e-EAP

The Development of Online Provision for Students of Academic English

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Structure of Talk

- Project background and context
- Software tools: demonstration
- Materials: overview and demonstration
- Trialling: process and results
- Future plans and developments
Project Background and Context

- QMUL Strategies
- e-EAP Working Party
- Learning Object Creation (LOC) Training
QMUL Teaching and Learning Strategy (2006-2010)

“During the period covered by this strategy there will be further diversification of the student body, notably as the balance shifts between the number of campus-based students and those learning at a distance.” (p 9)

“To stimulate and encourage the development of high quality e-learning as an embedded part of the College’s teaching and learning activities.” (p14)

e-EAP Working Party Brief

“It is now appropriate that the LLU engages in the online learning community.”
“With the embedding of more and more e-learning in higher education, there is a recognised need for tools that will allow teachers themselves to develop effective e-learning resources as simply and quickly as possible to serve their own needs.” (Watson, Dickens and Gilchrist, p.1)
Learning Object Creation (LOC) Tool

Learning Objects are,

“self-contained chunks of online learning material of similar size or granularity, offering activity-based learning, and comprising a series of interactive linked tasks and their associated digital resources or ‘pedagogic assets’ (PAs) such as audio and video files or texts.” (Watson, Dickens and Gilchrist, p. 2)
Authoring Tools

- Learning Object Creation (LOC) Tool
- Hot Potatoes
- Tanida Quiz Builder
- RunRev
- Flash
- HTML editors
Materials

http://qm-web.languageandlearning.qmul.ac.uk/elss/eaponline/
Piloting: Students

33 x questionnaires

+ 23 x 5-minute interviews
Chart 1: Breakdown by Nationality

33 responses: 24 Postgraduate; 9 not specified.
Chart 2: Learning Objects Evaluated.

Total = 35 evaluations.
Chart 3: Has the Learning Object met your needs?

- Yes
- Partly
- No
Chart 4: Do you feel that you have learned useful academic skills?

- **yes**
- **partly**
- **no**
Chart 5: How often would you visit a website outside of class to use this kind of material?

- Never
- Once
- A few times
- Every week
Chart 6: Will you be able to apply what you have learnt in your future degree programme?

- yes
- partly
- no
Chart 7: The LO is easy to use and works well.
Chart 8: The LO is easy to navigate.
Chart 9: The instructions are clear and easy to follow.
Chart 10: I like the layout and order of activities in the LO.
Chart 11: The tasks are of an appropriate difficulty level.
Chart 12: The feedback I get on the tasks is helpful.
Chart 13: Rating of effectiveness of visual elements.
(1 = not effective; 4 = very effective)
Chart 14: How long did it take you to fully use the LO?
Future Plans

- Westfield Trust Funding
- Speaking – phonemic chart/presentations
- Listening – lecture bank from Pre-sessionals
- Reading – using QM lecturers' texts
- Improved accessibility
- Inclusivity and level guidance
- Official launch October 2010
Authoring Tools: Downloads

- LOC Tool: www.llas.ac.uk/projects/2770
- Hot Potatoes: http://hotpot.uvic.ca
- Tanida Quiz Builder: www.quiz-builder.com
- RunRev: www.runrev.com
- Flash: www.adobe.com/products
- HTML editors:
References