

ALLVET

EXPANDING ESP: DEVELOPMENT OF FURTHER SYNCHRONOUS AND ASYNCHRONOUS TRAINING MATERIAL

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Key points

Key areas identified
from ESP Training:
Event Evaluation Report

Suggestions for
Asynchronous Training

Suggestions for
Synchronous Training

*KEY AREAS
IDENTIFIED FROM
ESP TRAINING:
EVENT
EVALUATION
REPORT*

More time to prepare homework/assignments

More communication between trainees (not only trainers-trainees)

Repeating instructions

Recording of the course

The use of the moodle platform would have been beneficial – Moodle monitored by PC partners

*CORE
SUGGESTIONS
FROM EVALUATION
REPORT*

Group work- trainees working in parallel

Digital worksheets: checking knowledge of terminology

“Webquest”: resources and questions about specific details of QA/ECTS/TUNING

Practical tests to check understanding of ECTS system and terminology

Incorporate media tasks

*CORE
SUGGESTIONS
FROM EVALUATION
REPORT*

Flipped classroom

Role-playing

Case studies

Quizzes

Blitz question and answer sessions

*CORE
SUGGESTIONS
FROM EVALUATION
REPORT*

AIMS

This course aims to:

A1	Boost students' language skills in speaking, writing and reading in relation to various topics;
A2	Encourage successful communication and increase critical awareness when formulating ideas;
A3	Enhance students' 21 st century skills, namely, collaboration, critical thinking, problem solving and communication and presentation skills.



AIMS

LEARNING OUTCOMES

By the end of the course, students will be able to:		Link to Aims
LO1	Actively participate in activities such as discussions, presentations, report/email/cover letter writing, case study analysis and other interactive tasks;	A1
LO2	Demonstrate comprehension and development of the main ideas, supporting details and arguments in discussions, presentations and report writing tasks;	A1
LO3	Exhibit the ability to work respectfully and constructively with individuals of different backgrounds, values and experiences;	A2, A3
LO4	Engage in innovative and integrative thinking and problem-solving processes.	A3

LEARNING OUTCOMES

*SYNCHRONOUS
TEACHING*



Day 1: Writing a Report

- Present students with a unit syllabus and the relevant programme's curriculum and ask them
 - to identify the core competences cultivated by the unit
 - how the unit fits within the wider curriculum.

Language Points: ECTS, Competences Terminology; Report Writing



Day 1: Extension

- Utilising word banks
- Tuning terminology
- Business-like terminology: for cover letters, applications, job searching etc

Documents to consult: ECTS Guide (learning outcomes), Tuning journal, tuning publications (<http://tuningacademy.org/tuning-general-publications>)



Day 2: Speaking

- Present a syllabus in 5 minutes, emphasizing the connection between learning outcomes and course content.
- Documents to consult: ECTS Guide (learning outcomes)

*ASYNCHRONOUS
TEACHING AND
LEARNING
MATERIALS*

ECTS, Tuning and Competence-based-learning Glossary

Vocabulary activities, such as:

- Competence-based-learning quiz (Kahoot: <https://create.kahoot.it/share/competency-based-learning-quiz/66c6a8bc-4c05-4d62-8702-13fe2d98b6dc>)
- Matching activity on aims, LOs and assessment (<https://www.purposegames.com/game/match-los-with-aims-and-types-of-assessment>)
- Word search
- Fill-in-the-gaps
- Substitution
- Crosswords (http://open.trainingallvet.com/pluginfile.php/2516/mod_resource/content/1/applying-for-work-.pdf)
- Sentence construction, etc.

Resources:

<http://www.unideusto.org/tuningeu/publications/other-key-publications/380-competence-based-learning.html>

https://ec.europa.eu/assets/eac/education/ects/users-guide/glossary_en.htm#ectsTop





Speaking

- Choose a syllabus of one of your courses.
- In a 2-3 minute recording, outline/explain the alignment between learning outcomes and assessment methods.



Blog

- Pose a question relevant to Tuning/ECTS

E.g. Perceptions about the relative importance of Generic Competences as Employment Criteria might differ across cultures. Consulting the guide *Competence-based learning - A proposal for the assessment of generic competences*, discuss which competencies are most valued in your cultural context.

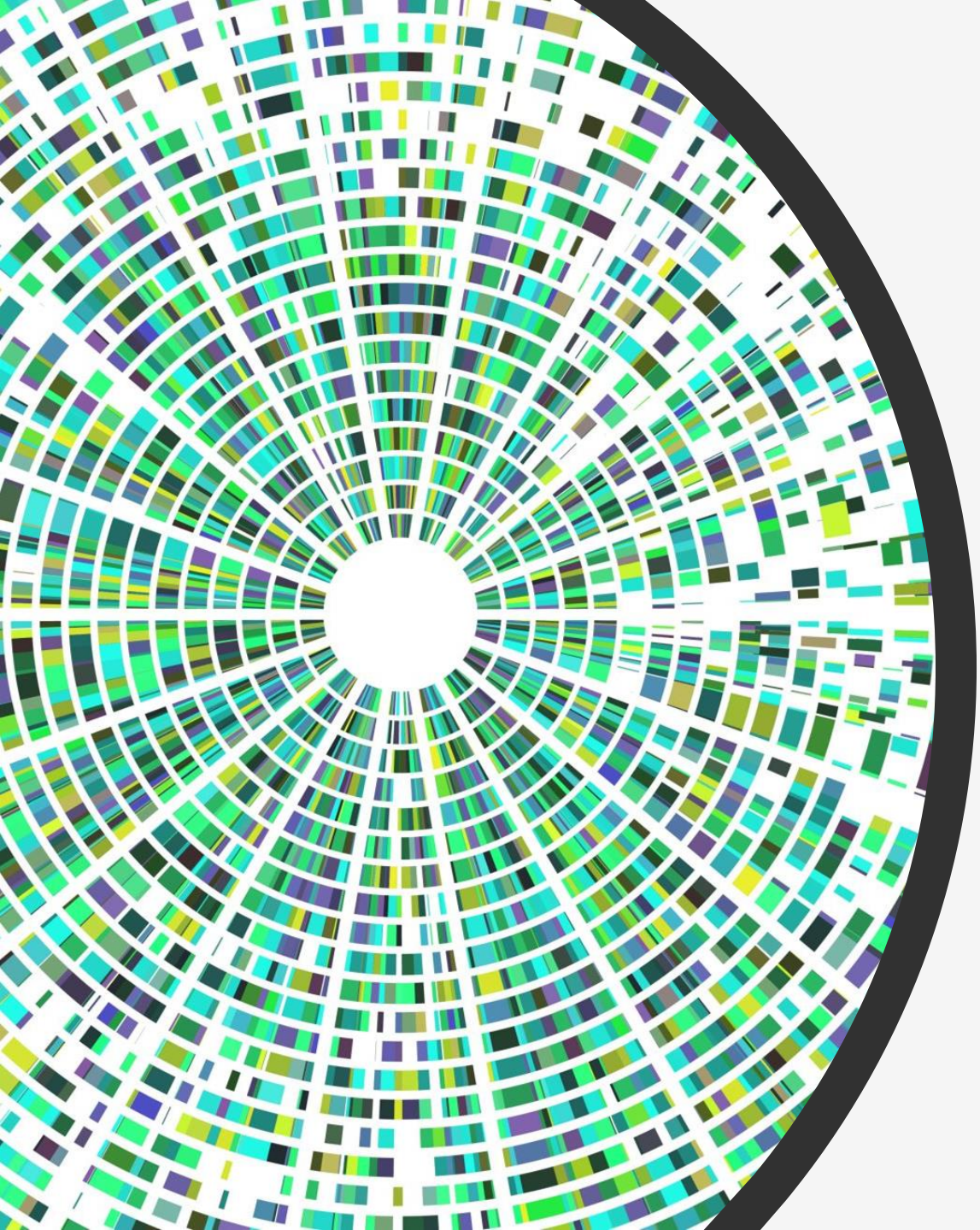
E.g. Generic

- Have a pdf file with 'terms' and 'expressions', e.g. For expressing opinion.



Critical Report Question

- Present students with a unit syllabus and the relevant programme's curriculum and ask them
 - to identify the core competences cultivated by the unit
 - how the unit fits within the wider curriculum.
 - Peer reviewed and moderated by us
 - EXTRA DOCUMENT pdf file with 'terms' and 'expressions'.



[Thank you]

