



United Nations

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**Building a new normality: which  
approach to virtual teaching best suits  
your context?**

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Carol Waites, PhD  
United Nations Centre for Learning and  
Multilingualism, Geneva



# Programme for today

Definition of terms

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Case study: United Nations programmes

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E-learning terms defined

Brainstorm of tools, platforms, pre-existing courses

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Designing an online course

Theoretical models

Factors to consider with examples

Personal experience



## Where can I find the materials?

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<https://padlet.com/ckwaites/onlinedesign>

Includes PP presentation  
References

Contact details:

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[carol.waites@un.org](mailto:carol.waites@un.org); [carolwaites@gmail.com](mailto:carolwaites@gmail.com)



# References

<https://padlet.com/ckwaites/onlinedesign>

Carol Waites · 7m

## Instructional design for online classes

Sites to help you design an online course

### Presentation

Download the PowerPoint



Leading a new normality: which approach to virtual teaching best suits your context?

Carol Waites, PhD  
United Nations Centre for Learning and Multilingualism, Geneva

ETAS presentation 16 Jan 2022...  
Powerpoint presentation  
padlet drive

### Definition of terms

elearning coach



Glossary of Online Learning Te...  
Glossary of Online Learning Te...  
the elearning coach

### Online teaching platforms



Best Online Course Platforms

### Gilly Salmon

Five stage model



Gilly Salmon Website  
Professor Gilly Salmon has be...  
gilly salmon

### Salmon e-tivities



E-tivities  
E-tivities are frameworks for e...  
gilly salmon

### Choose an elearning platform



Choosing An Online Learning ...  
For all the talk of the diversity ...  
elearning industry

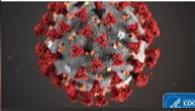
### Tony Bates

Blogs on online course design - Canadian academic



Post-Pandemic Lesson 1: Onl...  
This is the first of 10 Lessons f...  
tonybates

### Tony Bates



A review of online learning in ...  
What a terrible year. 1.63 millio...  
tonybates

### Top 7 instructional design models 2020

ADDIE, Bloom etc.



### FutureLearn

Transforming digital learning



What is Bloom's Taxonomy? A Definition For Teachers

Instructional design for online ...  
Sites to help you design an onl...  
carol waites

### Learn how to MOOC

Coursera free course



MOOC: How to make a MOOC? Offered by Novosibirsk State U...  
coursera

### MOOCs on online teaching



Top Online Instructional Desig...  
Online Instructional Design co...

### Russell Stannard

Short videos on everything to start an online course!



Home page - Teacher Training ...  
A Privacy Policy Copyright © 2...  
teachertrainingvideos

### Teaching Languages online

Free resources zip file full of links to resources.



Teaching Language Online: A ...  
Practical and accessible, this b...  
routledge & crc press

### Future Learn

How to teach online



### James Liu

Become an online teacher. Find your niche. Free advice and a course at low cost. Join FB groups.



James Liu - Home Page  
Feeling stressed, frustrated, an...  
boweistrategy

### Teachable.com

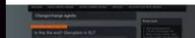
Downloadable booklet - design courses for free - free comprehensive advice



Create an Online Course Your ...  
There comes a point in every c...  
teachable

### Jeremy Harmer

Disruption - change agents



### italki

Advertise yourself as a teacher. Set your price.



italki: Learn a language online  
italki

### Udemy

Become an instructor - free advice



Earn money by creating and te...  
Create, host and sell courses l...  
udemy

### Open Learn

Free course - take your teaching online. Beginner



### Am I ready to be a distance learning student?

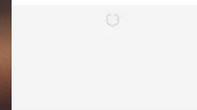
MOOC by OpenLearn - free - 3 hours of study



Am I ready to be a distance lea...  
Distance learning can open up ...  
openlearn

### Edmodo

Create courses for free - FB style



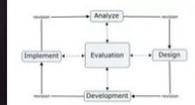
### FutureLearn

More advanced.



The online educator: People a...  
As e-learning becomes ever m...

### Addie model



ADDIE Model: Instructional De...  
For many years now, educators...  
educational technology

### Bloom's taxonomy



What is Bloom's Taxonomy? A Definition For Teachers

What is Bloom's Taxonomy? A ...  
by TeachThought Staff In one ...  
teachthought

### English with Lucy

Everyday English - British influencer



English with Lucy  
Learn beautiful British English ...  
YouTube

### Canguro English



## Jeremy Harmer – ETAS keynote Jan 2017

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<https://jeremyharmer.wordpress.com/category/changechange-agents/>

Jeremy Harmer • Through a glass darkly: does ELT have a future? Changing reality.

“Change is slow till it isn’t.” Power of disruption.

Another moment David Graddol: the future of English  
ETAS presentation in early 2000s. Rising levels of  
proficiency. Changing needs.



# Our e-learning platforms history

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1999 instigated Blackboard

2009 changed to Moodle

2015-2016 - first fully online writing programme on Moodle

2017 introduced blended programmes for all regular classes:

3 hours f2f + 1 hour autonomous programme on Moodle



# Clients – who are they? Today and post pandemic

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Who are your clients?

UN case study: Our clients and their changing realities – f2f courses

Telecommuting, budget cuts

Online course (2015 on)

- Clients in the field – Human Rights, OCHA field staff
- Locations: Afghanistan, Malaysia, Sudan, .....
- Local clients unable to attend workshops



## Course formats – online courses – 2015 on

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REPORT WRITING workshops transformed into online:

WRITING FOR PROFESSIONAL PURPOSES B2 or C1 level  
(48 hours) launched **in 2016**

+ recently **since 2019**

GRAMMAR WORKOUT COURSES (24 hours)

VOCABULARY WORKOUT COURSES (24 hours)



## Course formats – f2f to blended to virtual courses

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### **Blended courses since 2017-2018:**

F2f: 12-week course with 3 hours of classes per week, + 1 hour a week of online autonomous learning.

We use Moodle – an online e-learning platform.

### **Virtual since March 2020:**

These transferred online using Microsoft Teams.



# Course formats – virtual courses

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Key components:

E-books

Flipped classroom

Breakout rooms

Moodle for autonomous programme, assignments



# Definition of terms – for teaching today and post pandemic times

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What would you understand from these terms?

<https://thee-learningcoach.com/resources/online-learning-glossary-of-terms/>

Online, distance, e-learning

Blended or hybrid learning

Virtual or emergency remote learning

Flipped classroom



# Definition of terms – for teaching today and post pandemic times

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What would you understand from these terms?

1 Online learning (= fully online content with webinars)

Online content is on a LMS such as Moodle, Blackboard or other. It is extensive and uses multiple methods.

Webinars (synchronous – real time or asynchronous - recordings) teach the content.



# Definition of terms – for teaching today and post pandemic times

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What would you understand from these terms?

2 Blended / hybrid learning (= some online quizzes and content on a platform + f2f (or virtual) classes)

**BLENDED LEARNING:** Blended learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities.

**HYBRID LEARNING:** See blended learning.



# Definition of terms – for teaching today and post pandemic times

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What would you understand from these terms?

3 Virtual learning or Emergency remote learning  
(= pandemic times – f2f classes transformed into virtual classes using a webinar tool e.g. zoom)

**VIRTUAL CLASSROOM:** The virtual classroom refers to a digital classroom learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact.

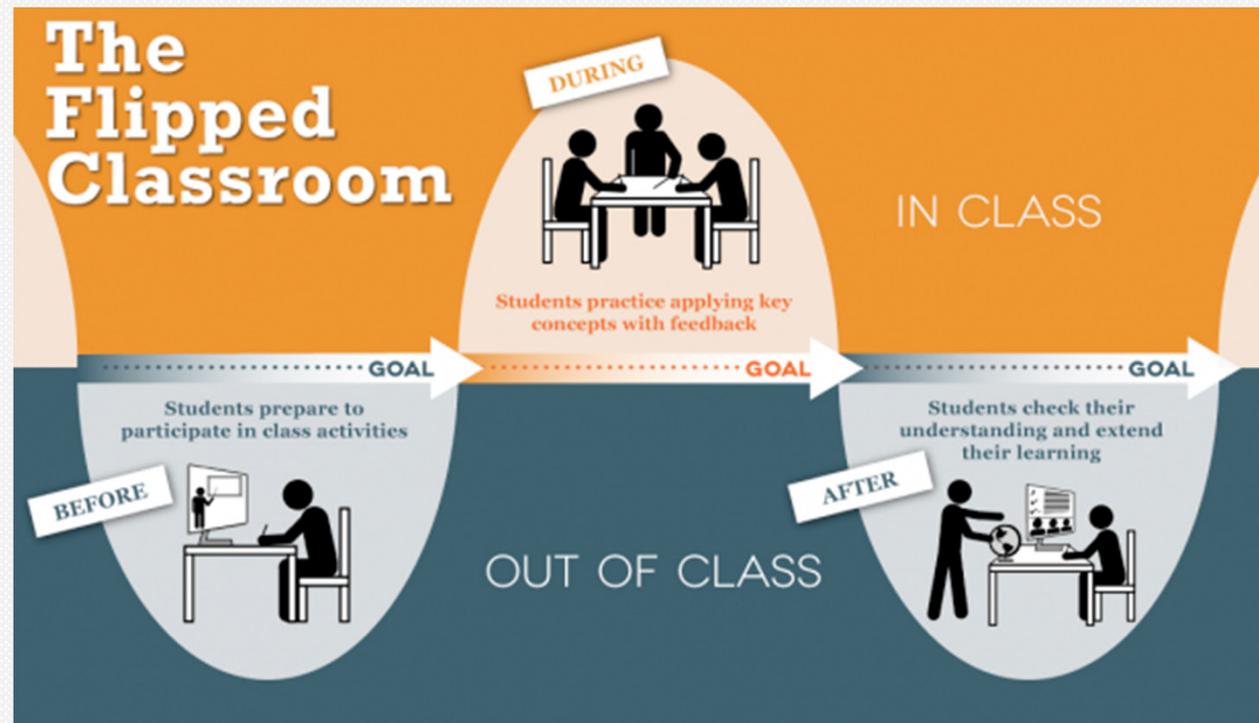
NEW TERMS EMERGING



# Flipped classroom

[https://www.teachertrainingvideos.com/flipped\\_approach\\_online](https://www.teachertrainingvideos.com/flipped_approach_online)

## Homework in reverse!





# Definition of terms – e-learning platforms

Institutional ones – Blackboard, Moodle, Schoology, Canvas  
Individual ones- Edmodo, Teachable





## Definition of terms – e-learning platform

Ones that already have courses:

<https://digitalnishi.com/best-online-learning-platforms-2020/>

Udemy

SkillShare

LinkedIn Learning (Lynda)

MOOCs for free courses:

Udacity, EdX,

FutureLearn, Coursera

etc.





# How to choose?

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# How to navigate through?

Russell Stannard is your hero! Short videos on everything!

[https://www.teachertrainingvideos.com/teaching\\_online](https://www.teachertrainingvideos.com/teaching_online)





# During the pandemic what experience did you gain?

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Which webinar tools did you experiment with?

e.g. Zoom, Teams, other?





## During the pandemic what experience did you gain?

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<https://www.teachertrainingvideos.com/most-popular-teacher-tools/10-great-technologies-for-teachers>

Padlet

FlipGrid

Quizizz.com

Mentimeter

Slido.com



# Why use an instructional design model for online courses?

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## Why Use an Instructional Design Model?

An **instructional design model** is used to define the activities that will guide the development of e-learning projects.

It allows you to communicate the purpose and reason behind a strategy.

A framework gives you the birds-eye view of all the major components that have to be included in the course.



# Theory and building the course

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Theory: some commonly used theoretical models

1. Five stage model by Gillie Salmon (Australian 2002)
2. The Addie model (US army 1975 till today Dick and Carey Model in e-learning)
3. Bloom's taxonomy (US 1956)



# Theory and building the course

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Theory: some commonly used theoretical models

All build on pre-existing models, except for number 1, which was developed specifically for online teaching.

1. Five stage model – 2002 on

<https://www.gillysalmon.com/five-stage-model.html>

Helps learners gain confidence in being an online learner.

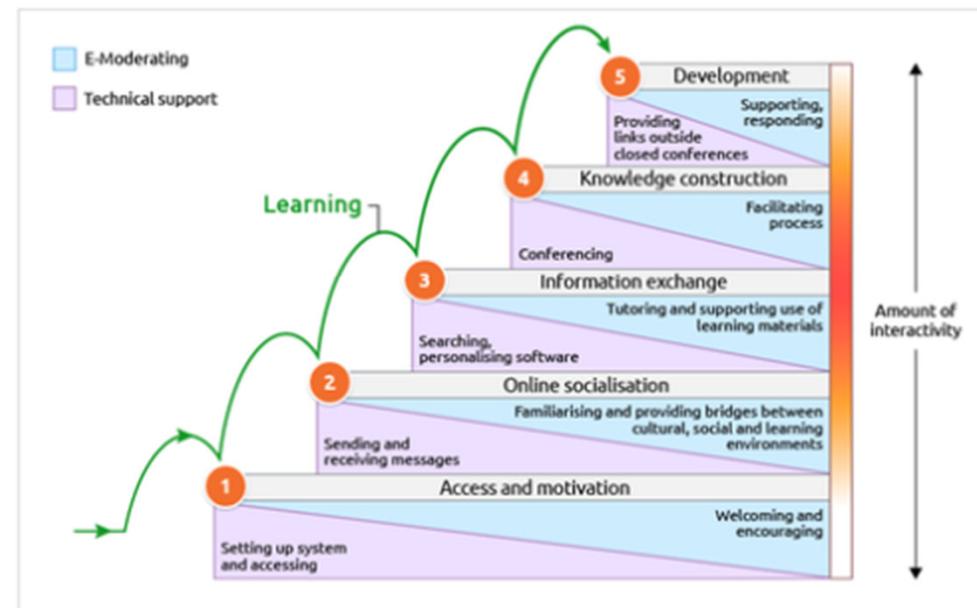
Supports. The social aspects.



# Theory and building the course

## The Five Stage Model

For online learning to be successful and happy, participants need to be supported through a structured developmental process. The five-stage-model provides a framework or scaffold for a structured and paced programme of e-tivities. The five-stage-model offers essential support and development to participants at each stage as they build up expertise in learning online.





# Theory and building the course

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Theory: some commonly used theoretical models

2. The Addie model - US military – 1975 on  
<https://e-learninginfographics.com/the-addie-model-infographic/>

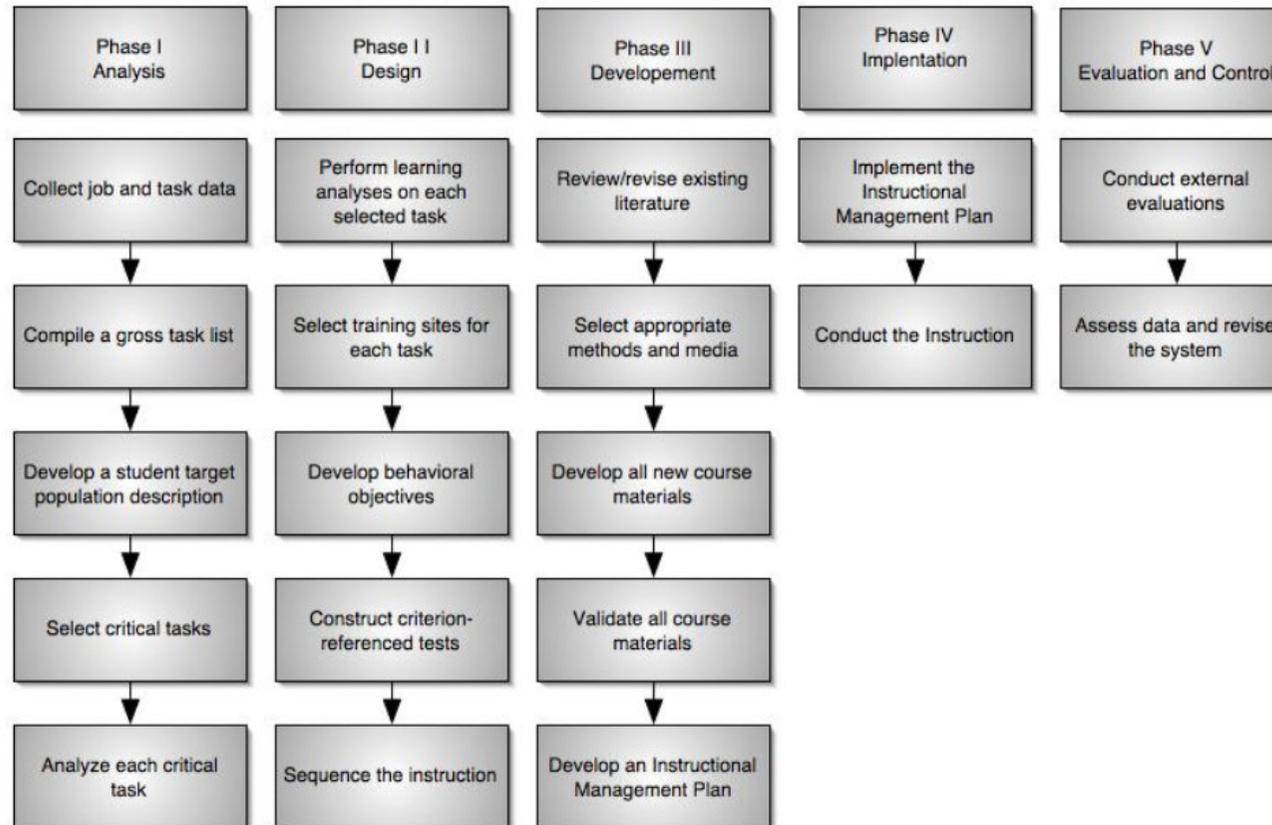
A **formative evaluation** (sometimes referred to as internal) is a method for judging **the worth of a program** while the program activities are forming (in progress).

Summative evaluation is **the assessment of participants** where the focus is on **the outcome of a program**.



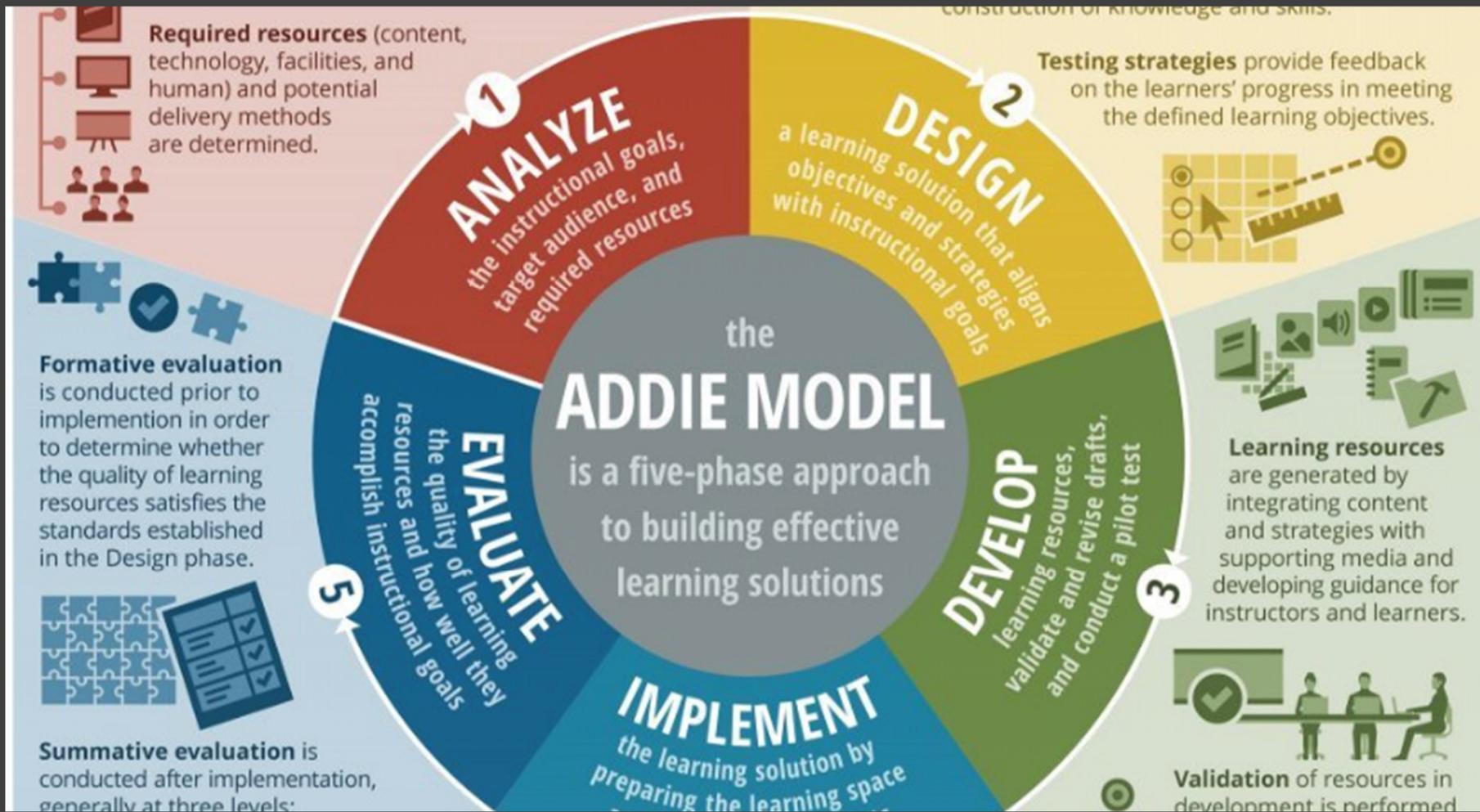
## Revised ADDIE Model

Six years later, Dr. Russell Watson (1981), Chief, Staff and Faculty Training Division of the Fort Huachuca, Arizona, presented a paper to International Congress for Individualized Instruction. In it, he discusses the ADDIE model as developed by Florida State University. His presentation contained a slightly revised model:



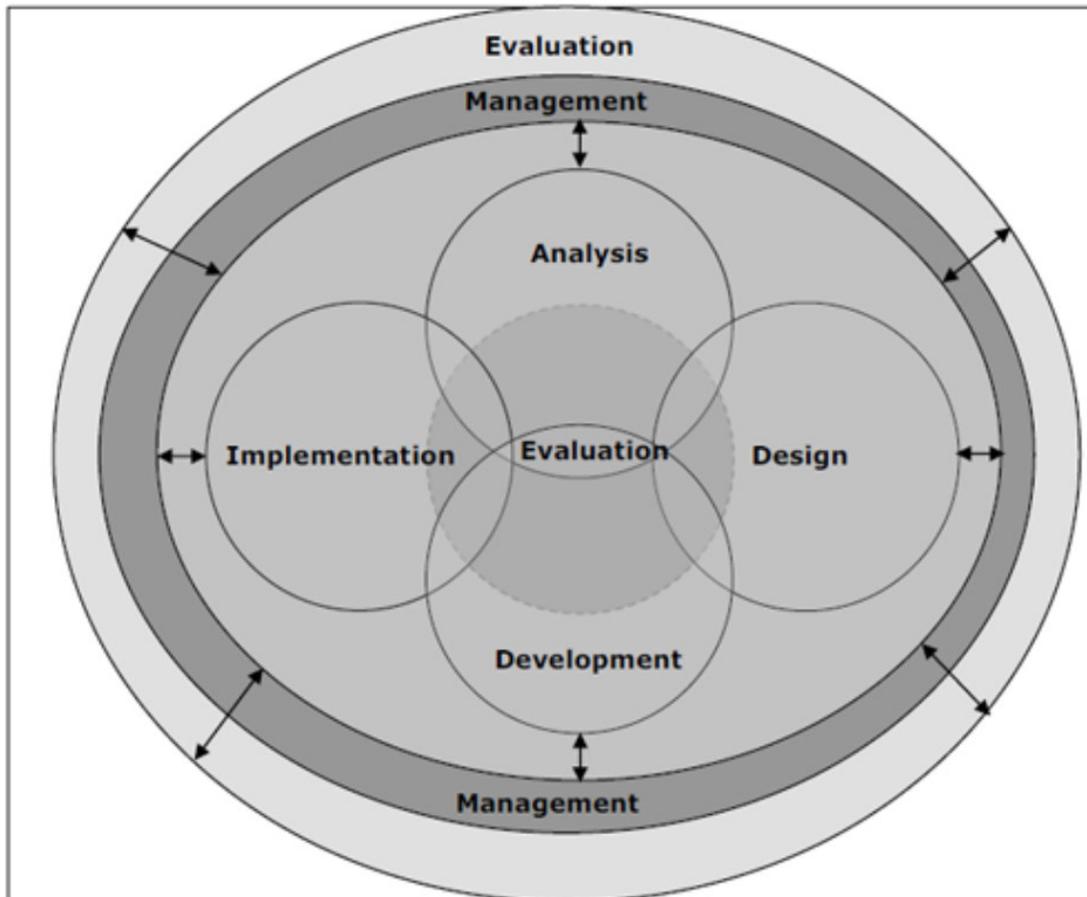
The five phases of ISD according to Russell Watson (1981)

# ADDIE



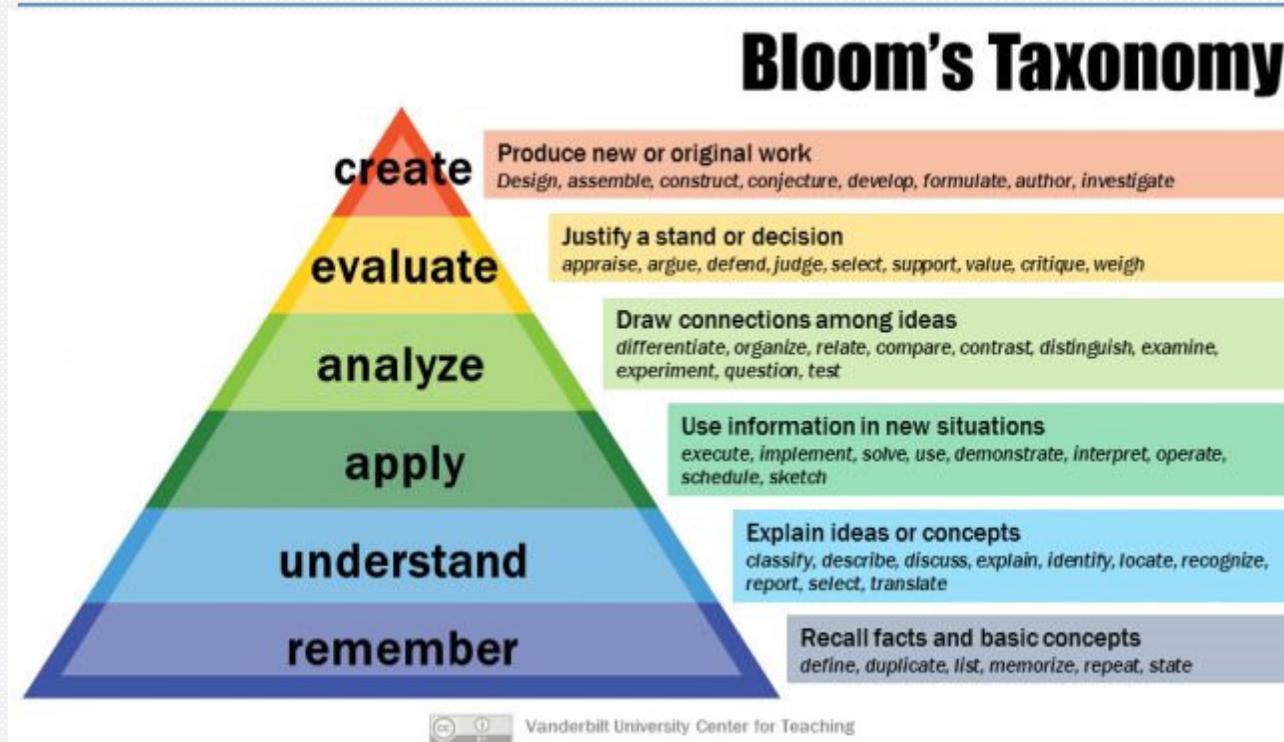
## ADDIE Model

A model is a simplified abstract view of a complex reality or concept. Silvern defines a model as a "graphic analog representing a real-life situation either as it is or as it should be" (AECT, 1977). This makes ADDIE a model. While it has been pictured in several ways, the model below shows one popular way (U.S. Army, 2011, p62):





### 3. Bloom's model – 1956 on



<https://ctt.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/#wny>



## Bloom's taxonomy of verbs –

In one sentence, **Bloom's Taxonomy is a hierarchical ordering of cognitive skills that can**, among countless other uses, **help teachers teach and students learn**.

For example, Bloom's Taxonomy can be used to:

create assessments

plan lessons (see **249 Bloom's Taxonomy Verbs For Critical Thinking**)

evaluate the complexity of assignments

design curriculum maps

develop online courses

plan **project-based learning**

self-assessment

ing



# Theory and building the course – make a storyboard

Tools:

<http://linoit.com/users/cwaites/canvases/Coaching%20writing%20skills%20course>

Draft course title:  
Improve your writing skills with coaching and online support (C1-C2 level).

Orientation week.  
Introductions and familiarization activities.

Week 5 - 8:  
Points of style. Each week look at several points of style with reference to different types of text. Watch videos and read articles.

Coaching writing skills · ⓘ ? ⏻  
← Highlight New

Course description:  
This is a course in coaching students who have an advanced level of English, or who are native speakers of English. They will probably already have done other courses with us, so this is partly a refresher course with an emphasis on coaching them on their own writing.

Stage 1: Access and motivation  
E-tivity 1: Orientation webinar and discussion forum  
Discussion forum: 20 minutes  
Participate  
Introductory webinar : 60 minutes

LO1 They will refresh their memories or introduce the five points of style for United Nations writers.

Stage 2: Socialization  
E-tivity 2: Grammar snobs, grammar myths and levels of formality.  
Watch the video (2 minutes) and read the article (20 minutes).  
Then participate in the forum (20



# Learning design – free MOOCs- experience them too

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## [Links to some MOOCs on designing online programmes.](#)

1. FutureLearn: transforming digital learning

<https://www.futurelearn.com/courses/digital-learning/8/welcome>

2. How to MOOC

<https://www.coursera.org/learn/how-to-mooc#about>

3. Take your teaching online

<https://www.open.edu/openlearn/education-development/education/take-your-teaching-online/content-section-overview?active-tab=description-tab>



# Learning design – get free assistance

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**Free assistance!**

**Teachable**

<https://teachable.com/>

**Udemy**

<https://www.udemy.com/teaching/>

**FutureLearn**

<https://www.futurelearn.com/courses/the-online-educator>



# Evaluation first – 12 week course

## Components to consider and their weighting

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1. F2f workshop or online webinar attendance
2. Progress tests or final test?
3. Coaching
4. Assignments
5. Moodle participation



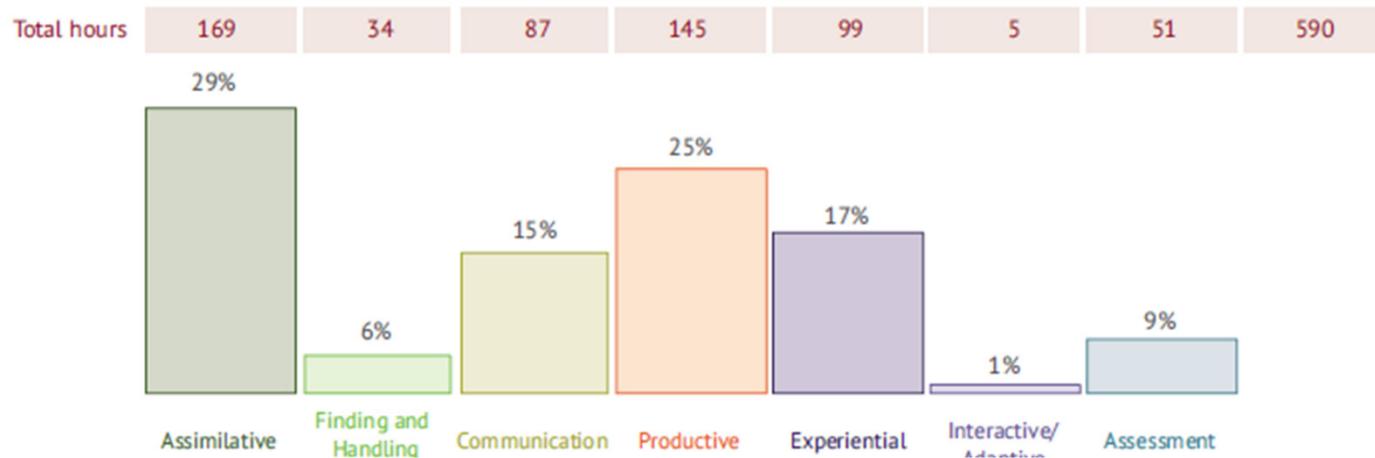
# Grid showing components of the various courses

Key differences specialized	No. Sts	No. Hrs workshops / webinars	Coaching	No. assignments	Assignments	Autonomous prog on Moodle	Moodle flipped classroom model	% attendance	Forums offered but do they count? (part of Moodle programme)
F2f blended full course UN II	15	36	no	6	20% 12 hrs 20%		no	65 min	no
F2f blended full course UN III/IV	15	24 + extensive prep	yes	6	20% 12 hrs 20%		yes	65 min	no
f2f half course UN II	15	24	no	3	20%		no	65 min	no
f2f half course UN III/IV	15	24	no	3	20%		no	65 min	no
Virtual = f2f but done through webinars									
Online full course UN II	20	9	yes	4	30% 4 hrs / week 50%		no	40 max	no
Online full course UN III/IV	15	9	yes	4	30% 4 hrs / week 50%		no	40 max	no
Online half course UN II	20	6	no	2	20% 2 hrs / week 50% of marks		no	30 max	YES (22%)
Online half course UN III/IV	15	6	no	2	20% 2 hrs / week 50% of marks		no	30 max	YES (22%)
UN II = B1/B2									
UN III = B2/C1									
UN IV = C1+									



# Theory and building the course – plan your activities (Open University)

The Activity Planner enables you to visualise the amount of time allocated to different types of student activity within a module, representing them in a bar chart – see Figure 1:





## Online content – e-tivities

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Panorama of e-tivities to suit the students' needs and the course requirements.

Balance between synchronous and asynchronous activities.



# Online content – identify their needs

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Survey of needs: how will you do it?

Moodle platform? Survey monkey? Google forms?

You can have bar charts to show students.

In first webinar, show the results.



# Introductory chat by video

<https://www.youtube.com/watch?v=f9GjZH6wf6s>



Course programme



This brochure gives the timetable, [tasks to complete](#), syllabus and other information about your course. Please keep it handy to consult during the course.



Introduction to the course video and transcript

video 1480414701





# Adopt good learning habits

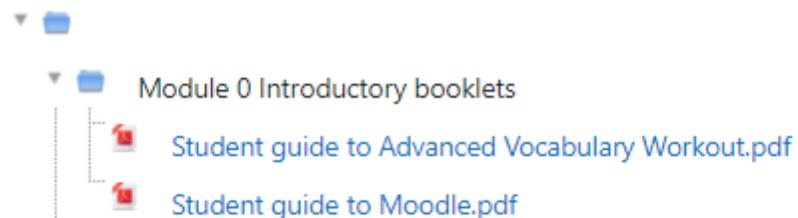
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How can we train the participants to adopt good habits for online learning?

Many people today are unused to this type of training course.

An orientation session and booklets describing how the course works are essential.

## Downloadable documents





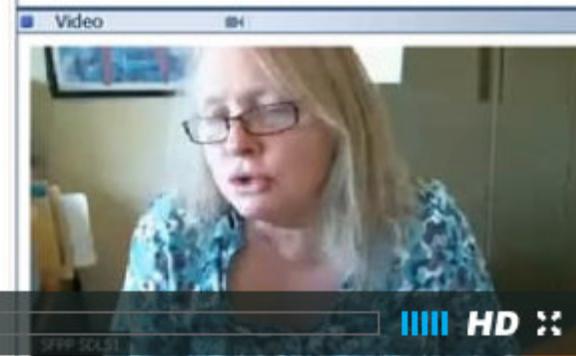
## Webinars - synchronous

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- Make the course more fun.
- Can be recorded for later viewing (asynchronous).
- Can summarize the key points.
- Can be interactive (breakout rooms, chatbox).

# Welcome

- ▶ Welcome to the Webex.
- ▶ Fabienne will be managing the chat box.
- ▶ We will record the session.
- ▶ Use the chat box to ask questions, make comments or give answers.
- ▶ Please use your pointer to put your position on the map.



57:50



# Orientation webinar – 60 minutes

<https://vimeo.com/198212983/b0e0987f22>

A screenshot of a webinar interface. The main content area displays a world map with a red arrow pointing to Europe and a yellow label 'Angela From' in the Americas. The interface includes a top toolbar with various editing tools, a chat window on the right with messages from 'Elaine Weiss to Everyone', and a video feed at the bottom right showing a woman with glasses. A green bar at the bottom left contains the number '44' and a timer showing '04:54'.



## Online content – downloadable documents

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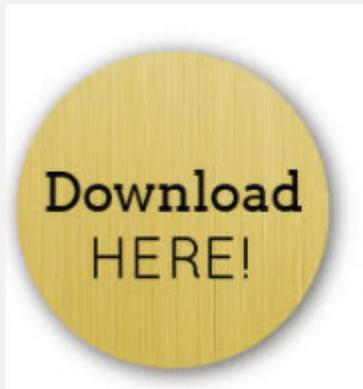
Have a folder of materials they can download and read offline. These could be reference documents, reading materials or other.

If the internet connection is not reliable, this way they can keep studying even when they are offline.

If they travel frequently, encourage them to download the materials before leaving so they can use their travel time usefully.



# Online content – downloadable documents



## Downloadable documents A

Click on the hyperlink and you will go to the folder reader or print out the documents. This is your m

## Downloadable documents

- ▼ Confusing words
- ▼ Module 1
  - Broadcasts to comment on.docx
  - Broadcasts with analysis and comments.docx
  - Reading 1 how many words to be fluent.docx
  - Reading 2 Email etiquette tips and rules.docx
- ▼ Module 2
  - Coronavirus in Kenya Vocabulary analysis.docx
  - Vocabulary Module 2 email language news article.xlsx
  - Working from home article.docx
- ▼ Module 3 Diplomatic language
  - Hedging diplomatic language answer key.pdf
  - Hedging diplomatic language explanations and exercises.pdf



# Keep motivation high

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How can we keep participants motivated?

This is perhaps the greatest challenge in online teaching and learning.



# Help the students engage

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- Orientation webinar with discussion of good habits from past and present students
- Guide to study
- Regular reminders in webinars
- Regular announcements on e-learning platform
- Personal emails to participants who are lagging behind
- Offer of help

Make them feel you care. Encourage them. Stay in contact.



# Adopt good learning habits

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**1. Check the programme each week in advance**

**2. Download the documents**

- from Moodle while you have a good connection / before travelling.

**3. Find a quiet time to study**

- Weekends are ideal – more rested; easier absorption.

**4. Set aside 2 hours a week.**

**5. Do the quizzes** related to the readings

- to make sure you have grasped the main points.

**6. Use the forums** to interact with other students.

**7. Contact the tutors** if you have any problems.

**8. Meet the deadlines** so as to keep up.



# Adopt good learning habits

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Do a free MOOC:

Am I ready to be a distance learner?

<https://www.open.edu/openlearn/education-development/am-i-ready-be-distance-learner/content-section-0?active-tab=content-tab>

3 hours of study.



# Keep motivation high

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- A range of activities
- Mixing online study, quizzes, readings, videos, forums
- Having regular live webinars
- Give grades and allow them to redo activities as often as they like
- Give a certificate to those who complete 65% of the course



# Folder with materials on one place

Introductory week beginnin...



Change image

Module 1 - 11 Jan - Email an...



Change image

Module 2 - 18 Jan - Email la...



Change image

Module 3 - 25 Jan - Languag...



Change image

Module 4 - 1 Feb - Those pe...



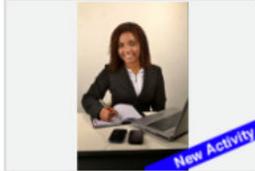
Change image

Module 5 - 8 Feb - Reports a...



Change image

Module 6 - 15 Feb - More on...



Change image

Module 7 - 22 Feb - Confusi...



Change image

Module 8 - 1 March - Job ap...



Change image

Module 9 - 8 March - LPE vo...



Change image

Module 10 - 15 March - Spe...



Change image

Module 11 - 22 March - Revi...



Change image

Webinars



Change image

Downloadable documents A...



Change image

Tools and resources



Change image



# Give explanations

## Module 1 - 11 Jan - Email and UN broadcast language: beginning and ending diplomatically

In this module we will start looking at email and UN broadcast language and how to begin and end diplomatically.

We will examine nouns and suffixes in the word formation section.

We will analyse emails and broadcasts from United Nations related contexts.

We will learn more about vocabulary size and about different varieties of English: US, UK and Australian.

T

The folder referred to is here and in the [Downloadable documents AVW link](#).

Topic	Activity	Timing	Additional instructions
Quizzes 1-3: email correspondence	Read the articles (either clickable link or in the folder) and check the United Nations Editorial Online for rules about forms of address.	30 mins	You can find the instructions on Editorial Manual Online with spelling variations and forms of address in the folder.
Word formation: nouns and suffixes	Do the quiz.	5 minutes	
Confusing words	Read about them, then do the quiz.	10 minutes	



# Give explanations

Tasks to complete: you need 65% to be a

## Assessment

### You will be assessed on:

1. Webinar attendance: 5% per webinar attended (they are recorded) = 30%
2. Moodle content and forums: 50% (28% Moodle content: 22% Forum contributions) (regular participation in Moodle, quizzes done, forums).
3. Assignments completion: 20% (10% each assignment: first attempt + redraft)

Weeks 1-12: 4 Jan. – 26 March 2021			
Task	Week	Deadline or time	Weighting %
<b>Orientation webinar 1</b> (all webinars are recorded) Introductions and navigating the online platform.	1	Tuesday 5 Jan. from 10-11 a.m. OR 3-4 p.m. Geneva time.	
<b>Needs Analysis</b>	1	Sun. 10 Jan.	Moodle weighting
<b>Webinar 2</b> online: Tenses	2/3	Tues. 12 Jan. from 10-11 a.m. OR Tues. 19 Jan. 3-4 p.m. Geneva time.	5
<b>Feedback from the teacher on your forums in Moodle weeks 1-3</b>	3		2 points for each forum contribution
<b>Assignment 1 – first draft</b>	3	Sun. 24 Jan.	5



# Forums – watch a video and comment

Forum 2: Listen and comment. Language differences in vocabulary in different Englishes

Edit



## ONE language, THREE accents - UK vs. USA vs. AUS English!

Watch the video and comment on it. Did you know about these differences? Which variety of English do you think you learned? Does a similar phenomenon exist in your language?

The video is 20 minutes' long. You can put on CC (closed captions), which is an automated subtitle system - not always accurate but close.





# Forums – watch influencers on YouTube and comment

Type these words into YouTube:

English with Lucy – everyday English

Canguro English – English the natural way

Hadar English - [Accent's Way English with Hadar](#)

Latest from English with Lucy





# Forums – sharing ideas

Forum 4: Discuss how you record vocabulary

Edit



How to record vocabulary

In this course we will learn different vocabulary recording techniques from each other. I have collected useful vocabulary and collocations (words that go naturally together) in excel sheets. With excel I can export it, reorder it alphabetically and do many things with it. What techniques do you use?

I will attach an excel sheet for each module, which you can add to, reorder and use as you wish.

The next activity is a suggestion. What do you think?

Easy way to build a vocabulary list

Edit

This video gives good tips for transferring sentences you have translated using Google Translate (or similar) into Quizlet to create flash cards.





# Use padlets or other visual techniques

Padlets - Go to the padlet and click on the images to get to the websites - <https://padlet.com/ckwaites/webconcordancerstools>

**Vocabulary tools and resources**  
Style guides, dictionaries and web concordancer search tools

**Linguee.com** - to check word usage  
Web concordancer of translations with relevant examples. To use across languages. Examples are from government and other relevant sources.

**Web concordancer - Lextutor.ca** &nbsp;to check translations  
Canadian university site for checking use of words in relevant contexts.

**Web concordancer: British National Corpus**  
<http://www.natcorp.ox.ac.uk/>

**Web concordancer: Skell sketch engine**  
**Sketch Engine** is a state-of-the-art cloud tool for building, managing and exploring large text collections in dozens of languages. It is used all over the world by many individuals, as well as companies such as Cambridge University Press, Oxford University Press and Macmillan.

**Glosbe**  
We provide **free dictionaries** for almost every existing language and **translation memory** with 1 013 284 995 sentences included.

- Almost every live language.
- Huge dictionary database.
- Millions of examples.
- Unique phrases and expressions.

**Oz collocation dictionary**  
ozdic.com

**Grammaly**  
Free tool to help with grammar and vocabulary.

**DeepL**  
Translate your text

**Linguee**  
Linguee | Dictionary for German... English Dictionary and Translat...  
linguee.com

**Compleat Lexical Tutor**  
A complete website for learnin...  
lex tutor

**Oxford collocation dictionary**  
Oxford Collocation Dictionary  
Instant Grammar Checker  
Online Collocation Dictionary  
Free Online Oxford Collocation...  
freecollocation

**SKELL: corpus examples for le...**  
Discover the English language ...  
sketchengine

**Online dictionary**  
We provide free dictionaries fo...  
glosbe

**YouGlish**  
Find examples of words and expressions in YouTube. Use for pronunciation or observation of usage.

**Vocabulary.com**  
Modern way to learn vocabulary

**Synonyms**  
English  
Smart  
List of common synonyms gr...  
smart-words

**Just The Word**  
Hi folks! I'm really sorry about t...  
just-the-word

**Improve Your English Pronun...**  
When words sound different in...  
youghlish

**Find out how strong your voca...**  
Ditch the flash cards and stop ...  
vocabulary.com



# Activity: Quizzes

## Question 1

Not yet answered

Marked out of 1.00

Flag question

Edit question

Select whether this sentence is more formal (written style) or informal (oral style):  
*The department is receiving a great amount of emails in reaction to the statement.*

Select one:

- a. Informal
- b. Formal

## Question 2

Not yet answered

Marked out of 1.00

Flag question

Edit question

Match the tips with the corresponding [style guidelines](#)

Put the verb next to the subject – avoid long clauses between subject and verb.

Choose...

Use verbs instead of nouns – avoid long noun phrases.

Choose...



# Assignments

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These are designed to test the knowledge of the participants.

This ensures that they grasp the main concepts presented.

The assignments also require them to analyse and improve their own writing.



# Coaching - synchronous

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15-20 minutes via [whereby.com](https://whereby.com) (free private room).

Write down any questions to ask your tutor.

Identify three areas that you would like to work on in your writing.

Tell us three things you liked about the course.

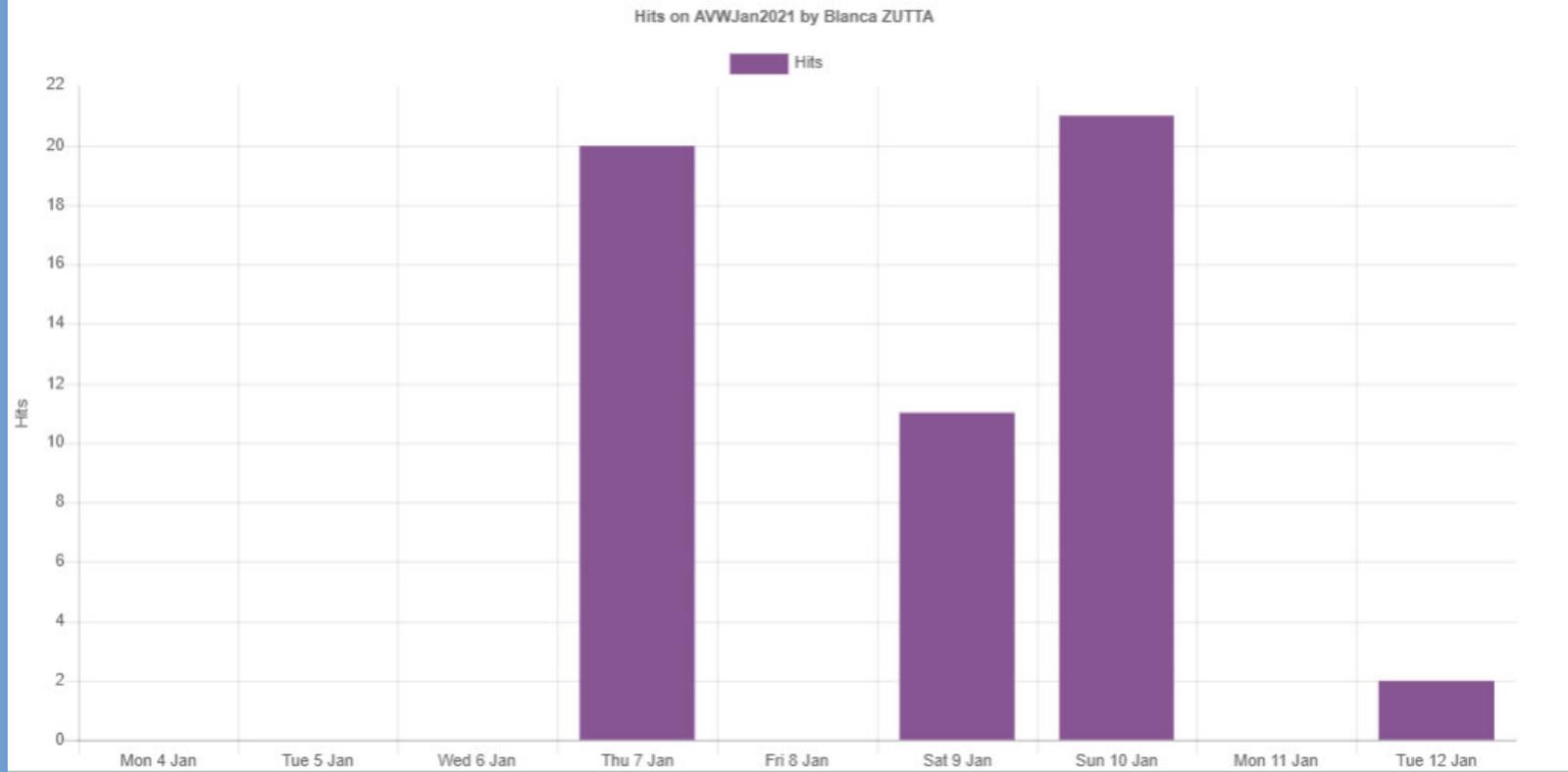
Tell us three things that were less useful for you.

How can we improve the course?



# Monitoring the students

Select log reader Standard log ▾





# Monitoring – catch them early

Thursday, 14 January 2021, 12:58 PM

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
							✓		✓	✓	✓	✓		
✓	✓													

Friday, 15 January 2021, 4:08 PM

												✓		✓	✓
✓			✓												

Monday, 11 January 2021, 9:50 AM

✓	✓	✓	✓	✓	✓	✓								✓	

Tuesday, 12 January 2021, 9:28 AM

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓
		✓	✓	✓	✓			✓	✓	✓				✓	
				✓											

Never




# Testing and evaluation

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How can we test their learning?

We should use a multipronged approach to this as we learn in different ways.

You have already decided the weightings.

- Progress tests (do they count or not?)
- Assignments
- Participation in Moodle
- Participation in Forums
- Participation in webinars / coaching sessions
- Other



# Teaching post pandemic times

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How will your teaching change?

Be clear about different models:

**Online vs virtual vs blended learning**

As a first step, consider the assessment part –  
give values to each component to ensure it is balanced.



Thank you – remember padlet with references

<https://padlet.com/ckwaites/onlinedesign>

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Gracias  
Merci  
شكراً

Thank You  
Спасибо  
谢谢

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