Designing the syllabus of an edtech training module

Johanna Szoke
Karoli Gaspar University of the
Reformed Church in Hungary

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Outline

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Including the flipped syllabus

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Context and needs analysis

03 **Designing the syllabus**
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Introduction

- **Background**:
    - The flipped classroom approach has been widely studied
    - It's gained more popularity in HE since COVID

    - ✅ motivation, engagement, learning outcomes (Campillo-Ferrer&Miralles-Martinez, 2021; Yough et al., 2019; Flores et al., 2016)
    - ❌ preparation, motivation, technical accessibility (Ghadiri et al. 2014, Olson 2014, Agung et al., 2020; Cevikbas&Kaiser, 2020)
- **Aim**:
    - To justify the need for using FC in the given context
    - And to provide guidelines for designing such an edtech module

01

Major syllabus types

Some major syllabus types

Narrow vs broad
Whether the methods are linked to the content to be taught.

Product vs process oriented
Whether the learning outcomes are intertwined with the methods.

Analytic vs synthetic
Teaching with the function in mind vs teaching parts of the language separately.

Outcomes centered
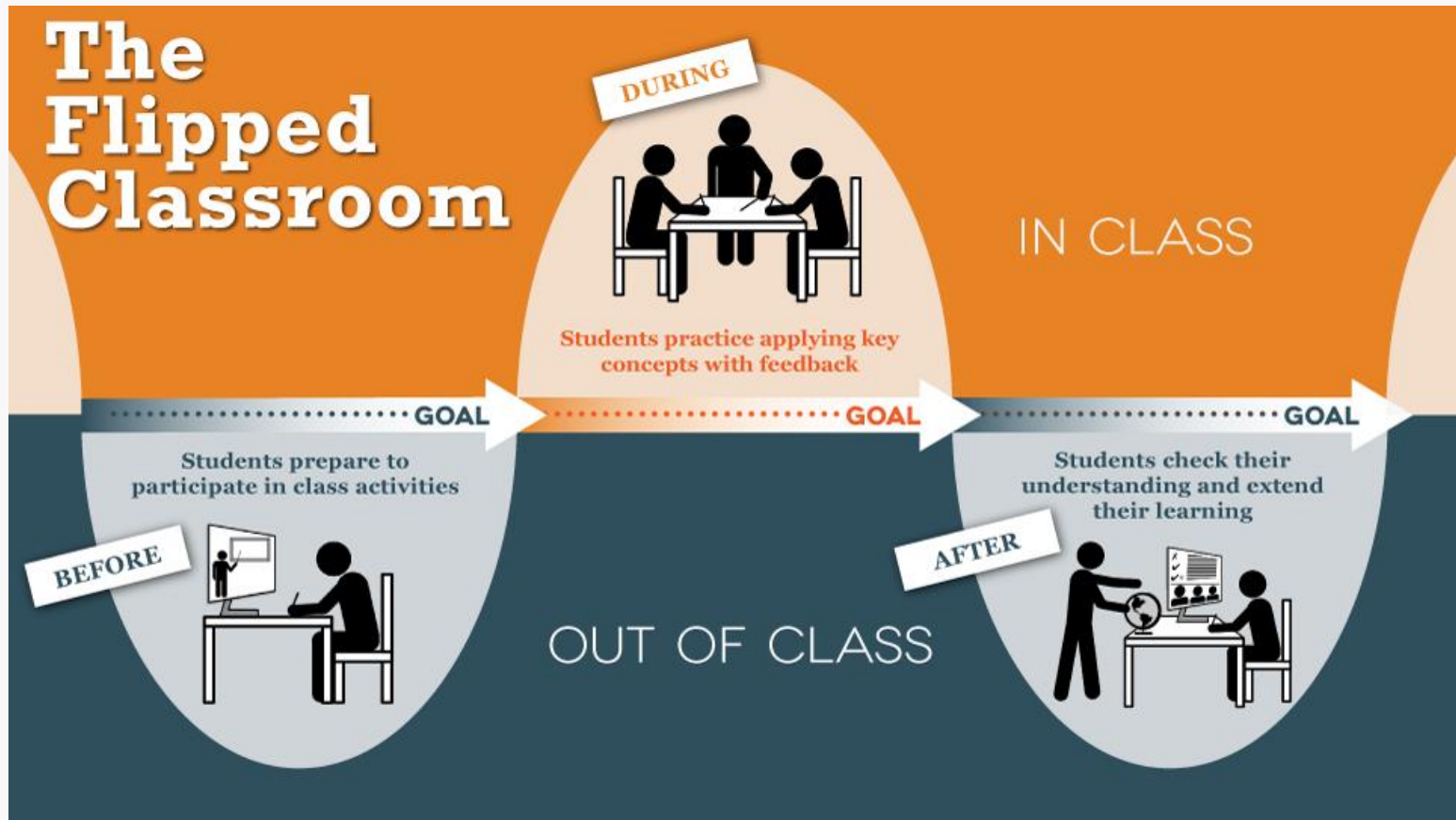Clear and actionable learning objectives with emphasis on active involvement.

Content driven
Dominated HE until the 1990s (Nilson, 2010). Lower-order thinking skills.

Flipped classroom
To maximise student-centeredness and active learning. It's now also a part of blended learning.

02

Preparing the syllabus

Context

- Course title: Using Technology in ELT (2022-23-2)

- Used to be 12, cut down to 6 occasions >> effective use of time
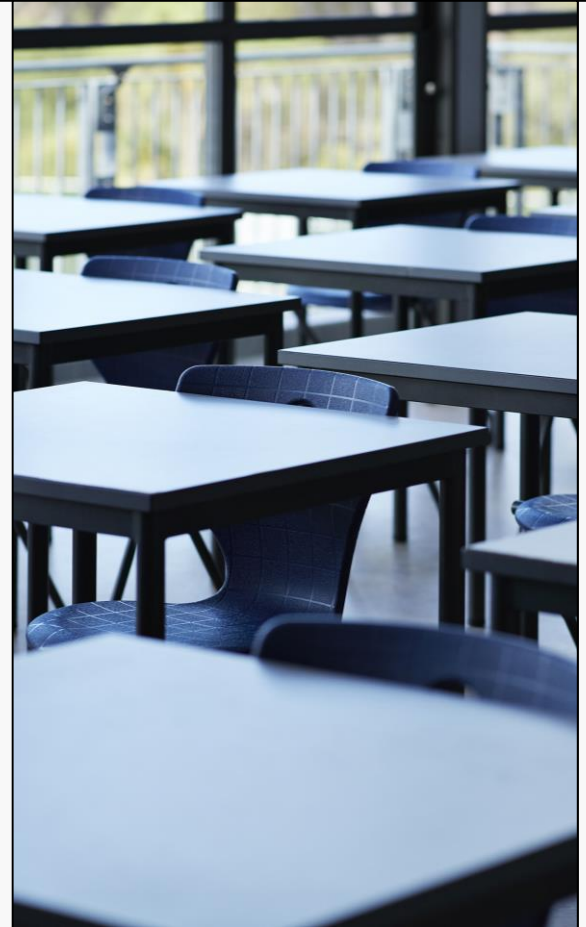
- 46 trainee teachers, pre- and in-service

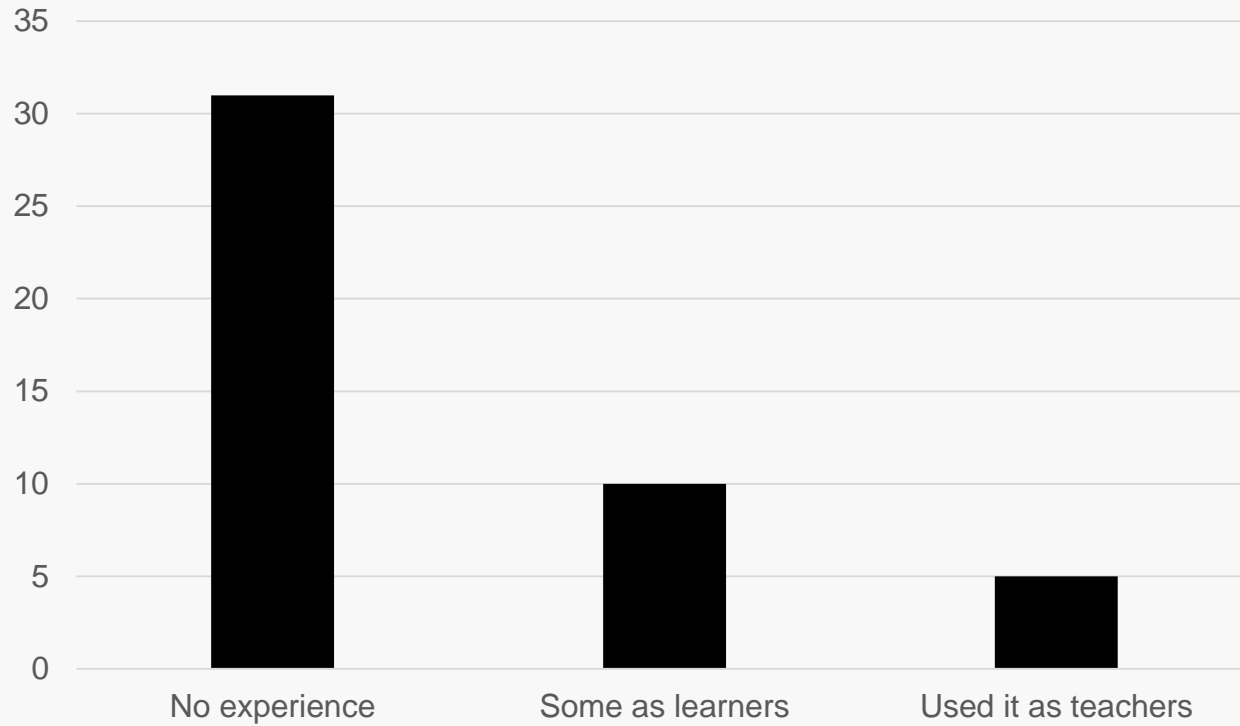- Experiential learning or learning by doing

Needs analysis

- Varied experience in teaching ELT (0.9 yrs on average, except for 6 "veterans" [avg= 20 yrs])
- Self-reported digital competence 3.8 (out of 5)
- All highly motivated to learn about ICT in ELT
- We asked about their experience with FC prior

Experience with the flipped method

03
Designing the syllabus

Design features of the flipped material

- Nearpod for material design, delivery, and analysis
  - Interactive videos (avg length=5:30 mins) as mentioned in most guides (Bergman & Sams, 2023)
    - comprehension checking multiple choice questions
    - open-ended questions to guide and scaffold the collaborative synchronous sessions
  - Short quizzes, matching activities, gap-fills, and memory games to check understanding
  - Polls and collaborative boards to promote asynchronous collaboration
- Overall time for completion maximum 15-20 minutes

Open ended questions to prepare

Comprehension checking – matching task

These are some major elements we should teach when we're teaching writing. Match the terms and the definitions!

structures used appropriately	(cohesion)	gives unity and follows an accepted form	skills
spelling, punctuation, layout	grammatical skills	connecting ideas, using linguistic devices to join sentences together	organisational skills (coherence)
graphical skills	a range of structures used accurately		

Instructions

Interactive video

Learning analytics

Multiple Choice Question #4

What was their technique to teach adverbs with?

80% Correct ︿

Answer Distribution

ANSWER	% CHOSEN
A. line	18%
B. cline	73%
C. slide	0%
D. slime	0%
— No answer	9%
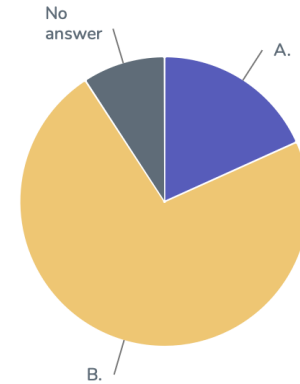
Learning analytics

Open-Ended Question #2

Over to you and to online teaching! What are the biggest differences between online and face-to-face teaching when introducing new vocabulary? (If there are any!)

LAST NAME ▼ ▼	ANSWER
■■■■■	face-to-face teaching can be a lot more effective in my opinion as the gestures and the tone of the teacher is much more prominent. online teaching needs to have less interaction because the visibility, audibility is limited.
■■■■■	it is more complicated to elicit, mime and use real objects Ss are usually less active
■■■■■	— *No answer*
■■■■■	It's harder to elicit words online because you don't stand next to students and sometimes the poor internet connection makes it even harder to understand if they said the correct word or understood what you said.
■■■■■	It is harder to teach vocab online, because it is more challenging to involve students to guess the meaning for example

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Blending the asynchro with the synchro

1 **Pre-, post-lesson activities**
Should create a sense of continuity
(Abeysekera & Dawson, 2015)

2 **Learning analytics**
Responses to the closed Qs
highlighted areas to revisit; open-
ended Qs were specifically chosen
to facilitate classroom discussions

3 **Further activation**
The class-initial discussions paved
the way to demo stages and
further activation

4 **Expansion**
Frequent group work, guided
feedback sessions, and problem-
solving activities

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Blending the asynchro with the synchro

FLIPPED	SYNCHRONOUS
	#1 – Needs, beliefs, expectations
#2a – Flipped teaching and learning	#2b – Autonomous learning and FC
#3a – Introducing new vocabulary	#3b - Teaching vocabulary and reading with technology
#4a – ChatGPT for teachers	#4b – AI in ELT
#5a – Teaching writing online	#5b - Teaching grammar and writing with technology
#6a – Teaching listening	#6b - Teaching speaking and listening with technology, course evaluation, feedback

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Assessment

- Simple form of gamification – point system (Huang et al. (2019, in Alsadoon et al., 2022) with optional and compulsory tasks to motivate sts
- The flipped videos made up 20% of the final grade, and were a required element
- Another required task was the creation of a flipped video and lesson plan to complete the experiential learning loop
- Further optional practical tasks related to the course content to cement acquired knowledge and skills
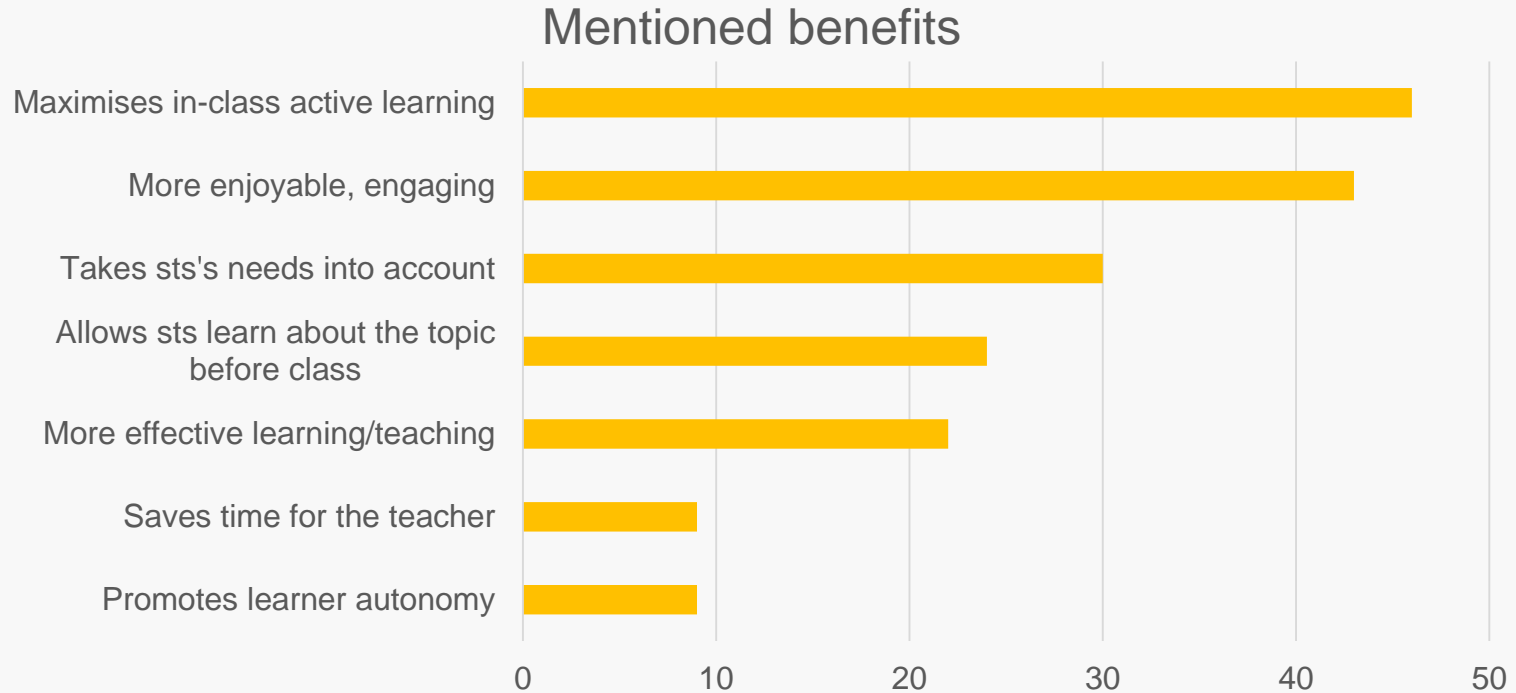
04

Student feedback

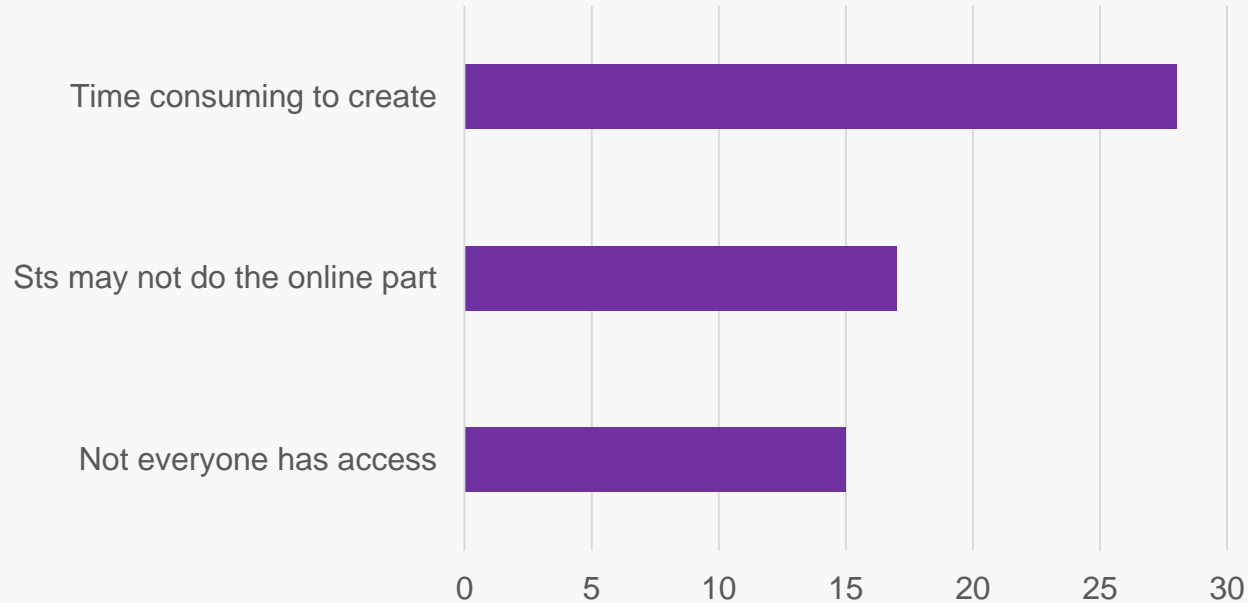Data collection method: end-of-course written interview

Student views on the flipped approach

Mentioned benefits

Benefit	Value
Maximises in-class active learning	46
More enjoyable, engaging	43
Takes sts's needs into account	30
Allows sts learn about the topic before class	24
More effective learning/teaching	22
Saves time for the teacher	9
Promotes learner autonomy	9

Student views on the flipped approach

Mentioned drawbacks

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Thank you for your attention

szoke.johanna@kre.hu

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