Where are my students?

Writing ESOL materials for the online environment

Chris Wyborn

Team Leader: The Curriculum Factory

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Where are my students?

- Background
- 7 issues in online content design
  - Implications and solutions
- A day in the life
- Conclusion
Background: The Curriculum Factory

• “Working in collaboration with commercial web development teams, the Curriculum Factory designs, produces and delivers complete online and blended learning ESOL packages, including: curriculum documents, interactive online content, face to face classroom materials and teacher training components.”
## The team

<table>
<thead>
<tr>
<th>Jorinde Alderton</th>
<th>Helen Otto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Brown</td>
<td>Joanne Patterson</td>
</tr>
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<td>Cameron Darcy</td>
<td>Debbie Robinson</td>
</tr>
<tr>
<td>Richard Lawrence</td>
<td>Peter Sampson</td>
</tr>
<tr>
<td>Helen Oliver</td>
<td>Angela Stephens</td>
</tr>
</tbody>
</table>
Collaborative Partners:

- Wintec
  - School of English Language
  - Other departments
- Intuto, Ltd
- Vital English (VE101, Ltd)
- Professor Rod Ellis, Auckland
- Professor Zhang Lianzhong, Beijing
Features of a Blended Learning approach:

- Online and Classroom materials
- Teacher Handbook
- Syllabus Outline
- Classroom Resources
- Teacher Training
- Academic Support
In this lesson on Cooking you are going to practise the following IELTS task types:

- Sentence Completion
- Multi-choice
- Matching
- Choosing from Headings
- Identification of Writer’s Views
- Identification of Facts

In this lesson you are going to focus on the following words:

raw distinctive ingredients artificial obese prepare

You should allow at least 30 minutes of preparation time before beginning these exercises.

- Use your dictionary to look up the meanings of each of these words.
Letters of the alphabet - writing

Click on each image to see how the letters are formed.

- a
- b
- c
- d
- e
- f
- g
- h
- i
- j
- k
- l
- m
- n
- o
- p
- q
- r
- s
- t
- u
- v
- w
- x
- y
- z

- draw
- pause
- listen
Before You Read: Vocabulary - Verbs

Click to select the verbs from the drop down menu to match the definitions. Use a dictionary if necessary.

1. To divide up and give specific tasks to different people is to _______ the tasks.

2. To study something and think about it very carefully in detail so you can fully understand it means _______ it.

3. To be able to work out what something is and name it is _______ it.

4. To agree that you will definitely act to make sure that something happens is to _______ to it.

5. To organize something to happen at a definite time and place is _______ it.
Vocabulary 2

Click the picture and listen. Drag the word to match the picture.

- grandfather
- mother
- grandmother
- me
- father

Check Answers  Reset
Future Vital English Products

• Business Language Testing Service (BULATS) Test Preparation
• English for Specific Purposes (Sport, Nursing …)
• General English: Advanced
• General English: Upper-Intermediate
• General English: Intermediate
• General English: Pre-Intermediate
Issues in online content design (1)

Where are my students?
Issues in online content design (2)

Who is the teacher?
**Issues in online content design (3)**

**What’s a storyboard?**

### Step up
**Exercises 2-6 – Media Bar: Speaking / Notepad**

#### Introduce yourself to Lisa

(*) as per China Starter instructions, with mention of the notepad.

**NOTE ON LOADING.** For version 1 please load as per China Starter Speaking section, with an image on left of each screen, and the word “Hint” beside it, with rollover texts as below. Note also that Step Up / Exercise 1 does not have a speaking media bar. Is this possible???

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Image(s)</th>
<th>Hint (Rollover)</th>
<th>Question Script (Show/Hide)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Image of Lisa, a 14 year old girl, of any nationality. In the same style as Task 1 and Task 2, with Lisa’s name underneath.</td>
<td>Hi …name’s…</td>
<td>Say your name.</td>
</tr>
<tr>
<td>3.</td>
<td>Image of Lisa, and 2 or 3 images of sports and pets as below.</td>
<td>I like…</td>
<td>What do you like?</td>
</tr>
</tbody>
</table>
Issues in online content design (4)

But what about ...

... speaking?

... writing?

... pairwork?

... discussions?

... and all those other things I do in class?
Issues in online content design (5)

Why can’t I have flash animation?
Issues in online content design (6)

You want this when?
Issues in online content design (7)
What happened?
A day in the life of the Curriculum Factory

- Writing proposals / clarifying briefs
- Background research / project planning
- Course design: Superstructure
- Course design: Unit templates
- Course design: Writing / Designing SBs
- Proofreading / Editing
- Recording
- Liaising
- Quality Assurance
- Trialling / Academic Support
- … and anything else …
Conclusion
For more information...

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