

Putting Quality First in Online Language Education Management

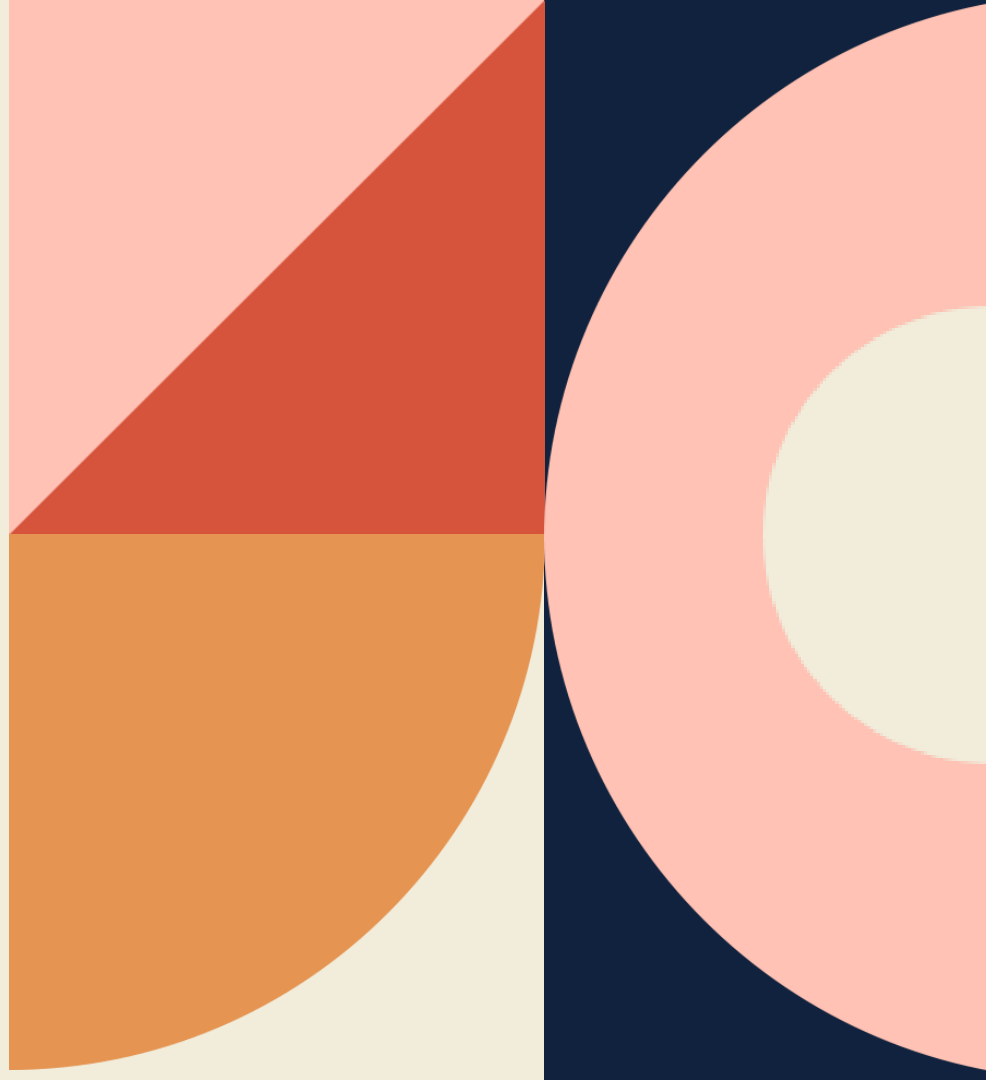
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Who are we?

Kate Morrison, Academic Manager
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Today's Session

Inviting you all to our coffee chats ☕

- Interactive discussion about:

Student Experience

Curriculum

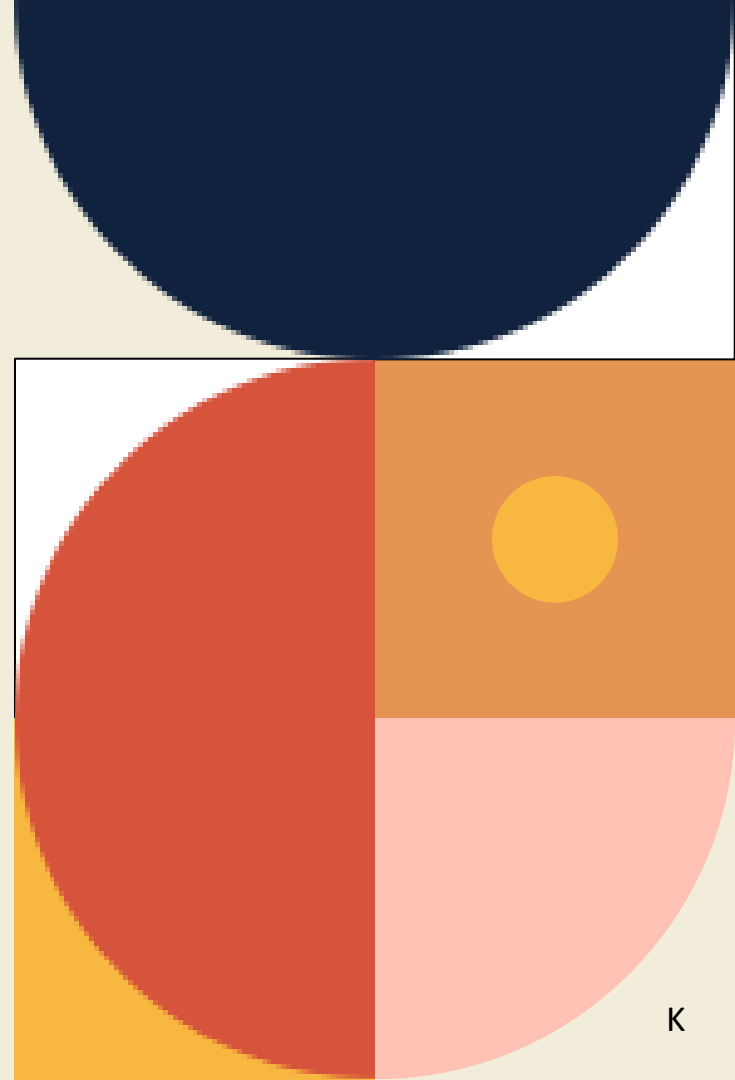
Assessment

Mode of Delivery

Teacher Professional

Development

- Disentangling Outcomes and the Student Experience
- Discussion





Quality = Fulfilled Expectations

When there is a perceived lack of quality, is it because of a mismatch in expectations?



Stakeholders

- Students
- Student families
- Agents
- Teachers
- Registrar's Office/admissions
- Homestay / residences
- Management, admin and support staff

Perceptions of Quality re:

- Course content and curriculum; outcomes
- Delivery, instructional style
- Assessments
- Accommodations
- Social program/ extracurriculars; Broader student experience
- Student performance and/or engagement



(One aspect of the)

Role of a Manager

to anticipate, prevent and
resolve mismatches of
expectations between
stakeholders around various
aspects of the program

Student Experience

Support looks different online

**Student experience
begins far before the first
day of class**



What worked? Why?

- Orientation materials and communication have to reflect current reality of the school
- Learner training essential; front loaded
- Administrative team trained up to support students and instructors online
- Administration having a daily online presence



What did not work? Why?

- Information overload: can't bombard students with email communication
- Trying to replicate f2f activities online (outings, conversation club, etc.)



Changing Expectations

- Being creative and integrating the “Canadian University Experience” in an online vs f2f context
- Being mindful that it is the same credit, the same LMS, the same types of assessment, etc.
- Refocusing our student lens to meet the online student need vs f2f student need

Curriculum

Do learning outcomes differ in f2f
vs. online or hybrid modes?

How have needs
and expectations
around textbooks
changed?

What worked? Why?

- Outcome based curriculum in place
- The end goals are already established, so how to get there can be changed and adapted

E.g. E-books:

Student online resources & Teacher online resources

What did not work? Why?

- Teaching approaches and lesson frameworks: traditional lesson frameworks (PPP, TBT, PBL, etc.) had to be reframed online
- Expectations of time: F2F vs online time. Online is slower!

Changing Expectations

- Switching from the concept of *contact* hours to *content* hours (encompassing synchro and asynchro content)
- Outcomes were not changed: Where you want to go does not change; how you get there does
- Being aware of the varying skills sets of instructors and providing a tool kit that supports growth.
E.g. How to upload a file to how to apply a Flipped Classroom.

Assessment

Changing placement,
Formative and Summative
Assessment?

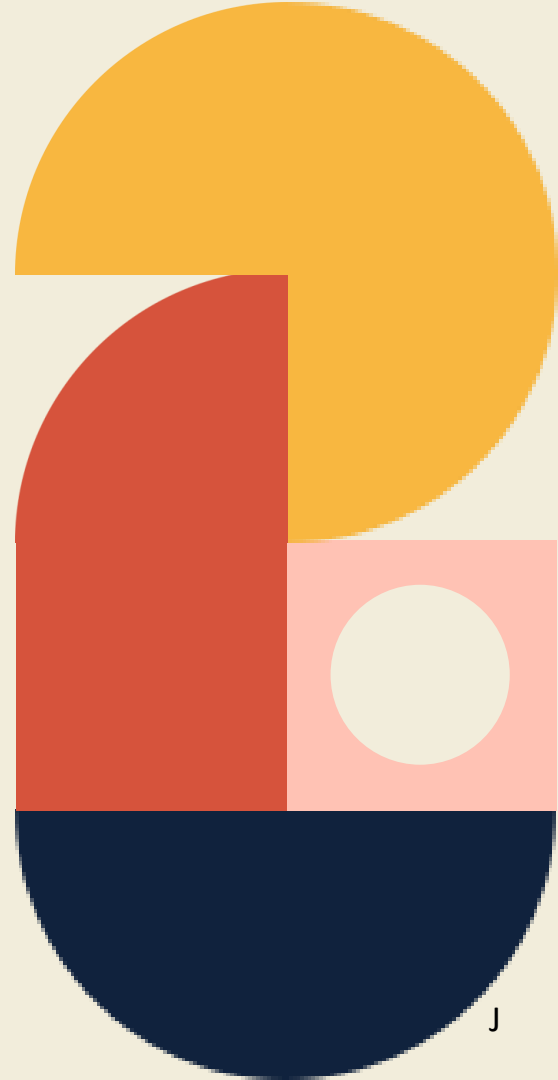
Best practices for
online
assessment?

Accurate online
Placement Tests?

Is everyone
cheating on all
online exams?

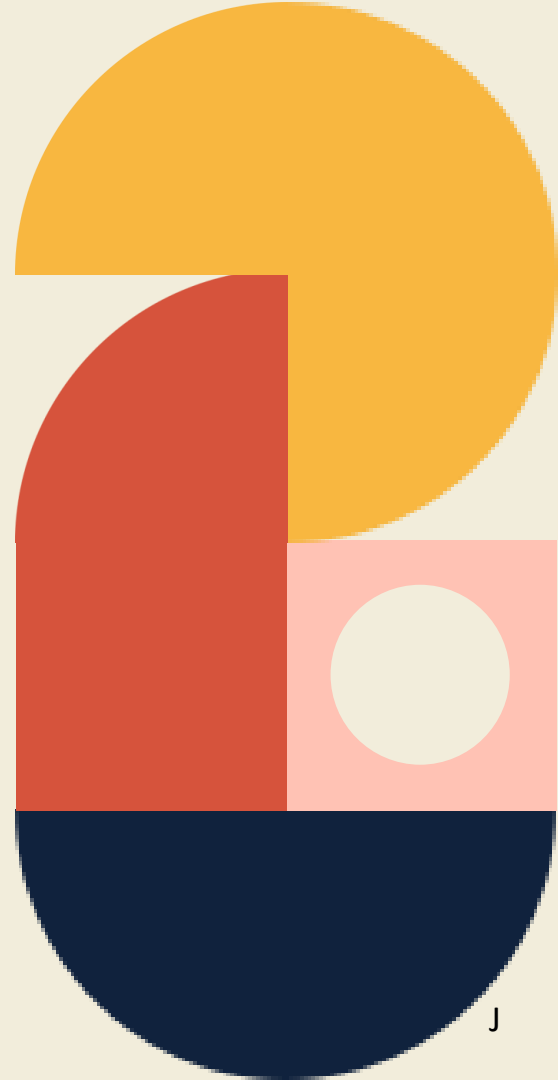
What worked? Why?

- Added interview to online placement test
- Incorporating more project-based and portfolio-based assessments rather than exams
- Amped up the academic integrity teaching program, creating a culture of AI
- Using certain security tools in the LMS (Respondus Lockdown Browser)
- Designated assessment coordinator



What did not work? Why?

- Moral panic that all students are cheating constantly
- Full-blown remote proctoring
- Last-minute adjustments without time to test and train students



Changing Expectations

- Shared responsibility: the onus is on students not to cheat, but also on us to design good assessments and to create a culture of AI, make expectations clear
- Well-designed assessments suitable for online. E.g. lower-order vs. high-order skills on Bloom's Taxonomy
- Low-stake training for students in the tools required for online assessment



Mode

Face-to-face, online, blended, hybrid?

What are the affordances and drawbacks of hybrid and hyflex delivery?

Do teachers and students know how to “do” hybrid?

What’s best for students? Teachers? Enrollments?

What worked? Why?

- Developing a third teaching skillset: hybrid/hyflex delivery.
- Experimenting, transferring some of the skills of online teaching, some from f2f
- Learner Training
- More f2f support in this transition than at the beginning of the pandemic
- Heightened differentiation of needs, of both f2f and online students in a hybrid context

What did not work? Why?

- Assuming hybrid learning is the same as 100% online for students and teachers; Training is needed, can be time-consuming
- The Blame Game: blaming shortcomings in the classroom on the technology or other outside factors.

Changing Expectations

- Changing definitions of what it means to “participate” and be “engaged” in the classroom
- Centres have to be leaders in educational hardware (as well as instruction)
- Stakeholder (learner, parents, agent, etc.) around hybrid/hyflex delivery, its affordances

Teacher Professional Development

**How can teachers
acquire the online and
hybrid teaching
skillset?**



What worked? Why?

- Being available
- Providing support daily
- Pop-in class visits
- Peer teaching and support
- Trust



What did not work? Why?

- Stepping back: the “You got this!” approach (Macro)
- Daily work done logs (Micro)



Changing Expectations

- **Patience:** expert teachers had to rebuild a completely new skillset from scratch
- **Self-led professional development and skill-building**
- **Teachers as owners of their own professional knowledge, identifying their own gaps**
- **New sense of community of practice - mutual support rather than competition**

What makes an EAP course?

“My fully online EAP students aren’t going to be as prepared for university because they aren’t going to Tim Horton’s every day.”



Disentangling Course Outcomes and Student Experience: Aligning Expectations

What makes a course?

Were we relying on the out-of-classroom incidental language use to drive course learning outcomes?

How can we include the “Canadian university experience” in a fully online course?

What expectations have to change around this?

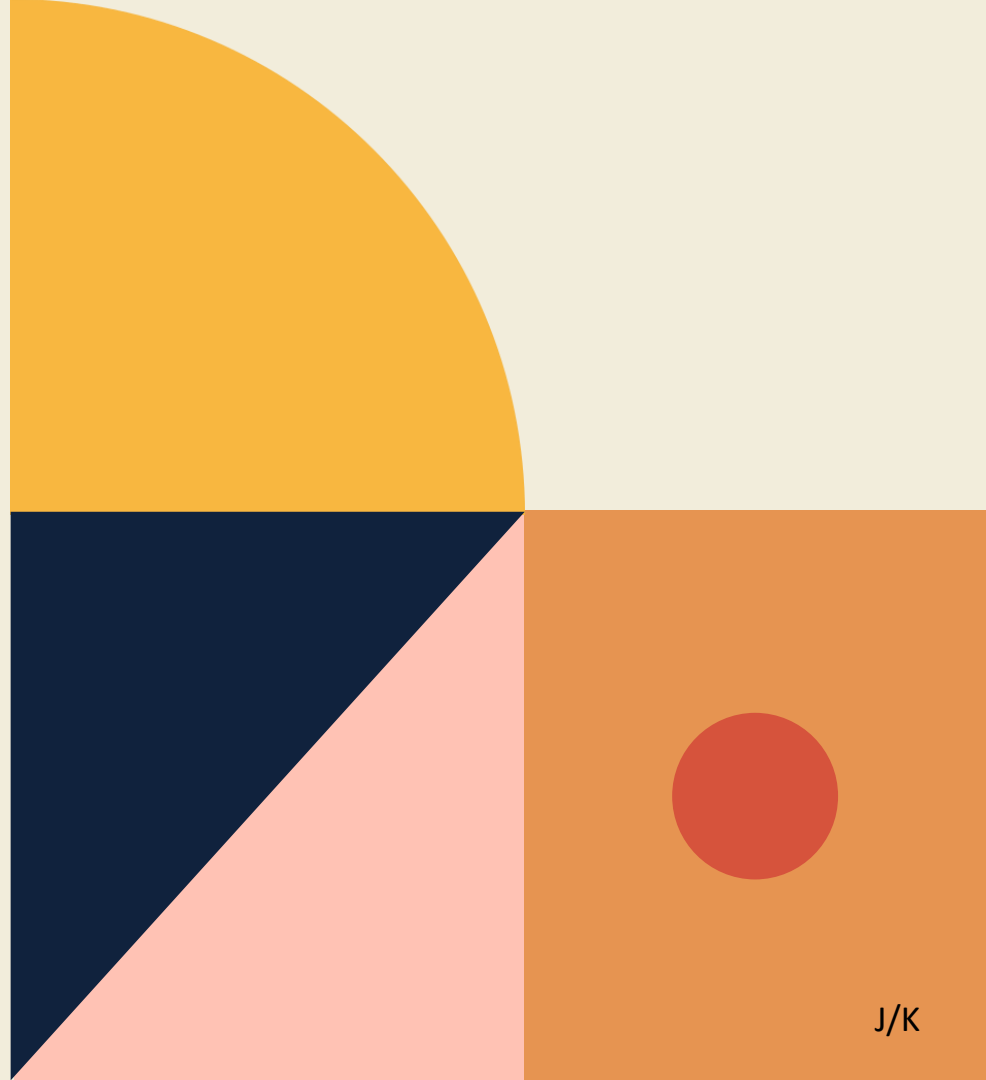


Discussion

How to align expectations around:

- Student Experience
- Curriculum
- Assessment
- Mode
- Teacher Professional Development

Do you agree that one role of a manager is to resolve mismatches of expectations?





Thank you!

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