specialised
Evaluation methods	Online, questionnaiers, face-to-face

STEP-BY-STEP GUIDE FOR TRANSFERRING COURSES

A CHECKLIST FOR MOVING YOUR COURSE ONLINE, PREPARATORY STEPS

A checklist is absolutely essential to moving a face-to-face course online. Not only does it help the teacher/lecturer conceptualize their course in an online environment, it helps the facilitators/organizers of the courses to see what needs to be done. Here is a simple guide to preparing to move your courses online.

Topics to consider:

Who is your audience?
After many years of teaching the same content to hundreds of students you may think this step is obvious and simple. It's not. When developing an online course, it is essential that:

- You understand the technological proficiency of your students;
- What devices they have in order to access the course material;
- What Internet speeds are available to your students;
- How they prefer to consume technological content.

It would be instructive to start a F2F module in class where your students brainstorm — and to a certain degree even co-create — the new course's outline, objectives and features. Not only will this be a stimulating exercise in itself, but it will yield important information about where your students "are at" in terms of their readiness, needs and appetite for online content

Course length/Timeframe
Most courses run the lenght of a semester, but this does not always translate directly to an online format. For instance, you may have 30 minutes of instruction in a course session followed by class activity and homework. Students are then given activities and readings to do outside of class that support the lecture. By contrast, in an online course, the "lecture" need not be the center of instruction, but more of a means to guide students to the concepts they will learn through other material.

*Course Objectives / What do you want to achieve?*

Again, a simple enough question that you think may be easy to answer, given the fact that you have offered the class for conceivably many years. However online courses offer the opportunity to re-asses your teaching goals for this particular class, and perhaps broaden them to include known outcomes of self-directed learning and the flipped classroom. These outcomes could include:

- Improving engagement from students;
- Creating personalized content;
- Addressing any other classroom-based challenges you have found difficult to overcome;
- Differing rates of learning between students;
- Lack of time to explore certain sub-topics in-depth;
- Time to reward and encourage self-directed learning among stronger students;
- Lack of insight into what struggling students find challenging.

Of course it is also a good idea, especially after having offered a class for years, to review your own teaching goals in the class, and perhaps reframe your objectives, as well as refresh the content in light of the changing environment within which the subject exists.

Learning Activities

Some of the biggest misconceptions are made when considering learning activities. For instance, many faculties believe that the online course equivalent involves just uploading PowerPoint slides to substitute for in-class lectures. In face-to-face classes, learning activities often consist of lecture, discussions, practice problems, video discussion, group work, etc. Of course, this can greatly depend on the subject being taught, the size of the class, comfort level of the teacher, available technology in the room, and many other things.
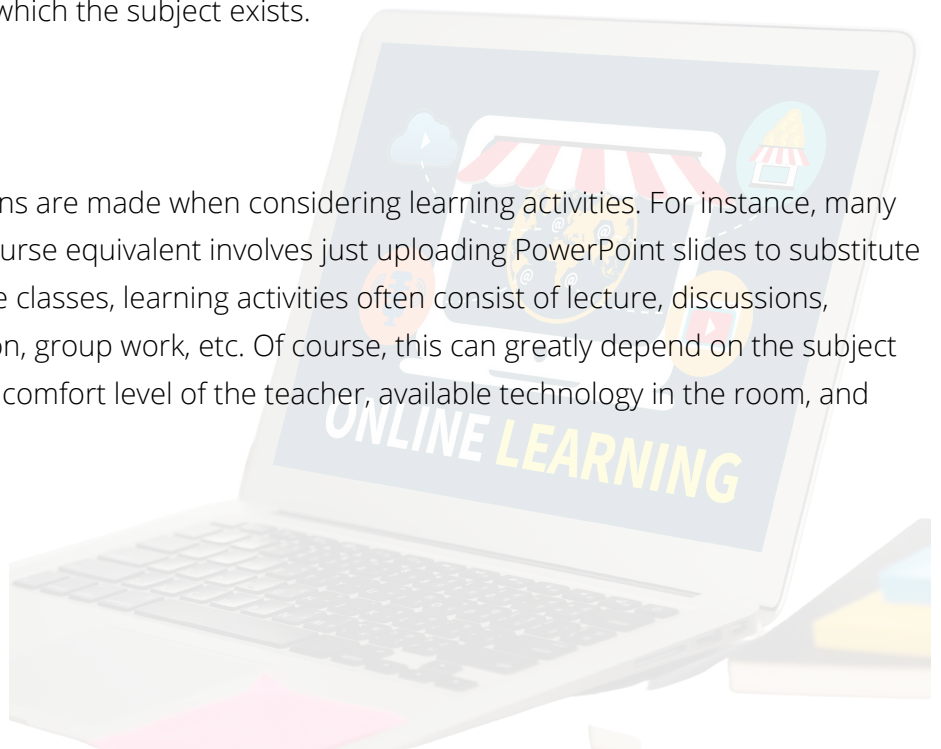
Assessments

Does your course have a midterm and a final? How about weekly quizzes, homework, lab assignments, and practice problem sets? How do these translate into an online environment? There are many ways to handle assessments, but you need to be clear on whether the assessment is a formative or a summative one. A formative assessment gauges how students are doing along the way. The purpose of a formative assessment is to provide feedback and inform students of their progress and what they need to improve upon. On the other hand, summative assessments are more final and should be used to evaluate students on their level of learning, skills development, and overall achievement in the course. So, the type of assessment will help determine the appropriate online strategy to access your students.

COURSE DEVELOPMENT CHECKLIST FOR FACILITATOR

Now that you've thought about your course in both formats—face-to-face and the new online format—you will need to succinctly summarize this for your instructional designer. Having a checklist that summarizes the major aspects of your face-to-face course is helpful before sitting down with your instructional designer. This ensures that you both are on the same page about the course structure, learning activities, assessments, and so on.

Here are the questions to answer when filling out your checklist:

Overall Course Features: · What are the top three features that you MOST like about your course? In other words, which course features (i.e., lectures, exams, assignments, etc.) do you feel work, and would you keep the same? · What are the top three features that you LEAST like about your course? In other words, what are some features (i.e., lectures, exams, assignments, etc.) that you would change if you could? · Which two course features (i.e., lectures, exams, assignments, etc.) do you feel work, and would you keep the same?

Learning activities: · What are the three MOST popular learning activities in your course?· What are two challenges or struggles have you experienced in teaching this course? · What are three technology features that you would add to your course to enhance its learning activities?

Assessments: · Do you use any formative assessment tools such as quizzes, homework, practice sets, etc.? If yes, what are students required to do to successfully complete them? · Do you have grading rubrics for your assessments?

Interactivity: · What are the three or four primary ways that students interact (with you, with each other) in your course? · What are three or four interactions that you would like to see in an online course?

The answers to these questions will guide your course development.

A GUIDE FOR TEACHERS AND FACILITATORS

Plan for online from the beginning

While there are many decisions to be made in designing an online course, it is an opportunity for you to revisit your course goals, to think anew about the content you are choosing, and to get creative with how to structure the learning you want for your students: Will you create videos? Use online materials? How can you best represent your course content and learning goals within a learning module structure? What are some of the ways you will be able to engage with your students in the online spaces? As you plan your course with these new ideas in mind, you can consider how to make your communication with students effective, supportive and clear. Don't feel like you have to do everything at once, be realistic about how much time you have as you consider the changes you want to make.

To help you begin to tackle these decisions, we have provided a variety of reflection questions to guide you through the redesign of your course. Consider the following questions and how they may inflect the transition of your course to its online format.

Reflect on your current practices:

- *What are your experiences with online teaching and learning? If applicable, how might you draw on lessons learned from your experiences teaching remotely?*
- *What is your familiarity with online supported tools for teaching and learning? How have you used these in your face-to-face courses?*

Plan for your online course context:

- *Who are your online learners? What are their needs and expectations? What are their experiences with online learning? What devices, equipment, or bandwidth do students have in order to access course materials and fully engage in the course?*
- *What are the expectations of your department / school for online teaching and learning?*

Review Your Existing Syllabus

Much like in a face-to-face course, the syllabus for an online course provides the big picture for learners to guide them through the course and help them plan their time, efforts, and lives. While the syllabus for an online course includes many of the components of a face-to-face course (i.e., course description, goals and objectives, assignments, course materials), a syllabus for an online course also features goals and objectives that are appropriate for the online teaching and learning context;

a course schedule that organizes content, activities, and assessments into accessible modules; explicit instructions to keep students on track; and guidelines for communicating and interacting effectively online (often referred to as netiquette). Some course policies and procedures that you may revise or add for the online context include participation guidelines, discussion guidelines, academic integrity, and technology support resources.

To begin revising your existing course for the online format, review your course goals and objectives for the face-to-face version of your course, and consider how realistic, appropriate, and relevant they are for an online version.

Reflect on your current practices:

- *What are the learning goals of your course?*
- *What are your approaches to teaching a face-to-face course (e.g., lecture, discussion, demonstrations, etc.)?*

Plan for your online course context:

- *Which of your course learning goals will need to be revised for the online context? Since online teaching can take more time than teaching face-to-face, what learning goals or content would be prioritized in your course? What could your course do without while still meeting your learning goals?*
- *How can these goals best be achieved using online tools and teaching methods? What adjustments might you make to your course based on the needs of your online learners? How might you adjust your teaching approaches?*

Rethink the Structure and Content of Your Course

As you plan your online course design, consider adapting content of your course into meaningful segments with clear directions that provide pathways to progress through the course and promote students learning. Organizing your online course into these digestible modules or units that include a sequence of course content, activities, and assessments for students will help drive students towards achieving the learning objectives. To help get you started, determine how many modules are needed and ensure that the module objectives are aligned with course objectives.

To better reorganize your course and its content, consider what course materials are absolutely necessary to help your students learn online. This may mean identifying what course materials can be reused from the face-to-face version, what will need to be expanded or curated from existing digital content (audio, videos, images, web links, articles, etc.), what will need to be created, and what will need to be made into accessible formats. Materials should be relevant and organized in a logical sequence so students know how to move through the course.

With these course materials now formatted for online, you will next need to provide clear instructions and guidance for students on how to engage with course content (anticipate the questions that students might have and be explicit) and an estimate of how long they should spend on each module, which will help students to keep up and plan their daily lives. Additionally, considering the tone and communication strategy used to guide students through the modules will help motivate them to complete all tasks.

Reflect on your current practices:
- What course content, activities, and assessments did students in your face-to-face course find particularly challenging? If reusing some of these materials, how might you build in extra ways to support your learners?

Plan for your online course context:
- What content must be included/is essential for students to engage with? What accessible formats will be included?
- What is the best way to sequence and organize the course materials?
- What will a typical week of learning be like for your students? What should they expect in terms of time commitment, due dates, and time on asynchronous tasks? What would you include in a learning module? How would you introduce the module, its goals, purposes, and activities (e.g., through short text, audio, or video introduction or mini-lecture, or discussion post)?

* Check with your school, department, or program to see if there is a design template that is used for online courses. Using the template provides consistency for students in terms of navigation methods across their courses.

Reconfigure Course Format(s)

In a synchronous online format, you and your students are all online at the same time and interactions occur live during regularly scheduled meeting times. Technologies used in the synchronous classroom include videoconferencing and live chat, which facilitate interactivity, social experience, and opportunity to address questions in real-time.

In an asynchronous online format, students engage with course materials and complete tasks, activities, and assignments on their own time. This provides students with flexibility and control over when and where they engage with course content, and is helpful for teaching students learning in different timezones.

Blending these two formats can help vary and make more accessible the content and concepts of your course. Considering how these two opportunities for learning–inside and outside of class–supplement each other will help you make the most of your and your students' time.

Reflect on your current practices:

- In what ways have you used synchronous and asynchronous online delivery in your face-to-face course? How might you expand on your experience with technology-enhanced courses?

Plan for your online course context:

- What course format(s) will lend themselves best for the type of course?
- How will you communicate the differences between and importance of these formats to your students? How does varying formats help make learning more accessible for your students?

Reimagine Your <u>Assessments</u>

Providing multiple points of assessment, timely feedback, and opportunities for self-assessments help students progress toward achieving the course learning objectives. Assessing student learning can include online discussion, assignments, low-stakes quizzes, peer review opportunities, e-portfolios, journals, and projects. Regardless of the methods selected, online learners will benefit from clear instructions, explanation of expectations, and knowing the criteria that will be used to assess their work.

Reflect on your current practices:

- What are the assessment methods used in your face-to-face course? What is your approach to giving feedback in your face-to-face course?
- How do you currently involve students in assessment (e.g., self-assessment, peer review, etc)?

Plan for your online course context:

- What online assessments would align with your revised learning objectives? What tools could you use for assessing your learners and to provide feedback?
- How might you involve students in course assessment (e.g., peer review, self-assessment, providing feedback on assessments)?

Redefine Classroom Comunity and <u>Student Engagement for Online</u>

The classroom space and feel is quite different in an online classroom, and considering what community and engagement ought to look like in these new environments is essential to student learning. A large part of helping students become comfortable in this new space is to reflect on your expectations for students and consider how these expectations might need to change to better facilitate online learning.

Poll, Widen, and Weller (2014) identify six online best practices to consider addressing in your adapted syllabus. The first three focus on building social presence, and the last three focus on engaging students.

- Build an eCommunity
- Clarify online expectations and objectives
- Create a student-centered environment
- Identify and employ the best online tools for interaction
- Promote the exchange of ideas and information in the online classroom
- Provide timely, relevant, and actionable feedback

Building social presence – a feeling of immediacy, intimacy, and proximity that is essential in facilitating online learning may come more easily in a face-to-face classroom than online. Online, we do not naturally get to know each other or have the opportunity to catch up before class, so community building needs to be done intentionally and transparently with students.

Reflect on your current practices:
- What do you do in your face-to-face classroom to build community? How can you structure your online classroom to give students a similar experience?
- What expectations do you set for students in your face-to-face classroom? How well do these transition to the online classroom? What changes need to be made to those expectations to better facilitate online learning?

Plan for your online course context:
- What opportunities will students have to get to know you and each other during class time (e.g., icebreakers, dedicated time to share and catch up) and outside of class (e.g., sharing introduction videos, 'water cooler' discussion boards)? How will you make these opportunities relevant to your course?
- What challenges do you foresee in connecting with your students? How might you use out of class time (e.g., office hours) to help build these connections?

Select Technology and Digital Tools Based on <u>Online Teaching and Learning Needs</u>
There are many tools and technology solutions available to support learning and increase accessibility in your remote classroom.

Reflect on your current practices:
- What instructional technologies and tools have you used in the past and for what purpose (e.g., to share content and supplemental course resources, to communicate, to engage, to assess your learners)?

Plan for your online course context:

- What digital tools that you are familiar with will support the course learning objectives?
- What support is there for you to learn and use these tools (e.g., from your department, school)? What support is there for your students to learn these tools?

STEP-BY-STEP GUIDE FOR TRANSFERRING COURSES FOR TEACHERS AND FACILITATORS

TIPS FOR THE TRANSITION / ONLINE TEACHING TOOLS AND METHODS

When considering the technological solutions to be used for the redesigning of the F2F content for online/distance learning teachers, there is a need to consider and select the following options for e-learning formats:

- synchronous - instruction and other interactions happens "live"
- asynchronous - students can log in to the course in their own time, and complete preset tasks and activities
- blended - combination of live teacher-led instruction and modules

TIPS FOR THE TRANSITION / <u>ONLINE TEACHING TOOLS AND METHODS</u>

Transitioning your face-to-face class to online takes time, but time isn't always on your side in case of emergencies.

STEP ONE: PLAN, PREPARE AND CREATE
Start by creating a plan for what you need to do and how you are going to do it. This can change, but it is important to create a plan to make sure that you are intentional about your content and your methods of instruction. Also, if you are feeling stressed about transition instruction, having a plan can help calm some of your stress and fears. The tools that are listed below will help you to plan, schedule, communicate, and find information and resources as well as to prepare visual materials for the classes and lessons.

- *PlanbookEdu* is one of the most useful online lesson planners that makes it easy for teachers of all grade levels to create, share and print their lesson plans. The other benefit of this tool is that teachers can also attach their homework or lesson materials directly in a student plan and access it anytime.
- Keep your students informed on what's going on, what they can do, and what they should be doing. You can put an announcement on your syllabus, post it, or email the students.
- Maintain a calendar for students with every deadline.
- Use *Google Docs* during each module or class, where students can add notes and pose questions.

Other recommended tools for lesson planning, preparation and creation: <u>When to Meet</u>, <u>CommonCurriculum</u>, <u>Planboard</u>, <u>StandardsPlanner</u>, <u>Teachers.io</u>, <u>Screencast-o-matic</u>, <u>Asana</u>.

STEP TWO: PRESENT, CONDUCT AND IMPLEMENT

- <u>Canva</u> is an easy online based platform for various visualizations and image processing that gives you a huge variety of options to help you with creating all kinds of projects (social media content, generally print products etc.).
- <u>Miro</u> is an online tool for presentation, conduction and implementation. Offers and online whiteboard for teams to work together thus give a possibility to brainstorm online together at the same time.
- Caption your videos. One tool for captioning videos is through YouTube. It's free and easy but does require some time.
- With <u>Animoto</u> you can easily create and share videos with your class.
- Panopto is one of the most widely used class capturing tools. With Panopto, you can easily record a class lecture, yourself, your PowerPoint presentation, or your screen. Another online video recording platform is <u>Loom</u>.
- <u>Prezi</u> is about as different from PowerPoint as you can get. Rather than offering a slide-by-slide presentation, it's more of a visual and interactive mind map.

Other recommended tools for presenting, conducting and imlementation: <u>Camtasia Studio</u>, <u>Visme</u>, <u>SlideDog</u>, <u>Google Slides</u>, <u>Zoho Show</u>, <u>Vyond</u>, <u>BBC Learning English</u>, <u>Khan Academy</u>, <u>TedEd</u>,

STEP THREE: COMMUNICATE

Communication must be extremely clear when you are not in a face to face environment. Plan your method of commmunication and the content with your learners to ensure that your communication is accessible and comprehensible.

- Provide specific times for when you will be available for student meetings or will definitely be checking emails. Consider using Google chat to meet with students.
- You can use <u>Zoom</u> to have synchronous, interactive sessions. Zoom requires you to set up a "meeting outside of Canvas and provdide a link to your class. <u>Skype</u> is a free web-based communication tool which allows people to video conference, make calls, and instant message.
- You can make a <u>Facebook group</u> for your class, where they can chat with one another through the messenger app. This could be a resource for basic questions andact as a quick enagement tool if access to a computer is limited. GroupMe is also an effective way to message students.
- <u>Padlet</u> is an online notice board tool that can help digitize the classroom.

- <u>Google Classroom</u> is an intuitive tool thanks to which you can conduct lessons, e.g. in the form of teleconferences.
- <u>Moodle</u> is the e-learning platform that allows teachers to upload lesson materials, check-knowledge, activity and evaluate.

Other recommended tools for communication & collaboration: <u>GoToMeeting</u>, <u>GoogleMeet</u>, <u>ClassKick</u>, <u>Flippity</u>, <u>Google Teacher Centre</u>, <u>Tegrity</u>, <u>Seesaw</u>, <u>ClassFlow</u>, <u>Tribe</u>,

STEP FOUR: GIVE FEEDBACK
In the overall educational process the <u>assessment</u> is essential. However the distance learning makes the direct contact and observations harder than it is in the physical and face to face one.

Recommended tools for assessment & feedback: <u>Socrative</u>, <u>Wooclap</u>, <u>Peergrade</u>, <u>GoogleForms</u>, <u>KAHOOT</u>, <u>Mentimeter</u>, <u>Minipoll</u>

STEP-BY-STEP GUIDE FOR TRANSFERRING COURSES FOR TEACHERS AND FACILITATORS

INDIVIDUAL LANGUAGE COURSE

WHO IS MY AUDIENCE?
Individual courses are tailored for individual learners who want to improve their language skills.

COURSE LENGTH/TIMEFRAME
Language schools can put together a language course that suits a single person and his/her individual schedule. For example, a student can choose a course spread out over several weeks, one that's short and powerfully effective or a blend of days and online lessons.

COURSE OBJECTIVES
There are many ways to achieve the learning goals of an individual so indivudual courses are designed to fit one's needs in terms of time and availability.

MY CHECKLIST - ANSWER THE QUESTIONS AND CREATE YOUR STEP BY STEP GUIDE

PLAN FOR ONLINE FROM THE BEGINNING

- *Who are your online learner? What are his/her needs and expectations? What are his/her experiences with online learning? What devices, equipment, or bandwidth does your student have in order to access course materials and fully engage in the course?*

- *What are the expectations of your department / school for online teaching and learning?*

INDIVIDUAL LANGUAGE COURSE

REVIEW YOUR EXISTING SYLLABUS

- *What are the learning goals of your course?*

- *What are your approaches to teaching a face-to-face course?*

- *Which of your course learning goals will need to be revised for the online context?*

- *How can these goals best be achieved using online tools and teaching methods? What adjustments might you make to your course based on the needs of your online learners? How might you adjust your teaching approaches?*

RETHINK THE STRUCTURE AND CONTENT OF YOUR COURSE

- *What content must be included/is essential for student to engage with? What accessible formats will be included?*

- *What is the best way to sequence and organize the course materials?*

- *What will a typical week of learning be like for your student? What would you include in a learning module? How would you introduce the module, its goals, purposes, and activities (e.g., through short text, audio, or video introduction)?*

RECONFIGURE COURSE FORMAT(S)

- *In what ways have you used synchronous and asynchronous online delivery in your face-to-face course? How might you expand on your experience wit technology-enhanced course?*

- *What course format(s) will lend the best for your type of course?*

INDIVIDUAL LANGUAGE COURSE

- *How will you communicate the differences between and importance of these formats to your student? How does varying formats help make learning more accessible for your students?*

REIMAGINE YOUR ASSESSMENT

- *What are the assessment methods used in your face-to-face course? What is your approach to giving feedback in your face-to-face courses?*

- *How do you currently involve student in assessment (e.g. self-assessment, etc.)?*

- *What online assessment will you align with your revised learning objectives?*

- *How might you involve student in online course assessment?*

SELECT TECHNOLOGY AND DIGITAL TOOLS BASED ON ONLINE TEACHING AND LEARNING NEEDS

- *What instructional technologies and tools have you used in the past and for what purpose (e.g., to share content and supplemental course resources, to communicate, to engage, to assess your learners)?*

- *What digital tools that your are familiar with will support the course learning objectives?*

STEP-BY-STEP GUIDE FOR TRANSFERRING COURSES FOR TEACHERS AND FACILITATORS

INTENSIVE (1-YEAR LASTING) LANGUAGE COURSE

WHO IS MY AUDIENCE?
Target group of intensive language courses are usually foreigners seeking for study visa in foreign country or postgraduate students who are not going to the university but need to/want to prolong their student status with all its benefits. Intensive language courses are also great for anybody who wants to have a daily contact with taught language and want to get to certain level of knowledge in a short period of time.

COURSE LENGTH/TIMEFRAME
Intensive language courses are accredited by ministry of education and are designed for certain amount of hours/week (usually few lessons each working day) and course attendance is for assigned students mandatory. After a diagnostic test and an individual interview, students are assigned the most suitable group course for their needs.

COURSE OBJECTIVES
The group evolves together during the course and explores various language contexts through role-playing, problem-solving and decision-making all in a sociable and interactive environment.

MY CHECKLIST - ANSWER THE QUESTIONS AND CREATE YOUR STEP BY STEP GUIDE

PLAN FOR ONLINE FROM THE BEGINNING

- *Who are your online learners? What are their needs and expectations? What are their experiences with online learning? What devices, equipment, or bandwidth do students have in order to access course materials and fully engage in the course?*

- *What are the expectations of your department / school for online teaching and learning?*

INTENSIVE (1-YEAR LASTING) LANGUAGE COURSE

REVIEW YOUR EXISTING SYLLABUS

- *What are the learning goals of your course?*

- *What are your approaches to teaching a face-to-face course?*

- *Which of your course learning goals will need to be revised for the online context?*

- *How can these goals best be achieved using online tools and teaching methods? What adjustments might you make to your course based on the needs of your online learners? How might you adjust your teaching approaches?*

RETHINK THE STRUCTURE AND CONTENT OF YOUR COURSE

- *What content must be included/is essential for students to engage with? What accessible formats will be included?*

- *What is the best way to sequence and organize the course materials?*

- *What will a typical week of learning be like for your students? What would you include in a learning module? How would you introudce the module, its goals, purposes, and activities (e.g., through short text, audio, or video introduction)?*

RECONFIGURE COURSE FORMAT(S)

- *In what ways have you used synchronous and asynchronous online delivery in your face-to-face course? How might you expand on your experience wit technology-enhanced course?*

- *What course format(s) will lend the best for your type of course?*

INTENSIVE (1-YEAR LASTING) LANGUAGE COURSE

- *How will you communicate the differences between and importance of these formats to your students? How does varying formats help make learning more accessible for your studentws?*

REIMAGINE YOUR <u>ASSESSMENT</u>

- *What are the assessment methods used in your face-to-face course? What is your approach to giving feedback in your face-to-face courses?*

- *How do you currently involve students in assessment (e.g. self-assessment, peer review, etc.)?*

- *What online assessment will you align with your revised learning objectives?*

- *How might you involve students in online course assessment?*

SELECT TECHNOLOGY AND <u>DIGITAL TOOLS</u> BASED ON ONLINE TEACHING AND LEARNING NEEDS

- *What instructional technologies and tools have you used in the past and for what purpose (e.g., to share content and supplemental course resources, to communicate, to engage, to assess your learners)?*

- *What digital tools that your are familiar with will support the course learning objectives?*

STEP-BY-STEP GUIDE FOR TRANSFERRING COURSES FOR TEACHERS AND FACILITATORS

GROUP LANGUAGE COURSE

WHO IS MY AUDIENCE?

The group of students (more than 2) assign to jointly attend a language course of certain language and its level (CEFR). Group languge course is for public, the participants can be different age categories.

COURSE LENGTH/TIMEFRAME

Group language course for public usually takes time once a week (60 or 90 minutes lasting sessions) and between those lessons' participants are home-studying from the materials assigned by language intructor. Courses are usually designed for one (school) year to get from certain level of language knowledge to another (A1-A2 etc.).

COURSE OBJECTIVES

The group evolves together during the course and explores various language contexts through role-playing, problem-solving and decision-making all in a sociable and interactive environment. Depending on the difference between individual goals, it is sometimes advisable to replace some group lessons with private lessons. Before the course, language teachers conduct a consultation with each participants to determine the level and learning objectives of the individual participants.

MY CHECKLIST - ANSWER THE QUESTIONS AND CREATE YOUR STEP BY STEP GUIDE

PLAN FOR ONLINE FROM THE BEGINNING

- *Who are your online learners? What are their needs and expectations? What are their experiences with online learning? What devices, equipment, or bandwidth do students have in order to access course materials and fully engage in the course?*

- *What are the expectations of your department / school for online teaching and learning?*

GROUP LANGUAGE COURSE

REVIEW YOUR EXISTING SYLLABUS

- *What are the learning goals of your course?*

- *What are your approaches to teaching a face-to-face course?*

- *Which of your course learning goals will need to be revised for the online context?*

- *How can these goals best be achieved using online tools and teaching methods? What adjustments might you make to your course based on the needs of your online learners? How might you adjust your teaching approaches?*

RETHINK THE STRUCTURE AND CONTENT OF YOUR COURSE

- *What content must be included/is essential for students to engage with? What accessible formats will be included?*

- *What is the best way to sequence and organize the course materials?*

- *What will a typical week of learning be like for your students? What would you include in a learning module? How would you introudce the module, its goals, purposes, and activities (e.g., through short text, audio, or video introduction)?*

RECONFIGURE COURSE FORMAT(S)

- *In what ways have you used synchronous and asynchronous online delivery in your face-to-face course? How might you expand on your experience wit technology-enhanced course?*

- *What course format(s) will lend the best for your type of course?*

GROUP LANGUAGE COURSE

- *How will you communicate the differences between and importance of these formats to your students? How does varying formats help make learning more accessible for your studentws?*

REIMAGINE YOUR ASSESSMENT

- *What are the assessment methods used in your face-to-face course? What is your approach to giving feedback in your face-to-face courses?*

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- *How might you involve students in online course assessment?*

SELECT TECHNOLOGY AND DIGITAL TOOLS BASED ON ONLINE TEACHING AND LEARNING NEEDS

- *What instructional technologies and tools have you used in the past and for what purpose (e.g., to share content and supplemental course resources, to communicate, to engage, to assess your learners)?*

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STEP-BY-STEP GUIDE FOR TRANSFERRING COURSES FOR TEACHERS AND FACILITATORS

CORPORATE (SPECIALISED) LANGUAGE COURSE

WHO IS MY AUDIENCE?

Corporate language courses range from very different sectors and are designed for those who have very specific language needs and goals. Corporate courses are very specific: the 3rd side is entering into the learning process, which is the employer who is usually paying for the course for her/his employees. This fact is often taking into consideration while setting the goals of each student/group and subsequent evaluation.

COURSE LENGTH/TIMEFRAME

Corporate language courses usually takes a place ones a week during the working hours of the employees (60 or 90 minutes lasting sessions) and between those lessons' participants are home-studying from the materials assigned by teacher. Courses are usually designed for one (school) year to get from certain level of language knowledge to another (A1-A2 etc.).

COURSE OBJECTIVES

The key focus of corporate specialised courses is to develop the students' industry-specific lexis, technical vocabulary, and language skills relevant for a particular professional sector. As a doctor, for example, it is critical that the medical language you use is accurate at all times. Across all industries there is a jargon that pertains to specific roles and jobs, and knowledge of sector-relevant jargon is often a pre-requisite in completing tasks to the best of one's ability.

MY CHECKLIST - ANSWER THE QUESTIONS AND CREATE YOUR STEP BY STEP GUIDE

PLAN FOR ONLINE FROM THE BEGINNING

- *Who are your online learners? What are their needs and expectations? What are their experiences with online learning? What devices, equipment, or bandwidth do students have in order to access course materials and fully engage in the course?*

- *What are the expectations of your department / school for online teaching and learning?*

CORPORATE (SPECIALISED) LANGUAGE COURSE

REVIEW YOUR EXISTING SYLLABUS

- *What are the learning goals of your course?*

- *What are your approaches to teaching a face-to-face course?*

- *Which of your course learning goals will need to be revised for the online context?*

- *How can these goals best be achieved using online tools and teaching methods? What adjustments might you make to your course based on the needs of your online learners? How might you adjust your teaching approaches?*

RETHINK THE STRUCTURE AND CONTENT OF YOUR COURSE

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CORPORATE (SPECIALISED) LANGUAGE COURSE

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ONLINE COURSES - FAQ

Are online classes easier than classrooms?

The main difference between classroom and distance courses is the pedagogical resources, the type of activity and the technologies used in the teaching-learning process.

When it comes to undergraduate courses, both in classroom and distance learning, the subject program respects the same curricular guidelines and deals with the same themes, so at the level of complexity, the two formats are equivalent.

Do online courses have <u>assessments</u>?

It depends on the course. When we speak of graduation courses, to obtain this recognition, higher education courses need to describe how the student evaluation process will be.

In addition, distance courses can employ different methods of student assessment, whether in individual or group activities. In free courses, it will depend on the instructor and the teaching method used by him.

In eLearning, does the student study alone?

No. Despite allowing students to choose their own time to attend online classes, study the material and carry out past activities, distance learning courses have several resources that allow interaction between the student, teacher and colleagues.

This can be done through chats, video conferences or even face-to-face meetings provided for in the course program.

How do online courses assess student attendance?

There are several tools that fulfill this function. Unlike what many people think, despite the availability of the course for the student to access at the time they prefer, the activities and classes of a distance course can have their accesses controlled.

Do I need to know about computers to take an online course?

No. The level of knowledge required is "user" level. Basic knowledge of how to access the internet, type, use the mouse and work with simple text editing programs is necessary. Depending on the course, the iteacher/facilitator can create a tutorial to teach the student/teacher how to access the system and navigate the virtual environment of the course.

RESOURCES & FURTHER READINGS

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FACE2FACE
TO DISTANCE

F2F2D and Back

How to effectively transfer F2F language courses
to online/distance form in a short time

Step by step guide for transferring courses

Institut für Lern-Innovation | FAU FRIEDRICH-ALEXANDER UNIVERSITÄT ERLANGEN-NÜRNBERG | prism Promozione Internazionale Sicilia-Mondo | ECQ European Center for Quality from the idea to the result | PELICAN | FRAME FRAME FRAME | INNOVAMENTIS associazione culturale no profit