

---

GUIDE TO GOOD  
PRACTICE IN ONLINE  
ELICOS DELIVERY

# ENGLISH AUSTRALIA



# Contents

<b><u>Introduction</u></b>	7
<b><u>Summary of Online Delivery Good Practice Principles</u></b>	10
<b><u>Good practice in Online Lesson and Course Delivery</u></b>	12
<u>Case study: A focus on Hybrid Delivery</u>	30
<u>Case study: A focus on Orientation</u>	32
<u>Affordances of Online Lesson and Course Delivery</u>	33
<b><u>Good practice in Assessment and Feedback</u></b>	36
<u>Case study: A focus on Academic Integrity</u>	48
<u>Case study: A focus on Integrated Assessment</u>	49
<u>Affordances of Technology in Assessment and Feedback</u>	51
<b><u>Good practice in Student Support</u></b>	53
<u>Case study: A focus on Access and Inclusion</u>	69
<u>Case study: A focus on Student Mental Health and Wellbeing</u>	70
<u>Affordances of Technology in Student Support</u>	71
<b><u>Good practice in Teacher Support</u></b>	73
<u>Case study: A focus on Teacher Support</u>	85
<u>Case study: A focus on the 'Teacher Toolbox' Initiative</u>	89
<u>Affordances of Technology in Teacher Support</u>	90
<b><u>Appendix1: Responses to Online ELICOS Delivery Survey</u></b>	92
<b><u>Appendix2: The Universal Design for Learning Guidelines</u></b>	97
<b><u>References</u></b>	98
<b><u>Technology List</u></b>	101
<b><u>Glossary of Terms</u></b>	102
<b><u>Resources</u></b>	104

The Guide to Good Practice in Online ELICOS Delivery was supported by the Australian Department of Education, Skills and Employment



**Australian Government**  

---

**Department of Education,  
Skills and Employment**

You can read more about DESE's work in International Education at this link: <https://www.dese.gov.au/international-education>

## Acknowledgements

Peter Bloor, Digital Learning Manager at the School of English & University Pathways at RMIT University, Vietnam	Sandra Caon-Parsons, Education Advisor at the University of Adelaide English Language Centre
Kaylee Downing, Language Instructor at Griffith English Language Institute (GELI)	Simon Dry, Academic Manager, Foundation Studies Program & ELICOS at The University of Adelaide College
Paul Forster, Academic Manager for Bridging English at UQ College	Sarah Han, Language Facilitator at UNSW Global
Patrick Hayeck, Director of Studies, Scots English College	Linda Karlsson, Head of English Language and Foundation Programs at Aspire Institute
Kelly Mannix, Digital Learning Manager at International House	Duncan Perrin, Manager, Education Strategy, Learning and Teaching at Monash College
Alejandra Vazquez, Senior Teacher, Assessment and Curriculum at Macquarie University College	Kate-Lynn Vaughan, ELICOS Coordinator at UWA Centre for English Language Teaching

### Chief Content Writer

English Australia would like to thank the chief content writer of this Guide, Henno Kotze.

### Steering Committee Members

English Australia thanks the members of the steering committee for this Guide. The steering committee was comprised of professionals from English Australia member colleges who have expertise in different areas of online delivery. Committee members assisted in mapping out Guide content and giving feedback on Guide drafts.

### Case Study Providers

English Australia thanks those staff in its member colleges who provided case studies for this Guide: Cara Dinneen - Macquarie University College, Kaylee Downing - Griffith English Language Institute, Catriona Duncan - Monash College, Patrick Hayeck - Scots English College, Henno Kotze - UQ College, Fernanda Megda - International House Sydney, Pankaj Pathak and Brian Walsh - Phoenix Academy, and Jason West - UTS College. We also thank Paula Dimmell from The University of Adelaide for the tips for teaching hybrid she provided.

### ELICOS Institutions

English Australia thanks the 83 ELICOS colleges who completed the Online ELICOS Delivery Survey that was used to inform much of the information included in this Guide.

### English Australia Staff

Guide project manager: Sophie O'Keefe, Professional Development Manager & Guide copy-editor: Kerry Corben, Communications Coordinator.

### Industry Partners

English Australia thanks ASQA and TEQSA, who reviewed the Guide and provided their comments.

## Foreword

The ELICOS sector has been significantly impacted by the Covid-19 pandemic and its subsequent international border closures. There instantly became an urgent need for online ELICOS delivery, as the face-to-face classroom was in many cases no longer an option. We witnessed ten years of innovation in ten days but were also presented with many challenges for institutions, teachers, and students, particularly as many had little or no experience in teaching or learning online.

The ELICOS sector rapidly innovated and responded to the challenges and the past two years have fostered processes of review, evaluations, and continuous improvement.

This Good Practice Guide looks at these challenges and provides practical solutions and case studies of how colleges successfully addressed shifting to online delivery.

Maintaining a sense of community and belonging whilst operating virtually for both students and teachers was equally as important as the technical advances. It was also imperative to actively support wellbeing in new the online environments.

This Guide offers practical advice on how to provide sufficient technical training and support for the relevant tools that improve online learning capabilities and efficiencies.

With every Good Practice Guide that we release, there are innumerable people who make it possible. I would like to thank: our Chief Content Writer, Henno Kotze, the Guide's Steering Committee, the colleges who provided case studies, our English Australia members who participated in our survey, and the Department of Education Skills, and Employment. Without their support, this Guide would not have been possible.

Our Guide to Good Practice in Online ELICOS Delivery demonstrates the extent to which ELICOS has innovated and transformed course delivery, and supports the sector moving forward. Moreover, Australian institutions' unwavering support of the mental health and wellbeing of our international students and their teachers during this difficult time of physical separation should be highly commended.

### **Brett Blacker**

CEO English Australia





# Introduction

# Introduction

## Aim of the Guide

---

English Australia has a long history in developing ELICOS Good Practice Guides, which strive to collate and share good practice from institutions across the sector, showcase institutional case studies, and raise industry standards.

This Guide to Good Practice in Online ELICOS Delivery has been developed to capture the vast innovation that has occurred in English language (ELICOS) teaching since the start of the Covid-19 pandemic, when ELICOS institutions moved to online delivery of their courses. We hope that the good practice principles outlined in this Guide can inform online and hybrid ELICOS course design, delivery and assessment as well as the support and training of students and teachers who are involved in online courses. We also hope that the institutional case studies and examples presented in the Guide serve as inspiration to your institution and spark ideas for improvements to your current delivery.

## ELICOS and Online Delivery

---

Before the Covid-19 pandemic, Australian ELICOS institutions delivered their courses aligned to the [ELICOS Standards](#) (2018), which mandate that courses 'meet the minimum requirement of 20 hours face-to-face scheduled contact hours per week.' Whilst many institutions already used a blended learning course model where some aspects of their courses were delivered asynchronously, all CRICOS registered courses required students to be in the classroom for 20 hours a week as per the Standards.

However, when Covid-19 hit, and Australian national borders closed in March of 2020 (they remained shut until December 2021), most ELICOS institutions moved to online delivery. The sector regulators, the Australian

Skills Quality Authority (ASQA) and the Tertiary Education Quality and Standards Agency (TEQSA), provided flexibility in regulatory requirements to allow institutions to teach their courses online to students located either in Australia or offshore whilst still adhering to course requirements and learning outcomes. At the time of writing this Guide, regulatory flexibility was still in place and ASQA and TEQSA have committed to applying regulatory flexibility until conditions are appropriate for all the Standards to again be applied, with this approach to be reviewed in mid-2022.

## How this Guide was Developed

---

This Guide was developed using a number of approaches including:

### **1) Sector wide survey on online and hybrid ELICOS delivery:**

English Australia administered a comprehensive survey focused on online and hybrid delivery to ELICOS centres around Australia in November of 2021 (referred to as the Online ELICOS Delivery Survey). 83 responses to the survey were received.

The primary research including the survey responses were used to inform the good practice principles articulated in this Guide with survey data and quotes included throughout. Short institutional examples from the survey illustrating the various good practice principles have also been highlighted in the Guide as 'Principle Snapshots.' Finally, a summary of the survey results is provided in the Guide Appendix.

## **2) Steering committee of ELICOS professionals**

A steering committee made up of 12 staff members working in English Australia member colleges and chaired by the English Australia Professional Development Manager was formed. Committee members mapped out content for the main chapters of the Guide and gave comprehensive feedback on drafts of the chapters.

## **3) Educational Technology expert**

A content writer, Henno Kotze, was engaged to draft the main chapters of the Guide based on his considerable experience in online ELICOS and educational technology. Henno is also the Convenor of the English Australia Ed-Tech SIG.

## **4) Case studies from ELICOS institutions**

Eight ELICOS institutions wrote case studies that have been included in the Guide and that show practical examples of the good practice principles in action. The case studies were provided by: Griffith English Language Institute (GELI), International House Sydney, Macquarie University College, Monash College, Phoenix Academy, Scots English College, UQ College and UTS College.

## **5) Funding from the Department of Education, Skills and Employment**

The Australian Department of Education, Skills and Employment generously offered their financial support for the creation of this Guide to further support the ELICOS sector.

Finally, if you have any comments or feedback about this Guide, please contact English Australia at [easec@englishaustralia.com.au](mailto:easec@englishaustralia.com.au). We hope that you find the Guide to be useful and that it can inform your centre's good practice in online ELICOS delivery.



# A Summary of Online Delivery Principles

# A Summary of Online Delivery Principles



## Online Lessons and Courses

- **OLC Principle 1:** Plan and deliver lessons and courses with clear guidelines and expectations
- **OLC Principle 2:** Plan and deliver content and lessons that support collaboration and interaction (communicative competence)
- **OLC Principle 3:** Plan and deliver content and lessons that are motivating and engaging
- **OLC Principle 4:** Plan and deliver lessons and courses that offer opportunities for practice
- **OLC Principle 5:** Plan and deliver lessons that take into consideration individual learner differences (age, level, background)



## Assessment and Feedback

### Assessment

- **AF Principle 1:** Improve student awareness of academic integrity
- **AF Principle 2:** Use tools and strategies to assist with the detection of academic misconduct
- **AF Principle 3:** Design reliable assessments that prevent or reduce academic misconduct
- **AF Principle 4:** Provide students and staff with the necessary technical support and training in online assessment

### Feedback

- **AF Principle 5:** Provide students with meaningful and timely feedback



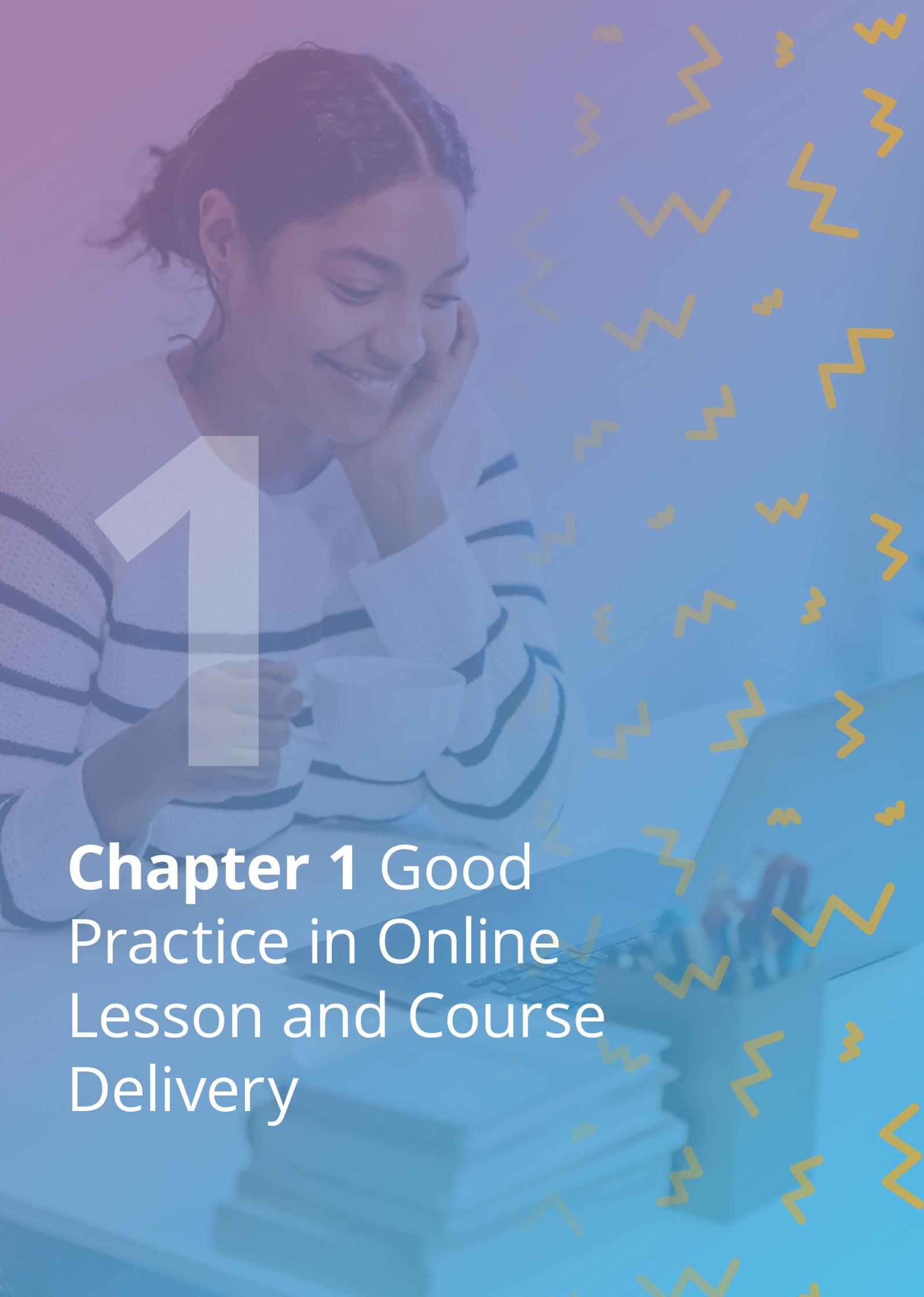
## Student Support

- **SS Principle 1:** Support students by creating opportunities to connect with other students, staff and the wider community
- **SS Principle 2:** Support students with the necessary technical and digital skills to participate in class.
- **SS Principle 3:** Support students with specific accessibility needs or specific learning support requirements
- **SS Principle 4:** Support students remotely with their mental health and wellbeing
- **SS Principle 5:** Support students by having clear policies and procedures for identifying and supporting students at academic risk



## Teacher Support

- **TS Principle 1:** Support teachers with a comprehensive online onboarding process
- **TS Principle 2:** Support teachers with clear expectations and guidelines for teaching online
- **TS Principle 3:** Support teachers with fit-for-purpose online teaching technology & with centrally stored and easily accessible resources & training
- **TS Principle 4:** Support teachers with maintaining a sense of wellbeing and community.
- **TS Principle 5:** Support teachers with continuing professional development opportunities in online delivery



1

# Chapter 1 Good Practice in Online Lesson and Course Delivery

# Chapter 1: Good Practice in Online Lesson and Course Delivery

## Online Lesson and Course (OLC) Delivery Principles Summary

---

OLC PRINCIPLE

**01**

Plan and deliver lessons and courses with clear guidelines and expectations

OLC PRINCIPLE

**02**

Plan and deliver content and lessons that support collaboration and interaction (communicative competence)

OLC PRINCIPLE

**03**

Plan and deliver content and lessons that are motivating and engaging

OLC PRINCIPLE

**04**

Plan and deliver lessons and courses that offer opportunities for practice

OLC PRINCIPLE

**05**

Plan and deliver lessons that take into consideration individual learner differences (age, level, background)

## Background

---

As the ELICOS sector rapidly shifted to online modes of delivery in March 2020, the term emergency remote teaching<sup>1</sup> (ERT) first came to the fore. The term is used to differentiate the quick transition to online offerings as a response to the COVID-19 pandemic, from a more carefully planned and sustainable approach to online education.

As time went on, and more resources were allocated to designing, planning, and delivering online lessons and courses, the focus shifted to implementing a more considered, evidence-based approach based on good practice principles.

Online education can be defined in different ways. In the context of this Guide, we will use a definition focussed specifically on language teaching and learning: the appropriate capabilities and knowledge of the pedagogy and technologies to teach language online<sup>2</sup> in both synchronous and asynchronous modes (for full definitions of terms such as 'synchronous' and 'asynchronous', please see the **Glossary of Terms** at the end of the Guide). We also avoid the similar terms of 'eLearning' and 'distance learning' which can be unnecessarily confusing.

This progression towards more sustainable practice is evident in many of the responses to the English Australia Online ELICOS Delivery Survey. When asked how institutions have adapted their courses since moving online, some of the responses were:

---

**“We are going to increase asynchronous learning by a small degree, not as an emergency measure but as a means for more authentic formative assessment opportunities.” - Survey Response**

---

<sup>1</sup> For a further discussion on the differences between ERT and sustainable online education, please see this article from [EDUCAUSE](#).  
<sup>2</sup> Victoria Russell and Kathryn Murphy-Judy, *Teaching Language Online* (Taylor & Francis, 2020), 2.

---

**“No more coursebook for our General English students...we are using student needs, wants, and interests to design lesson materials and outcomes.” - Survey Response**

**“[We now have] a curriculum that is optimised for digital delivery.” - Survey Response**

---

Experiences and learnings from ELICOS institutions such as these have helped inform the principles presented in this chapter. While many of these principles may overlap to a certain extent with what constitutes good practice in the traditional face-to-face ELICOS classroom, there are key considerations and challenges which are unique to online language education.

## **OLC Principle 1: Plan and deliver lessons and courses with clear guidelines and expectations**

---

A key to designing and delivering a principled and effective online learning course is to build a coherent, consistent, and rigorous course structure. This allows students to become familiar with how the course and its subsequent lessons are organised, and also what to expect throughout. While this is also important in physical face-to-face courses, the number of tools, platforms, and different assessment processes make clear guidelines and expectations a key aspect of successful online delivery.

### **The Challenge**

When many ELICOS institutions pivoted online during the period of ERT, time was a valuable commodity and not always adequately allocated to designing and delivering clear guidelines and expectations from the outset. Designing online lessons and courses with a rigorous course structure based on good practice principles also takes time and experience in this field. Moreover, with little or no experience in online

delivery, most ELICOS providers did not know which issues would arise in this new context (e.g. students not turning on their cameras or interacting, the types of technical issues they would face, time zone issues), and thus could not plan for these adequately. For a full list of responses about the challenges institutions faced in delivering online lessons, refer to the Appendix of this Guide, where there is a summary of responses to the English Australia Online ELICOS Delivery Survey.

## The Principle in Practice

In their writing, Don<sup>3</sup> as well as Boettcher and Conrad<sup>4</sup> identify developing and delivering a set of explicit expectations for students as being of primary importance in effective eLearning design and, more specifically, online language courses. Principles related to these can be divided into two main groups; before and outside synchronous classes, and in the online class.

## Outside the Class

### Offer a 'Getting Started' module

One way to deliver and reinforce these expectations is through a 'Getting Started' module. Russell and Murphy-Judy<sup>5</sup> stress that many online language learners may be new to this learning context and may not have strategies for online learning success, nor know exactly what is expected of them. A clear and easy-to-navigate 'Getting Started' module with guidelines, screenshots of class activities, videos and images of sample lessons and classes, and examples of successful online learning can help prime them for the experience. The module should also preferably be built on the platform which the learners will use in the course, to give them a no-stakes taste of what to expect (and what is expected) in terms of content delivery. This module should provide clear links and

information to all necessary course information, including online etiquette, technical requirements (hardware and software specifications), assessment and academic integrity, key contacts, institutional policies, and procedures. More on supporting students with general orientation needs can be found in Chapter 3: Student Support.

### Have a strong course organisation

Providing learners with a course design map<sup>6</sup> can orient them towards a successful learning experience. This can be done either through robust instructional and user-interface design<sup>7</sup> on the course platform (LMS) or other means, such as a face-to-face or recorded orientation. Students need to know what they will learn, when they will learn it, how they will be assessed, as well as what is needed to pass the course.

### Establish teaching presence

Strong and principled course organisation will also ensure teaching presence. Teaching presence is built through careful and robust material and task design. It includes putting learning support mechanisms in place<sup>8</sup>, thus humanising the learning experience and letting learners feel like they are part of a learning community. There are several ways to enhance and build teaching presence in online delivery, such as:

- a "welcome message" delivered via video or email from the Director of Studies, Academic Manager, or class teacher
- a "start here" document that will inform students of next steps
- providing a clear course calendar that includes important dates
- easy access to help documents and guidelines
- alumni or students who have previously studied a course talking about study success or class expectations

<sup>3</sup> Margaret R Don, 'An investigation of the fundamental characteristics in quality online Spanish instruction,' CALICO Journal 22, no 2 (2005): 285–306.

<sup>4</sup> Judith V Boettcher and Rita-Marie Conrad, The online teaching survival guide (2nd): Simple and practical pedagogical tips (San Francisco: Jossey-Bass, 2015).

<sup>5</sup> Russell and Murphy-Judy, Teaching Language Online, 224

<sup>6</sup> [This article](#) from Wiley explains the ins and outs of Course Mapping.

<sup>7</sup> Read more about the importance of user-interface design in [this article](#).

<sup>8</sup> Russell and Murphy-Judy, Teaching Language Online, 47

---

“Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required.<sup>9</sup>”

---

## In the Online Class

### Lead by example

An important element in establishing a firm teaching presence is to lead by example as the teacher. Whenever possible, model desirable behaviour such as correct online etiquette, hold yourself accountable to the same rules expected of students and explicitly discuss student and teacher expectations. Students must be clear about how you will communicate with them and how they can communicate with you. Reply to student queries, discussion posts, and other communications in a timely fashion, and in a way that you would like other students to replicate. Personalise communication with students by using their names and explicitly call out positive behaviour and actions.

### Implement the Three R's

In the classroom, Cowley's "3 Rs" of Rules, Roles, and Routines<sup>10</sup> can help establish a classroom community, improve group dynamics, and lead to a positive classroom environment.

- Rules: Collaboratively develop a set of classroom rules and norms to ensure student "buy-in". Explicitly discuss the importance of each rule in the context of successful online learning, and make sure the final set is visible and easily accessible, e.g. on a class Padlet wall.
- Roles: Having learners choose certain roles can help learners feel included and foster a

sense of accountability in class. These roles can include anything from class fact-checker and activity coordinator, to energiser and timekeeper.

- Routines: Repeated actions, such as a daily five-minute warm-up/warm-down activity, can foster a class culture and model desirable behaviour. It can help alleviate certain affective factors such as student anxiety, as the routine becomes expected and ritualised.

### Connect content with outcomes

Whether at the beginning of each lesson or on the course pathway or map, always make sure to connect the content thoroughly and clearly to the core concepts and learning outcomes of the course. This will ensure students not only know the 'what' of the content but also the 'why'. Students also need to know how much time they should be allocating to independent study and asynchronous coursework, on an LMS for instance, each week.

### Principle Snapshots

**College A** makes best practice guides available to students, which cover a range of topics such as maximising engagement online. These are made available via the student support centre.

**College B** has small orientations to ensure students can meet and greet their teachers personally. This also gives the teachers an opportunity to start setting course expectations with new students.

**College C** removed Week 1 of their curriculum to focus on setting expectations, establishing teaching presence, and building community.

---

9 Terry Anderson et al, 'Assessing Teaching Presence in a Computer Conferencing Context,' *Journal of Asynchronous Learning Networks* 5, no. 2 (2001): 1-17.

10 Sarah Mercer, S and Zoltan Dörnyei, *Engaging Language Learners in Contemporary Classroom* (Cambridge, UK: CUP): 92.

## OLC Principle 2: Plan and deliver content and lessons that support collaboration and interaction

---

Following a communicative language teaching (CLT) approach, means supporting communication in the target language in a meaningful way to aid the learner's progress in communicative competence.<sup>11</sup> The main purpose of a CLT-driven lesson is therefore authentic communication achieved through interaction<sup>12</sup>, and this focus is no different in the online context. In fact, with fatigue that comes with extended periods 'live online', maximising opportunities for communication and practice in the target language becomes even more essential.

### The Challenge

Nevertheless, two of the initial challenges that ELICOS teachers faced during the transition to ERT was finding ways to make their lessons more communicative, collaborative, and creating opportunities for different interaction patterns.

Responses from the English Australia Member Survey on Online ELICOS Delivery echo this sentiment.

When asked: "What challenges has your institution experienced in delivering online lessons?"

- almost 65% noted that "students not talking to each other in breakout rooms" was an issue
- over 55% stated "facilitating communication and interaction among students" to be a challenge

When asked: "Which language skill have teachers at your college found most challenging to teach online?", speaking was rated as the most difficult macro-skill to teach online by over 50% of the respondents, and the second hardest by a further 24%.

An obvious reason for issues related to communication and teaching speaking online is related to the online context versus physical face-to-face (proximity) learning. Communication in online delivery can be impeded by a number of factors, including:

- audio-visual latency and lag due to poor internet connectivity
- less expressive body language
- the perception that the online classroom is more impersonal<sup>13</sup>
- the ability of less active students 'to hide' by turning their cameras off, etc

The Online ELICOS Survey also noted several other key challenges related to communication and engagement in online classes, including:

- in breakout rooms, students using their own language, not talking, or getting paired with a 'ghost' student who isn't really there
- general lower energy and motivation due to zoom fatigue
- a lack of active monitoring by the teacher in breakout rooms, when students are 'out of sight'

There are also other factors which influence how communicative a course or specific lesson will be online, for example, the belief by many teachers that activities tend to take more time to complete online than in the face-to-face classroom.

---

"There is a constant tension between keeping lessons interactive, and the opportunity cost of the time that this interactivity swallows up." - Survey Response

---

11 Russell and Murphy-Judy, Teaching Language Online, 140  
12 Russell and Murphy-Judy, Teaching Language Online, 224

13 Mohammad Alawamleh, Lana Mohannad Al-Twait and Gharam Raafat Al-Saht, ' The effect of online learning on communication between instructors and students during Covid-19 pandemic,' Asian Education and Development Studies (2020): 1.

## The Principle in Practice

A lack of communication can affect the class atmosphere and impact negatively on student learning. Thus, a good principle in online delivery is planning and delivering content and lessons that support collaboration and interaction. There are several ways that this principle can be effectively implemented.

### Consistency throughout

Make sure engagement activities are included in each lesson and not just at the beginning of the course (i.e. ice-breaker, get-to-know-you activities, fun “brain breaks”, etc).

### Plan with personalisation in mind

Design tasks and activities requiring students to introduce themselves and talk about their hobbies, interests and background. Provide opportunities for other students to respond and ask questions. Relating content to the learners’ own lives and contexts has been shown to be a strong motivator for engagement.<sup>14</sup>

### Prioritise group and pair work

Place more emphasis on group work, or pair work, with clear objectives or outcomes. Prioritise these collaborative activities over ones that require students to work individually.

### Utilise breakout rooms

The majority of video conferencing platforms tend to have breakout room (BOR) functionality available. The skilful management of BORs can maximise opportunities for varied interaction patterns, including pair work or small groups. For example, assigning different roles in BORs can be helpful. For small group discussions, appoint a different student to be leader, screensharer, note-taker, or timekeeper for each discussion, and another student to report back with a summary to the rest of the class. Using tools

<sup>14</sup> Edward L Deci and Richard Ryan, ‘Self-determination theory’, accessed February 20, 2022, <http://selfdeterminationtheory.org/theory/>

that foster independent discussion like [Wordwall](#) can generate discussion and put students in charge of their own learning.

---

“I love teaching online and feel it encourages better communication between students and for teachers to students too.” - Survey Response

---

### Use collaborative quizzes

There are various platforms which allow students to work together online to answer quiz questions. These types of quizzes allow students to communicate and collaborate to solve problems and answer questions. The platforms include [Quizlet Live](#), [GimKit](#), and [Kahoot!](#)

In Teaching Language Online, the authors identify ten guidelines for teaching communicatively in online, blended, and flipped language learning environments:

- 
1. Emphasise the notions and functions of language.

---

  2. Focus on meaning over form.

---

  3. Deliver 90% or more of the instruction in the target language.

---

  4. Base lessons on professional standards and what students can actually do at the targeted proficiency level.

---

  5. Avoid mechanical and pattern drill activities.

---

  6. Facilitate student-teacher and student-student interaction to foster the negotiation of meaning.

---

  7. Incorporate open-ended activities, such as role-plays and information gap tasks, where students engage in creative language use.

---

  8. Integrate authentic materials, which are materials and resources that were created by and/or for native speakers of the target language.

---

  9. Create a meaningful cultural context for language instruction.

---

  10. Grade students holistically and provide appropriate corrective feedback.

---

## Principle Snapshots

**College A** overcomes the challenge of facilitating communication and interaction among students by designing more speaking and discussion opportunities into daily lessons. They use apps and tools like Padlet and Flipgrid that integrate and maximise speaking and discussion activities as part of the lesson. With these apps, students create videos and vlogs and can also deliver 'virtual poster presentations'.

**College B** creates a digital "hangout" space for students 30 minutes before class begins. This allows them to relax and interact in an informal way every day.

**College C** arranges frequent student group meet-ups online, either on a platform or via phone messenger apps. They also facilitate more peer-correction opportunities for writing and speaking both in and out of class and schedule weekly one-on-one time with their teacher to receive feedback and discuss progress, while receiving feedback from their teacher.

## OLC Principle 3: Plan and deliver content and lessons that are motivating and engaging

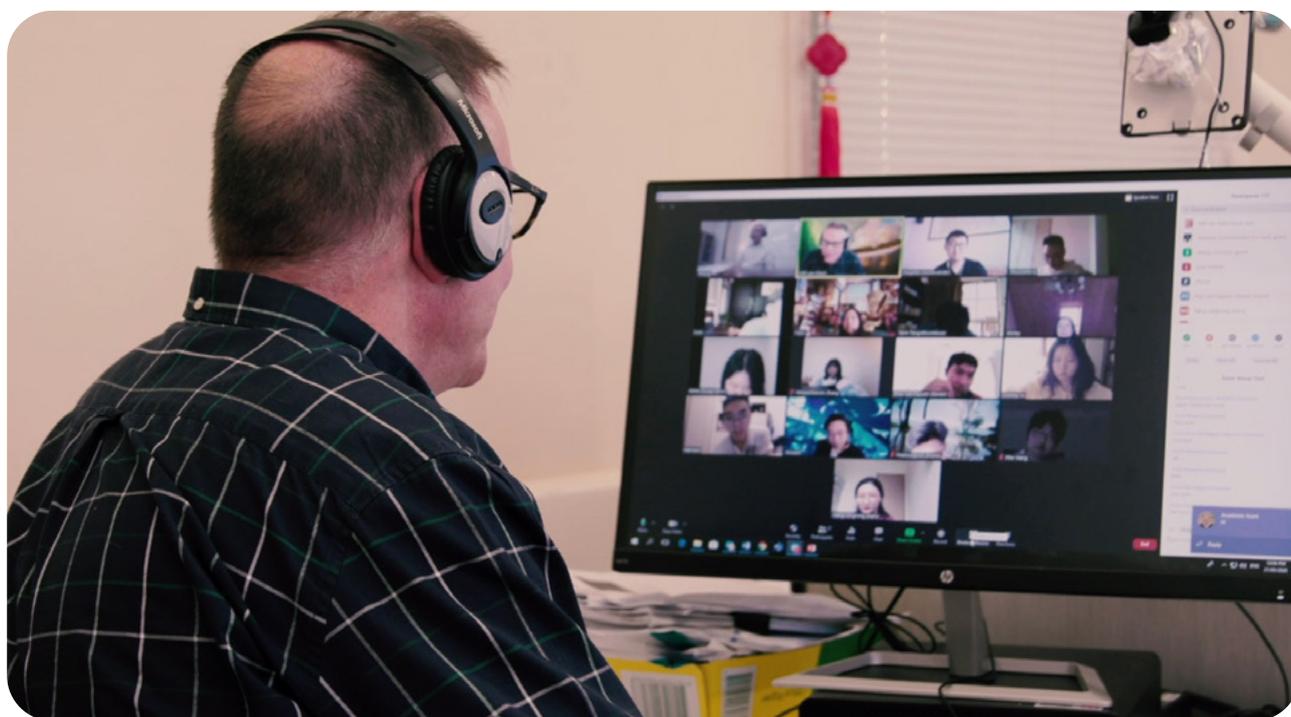
In *Engaging Language Learners in Contemporary Classrooms*, the authors argue that "no method of language teaching can deliver results without ensuring that students are actively engaged in the process."<sup>15</sup> Student engagement can be defined as active involvement and participation in their academic work and school activities,<sup>16</sup> and is as important online as it is in a traditional classroom.

### The Challenge

Yet, a key challenge of online delivery is ensuring that students are actively participating and engaged in lessons and activities. In the Online ELICOS Delivery Survey, issues related to engagement and motivation were rated the highest of all. When asked

<sup>15</sup> Mercer and Dörnyei, *Engaging Language Learners in Contemporary Classroom*, 4.

<sup>16</sup> Mercer and Dörnyei, *Engaging Language Learners in Contemporary Classroom*, 2.



*An online class at University of Western Australia Centre for English Language Teaching (UWA CELT)*

“What challenges has your institution experienced in delivering online lessons?”:

**85%** of respondents said “maintaining student engagement and motivation” was an issue

**80%** identified “students not turning their cameras on” as a challenge

**65%** noted “students not talking in breakout rooms” to be problematic

It’s clear that some of the challenges identified in Principle 2 related to communication and collaboration overlap with those of motivating and engaging learners and that the two principles are intricately linked; for instance, a lack of communication can be demotivating, and a lack of engagement can lead to low student-to-student communication. While acknowledging this interconnectedness, these challenges are of such significance that the good practice principles related to them can be separated into two.

### The Principle in Practice

A lack of student motivation and engagement can often have a “knock-on effect” and result in a flat class atmosphere. It can also negatively affect students’ learning progress and proficiency gains. There are, however, several ways that student engagement and motivation can be fostered and maintained.

#### **Build purposeful communities**

Create purposeful and supportive online peer groups at the beginning of a course. These can be done on LMS discussion forums, chats (e.g. [Gather](#) and [Kumospace](#)), messaging services (e.g. [Messenger](#), [WhatsApp](#)), or digital bulletin boards (e.g. [Padlet](#)). Actively encourage student-to-student interaction by setting tasks in these groups and incorporating these communities in class, and by participating in them yourself.

#### **Create a positive learning environment**

Incorporating many opportunities for students to get-to-know each other (both in and out of class) can help build a positive learning environment. Foster a sense of ‘we’ and ‘us’ and make sure to plan for some lighter and fun activities, for example online quizzes, yoga at the desk, show and tell, etc..

[This video](#) shows an example of a fun activity in an online ELICOS class.

#### **Harness the power of social media**

Using social media as another form of communication can engage learners, as it taps into their competencies. Setting up an informal space where students can interact between classes, or to use as a backchannel, can help foster engagement and active participation. This could be a WhatsApp, Facebook, or WeChat group.

#### **Use a judicious reward system**

Gamification has been shown to positively affect motivation for learning and giving rewards can foster engagement and motivation. Teachers can create rewards systems that are clear and transparent to the learners. This can be done by using participation points in class and building in time to recognise achievements. Rewards could come in the form of a game, student-led activities, a digital class party, etc.

#### **Put motivational theory into practice**

In their Self-Determination Theory (SDT)<sup>17</sup>, authors Deci and Ryan argue that “conditions supporting the individual’s experience of autonomy, competence, and relatedness are argued to foster the most volitional and high-quality forms of motivation and engagement for activities, including enhanced performance, persistence, and creativity”. Thus, planning and delivering ELICOS lessons that support these three elements will help boost student motivation and engagement.

<sup>17</sup> Edward L Deci and Richard M Ryan, ‘Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being’, *American Psychologist*, 55, no. 1 (2000): 68-78.

## Further suggestions

Mercer and Dörnyei<sup>18</sup> also offer several suggestions for motivating language learners to be engaged and active in class. While these may not be unique to online delivery, they are certainly relevant to this context:

1. Using narratives and stories in class to keep students emotionally engaged and help them process and retain information.
2. Gamifying lessons and activities for motivation. Numerous ed-tech tools and platforms harness the power of gamification for engagement and motivation, such as [Kahoot!](#), [Gather](#), [Gimkit](#), [Classcraft](#), [Edmodo](#), etc.
3. Making students the heroes of the lesson. One way to do this is to involve them in task design and give them a choice and voice in activities.
4. Chunking lessons into smaller sections and tasks. This can be done by running digital activity stations or frequent 'brain breaks'.

## Principle Snapshots

**College A** deals with students not turning their cameras on at a policy-level, rather than a case-by-case basis. They do this by including the expectation that students keep their cameras on in a pre-arrival pack and reinforce it in their student orientation. Management also follows up with students as required when prompted by the teacher. This means teachers are supported by management and can refer to these policies when needed, and are not left to encourage students to turn on their cameras on their own.

**College B** made turning on cameras optional for students. This relieved the pressure of constantly having to remind and reinforce a "cameras on" policy, and allowed teachers to focus on other engagement strategies instead.

<sup>18</sup> Mercer and Dörnyei, *Engaging Language Learners in Contemporary Classroom*, 155.

**College C** implements a participation points policy to encourage communication and engagement in class. Teachers discuss online etiquette with students and encourage them politely to turn on their cameras. Students are also made aware that if their camera isn't on (and unless they have notified the teacher of a particular issue), they can be marked absent if a teacher calls on that student and they do not respond.

## OLC Principle 4: Plan and deliver lessons and courses that offer opportunities for practice

One of the key roles of teachers is to encourage learners to use the target language with automaticity and creativity. One way we can assist them to do this is by providing them with the necessary information and repeated opportunities to practise using new language items accurately and appropriately in context.<sup>19</sup>

### The Challenge

Providing opportunities for output and practice is as true for online delivery as it is for the traditional classroom setting. Yet, teachers who are new to online delivery are often surprised by the amount of time it takes to plan and deliver lessons in this format<sup>20</sup>. This time cost is often at the expense of the section of the lesson that focuses on practising using the target language.

This might be one major reason why the productive skills of Speaking and Writing (73%) were rated the most challenging macro-skills to teach online compared to the receptive skills of Listening and Reading (27%) in the Online ELICOS Delivery Survey.

<sup>19</sup> Jim Scrivener, 'Demand-high teaching,' *The European Journal of Applied Linguistics and TEFL*, 3, no 2 (2014): 47-58.

<sup>20</sup> Jack Grove, 'Online courses 'more time-consuming' to prepare for,' *Times Higher Education*, September 12, 2017, <https://www.timeshighereducation.com/news/online-courses-more-time-consuming-prepare-study-says> (accessed 20 February 2022).

---

“Speaking has been most challenging for some teachers because it’s so easy for students to just sit back and do minimal participation, and unlike in a classroom you can’t always be aware of how active or not each student is being.” - Survey Response

---

### The Principle in Practice

Offering opportunities for practice does not mean using lots of mechanical drills and repetition. Instead, it involves offering opportunities for learners to use the target language in authentic ways.

#### Focus on more communicative activities

Keeping in mind the fatigue and lack of focus that accompanies extended periods of time on video conferencing platforms, utilise class time more efficiently by focussing on communicative activities and avoid mechanical drills (gap fills, etc) or other activities which could be ‘flipped’ or completed asynchronously. Research indicates that these are not a good use of online class time.<sup>21,22</sup> Instead, use open-ended activities that are meaningful and focus on interpretive, interpersonal, and presentational forms of communication to give students adequate practice in the target language.

---

“We have difficulty exposing students to the amount of language input they would get when living in Australia. We encourage students to do extra...but I think there’s a lack of awareness of the gap.” - Survey Response

---

#### Asynchronous practice opportunities

To overcome the challenge of providing adequate practice opportunities, offer extension and practice materials via an LMS or resource library. Many teachers and institutions have also turned to third-

party tech tools and a greater use of asynchronous communication platforms to facilitate practice opportunities outside of class.

**Listening:** A number of platforms offer either audio or video activities for learners of English. They often include a “classroom” feature whereby teachers can assign specific tasks to their learners, monitor progress, and offer feedback. These include [Yablaabla](#), [Playposit](#), [English Central](#), [Nearpod](#) and [TED-Ed](#).

**Speaking:** There are numerous tools that allow students to record their video or audio and receive feedback on this from peers and their teachers. These tools are used to give students the opportunity to practise utterances or conversation on their own before engaging in group discussion, upload presentations, get-to-know-you information, and more. Some of these recording tools include [Flipgrid](#), [Vocaroo](#) and [VoiceThread](#). There are also several conversation platforms where students can practice discussing with others, such as [LinguaMeeting](#), [Speaky](#), and [TalkAbroad](#).

**Writing:** There are numerous writing tools that can offer suggestions on grammar, punctuation and phrasing. These include [Grammarly](#) or [Wordtune](#). Others offer more creative writing opportunities, like digital storytelling, such as [Book Creator](#), or collaborative writing practice, such as on [Google Docs](#) or [Word Online](#).

---

“I love teaching online and feel it encourages better communication between students and for teachers to students too.” - Survey Response

---

---

<sup>21</sup> Wynne Wong and Bill VanPatten, ‘The Evidence is IN: Drills are OUT,’ *Foreign Language Annals* 36, no. 3. (2003): 303-426.  
<sup>21,22</sup> Russell and Murphy-Judy, *Teaching Language Online*, 159

## Extension Activity

Consider the ideas in the text about urban design being used to promote health and well-being. In the city where you live, are there any examples of urban design that promote health and well-being (e.g. green spaces, cycling infrastructure or urban planning that promotes walking)?

Go for a walk in your city and take a photo of the example of urban design and upload it below. Include a description of the photo and explain why you think this urban design feature promotes health and well-being. Look at another student's post and make a comment on it.



Share your image

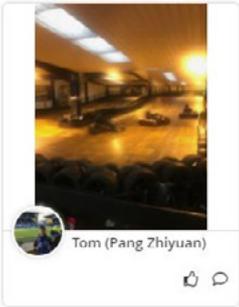
*Upload an image*

[Edit image details](#)

Next

Filter by:

Sort by:



Tom (Pang Zhiyuan)



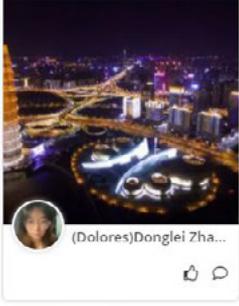
Xiaodi Bao(Sandy)



Yuqi Zhou (Rain)



Qingsong Yang (Sean)



(Dolores)Donglei Zha...



Shihan Zuo (Veronica)



Sichen Wang(Simon)



Xiaoxuan Liu(Alex)



Yunxi Liu(Lois)



Juanran Zhao(Jasmine)

*An example of an asynchronous practice activity from UNSW Global*



## Principle Snapshots

**College A** tries to overcome the problem of providing adequate practice opportunities by asking students to record and upload videos to Flipgrid or Padlet as a way of demonstrating key speaking learning outcomes. This is often done collaboratively with peers who, along with the teacher, can offer constructive and formative feedback.

**College B** organises extra speaking practice for students through their student activities officer. They provide conversation classes with Australian volunteers to give students the opportunity to not only practice their speaking skills authentically, but also to learn more about Australia. Other activities include 'virtual' homestays' or 'virtual peer mentor' systems with Australians.

**College C** has removed nearly all mechanical drill activities from their synchronous lessons and curriculum, and instead included these as extension activities on their LMS. This has freed their teachers up to focus on more communicative activities and practice.

**College D** makes use of a learning journal for high level pathways students. They found clear instructions, focus questions for writing, and mini-research and reflection tasks made the journal a valuable tool. It formed a clear part of the weekly asynchronous timetable and was a great way for teachers to see development of writing skills and to give students extra writing practice.

## A Focus on Copyright and Privacy

When adapting or sourcing materials and content for online ELICOS delivery, it is important to keep copyright laws in mind. Online delivery is supported by the Statutory Education Licence. As most forms of media (text, images, music, etc) are protected under copyright, a licence or permission is usually needed for both synchronous and asynchronous content delivery. However, according to The Copyright Agency:

Australian educators can copy and communicate text, images and print music without a copyright clearance if:

- they work for an institution that is covered by a 'remuneration notice' (or fair compensation arrangements); and
- their use is solely for educational purposes.<sup>23</sup>

Making recordings of lessons also requires participant consent to avoid breaching individuals' privacy. While most video conferencing platforms have built-in consent disclaimers (which can sometimes be customised), good practice also involves getting students to consent to recording in written and verbal form at the start of a course. This gives the teacher the opportunity to discuss what the recording will be used for and where they will be stored, as well as to address any concerns learners may have. Another consideration is where and for how long videos will be stored. Good practice is to store recordings on a secure platform, only accessible to students and staff and to delete the recordings shortly after the program has ended.

<sup>23</sup> The Copyright Agency, 'What is the Statutory Education Licence?' <https://help.copyright.com.au/hc/en-gb/articles/360000006316-What-is-the-Statutory-Education-Licence-#> (accessed 22 February, 2022).

## OLC Principle 5: Plan and deliver lessons that take into consideration individual learner differences

---

There are a vast number of individual learner differences that influence learning, not least of which are the learners' age, proficiency level, perseverance, the learning strategies employed, and national origin.

### The Challenge

Many ELICOS classes consist of students from varying cultural backgrounds, ages, and many other distinguishing variables. Individual learner differences can play out and be expressed in various ways, including:

- The ability to concentrate for extended periods online
- How information is received via different mediums
- Whether students turn on their cameras or not
- How class size affects student learning
- Whether a student studies better in the morning or evening (almost 60% of respondents to the Online Delivery Survey note "Different Time Zones" to be a challenge when delivering online lessons)

Catering to all of these individual differences online can be challenging for teachers and institutions.

---

**"We suddenly have classes with huge numbers of students." - Survey Response**

---

### The Principle in Practice

Taking all of these into account can be a challenge for an ELICOS teacher, and it is not always possible to offer a highly-personalised learning pathway for each student. Yet, keeping these individual differences in mind when planning and delivering online lessons can have significantly positive effects on student outcomes.

### Analyse learner needs

Conducting thorough needs analysis at the beginning of courses can allow teachers to identify individual differences and their accompanying needs. This can help them ensure, for example, that the pace and speed of online delivery are appropriate or that they offer an appropriate level of scaffolding and support to students. These individual student differences can also be passed to future teachers and academic managers so that students are supported throughout their study pathway.

### Consider class size

Different learners respond differently to varying class sizes. Research points out that, generally, the larger the online class size, the less satisfied students and teachers<sup>24</sup> are, and the less interactive the class will be. This is partly because, as Goetler<sup>25</sup> points out, "language students can easily become lost without ample opportunities for interaction". Generally, a smaller class size allows for more extensive exposure to the target language and less anxiety<sup>26,27,28</sup>.

---

**"Lessons can be very engaging and intimate with an online class." - Survey Response**

---

### A greater focus on asynchronous learning

During the period of ERT, many institutions attempted to replicate their face-to-face offerings, not only in terms of content but also in teacher-to-class synchronous lesson time. For many, this attempt at replication resulted in the now-infamous 'Zoom

---

24 Victoria Russell and Wesley Curtis, 'Comparing a large- and small-scale online language class: An examination of teacher and learner perceptions,' *The Internet and Higher Education*, 6 (2013), 1–13.

25 Senta Goetler, 'Blended and open/online learning: Adapting to a changing world of foreign language teaching', in *Present and future promises of CALL: From theory and research to new directions in language teaching*, eds. Nike Arnold and Lara Ducate (San Marcos, TX: CALICO, 2011), 471-502.

26 Susan H Taft, Karen Kesten and Majeda M El-Banna, 'One size does not fit all: Toward an evidence-based framework for determining online course enrollment sizes in higher education,' *Online Learning* 23, no. 3 (2019), 188–233.

27 James E Alatis, 'State university system of Florida foreign language and linguistics program review,' Report No. FL020250 (Tallahassee, FL: Florida State University, 1992), 13.

28 L Morgan, 'Class size and second language instruction at the post-secondary level: A survey of the literature and a plea for further research,' *Italica*, 77, no. 4 (2000), 449–472.

fatigue<sup>29</sup>. A more sustainable approach to online delivery is to emphasise asynchronous learning options, and spend less time being co-present online. This would require careful planning of which content elements are best presented synchronously, and which can be delivered asynchronously or flipped (e.g. instructional video, screencasts, pre-lesson brainstorm, discussion board posts, etc).

---

“We have made a modification to how the 25 hour week was done. For example, instead of all day research we changed to 3 shorter afternoons of research. All day online on just research skills would have been too much for students and teachers.” - Survey Response

---

### **Vary the medium**

Present content in all forms of communication, not only oral, but also written and visually. This applies not just for input but also for output, such as asking students to record video/audio ([Flipgrid](#), [Vocaroo](#), etc), writing a story ([Google Docs](#), [Book Creator](#), etc), drawing a picture ([whiteboard.fi](#), [Jamboard](#), etc), or sharing a photo (screenshare function, [Padlet](#), etc). Use this multimodal approach for both synchronous and asynchronous communication.

### **Chunking**

Avoid replicating the length and number of daily activities you would present in a physical, face-to-face class. Instead, spread these out over multiple days and in digestible chunks, with opportunities in between for students to take a break from the content and to process it.

### **Timetabling flexibility**

Wherever possible, offer flexible timetabling of classes (and support sessions) to accommodate different time zones, by adjusting lesson start and finish times. For a 2pm afternoon class in Sydney, students in Saudi

Arabia, for instance, would have to begin class at 6am. Thus, a 4-8pm class would be more equitable for learners in these time zones. Provide similar flexibility with deadlines for tasks and assignments.

### **Hybrid Lessons Delivery: Catering for Different Contexts**

As Australia's international borders remained closed in 2020-2021, institutions increasingly found themselves with a cohort of onshore ELICOS students and another large cohort of offshore students. The necessity for a more flexible delivery approach to accommodate these different learners became apparent, and this saw the rise of hybrid teaching as an option. In this context, hybrid delivery refers to classes which are delivered simultaneously to face-to-face students in a classroom and to students who are participating online.

In the Online ELICOS Delivery Survey, almost 50% of respondents stated that their institutions offered hybrid delivery.

---

<sup>29</sup> Scott Toney, Jenn Light, and Andrew Urbaczewski, 'Fighting Zoom Fatigue: Keeping the Zoombies at Bay,' Communications of the Association for Information Systems 48 (2021).



*A Hybrid lesson being delivered at Monash College*

ELICOS providers raised three main challenges for this type of delivery in the Survey, which are outlined in the table below. Tips for Teachers are also included in the table, and these have been provided by Paula Dimmell, Technology and Digital Enablement Specialist | Information Technology and Digital Services at The University of Adelaide.

Challenge	Survey response	Tips for Teachers
Technology & Classroom setup	<p>“The hybrid camera takes a bit of getting used to.”</p> <p>“Learning the new technology was a challenge.”</p> <p>“There is a lack of proper equipment to manage the classroom effectively.”</p>	<p><b>Preparation time:</b> Request some time with the hybrid setup to practise prior to the class. Test the set up with a group of people, both face-to-face (F2F) and online.</p> <p><b>Learning new technology:</b> Be kind to yourself. Learning how to manage the new technology takes time. It is also new for the students. You may not get through as much as you plan and things may go wrong. Try out different ways of using the technology in class, and make a note of what works well and what is challenging.</p> <p><b>Low-tech solutions:</b> There are many ways to set up and manage a hybrid class. Prioritise equipment and strategies that allow for successful learning, rather than trying to incorporate many different tools.</p> <p><b>Student voice:</b> Collect student feedback after some lessons and at the end of the course. This will provide you with just-in-time feedback that can be incorporated into the next session. It also shows students that you are willing to listen and adapt to their needs.</p> <p><b>Feedback:</b> Provide feedback to your school or team about how the hybrid setup is working for you and your students and identifying the strengths and challenges.</p>
Interaction between the two cohorts	<p>“It’s hard to get both cohorts to interact due to lags in internet connections.”</p> <p>“It’s really tricky to deliver an equivalent experience for both groups and for the two groups to interact during class time.”</p>	<p><b>Community building:</b> Building a sense of community and belonging is essential to increasing engagement and interaction between the groups. Set up some unstructured time for interaction at the start of the lesson, for example, a warmer that includes both groups.</p> <p><b>Communicating outcomes and learning activities:</b> Share plans and resources in advance of the lesson where possible. This gives students the opportunity to prepare and sets up expectations for the lesson, and it also provides them with a clear plan of work to be covered in case of a technical disruption.</p> <p><b>Alternative communication:</b> If there are lags in internet connections, communication gap type activities, such as Find Someone Who or 2 Truths and a Lie, also work well through chat and discussion boards.</p> <p><b>Opportunities for collaboration:</b> Create varied opportunities for face-to-face and remote students to engage and collaborate with each other both during synchronous sessions and asynchronously. Collaboration and communication can be achieved through tools such as Google docs or Word online. Students can work together through real time editing and written discussion.</p> <p><b>Breakout rooms:</b> Use breakout rooms for online discussions. If possible, pair face-to-face students with online students to deepen connections between groups. If students have their own laptops or mobile phones, they can log in to breakout rooms with remote students.</p>

Teacher load & equity	<p>“The cognitive load for teachers managing the onsite and virtual spaces simultaneously [is an issue].”</p> <p>“Dividing attention between the face-to-face and online cohorts [is a challenge].”</p> <p>“The teacher also needs to remember to be inclusive of the students who are online as well as those students who are in the classroom.”</p>	<p><b>Establish clear expectations:</b> Set up norms and clear expectations around classroom behavior. This can guide interactions between students and the teacher. Publish these in a location easily accessible to all.</p> <p><b>Questioning:</b> Explicitly plan how you will deal with questions prior to the lesson and communicate this to students. How do you want students to ask you questions? How do you want them to ask each other questions? When will you respond? It may not be the same for both groups, however the focus should be equitable and even. Consider asking both the face-to-face and remote students to post questions in a chat and respond to these in-class. If you are screen sharing a Zoom call, all students will see the chat questions as they appear. When questioning, use pauses to ensure all students have time to engage and participate. You may need to repeat student questions for all to hear or read out those in the chat.</p> <p><b>Chat monitoring:</b> It is easy to miss questions through chat from the online students during a busy class. If online students are participating through chat, consider nominating some face-to-face students as ‘chat monitors’ to respond and highlight questions that arise. Alternatively, use tools such as Discussion Boards, Google doc or Padlet to collect questions, ensuring students are aware when these will be responded to. Time could also be planned into the session to allow for collaborative responses to questions in these formats.</p> <p><b>Inclusivity:</b> Be inclusive of all students when welcoming, giving instructions and input rather than giving two sets to the different groups. This may involve establishing a central position in front of the camera so that you are facing and talking to all students at the same time, rather than walking around the room. This will help to make both groups feel included.</p> <p><b>Planning overload:</b> Try to avoid planning different activities for the F2F and online group. Not only could this provide students with different outcomes, but it’s akin to teaching two classes simultaneously. Which activities and tech tools work across both groups? Consider planning for the online students and adapting for the F2F group and use tools that work well for both groups and are accessible easily.</p> <p><b>Student-led activities:</b> Plan for independent or student led activities. Rather than always spreading your focus across both groups, include some independent study time or student guided activity. Some ‘offline’ work could also be included. This will give you the opportunity to check in, engage with, problem solve and give feedback to one group at a time without having to monitor both simultaneously.</p>
-----------------------	--	---

*Despite these challenges, some aspects of the hybrid classroom have proved beneficial.*

Benefit	Survey response
Diversity and Inclusivity	<p>“Diversity in delivery adds flavour to the course.”</p> <p>“It appears modern, inclusive and flexible.”</p> <p>“Our hybrid delivery was for our EAL [English as an Additional Language] classes in which stay-at-home parents who had to study did not feel left behind.”</p> <p>“The offshore students seem to enjoy being a part of the onshore class and seeing the real class in action.”</p>
Sense of Community	<p>“It goes some way to creating a sense of connection between classmates while we are in a situation where hybrid is needed.”</p>

## Principle Snapshots

**College A** has capped class sizes at 15 students, in part so that the teacher can build stronger relationships with each student. This also has numerous other benefits such as making marking time more reasonable, which in turn equates to higher quality feedback.

**College B** adapted class times from morning to afternoon and evening sessions to cater to offshore students in different time zones. They also assist students to develop their own timetable for asynchronous tasks (before or after synchronous lessons). This gives students an independent learning plan that is personalised and tailored to their specific needs.

**College C** records their classes and uploads these to their LMS for students to watch in their own time. This type of lesson presentation flexibility considers individual learner differences and lets students conveniently review lessons and also for students who were absent to catch up on missed lessons.





## Case Study: A Focus on Hybrid Delivery

Established in 1989, Phoenix Academy is a proudly Australian-owned family business based in Perth. We offer a range of nationally recognised English Language Intensive Courses (ELICOS) to students wishing to improve their English for work or travel purposes, or as part of their study goals to enter Higher Education/VET programs and High school. Phoenix is also an Accredited and Registered Training Organisation (RTO).

Like all English language centres across the nation, our business was faced with the seemingly insurmountable challenges presented by the Coronavirus pandemic. Initially we transitioned to fully online delivery and then moved on to hybrid/blended lesson delivery across all our courses.

The initial transition to fully online delivery involved three elements: delivery of our classes via the Zoom video-conferencing platform, development of our Learning Management System (LMS), and extensive staff training. With these three elements, we were able to facilitate online learning to existing and new clients world-wide.



*A hybrid class at Phoenix Academy*

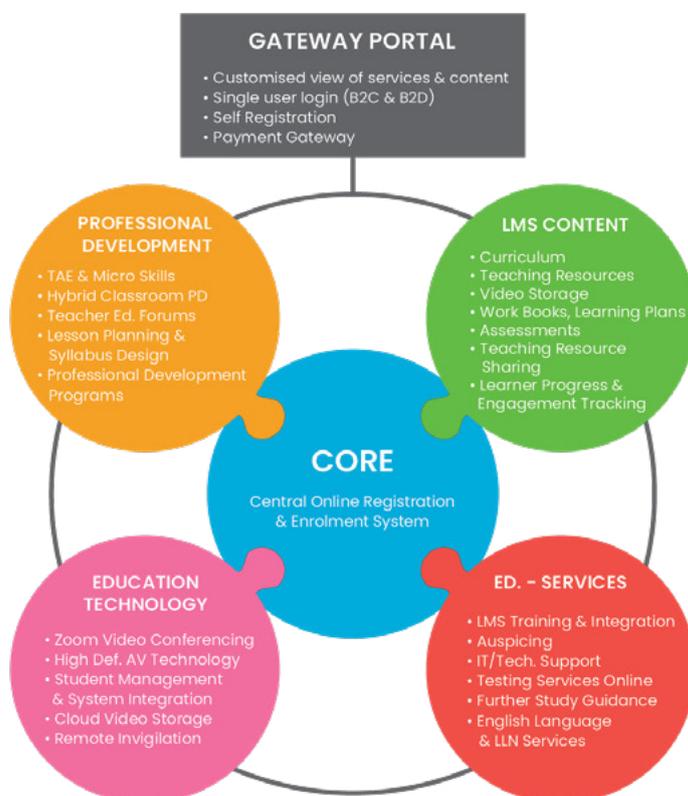
The second transition to hybrid delivery was a huge leap requiring a significant investment in dollars and training. The knowledge gained and expertise developed in the online space was of great help; our teachers were confident using the Zoom platform and our LMS continued to be developed in terms of navigability and content quality. However, hybrid delivery required us to make a sizable investment in the classroom technology required to facilitate this different style: high-definition cameras, quality microphones, large screen displays, and wireless accessories. With each new upgrade, training and troubleshooting remained a daily undertaking.

By enabling hybrid classroom delivery across our suite of courses, we have been able to achieve a number of outcomes. Firstly, we were able to welcome students back to campus at the end of 2020. Secondly, we have been able to market our courses globally, both retaining and enrolling new students from Asia, the Middle-East, Europe, and Africa. These offshore students have commenced our courses with the ultimate goal to arrive at our campus or at their pathway institution in the immediate future. Hybrid delivery has essentially enabled our students to keep alive their study goals despite the challenges imposed by border restrictions.

Phoenix is currently in its 'third transition'. While all of Phoenix Academy's courses have provided hybrid delivery since late 2020, we pressed on with the cycle of continuous improvement. This means exploring better quality technologies (e.g. improved sound and cameras), experimenting with new features and technologies (e.g. video storage systems and on-demand video and online English testing) and best teaching practice (training on demand). We now have overseas clients using our delivery system via a cloud-based portal and we have confidence in our future being increasingly offshore delivery and through transnational programs.

Western Australia's borders have recently re-opened and Phoenix Academy is now receiving enrolments equal to and greater than pre-pandemic numbers. Many of these students will commence their courses off-shore before completing their course on campus. We believe our investment in new and innovative on-line ELICOS programs will reap rewards in the coming years.

**Case study written by** Pankaj Pathak, CEO & Managing Director and Brian Walsh, Chairman at Phoenix Academy



Phoenix College GATEWAY – Services and Capabilities



## Case Study: A Focus on Orientation

Scots English College (SCOTS) is a Sydney-based ELICOS provider that offers English language courses to adult international students.

Like many other English language centres, up until the COVID breakout, SCOTS had conducted a well-structured and comprehensive DoS-led orientation for commencing students on campus. The Orientation program typically consisted of a placement test including a 5-minute one-on-one interview followed by an information session, a campus tour and finally class allocation. When the college switched to online delivery mode, conducting such an orientation without the physical and personalised guidance of senior staff formed a tremendous challenge.

Technical issues aside, one of the main difficulties was recreating an orientation program that is online and student led. SCOTS realized that for an online orientation to be effective, it would have to be extremely clear, highly visual considering the linguistic barrier, and user-friendly. To achieve this, the college developed a range of tools such as manuals and video tutorials covering the key stages of a new student's journey from self-registration in the online platform and self-enrolment in the orientation program to finding the courses in which the students had enrolled, joining class via Zoom, and meeting and introducing themselves to their teachers and classmates. Knowing the unique nature of ELICOS and understanding the enormous challenge of communicating to a group of English learners with varying levels and skills in the English language, the college sought to heavily invest in UX and UI design to minimise the frustration of the students and thus the likelihood of their losing interest and quitting learning.

Although the college's efforts were not quite enough to eliminate all technical and non-technical issues which some students occasionally encounter, they certainly succeeded in ensuring that most of the students could access the platform and find most, if not all the information they needed to begin their journey with minimal effort.

As a result, both Students Services and IT reported a gradual decrease in the students' questions and complaints between February 2020, when the college transitioned online and May 2020, when the work on the development and design of the online orientation program was concluded.



*A section of the Scots College Orientation Program delivered via their LMS*

**Case study written by** *Patrick Hayeck, Director of Studies, Scots College*

## The Affordances of Online Lesson and Course Delivery

There is a common belief that online delivery is inferior to traditional face-to-face, bricks-and-mortar classroom language learning. Based on recent research, this seems to be a general misconception and a view that only holds true in the majority among educators who do not teach online<sup>31</sup>.

Instead, various studies looking at satisfaction with the delivery mode (traditional face-to-face versus online) have shown that students rate the online format higher<sup>32</sup>. In fact, online language learning either rates similarly or higher in other factors, including learning outcomes (e.g. improvements in oral proficiency<sup>33</sup> as well as written production)<sup>34</sup>.

It is not easy to pinpoint the exact reasons for the high rating of online delivery. While it seems that the effectiveness of online delivery depends on the expertise of the teacher, to a large extent the affordances of digital technology clearly also play an important role. The Online ELICOS Delivery Survey has uncovered many benefits to online lessons and course delivery. These affordances include, but are not limited to<sup>35</sup>:

- Efficient monitoring writing and speaking activities with collaborative tools
- Upskilling for teachers
- Improved student digital literacy skills
- Differentiated learning
- Ubiquitous learning (anywhere, anytime)
- An improved multimodal delivery
- Richer and more timely writing and speaking feedback

- Better sharing of class content (via LMS, in-class messaging, etc)
- Data collection assists with student monitoring of participation and task completion
- More efficient automatic grading for some tasks
- Collaborative tools have increased options for peer/group work
- Better duty of care, e.g. quick private chats with individual students are easier through the use of breakout rooms and/or more time for one-on-one consultations
- Greater student resilience, agility, and independence
- Very detailed learner analytics that can improve student monitoring of participation and task completion, and inform future course and lesson design
- Ease of access to student services, e.g. wellbeing and support

The Online ELICOS Delivery Survey also noted a number of these affordances and more, as experienced directly by teachers and academic managers. Some of the responses are noted on the next page:

31 Russell and Murphy-Judy, *Teaching Language Online*, 214  
32 N Ann Chenoweth, Eiko Ushida and Kimmaree Murday, 'Student learning in hybrid French and Spanish Courses: An overview of language online,' *CALICO Journal*, 24, no. 1 (2006), 115-145. and Miyhe Harker, and Dmitra Koutsantoni, 'Can it be as effective? Distance versus blended learning in a web-based EAP programme,' *ReCALL*, 17, no. 2 (2005), 197-216 and Dolly J Young, 'An empirical investigation of the effects of blended learning on student outcomes in a redesigned intensive Spanish course,' *CALICO Journal*, 26, no. 1 (2009), 160-181.

33 Dianne B Moneypenny and Rosalie Aldrich, 'Online and face-to-face language learning: A comparative analysis of oral proficiency in introductory Spanish,' *Journal of Educators Online*, 13, no.2 (2016), 105-133.

34 N Ann Chenoweth and Kimmaree Murday, 'Measuring student learning in an online French course,' *CALICO Journal*, 20, no. 2 (2003), 285-314.

35 For more information on these affordances, [please see this article](#).

## SURVEY RESPONSES

---

“Online delivery, while initially challenging and intimidating, has shown the teaching staff and students to be highly adaptable, flexible, creative and capable of learning new material just as effectively as face-to-face.” – Survey Response

“Students are more focused and on time, there are fewer distractions and no travel time which is less expensive. Some quieter students thrive in the online environment.” – Survey Response

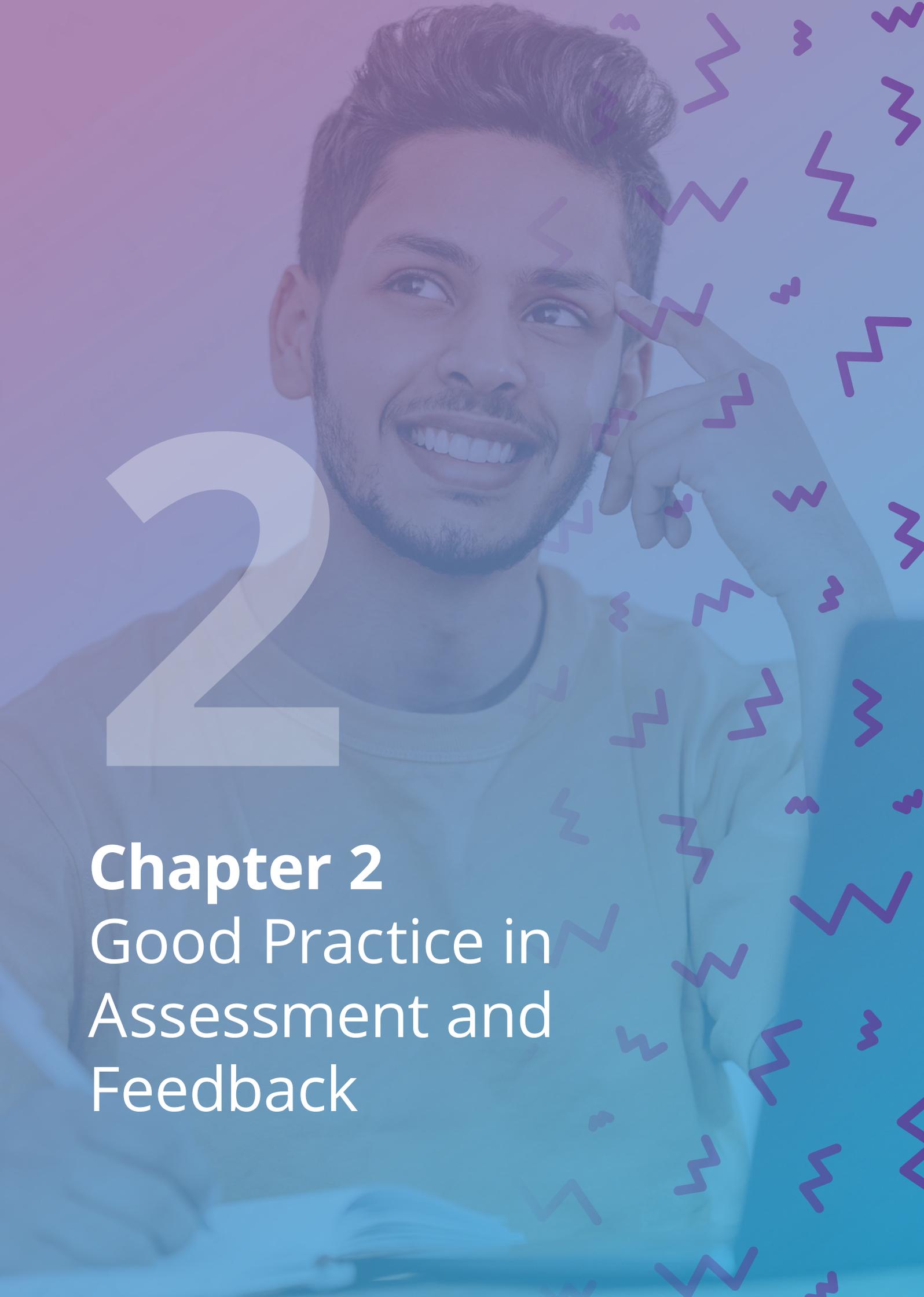
---

“Teachers are able to connect with each of the students a great deal more through the use of the breakout rooms.” – Survey Response

“Teachers have gained a much better knowledge of the digital world.” – Survey Response

---





# 2

## **Chapter 2** Good Practice in Assessment and Feedback

# Chapter 2: Assessment and Feedback (AF) Principles Summary

## Assessment and Feedback (AF) Principles Summary

---

AF PRINCIPLE

**01**

Improve student awareness of academic integrity

AF PRINCIPLE

**02**

Use tools and strategies to assist with the detection of academic misconduct

AF PRINCIPLE

**03**

Design reliable assessments that prevent or reduce academic misconduct

AF PRINCIPLE

**04**

Provide students and staff with the necessary technical support and training in online assessment

AF PRINCIPLE

**05**

Provide students with meaningful and timely feedback

## Background

When ELICOS providers transitioned to designing and delivering online instruction, they had to turn their attention to assessing language learning outcomes fairly and appropriately. The key issues that arise in online assessment revolve around the concepts of academic integrity and misconduct, designing rigorous and reliable assessments, and having clear policies and processes in place for both summative and formative assessment.

Related to formative assessment is the need to provide learners with meaningful feedback on their performance. These key ideas have been captured and distilled in the Assessment and Feedback (AF) Principles Summary below and are expanded on throughout this chapter.

## Assessment and Feedback (AF) Principles Summary

### Assessment

- **AF Principle 1:** Improve student awareness of academic integrity
- **AF Principle 2:** Use tools and strategies to assist with the detection of academic misconduct
- **AF Principle 3:** Design reliable assessments that prevent or reduce academic misconduct
- **AF Principle 4:** Provide students and staff with the necessary technical support and training in online assessment

### Feedback

- **AF Principle 5:** Provide students with meaningful and timely feedback

## AF Principle 1: Improve student awareness of academic integrity

---

Many ELICOS students are under intense pressure to do well in their studies. This may be due to the high-stakes nature of their study program, or pressure and expectations from their family. One outcome of this high-pressure situation is that students might breach academic integrity, or act dishonestly. Academic integrity can be defined as the expectation that all stakeholders involved in an academic community act with “honesty, trust, fairness, respect and responsibility,”<sup>1</sup> and applies equally to students and institutions who stake their reputation on it.

### The Challenge

One reason why students may engage in academic misconduct is a lack of awareness of what constitutes academic integrity, and this often becomes apparent during high-stakes assessments. This type of action might take the form of:

#### 1. Misconduct during a test

- communicating or sharing answers with others during the assessment
- using transcription software (e.g., during a listening test)
- reading (e.g., from a prepared script) in oral presentations

#### 2. Plagiarism

- colluding with others in writing assessments
- using digital tools (software, apps, or plug-ins) to assist with writing, including translation or paraphrasing tools

---

<sup>1</sup> TEQSA, 'What is Academic Integrity?', Accessed 20 February, 2022, <https://teqsa.gov.au/what-academic-integrity>

These cases of academic misconduct are a key challenge in delivering assessment online – a fact supported by responses in the English Australia Online ELICOS Survey. When asked: “What are the main challenges your institution has experienced in the delivery of online summative assessments?”, most responses were related to these issues above<sup>2</sup>.

## The Principle in Practice

An obvious starting point for dealing with these types of misconduct is improving student awareness of what it means to act with academic integrity.

---

“Understanding how and why students breach principles of academic integrity was our first step to helping students adhere to codes of good practice. Some of our students have an enormous amount of pressure placed on them to do well in their studies. It’s important for us to speak with our students about these pressures, explain to them what it means to be ethical and how acting with integrity will benefit them throughout their entire lives.” – Survey Response

---

### Uncover the reasons through dialogue

As the quote above states, it is important to understand how and why students act dishonestly so as to help them follow principles of good practice. Open dialogue with students goes a long way to furthering this understanding. Discuss the concept of academic integrity during all assessment stages and reinforce this with students at the beginning of the exam period. Students could confirm their understanding by signing a document, or honour code<sup>3</sup>, to act with academic honesty at the start of the study program, and at the start of the exams.

2. For more suggestions on upholding academic integrity online, read this article from Turnitin: <https://www.turnitin.com/blog/how-to-uphold-academic-integrity-in-remote-learning>

3 Olivia L. Holden, Meghan E. Norris and Valerie A. Kuhlmeier, ‘Academic Integrity in Online Assessment: A Research Review’. *Frontiers in Education*, Accessed 20 February, 2022, <https://www.frontiersin.org/articles/10.3389/educ.2021.639814/full%20>

#### Statement of Acknowledgement of Original Work and Academic Integrity

I declare that all material in this assessment is my own work except where there is clear acknowledgement and reference to the work of others.

I confirm that I followed the University of Adelaide ‘Academic Integrity Policy’ and avoided any behaviour that could be considered Academic Misconduct.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*The image above shows a statement that students at The University of Adelaide’s English Language Centre are required to sign when they submit essays*

## Integrate Academic Integrity into the curriculum

Besides raising awareness of academic integrity at the beginning of a course and assessment period, consider building opportunities to discuss the concept at various intervals throughout the course to reinforce and remind students about its importance. For example, before a practice test activity, discuss the importance and benefits of students testing themselves honestly and monitoring their progress.

---

“We have embedded academic integrity literacy in the curriculum and streamlined our academic misconduct processes.” – Survey Response

---

### Have clear policies and procedures in place

Having a robust assessment policy and testing procedures in place will help raise student awareness about academic integrity and what is expected of them. Ensure the policy and procedures are transparent, easy to follow and access, and clearly communicated to students at different times. Having these administrative steps in place will also ensure consistency when dealing with misconduct and when applying penalties. This consistency means that students will be aware of what is expected, as well as what the consequences of their actions will be.

A key element of fair and robust assessments is having steps in place for deferred exams. For example, consider offering alternative days or times if internet connections fail, letting students know about this before the assessment, and assisting with alleviating test-related anxiety.

## Principle Snapshots

**College A** has students complete an Academic Integrity Module during class with their teacher at the start of term to ensure the students are aware of the implications if good practice is not followed.

**College B** provides their students with opportunities to re-sit assessment tasks if their internet connections fail, or if power outages occur. They allow students to submit special consideration applications with regards to assessments.

**College C** has an Academic Integrity Committee that deals with matters of academic dishonesty. They have guiding documents, including one related to Penalties for an Academic Integrity Breach.<sup>4</sup>

## AF Principle 2: Use tools and strategies to assist with the detection of academic misconduct

Online delivery and its related digital technologies can be a mixed blessing when it comes to assessment. Using digital tools and tailored strategies can assist institutions and assessors in preventing and detecting academic dishonesty.

### The Challenge

However, at the same time, students engaged in academic misconduct often leverage the shortcomings of the online environment (e.g., difficulty with invigilating tests), as well as the affordances of tech tools (e.g., translation and transcription apps) to their own advantage.

One major challenge for test administrators in delivering online assessments in ELICOS relates to test security and maintaining the confidentiality of assessment materials.

In the Online ELICOS Delivery Survey, when asked: “What are the main challenges your institution has experienced in the delivery of online summative assessments?”, many of the responses identified test security and the risk of assessments being compromised as the biggest issue.

The image shows a screenshot of an online quiz interface. At the top, the title is "DPGE1003 Communication and Academic Literacy 2022 T1". Below the title is a breadcrumb trail: "Dashboard / Courses / (hidden) / (hidden) / (hidden) / (hidden) / DPGE1003-5223\_01290 / Tutorial 3: Academic Integrity Revisited / Academic Integrity Quiz / Preview". The question is labeled "Question 8" and has "Tries remaining: 1" and "Marked out of 0". There are two options: "Flag question" and "Edit question". The question text is: "In my Renewable Energy assignment, I do not need to reference 'Australia is heavily reliant on fossil fuels' because it is permissible to include information that is widely known and acceptable without acknowledging the source of this information." Below the question text are two radio buttons: "True" and "False". There is a "Check" button below the radio buttons. At the bottom left is a "Previous page" button and at the bottom right is a "Next page" button.

The image above shows an example question from an online academic integrity quiz at UNSW Global

<sup>4</sup> Monash College, 'Penalties for an Academic Integrity Breach', Staff Guideline, Accessed 20 February, 2022, [https://www.monashcollege.edu.au/\\_data/assets/pdf\\_file/0006/2231646/Penalties-for-an-Academic-Integrity-Breach-Guideline.pdf](https://www.monashcollege.edu.au/_data/assets/pdf_file/0006/2231646/Penalties-for-an-Academic-Integrity-Breach-Guideline.pdf)

---

“Level leaders have invested a lot of time [into assessments] but security of materials is still a concern.” – Survey Response

---

A second difficulty with online assessment is that exams are harder to invigilate, or proctor, compared to in-person tests. This perception is again supported in the Online ELICOS Delivery Survey by a high number of responses identifying it as one of the main challenges.

---

“We couldn’t be sure that there was no cheating in the test.” – Survey Response

---

### The Principle in Practice

To assist with the detection of academic misconduct and deal with it successfully, ELICOS providers have employed a variety of digital tools and tailored strategies.

#### Utilise the tools

To limit academic integrity breaches and deliver tests securely, many ELICOS providers use [LockDown Browser](#) or other proctoring software. These tools lock down some of the functionality of the device and can prevent students from accessing digital information outside the testing environment.

Plagiarism checkers like [Turnitin](#) not only detect plagiarism but can also be used as a formative learning tool to raise students’ awareness of misconduct and to build academic literacy skills.

When used in conjunction with active invigilation, tools that offer real-time monitoring like [google docs](#) can ensure students don’t copy and paste large amounts of text.

#### Employ strategies to reduce misconduct

In the assessment environment:

- ask students to have their cameras and microphones on, as well as their screens shared and video recording on.

- ask students to use their phones as a “side camera” to monitor what they are doing on their computers during an assessment.
- 

“We ask students to log into Zoom assessments with their mobile phones as well as their computers and use these to monitor. This not only helps to reduce cheating through utilising the internet on their computers during an assessment, but it also means they cannot use their mobile devices during the assessment for sending and receiving messages.” – Survey Response

---

- disable the chat function of the videoconferencing software application so that students cannot talk to each other during examinations.
  - ask students to write notes on a portable whiteboard and then ask them to erase these live on screen after the test.
  - give students a limited (but fair) amount of time to answer the questions to avoid them making duplicate notes of tests and answers.
  - ask students to type their writing exams directly into the “direct text” function in Turnitin so spelling, grammar, and word prediction tools cannot be used.
- 

“We ask [invigilators] to conduct a background check of the [candidate’s] room and confirm that there is no one else in the room, no prohibited items present.” – Survey Response

---

Outside the assessment environment:

- if a student has been caught cheating previously, a staff member could provide 1-1 invigilation.
- develop an assessment bank, or a library of different test versions, to use.

## Principle Snapshots

**College A** has implemented a host of different assessment solutions for online delivery, including changes to the test design and delivery process, staff training in academic integrity, a new academic integrity framework, and guidelines on assessment design.

**College B** has invested in a dedicated Assessment Manager role. Key responsibilities of this role include sourcing the best possible platforms with appropriate functionality, resourcing and training of invigilation staff, adjusting timetables to release more staff for invigilation during test times, as well as creating online training modules and practice tests for students.

### AF Principle 3: Design reliable assessments that prevent or reduce academic misconduct

Several studies have found that academic dishonesty is more prevalent in online courses than in-person ones.<sup>5</sup> Possible reasons for academic misconduct and methods for preventing it in online ELICOS delivery have been mentioned earlier in this chapter. Another key strategy for minimising opportunities for misconduct lies in redesigning assessments<sup>6</sup>.

#### The Challenge

Yet, a number of responses in the Online ELICOS Delivery Survey stressed how difficult it was to redesign assessment for online delivery. Various reasons are cited for this, including those related to:

- issues with converting paper-based assessments to digital format
- ELICOS assessments often include long audio texts which are hard to deliver online
- the limitations of the item types that can be delivered online
- the investment in resourcing (time, cost,

staffing) needed for writing or redesigning tests

- the resourcing involved training staff in invigilation and students in online test-taking
- the time investment in marking tests

---

“[A challenge is] redesigning assessments to move away from large exams that replicate face-to-face exams.” – Survey Response

---

#### The Principle in Practice

Despite these apparent challenges, there are ways to design more reliable assessments which minimise opportunities for academic misconduct.

#### Shift to alternative assessments

Rather than exam-based, summative assessments, consider moving to alternative assessments. For example, you could use portfolios of work written in class as part of assessment or integrate the different skill areas into one test (often referred to as integrated tests). Instead of conducting high-stakes summative assessments at the end of a course, break them up or schedule them earlier. This avoids students needing to do assessments when they are most under pressure and most likely to resort to academic misconduct.

---

“We are designing assessment tasks that address academic integrity issues and make it harder for students to cheat. We have started using integrated tests (e.g. integrated writing tests that include reading and listening skills, integrated listening and speaking tests). We also have included reflection tasks and more formative tasks.” – Survey Response

---

Other suggestions for assessing the skills of writing, speaking, reading, and listening online include:

**Assessing Writing:** Personalise writing tasks as much as possible. This could be done by using local or recent topic areas. For example, students could be asked to

---

<sup>5</sup> ‘Academic Integrity in Online Assessment: A Research Review’. Frontiers in Education, Accessed 20 February, 2022

<sup>6</sup> This article from the University of Wollongong identifies a range of reasons why students may act with academic dishonesty and also suggests various ways in which assessment tasks can be redesigned: <https://www.uow.edu.au/about/governance/academic-integrity/teachers/minimise-risk/>

use a specific idea as one of the main points for an essay, or they could be shown images which they are asked to relate to in their written answers. This type of personalisation reduces the ability to prepare answers beforehand or recycling previous work.

**Assessing Speaking:** Include interview questions where students are required to answer spontaneously.

**Assessing Listening and Reading:** Build up a bank of assessment tasks which can be cycled through. Consider using these assessments continuously throughout a course, rather than summatively.

## Principle Snapshots

**College A** redesigned their assessment by reducing the weighting of the final exams and made them 'open book' where possible.

**College B** found that, once they adjusted their mindset on writing assessments, assignment-based assessments were best to avoid misconduct. For example, they use process-focused assessments whereby students submit a plan, a first draft, and a final draft all in the first few weeks of a course. They also discovered that using a student journal as a formative writing tool worked well.

**College C** shifted to continuous assessment for listening. They developed a range of online quizzes delivered consistently throughout the course to take the pressure of a final, high-stakes test off the students.

## AF Principle 4: Provide students and staff with the necessary technical support and training in online assessment

---

The successful delivery of online assessment is heavily dependent on technology (stable internet connections, up-to-date software, etc). This requires institutions to invest in training and technical support for students and staff.

## The Challenge

With the reliance on technology in online assessments, technical issues are unfortunately a common occurrence. Along with academic misconduct, technical issues were identified in the Online ELICOS Delivery Survey as one of the main obstacles to overcome in online assessments. The main technical issues mentioned were related to:

- unstable internet connections (lag/latency, dropouts, interference/background noise)
- poor computer literacy
- assessment tools not fit-for-purpose

---

*"Assessments are at the mercy of teacher and student connectivity." – Survey Response*

---

## The Principle in Practice

Providing students and staff with the necessary technical support and training in online assessment is essential, and there are several ways that this principle can be put into practice.

### Have an IT support safety net

Establish a good IT support policy with related procedures. This includes the following suggestions:

- Create a help document to assist students whose connection fails during an assessment. The document should outline the precise steps to follow in case of connection failure, and it should include a back-up contact email (or WhatsApp number) so that students can get individual support and sort out technical difficulties in a timely way without disrupting other test-takers.
- Be well prepared. Set up all aspects of the exam in advance and test them rigorously with "dummy" test-takers.
- Allow a little more transition time between the different sections of the tests.

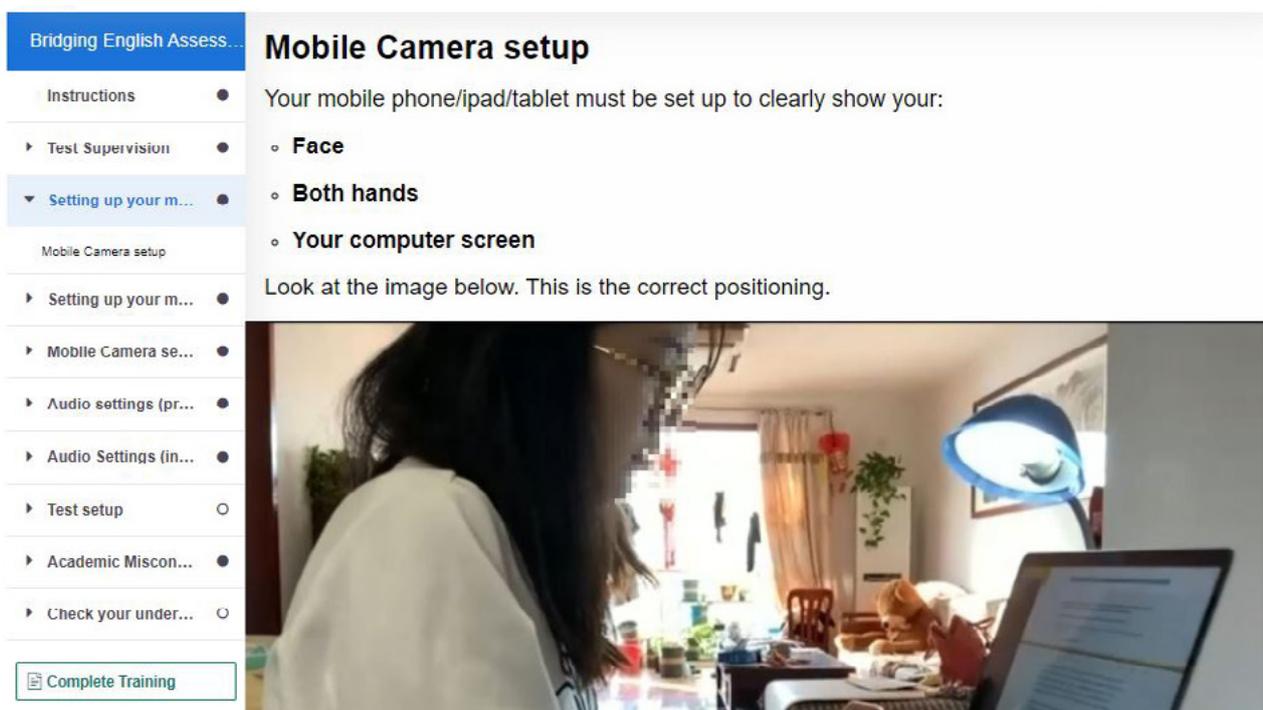
## Offer training for students

- When possible, let students do a “practice run” of the assessment. This will help identify and address technology issues before the real exam. For example, allow students to submit a text on Turnitin before the test day to uncover possible technical issues and to train them in the process.
- Prepare students well by ensuring they know exactly what to do before the test begins (what the exam process will look like, what the steps involved are, etc). This could be done via online modules, practice tests, or live training sessions.
- Prior to assessments, offer one-to-one sessions for students who are struggling with the technology, or those who are new to the program. This can help them to overcome any technical challenges.

---

“We tell students what a summative exam process will look like and what the steps are, presented by teachers via a consistent PowerPoint presentation.” – Survey Response

---



The screenshot shows a user interface for a mobile camera setup module. On the left is a navigation menu with items like 'Instructions', 'Test Supervision', 'Setting up your m...', 'Mobile Camera setup', 'Setting up your m...', 'MOBILE Camera se...', 'Audio settings (pr...', 'Audio Settings (in...', 'Test setup', 'Academic Miscon...', and 'Check your under...'. A 'Complete Training' button is at the bottom of the menu. The main content area is titled 'Mobile Camera setup' and contains the following text: 'Your mobile phone/ipad/tablet must be set up to clearly show your:' followed by a bulleted list: 'Face', 'Both hands', and 'Your computer screen'. Below the list, it says 'Look at the image below. This is the correct positioning.' and includes a photograph of a person sitting at a desk with a laptop, demonstrating the correct camera angle for the assessment.

Example page from the UQ College Online Assessment Preparation Module which shows students how to set up their mobile phone cameras for invigilation

# Answering listening questions

The screenshot shows a listening test interface with three questions. Callout boxes provide the following instructions:

- Click 'Play' on the audio immediately – review time is included in the audio. Do not rewind the audio.** (Points to the play button and the instruction: "Click the 'Play' button NOW (the review time is included in the audio time). DO NOT STOP the audio. Let it play until the end.")
- Type your answers into the boxes while you are listening.** (Points to the input boxes for question 1: "1. Last year, car manufacturers sold about  example  electric cars worldwide.")
- You CAN use a pen and paper to take notes while listening. You CANNOT use any other electronic devices.** (Points to a notepad and pen icon next to question 3: "3. The speaker says: a. Economic sus, b. Efficiency of A, c. Environment")
- When the audio instructions tell you to continue to the next section, click 'Next Page'. You will NOT be able to return to the previous section.** (Points to the "Next page" button at the bottom right of the interface).

The interface also shows a "UNSW Global" logo at the bottom right.

Sample Listening test instructions from UNSW Global

## Resourcing and training staff

- Source the best possible fit-for-purpose platforms with appropriate functionality.
- Adjust class schedules to release more staff for invigilation.
- Create online training modules for invigilators and offer one-to-one training and support sessions for less confident staff members.

“We’ve had focus groups and created room in our PD days for this kind of thing. We have a zoom channel which acts as our virtual staffroom, and we have weekly briefings.” – Survey Response

## Principle Snapshot

**College A** gives offshore students a VPN (for a consistent internet connection) to use during assessments. Along with offering students online practice tests, this has significantly reduced the technical issues they experience.

## AF Principle 5: Provide students with meaningful and timely feedback

Related to assessing student learning is offering formative corrective feedback. Language instructors are well aware of the importance of giving students meaningful feedback at the point of need for developing their language proficiency<sup>7</sup>.

### The Challenge

Yet, the online teaching context has its own unique set of challenges when it comes to providing effective feedback. These include the fact that frequently tighter time constraints can result in fewer opportunities for in-class feedback. Also, a lack of body language cues can make giving feedback harder.

When asked in the ELICOS Online Delivery Survey whether opportunities for giving meaningful feedback have increased, decreased, or stayed the same, the results were contrasting. Around 36% of respondents said these types of opportunities had increased, while a similar number (33%) believed they had decreased, and about 24% said they had stayed the same (7% were unsure).

<sup>7</sup> ACTFL, 'Provide Effective Feedback', Accessed 20 February, 2022, <https://www.actfl.org/resources/guiding-principles-language-learning/effective-feedback>

A possible explanation for these mixed responses could be the varied success that institutions have had in implementing good practice principles, as well as harnessing the capabilities of digital tools, to provide meaningful feedback online.

## The Principle in Practice

By leveraging the affordances of technology, however, feedback can be delivered in a variety of ways and through different mediums in the online ELICOS class.

### Focus on formative assessment

Ensure feedback is embedded in the course when developing assignments by prioritising formative assessments. Including these types of assessments in courses also means more opportunities for meaningful feedback and means teachers can spend more time helping students to develop an individualised study plan.

### Utilise the platforms

Feedback can be offered asynchronously or synchronously with several suggested methods mentioned below.

## 1. Asynchronously

**Through an LMS:** Using built-in LMS features like a discussion board allows teachers to quickly share group feedback with the whole class related to homework submissions or assessment tasks. Students can also be given weekly feedback on their progress after each assignment or assessment tasks. Using the learner grade centre function provided on most LMSs allows teachers to compile and provide student reports quite easily.

**Recording:** Using video or audio recordings and sharing these with students means teachers can provide rich feedback on learner performance. There are a range of recording apps and tools discussed in the next section.

**Email:** Email is a simple and effective way to provide students with feedback asynchronously. Because nearly all students are familiar with email, there is little, if any, learning curve involved.

---

“In general, teachers are using more multimodal approaches: 1. Annotated PDFs; 2. audio feedback; 3. a stylus to mark-up responses; 4. the use of rubrics; 5. discussion forums 6. OpenLearning LMS allows commenting on pre/post lesson tasks or tasks in class or posts to the platform.” – Survey Response

---

## 2. Synchronously

### Video conferencing:

The Online ELICOS Delivery Survey shows that most respondents use Zoom (almost 80%) and/or Microsoft Teams (around 35%) as their video conferencing platform.

These platforms have functions which allows for quick and unobtrusive feedback, such as the use of emojis (thumbs-up, etc) and private chat functions.

---

“Effective feedback can be provided instantly via zoom both verbally and in writing.” – Survey Response

---

**Breakout Rooms (BORs):** These platforms also offer BORs, which give teachers the opportunity to have personalised one-to-one feedback sessions with their students while the rest of the class is occupied with independent or group activities. These could be scheduled weekly one-to-one meetings to discuss learner progress, assessment feedback, and more. Corrections and comments on student writing and answers can be annotated and presented in different colours and highlighted using screensharing functionality (e.g., via a digital whiteboard).

---

“The breakout room tool makes [feedback] quite easy to manage. I use emoticons when visiting rooms to avoid interrupting. I usually use the ‘thumbs up’ sign. Chat enables communication without other students hearing what’s being said, too. You can check on whether a student has a problem.” – Survey Response

---

The image shows a document revision interface. On the left, a sidebar titled 'Revisions' lists 68 revisions. Comments from Sharon Lees include: 'nominalisation. Juts go with an adjective + noun combination.', 'Investment is the wrong word', 'round off figures unless you have a good reason not to.', 'Good clear claim', 'Lets talk about the combination of points in this sentence and your use of tends to / likely to is prone to.', 'Strikethrough', 'Very good', 'Strikethrough', 'Strikethrough', and 'Font color: Red'. The main document text is about ocean plastic pollution, with several sentences highlighted in red. On the right, a list of feedback actions from Sharon Lees is shown, including 'Formatted', 'TS', 'Is it a lack of policies?', 'Formatted', 'Formatted', 'Very good paraphrase and sentence', 'Good claim', 'Formatted', 'Formatted', 'To be more concise and improve', 'Investment is the wrong word', 'Formatted', 'round off figures unless you have', 'Good clear claim', 'November 04, 2021 Lets talk about the combination of points in this sentence and your use of tends to / likely to is prone to.', 'Formatted', 'Very good', 'Formatted', and 'Good transition sentence'.

Sample writing feedback from UNSW Global

## Make use of the digital tools

Besides videoconferencing and LMS platforms, there are a wide-ranging suite of digital apps and tools teachers can leverage to provide their learners with meaningful feedback.

**Turnitin tools:** Turnitin offers a variety of ways to send and receive feedback on written work. Teachers can use [Turnitin QuickMarks](#) and comments to provide written and recorded feedback on student submissions. Students can also receive verbal feedback from their teachers via the feedback summary in Turnitin or even have a recorded 'mini lesson' directly from their teacher, which they can listen to over and over. Turnitin can also be used to create detailed rubrics to provide formative feedback to students.

---

"Turnitin feedback tools are used for written feedback, voice recordings, and automated rubrics. Feedback Studio on Turnitin has been invaluable. Students can get timely feedback, which can be provided in both written and oral form." – Survey Response

---

Other feedback tools which offer effective ways to give feedback can be divided into two main methods: written and voice/video recorded or both.

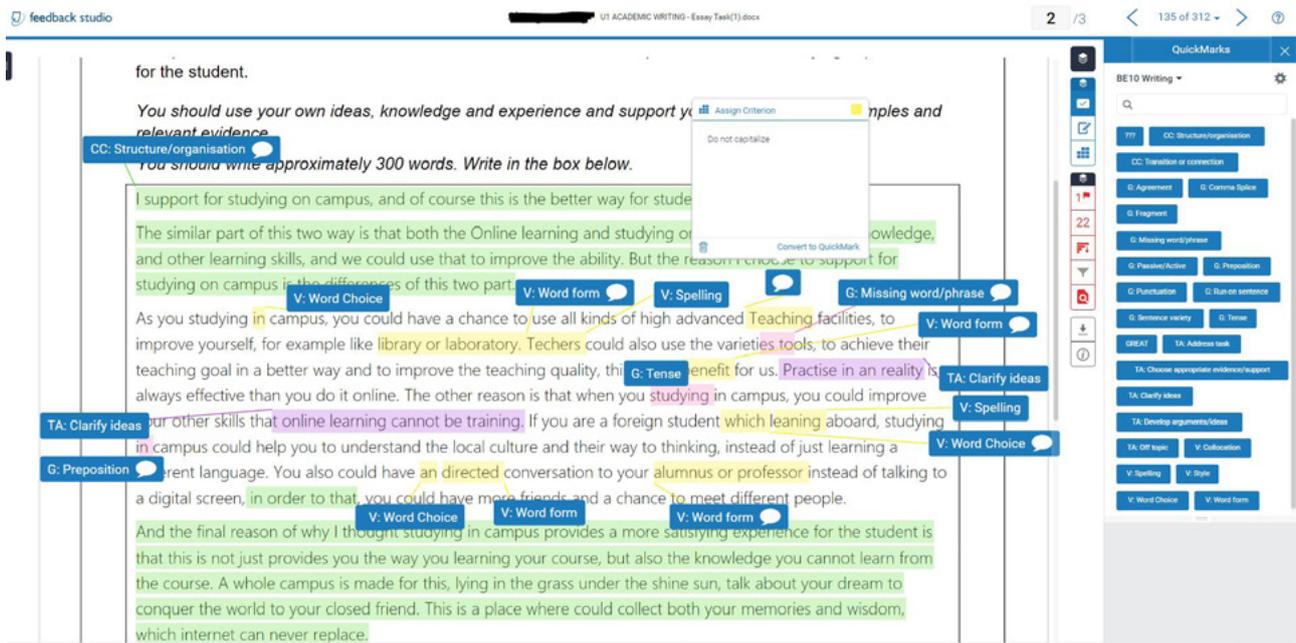
### Written:

- Google Forms or Microsoft Forms
- Use of student-response tools like [Socrative](#) or [Mentimeter](#)
- [Adobe Acrobat](#) PDF annotation functions
- Interactive Whiteboard functionality
- Jamboard feature in [Google Meet](#)
- Review (track changes, suggestions, etc) and comments functionality in Google Docs/Slides, MS Word/PowerPoint etc.
- Microsoft Teams '[Assignments](#)' feature

---

"As many of our courses were already online, the LMS, Google Docs, Turnitin, etc, were already in use before we moved to virtual. It's been fairly easy to continue to use these tools for feedback." - Survey Response

---



Sample Writing feedback from UQ College using Turnitin QuickMarks

**Recorded:**

- Screencasting technology ([Loom](#), [Screencast-o-Matic](#), or [Screencastify](#))
- Voice recording ([Vocaroo](#), [SpeakPipe](#))
- Built-in mobile phone/computer recording

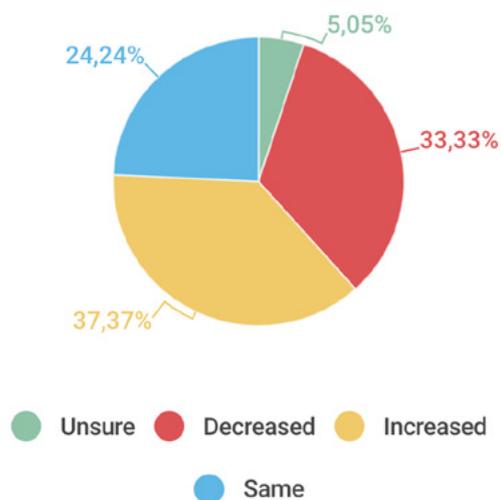
**Both:**

- Flipgrid for recording feedback and also customisable rubrics for written feedback
- Padlet and VoiceThread offer video and audio posts, as well as text comment options

“The use of collaborative documents in-class time has allowed consistent feedback in daily tasks in the class. The use of recorded speaking activities (e.g., using zoom record or apps) has allowed evaluation and feedback on this skill.” – Survey Response

**Opportunities to provide students with meaningful feedback online vs face-to-face**

In the Online ELICOS Delivery survey, ELICOS colleges were asked if teachers at their institution find that opportunities for giving meaningful feedback have: increased, stayed the same, or decreased since moving online.



Opportunities for providing meaningful feedback according to responses from the Online ELICOS Delivery Survey



## Case study: A Focus on Academic Integrity

Monash College's English Language division offers students a direct pathway to courses within the College and at Monash University. We run programs from our campus in Docklands, Melbourne, as well as through our offshore partners in China, Indonesia and Malaysia.

Educating students about how to maintain academic integrity (AI), with the aim of preventing breaches before they occur, has always been a fundamental part of what we do. In their first week of studies, all students are expected to complete an AI module that includes case studies of common AI breaches. AI is embedded within courses and specific assessment tasks via explicit in-class instruction, student-teacher consultations and sessions with the Monash College librarians. We also recognise the crucial role teachers play in helping students uphold AI, and they receive training on both the detection of AI breaches and the counselling of students around AI issues. Our Academic Integrity Community of Practice with our offshore partners further promotes best practice, providing a platform to share approaches and ensure that there is alignment across all programs and locations.

The transition to the online delivery of skills-based exams in 2020 represented a new challenge in how we maintain our high standards of academic integrity. A range of measures were put into place across all programs and locations to mitigate the risks, starting with an AI reporting process that is initiated by reports from eInvigilators and/or assessors. The tools and safeguards listed below support these investigations.

### **eAssessment invigilation and recordings:**

All eAssessments are invigilated via Zoom with 1 eInvigilator to every 18 students. eInvigilators are provided with training and guidance on AI, so that they can confidently report suspected breaches. Every eAssessment is recorded for the purposes of reviewing exam incidents and gathering evidence of suspected misconduct.

### **eAssessment platform inactive alerts:**

This alert allows the eInvigilator to check whether a student may be experiencing technical issues in real time but can also signal post-exam that misconduct may have occurred.

### **eAssessment platform replayer function:**

The platform auto-saves and keeps a record of activity every 28 seconds. Using this tool, it is possible to detect copying and pasting from other sources, auto-translation or irregular answer patterns.

### **Turnitin similarity reports and authorship tool:**

All written exams are put through Turnitin to detect plagiarism and suspected contract cheating.

### **Academic Integrity panel:**

The AI panel meets after every assessment period to determine the outcome of each individual case and ensure consistency and fairness. Penalties are set according to our published guidelines and determined in line with precedents.

**Case study written by** *Catriona Duncan, Program Leader, English, Monash College*



## Case study: A Focus on Integrated Assessment

Macquarie University College (formerly the English Language Centre) has been preparing students for university study for more than 30 years. Three distinct direct entry programs have recently been consolidated into one program. This allows curriculum and assessment staff to concentrate their efforts rather than concurrently modifying and monitoring multiple high-stakes programs.

Key considerations for the development team were:

- i) academic integrity for online assessment;
- ii) positive engagement through sustainable assessment design; and
- iii) constructive alignment of class activities with summative assessment.

### Assessment changes

Issues with separate skills tests used prior to online delivery:

- Risk to academic integrity because:
  - short answers are easily shared online
  - personal experience essays can be sourced on essay mills
- Low transference to language use required for university studies

In response, integrated skills tests are now used which better reflect language and skills needed for success at university and allow for positive washback on a constructively aligned curriculum.

#### Example 1: Discussion Forum Interaction and Reflection

Students write a reflection on their contributions to the class community of practice through their participation in discussion forums, group work, or a specific class learning activity.

#### Example 2: Integrated Skills Test

Students use information from a reading and listening text to respond to an essay question.

### Rating Rubrics

In consideration of digital language enhancement tools students use for written submissions, the rating rubrics for written tasks were modified. Vocabulary and grammar are now 20% of the essay score instead of 50%. Greater weighting is given to academic style and the writing process, which are minimally impacted by digital tool usage.

## Writing Rating Rubric

PREVIOUS Criteria	Weighting	NEW Criteria	Weighting
Content	20%	Task achievement	20%
Structure	10%	Structure	10%
Coherence & Cohesion	10%	Coherence & Cohesion	15%
Vocabulary: range and accuracy	25%	Vocabulary & Grammar: range & accuracy	20%
Grammar: range and accuracy	25%	Academic style: nominalisation, hedging etc	10%
Academic style: formal language & structures	5%	Referencing: attributions, in text citations, reference list	10%
Referencing	5%	Academic Process: plan, draft, engagement with feedback opportunities	15%

### Teacher Responses

Despite initial reservations, staff responded positively to integrated skills tests:

"...it limits instances of external plagiarism. Students don't ... google the topic and find sentences that are not their own and use them in a test".

"...we test their paraphrasing skills, basically, how they mediate language and so on, so that's another good thing about the test".

### Student Responses February 2022

98% of students (n=72) agree the course prepared them well for assessment.

99% of students (n=71) found the assessments relevant for their future goals, which enhances motivation and increases self-efficacy.

**Case study written by** *Cara Dinneen, Associate Director, Learning and Teaching, Macquarie University College*

## The Affordances of Technology in Assessment and Feedback

As described throughout this chapter, it's clear that there are a range of affordances brought about by technology when delivering assessments online. The main areas where these affordances are apparent are outlined in the table below.

### The Affordance of Technology for Online Assessments

#### Automation and time-saving features

- Automated reading and listening marking via LMS
  - Less human error
  - Better statistical analysis
  - Immediate feedback
- Digital writing scripts are easy to analyse and annotate
- Use of drag 'n drop and self-populating (with automated rubrics) feedback and scoring
- Plagiarism tools make checking for misconduct easy

#### More efficient administration

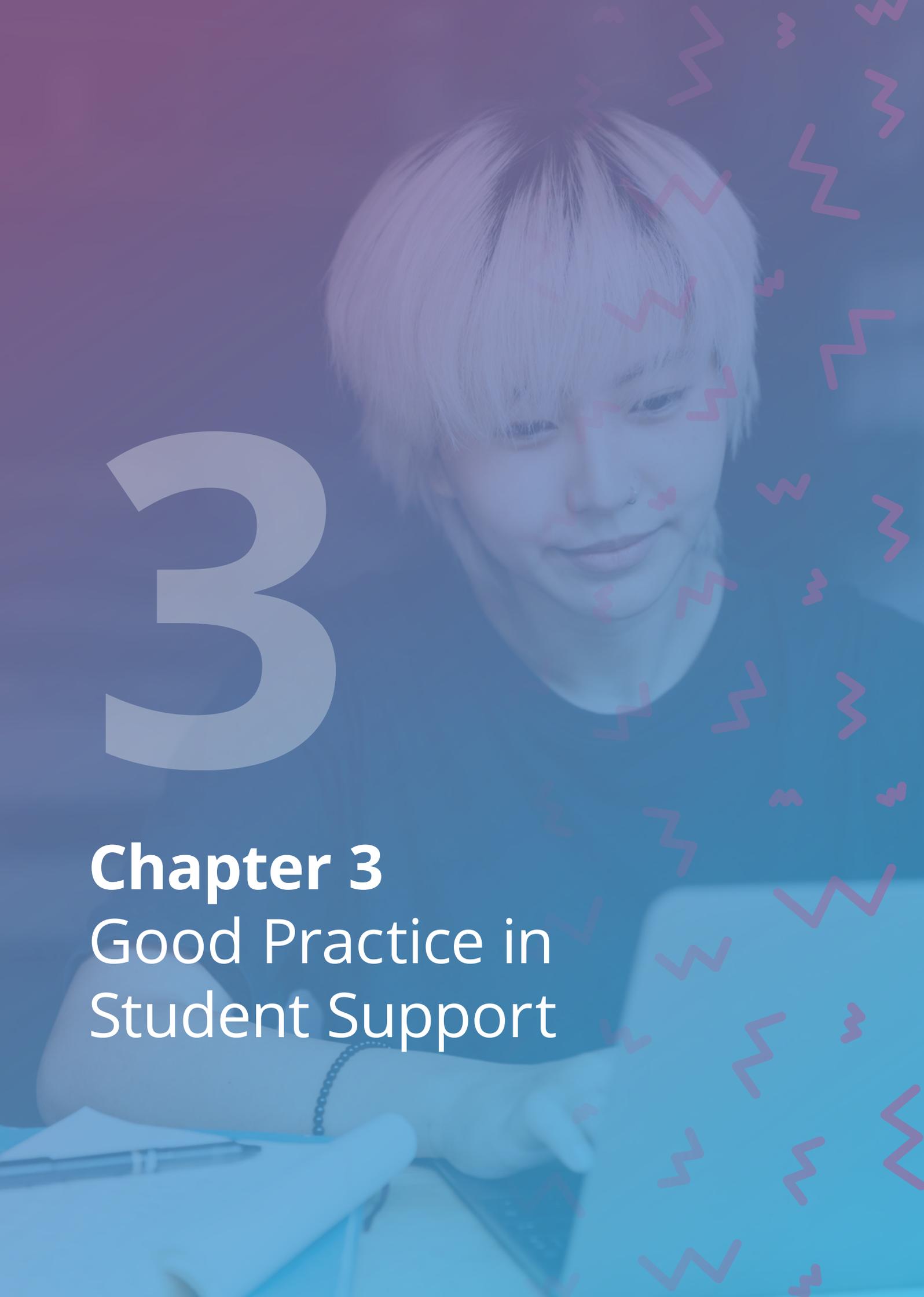
- More streamlined preparation, delivery and management of the assessment process.
- Auto-scoring leads to faster results for students
- Fast and efficient sharing of feedback and scores
- Better record keeping
  - Central and secure storage and archiving of assessments
- Reduction in paper use and printing costs
- Less deciphering of handwriting
- Easy recording of speaking assessments means training, standardisation, and moderation can occur more easily

#### Flexibility

- Remote access for students and staff means assessments can be delivered all over the world, not just to onshore students
- Asynchronous assessments allow students to work in their ideal time zone and therefore improved test performance
- Less test anxiety for some students when not in a physical test environment
- More variety in how assessment can be conducted using various apps and platforms
- More flexibility in delivering feedback and practice tests Some teachers use video feedback

#### Other

- Improved digital literacy skills for staff and students
- Built-in learner analytics (of tools and platforms) means easy monitoring of progress and at-risk students
- Generally less test-related anxiety due to the comfort of remote assessments



# 3

## **Chapter 3** Good Practice in Student Support

# Chapter 3: Good Practice in Student Support

## Student Support (SS) Principles Summary

---

SS PRINCIPLE

**01**

Support students by creating opportunities to connect with other students, staff and the wider community

SS PRINCIPLE

**02**

Support students with the necessary technical and digital skills to participate in class

SS PRINCIPLE

**03**

Support students with specific accessibility needs or specific learning support requirements

SS PRINCIPLE

**04**

Support students remotely with their mental health and wellbeing

SS PRINCIPLE

**05**

Support students by having clear policies and procedures for identifying and supporting students at academic risk

## Background

---

Learning and wellbeing are intricately linked: students who thrive and flourish personally usually demonstrate stronger academic attainment. Institution-wide approaches and structures that promote student wellbeing can have a positive effect on academic performance, but also a range of other outcomes, including:

- mental health
- self-esteem
- self-efficacy
- motivation
- behaviour<sup>1</sup>

In the online ELICOS context, student wellbeing and its promotion is of equal importance as in the face-to-face context. Yet, some of the challenges that impact wellbeing are less or more pronounced in the online classroom. The transition to this mode of delivery has meant institutions needed to rethink how they could best contribute to student wellbeing by continuing to offer support remotely. The good practice principles gleaned from these experiences and research into the area has resulted in the five Student Support Principles below.

## Student Support (SS) Principles Summary

---

- **SS Principle 1:** Support students by creating opportunities to connect with other students, staff and the wider community
- **SS Principle 2:** Support students with the necessary technical and digital skills to participate in class
- **SS Principle 3:** Support students with specific accessibility needs or specific learning support requirements
- **SS Principle 4:** Support students remotely with their mental health and wellbeing

<sup>1</sup> Oxford Impact Evaluated, 'Wellbeing Impact Study, Oxford University Press, Accessed 20 February, 2022, <https://oxfordimpact.oup.com/home/wellbeing-impact-study/>

- **SS Principle 5:** Support students by having clear policies and procedures for identifying and supporting students at academic risk

## SS Principle 1: Support students by creating opportunities to connect with other students, staff and the wider community

---

Having strong relationships with other students, staff, and the wider community is a key feature of a positive student experience. Several studies looking at the link between promoting wellbeing at school and academic performance support the importance of relationship building within schools and promoting student engagement with the wider community<sup>2,3</sup>.

### The Challenge

Without being onshore and physically in the classroom, however, ELICOS-providing institutions have had to rethink how they support relationship and community-building opportunities. Community building and engagement events have had to shift into the virtual space and be redesigned. The fact that this can be difficult is supported by responses in the English Australia Online ELICOS Delivery Survey.

When asked "What challenges has your institution experienced in delivering online lessons?", building community among students and teachers was selected by 42% of respondents.

More specifically, the main challenges in this area relate to:

1. creating a sense of community among the students,
2. enabling students to meet other students outside their class, and
3. supporting students in fostering a connection with their institution and Australian culture.

<sup>2</sup> Anne Graham, Mary Ann Powell, Nigel Thomas and Donnah Anderson. 'Reframing 'well-being' in schools: the potential of recognition', Cambridge Journal of Education 47, no. 4 (2017): 439-455.  
<sup>3</sup> Ariel Lindorff, 'The Impact of Promoting Student Wellbeing on Student Academic and Non-Academic Outcomes', Oxford International Curriculum, Accessed 20 February, 2022, <https://oxfordimpact.oup.com/wp-content/uploads/2020/10/Wellbeing-Impact-Study-Report.pdf>

## The Principle in Practice

When asked which forms of support institutions offered students, the responses in the Online ELICOS Delivery Survey showed that many, but not all, providers offered community-building opportunities. More specifically:

- Around 71% offered one-to-one check-ins with the class teacher
- 53% gave students chances to connect with other students (across programs) outside of class

---

“We do not have the volume of students to provide opportunities to connect outside the classroom. We do have breakout rooms during live classes which give students an opportunity to get to know each other on a personal basis. This is a mixture of on and offshore students.” – Survey Response

---

- Just over 60% provided opportunities to connect/feel a sense of belonging to their institutions.

Good practice suggestions for fostering a sense of connectedness and belonging come from responses in the survey and include the following:

### Connecting with other students

- Enhancing student engagement in the online environment from orientation by enabling students to introduce themselves to their classmates through ‘getting to know you’ activities.
- Encouraging students to set up a group chat to be able to meet each other quickly, support each other, and ask questions about classes.
- Running student activities such as conversation clubs, online cross-cultural social events, and setting up time for students to mingle with each other virtually.

---

“Online activities give the students a sense of being connected to a community, and thus a sense of belonging.” – Survey Response

---

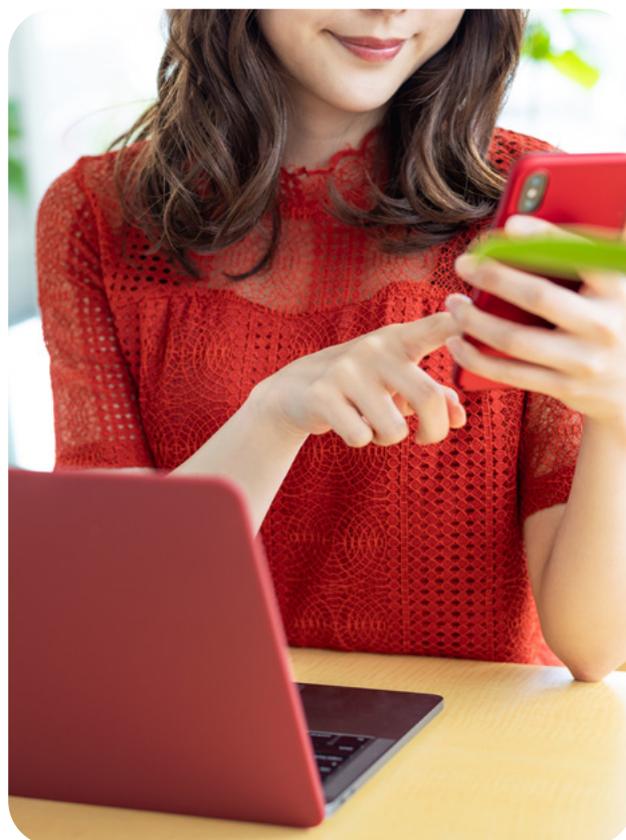
### Connecting with other staff via orientation

- A welcome by the Director of Studies or Academic Managers at orientation.
- Introducing students to support staff at orientation so that they are made aware of whom to contact if they have any queries regarding their learning and wellbeing.
- Recording orientation for latecomers or absentees (or providing a digital onboarding package for students to complete before or after the face-to-face orientation).

---

“We have program convenors talk about their specific programs and introduce the student support team.” – Survey Response

---





A discussion group at the University of Adelaide English Language Centre

### Connecting with the wider community

- Connecting students with alumni through presentations sharing past experiences or through mentorship programs.
- Connecting students to Australian culture through virtual homestays and virtual tours.
- Holding virtual guest talks on Australian-related subjects or topics of interest.

“Student activities officer provide activities with volunteers to give students more access to Australians.” – Survey Response

### Principle Snapshots

**College A** does a “meet ‘n greet” as part of their student orientation. This activity allows the students to introduce themselves to their classmates and share some fun facts about themselves (like where they are based, their hobbies, what they are nervous about). They also include a short talk brief with alumni of the institution, allowing current students to hear directly from previous students who had been through the same experience.

**College B** sets up a WeChat group for each group. This has been very successful for students to be able to meet each other quickly, support each other, and ask questions about orientation or classes. The Enquiries Team also join each WeChat group to answer questions in the students’ first week. They set up Virtual Homestays which were opt-in and at an additional cost. Students ‘met’ the families online

a few times a week. Some students even got passed around on the phone at a family BBQ.

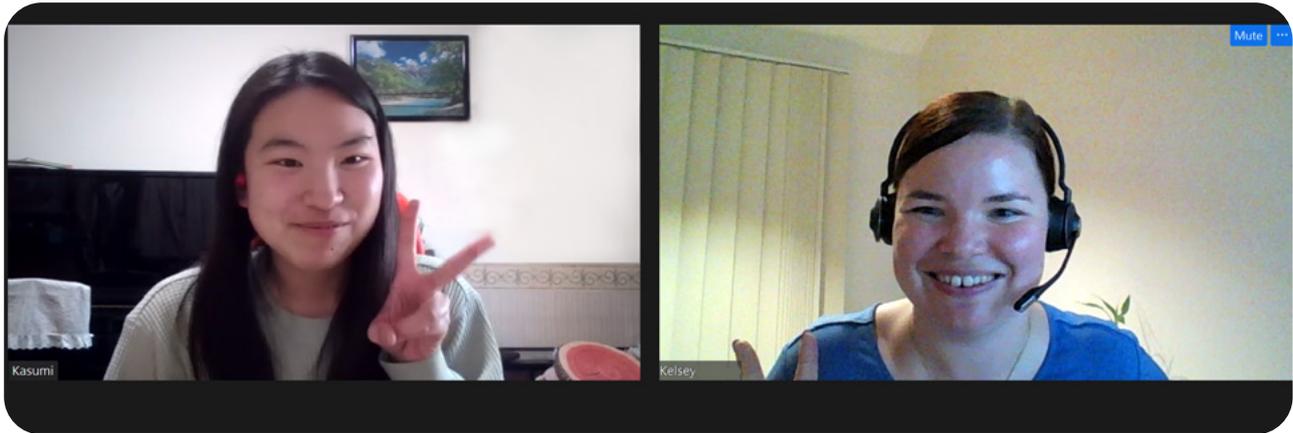
**College C** has a ‘Study Club’ initiative led by peer mentors, which provides a social support space for students and opportunities to connect and foster a sense of belonging.

**College D** has cultural mentors. They are onshore students who have recently graduated paired up with offshore online students. They met twice a week on Zoom and the cultural mentors often went to the beach or somewhere to show the online students parts of Perth.

### SS Principle 2: Support students with the necessary technical and digital skills to participate in class

Initially, the most pertinent area for supporting students is that of the necessary technical skills to join in the online class and participate effectively. These technical skills can be categorised into two areas: 1) troubleshooting and dealing with electrical/mechanical issues and 2) digital literacy skills. Both these areas have been identified as core 21st century digital skills<sup>4</sup> necessary in the workplace of the future.

4 Ester Van Laar, Alexander Van Deursen, Jan Van Dijk and Jos De Haan, J. ‘The relation between 21st-century skills and digital skills: A systematic literature review,’ *Computers in Human Behavior* 72 (2017):577–588, <https://doi.org/10.1016/j.chb.2017.03.010>



*A Japanese student from ELC talks to her virtual homestay family in Australia*



*A Cultural Mentor student from UWA CELT zooming at the beach with her two buddies in Japan*

### The Challenge

In the online ELICOS context, however, supporting students with these digital and technical skills are two of the biggest challenges faced by institutions.

When asked “What challenges has your institution experienced in delivering online lessons?” in the Online ELICOS Delivery Survey, the following were selected by the respondents:

- Students’ internet connection (96%)
- Other technical issues (56%)
- Students’ access to suitable devices (56%)
- Students’ digital literacy (56%)

Related to the challenge of students' low digital literacy skills, are the issues of:

- ensuring students are not disadvantaged by their digital literacy, and
- ensuring students are autonomous in seeking help for technical issues.

### The Principle in Practice

While stable internet connections are largely outside of the scope and influence of institutions (besides offering troubleshooting and suggestions), there are

several ways in which students can be supported with other technical and digital skills.

#### Technical Training

Time and resources should also be allocated to training students in the technical requirements for successful studies. Like digital literacy training, this could be conducted at different parts of their study program (pre-course, orientation, and during the program). Some of the key areas and ways to deliver this training are as follows:

**Setting expectations:** Make students aware of the minimum technology requirements for successful participation in courses, e.g., computer specifications, and how to check for these. This needs to be communicated pre-course delivery.

---

“We identify the type of digital devices that the students are using, their access and availability to the internet, and a good internet speed. We also make sure that they have a good microphone and speakers, recommending the use of headsets if necessary.” - Survey Response

---

**Use a scaffolded, multimodal approach:** Provide students with step-by-step instructional training, keeping in mind what is need-to-know information. For example, they would need to know how to join their first class early in the training but not

necessarily how to submit their final assignment. Students respond differently to different mediums of instructions, so it is beneficial to incorporate screencasts and instructional videos alongside live online guided sessions. Using online training modules and digital guides or handbooks can also assist in independent digital problem-solving.

**Use an experiential approach:** This is like a ‘loop input’ approach, which is when “the message of the training and its means of delivery coincide”<sup>5</sup>. In other words, get students to learn a technology by actually using it. Give them opportunities prior to class (or time allocated in class) for familiarisation with the required platforms and tools in an interactive synchronous environment.

---

“The practice class part where they get to experience what [real] class will be like, demystifies the virtual classroom for them.” – Survey Response

---

#### Have a Safety Net in Place

Rather than relying solely on teachers to help students with technical difficulties, make sure there are a range of structures and clear processes in place. These can include access to an IT support service (hotline or Zoom/Teams channel, for example), a dedicated team of support teachers who can come into classes to help students without disrupting the lesson or class, or clear troubleshooting guidelines or FAQs (e.g., on how to access a VPN). Make information about these structures easily accessible and ensure students are aware of how to access this.

---

“We have IT Support information on the LMS. This includes contact details of IT helpdesk, useful videos on how to use the LMS, upload assignments, split their screen, etc.” – Survey Response

---

<sup>5</sup> Jackdaw Learning and Teaching, ‘Loop Input: A Valuable Teaching or Training Strategy,’ Accessed on 20 February 2022, <https://jackdawltc.org/2014/10/20/loop-input-a-valuable-training-strategy/>

Communicating online with teachers (Academic Skills Module)

0% COMPLETE

- Module outcomes
- Introduction
- Email basics
- Quick check
- Dos and Don'ts of email communication

Lesson 1 of 8

## Module outcomes

---

By the end of this module, you will be able to :

- understand the basic rules of emails
- identify the differences between good and bad emails
- be more aware of online etiquette (netiquette)
- write an email to your teacher / lecturer

An example from UQ College of a training module on [Articulate Rise](#) for training students in online etiquette

YOUTUBE

UQ Zoom Joining a class with a Teacher's ID

Watch later Share

Zoom Cloud Meeting

zoom

Join a Meeting

Sign In

Version 4.7.0(276,000)

MORE VIDEOS

0:00 / 2:04

YouTube

## Zoom Joining a class with a Teacher's ID

Watch this video to learn how to join a class with your teacher's ID (accessible from Blackboard)

A screencast video used at UQ College for training students in how to join their first class on Zoom

## Digital Literacy Training

Conducting digital literacy training can foster skills that allow students to participate effectively and confidently in the online classroom.

Responses from the Online ELICOS Delivery Survey indicate that this type of training is provided inconsistently across institutions. Around 38% of respondents stated that their institutions conducted digital literacy training with their students, while 32% said they did not, and 17% were not sure.

Digital training can be conducted at various times throughout a program, including as part of pre-departure material, during orientation, and embedded into the curriculum itself. Part of the training should be dedicated to helping students become familiar with online etiquette (e.g., setting expectations for online behaviour) and the resources available to them.

---

“During orientation, we run a guided session for all students to learn to navigate our LMS. We offer follow up IT and Moodle (LMS) support sessions. Students start with a ‘Course Introduction’ lesson that guides them to navigating digital content, [and] screencasts to support students with submitting assessments digitally.” -Survey Response

---

### Principle Snapshots

**College A** has an official welcome ceremony, after which students break off into groups according to their course and level. They invite their IT team to attend and resolve any on-the-spot technical issues that students might have (not being able to log into the LMS or knowing where to find their class link or institute email address.) By the end of this meeting, all students are set up and ready for their first class. They are also developing an IT session to run prior to the official welcome that will upskill students on key technologies that they will use frequently throughout the course, such as Canvas (LMS), OneDrive (storage

and collaboration) Canvas Studio (video), email, RingCentral (video conferencing), etc.

At **College B**, students are also walked through the technology setup on the orientation day. Students are given the opportunity to ask questions about any doubts they may have on the day, and they are also introduced to key staff members, so they know who to ask if they have any queries or technical problems.

**College C** has a tech safety net in place for individual students. If it's a student's first time in class, they will ask them to log on 15 minutes early to check their system and connection. For students who have been identified as needing more technical assistance, they will dedicate a 30-minute one-on-one lesson to teaching them how to use the features of the video conferencing platform.

## SS Principle 3: Support students with specific accessibility needs or specific learning support requirements

---

Apart from planning and delivering lessons that cater to the individual learner differences mentioned in Chapter 1, keeping specific learning support requirements in mind is also key in online ELICOS delivery. Students with these requirements include those who have specific accessibility<sup>6</sup> needs, such as ones with certain disabilities (e.g., visual impairments) or neurodivergent traits (such as dyslexia or ADHD). As with face-to-face classes, equity, diversity, and inclusivity should be a priority in the online learning environment.

---

<sup>6</sup> For more on accessibility specifically for language teaching, see Michele Daloiso's work in this field, including the book *Supporting Learners with Dyslexia in the ELT Classroom*.

# Guidelines for online learning at ICTE

## 1. BEFORE YOUR ONLINE LESSONS

### SET UP YOUR LEARNING SPACE

Connect to the Internet 

Check your background

Check your volume is up



Check your webcam is working

Check your microphone is on

### COMPLETE THE INTRODUCTORY TRAINING



Online Learning with Zoom

<http://bit.ly/learningonlinewithzoom>

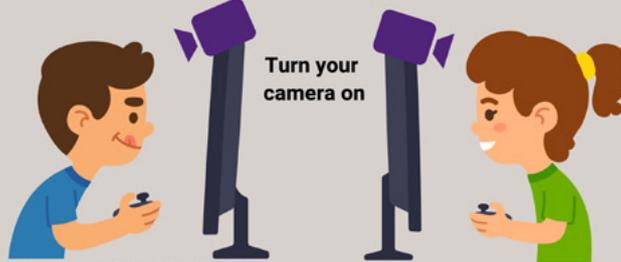
Accessing UQLearn (Blackboard)



<https://bit.ly/2Ybo7Br>

## 2. DURING YOUR ONLINE LESSONS

### PARTICIPATE ACTIVELY DURING LESSONS



Turn your camera on

Wear comfortable clothes



Be on time! Attendance is important.



Be polite. Respect other people's ideas

Use gestures to help you communicate online

## 3. AFTER YOUR ONLINE LESSONS

Complete homework and self-study tasks as set by your teachers



Join ICTE online activities and Learning Advice to practice and improve your English

\* Your teachers will communicate with you from Monday to Friday, usually between 7.45am-6pm in Brisbane, Australia. You won't get emails or feedback from your teachers during the weekend (Saturday and Sunday).

<https://icte.uq.edu.au/guidelines-icte-students-online-learning>

An infographic used at UQ College (formerly ICTE-UQ) that gives students information about online etiquette

## The Challenge

Yet, while some of these specific needs mentioned may be visible, others might not be as easily apparent, such as certain neurodivergent traits, especially in the virtual classroom context where monitoring of students via webcams can prove difficult. Thus, ensuring online lessons and materials are accessible to all learners, including learners with specific accessibility needs, or learners with specific learning support requirements, is a key challenge faced by online ELICOS providers.

## The Principle in Practice

With regards to supporting students through accessibility and learning support requirements, we can turn to the experiences of Australian ELICOS-providers and good practice in online delivery design.

### Empower teachers to support their students

Making teachers aware of students in class who have disclosed learning support needs will go a long way towards putting the necessary processes and structures in place. Professional development for teachers and other staff members can equip them with the skills and knowledge to support these students more effectively. Also, connecting teachers with support staff, such as student advisors and counsellors, can empower them to support their students better.

---

“Questionnaires are completed during application and adjustments are made according to specific needs disclosed. Students are also surveyed during week 1 to find out about their learning environments. Our student counsellor [then] makes recommendations regarding assistance to individuals.” – Survey Response

---

### A Personalised Plan

One way to support students who have diverse needs is by providing them with a modified learning and assessment plan. This type of plan could include reasonable adjustments for assessment, such as extra time or negotiated due dates, as well as regular check-ins with learning support staff to see if adjustments made are effective and to provide overall wellbeing support to students.

---

“When accessibility and learning support cases arise, we deal with them on a case-by-case basis in liaison with the university’s support services. Adjustments that have been made in the past have often been related to adapting assessment parameters.” – Survey Response

---

### Design with Accessibility in Mind

Wherever possible, keep accessibility in mind when creating materials and planning lessons. Consider features such as the amount, size, and font of the text on a page or slide, colour combinations (background, foreground), and how easy asynchronous material is to access for students<sup>7</sup>. For example, is the video hosting platform you use accessible in the countries where your students reside?

#### Universal Design for Learning (UDL)

UDL is an excellent framework to improve and optimise teaching and learning for all. There are several tools available for teachers and learning designers to implement UDL according to their guidelines, which are included in Appendix 2 and available here: <https://udlguidelines.cast.org/>

<sup>7</sup> Many institutions ensure their materials and content meet Web Content Accessibility standards. Read more about the Guidelines (WCAG) here: <https://www.w3.org/TR/WCAG21/>

Use built-in accessibility functionality of LMSs and software like Word or PDFs when creating resources. Free online checkers can help ensure your materials, platforms, and tools have the necessary accessibility features in place<sup>8</sup>.

“[We] use recordings, images, text-to-voice, translations for instructions, and follow the standards and recommendations made by experts when creating PowerPoints to ensure inclusivity and best practice for a diverse range of learners.” – Survey Response

Burgstahler<sup>9</sup> offers 20 Tips for Teaching an Accessible Online Course, some of the most relevant ones to the online ELICOS context (and not previously covered above) are included in the table below.

Burgstahler’s Tips for Teaching an Accessible Online Course (abridged)
Use clear, consistent layouts, navigation, and organization schemes to present content. Keep paragraphs short and avoid flashing content.
Use descriptive wording for hyperlink text (e.g., “DO-IT website” rather than “click here”).
Use a text-based format and structure headings, lists, and tables using style and formatting features within your Learning Management System (LMS) and content creation software; use built-in page layouts where applicable.
Use large, bold, sans serif fonts on uncluttered pages with plain backgrounds.
Use colour combinations that are high contrast. Do not use colour alone to convey meaning.
Caption videos and transcribe audio content.

<sup>8</sup> W3.org has a comprehensive list of accessibility evaluation tools to choose from: <https://www.w3.org/WAI/ER/tools/>  
<sup>9</sup> Sheryl Burgstahler, ‘20 Tips for Teaching an Accessible Online Course,’ University of Washington, Accessed on 20 February, 2022, <https://www.washington.edu/doiit/20-tips-teaching-accessible-online-course>

Don’t overburden students with learning to operate a large number of technology products unless they are related to the topic of the course.

Provide multiple ways for students to demonstrate what they have learned (e.g., different types of test items, portfolios, presentations, single-topic discussions).

### Raise Awareness

Check that students are aware of the minimum hardware and software requirements for participation in courses prior to commencement. Likewise, raise awareness of the assistive technology tools and support available to them. If your institution has an Accessibility, Equity, Inclusivity and/or Diversity policy, ensure this is easily available and accessible (including in language grading) to your learners. Also ensure that students are aware of accessibility features and assistive technology tools at their disposal, such as closed captioning and subtitling, alternative text on images, screen readers, pausing/slowing down video, and how to access recorded lessons if available.

“We ensure all instructional language is benchmarked and appropriate to the learner’s proficiency. We also conform to the WCAG2 standards, [ensuring] font and font sizes are appropriate and standardised, navigation is logically sequenced and signposted, and there is online and academic support throughout.” – Survey Response

### Principle Snapshots

**College A** has an accessibility policy in place for material development. Teachers writing asynchronous learning materials are required to add text alternatives to visual media. This is to ensure they are accessible via screen readers for learners with visual impairments.

**College B** assists students with disabilities by providing access specific assistive software and

via Equitable Learning Plans (ELPS). These ELPS are devised in partnership with the student and are tailored to their specific needs. They also include specific instructions for their teachers to ensure inclusive practice. Students who are issued with ELPS are also in regular contact with Student Advisers who check in regularly to see if the adjustments made are effective and provide overall wellbeing support to students.

**College C** timetables additional contact time for students with a teacher. This one-on-one time is not instructional but serves as tutorial support and as an opportunity for a more informal discussion whereby students can share their concerns, ask questions, and feel valued.

## SS Principle 4: Support students remotely with their mental health and wellbeing

Whilst fostering a sense of belonging and assisting students with building technical and digital skills is of utmost importance, supporting students remotely with their mental health and wellbeing is equally essential. When asked “What mental health and wellbeing support does your institution offer students who are studying online?” in the Online ELICOS Delivery Survey, responses were as follows:

- although 77% of the respondents said their institutions offered booked appointments with student advisors, only 41% offered regular-drop-in times with student advisors
- a similar number (42%) offered check-in phone calls with students
- just 36% offered wellbeing workshops

## The Challenge

We know that, when it comes to students’ language learning and academic performance, anxiety is one of the most influential affective factors<sup>10,11</sup>. The learning environment is also closely linked to anxiety<sup>12</sup>, and remote online learning can thus add an extra layer of complexity and challenge to what is already considered a stressful situation. Studying online, students need to become proficient in new modes of learning and delivery and deal with the associated cognitive and information load, often solely in the language they are learning.

Two of the key challenges related to this are:

- how to (remotely) identify students who need mental health and wellbeing support, and
- how to encourage students to make appointments with counsellors or other support staff.

## The Principle in Practice

[The English Australia Guide to Best Practice in International Student Mental Health](#) is a

comprehensive and valuable resource offering timely and detailed advice and principles around student wellbeing and mental health in ELICOS. In conjunction with the key features mentioned in the guide, institutions should provide the following support for students studying in the online environment.

### A whole-of-centre approach

With this type of strategy, wellbeing is integrated throughout the classroom and academic programs, and beyond. In the class, teachers can be given wellbeing resources to use, such as workshop activities and lesson plans. For example, harnessing ed-tech tools like [Jamboard](#) or [Padlet](#), the teacher

<sup>10</sup> Jane Arnold and H Douglas Brown, ‘A map of the terrain’, *Affect in Language Learning*, ed. Jane Arnold, (Cambridge: Cambridge University Press, 1999).

<sup>11</sup> Osnat Argaman and Salim Abu-Rabia, ‘The influence of language anxiety on English reading and writing tasks among native Hebrew speakers’, *Language, Culture and Curriculum* 15, no. 2 (2010): 143–160.

<sup>12</sup> Robert C Gardner and Peter D MacIntyre, ‘On the measurements of affective variables in second language learning,’ *Language Learning* 43, no.2 (1993): 157–194.

can guide students in adding notes of gratitude and kindness for each other.

---

**“We try to have one-on-one with students over Zoom or a phone call to ensure they are OK.” – Survey Response**

---

Outside of class, institutions can timetable regular wellbeing workshops on topics ranging from managing stress and anxiety, to dealing with isolation and study-life balance. Having a wellbeing support team available to students is another valuable resource. The team should have well-publicised drop-in times and bookings available and can also come into virtual classes regularly to remind students of the resources available to them, so that students feel valued by the institution.

---

**“We have developed an online Student Support policy and procedure framework to guide teachers and support staff. This framework supports staff with strategies to take action quickly to meet challenges as they arise.” – Survey Response**

---

### **Amplify the student voice**

Establishing a ‘Wellbeing Ambassadors’ program can go a long way to establishing a sense of community. The ambassadors can be selected from existing students or alumni. It is always beneficial for incoming students to hear from their peers about their experience and receive specific advice on being successful from an academic, social, and wellbeing perspective. The ambassadors can also gather feedback from their peers on what type of support they need and add this student perspective to the institute’s overall wellbeing strategy to amplify the student voice.

### **Be in touch**

Making students aware that support is just one click or call away can help alleviate feelings of anxiety and isolation. Offering a ‘one-stop shop’ for information that directs them to relevant resources and services, as well as tools to help them maintain their own wellbeing, can be beneficial.

---

**“Mental health and wellbeing [are introduced] during orientation by the Student Adviser who is also the Wellness Representative. The Student Advisor and teachers know the students well and organise for extra support when and where needed. It’s important for the students to gain trust in their teachers and College staff so they feel comfortable letting us know their problems.” – Survey Response**

---

Providing access to a counselling service where students can book a confidential online one-to-one appointment with a qualified professional, including ones who speak the students’ L1, can help support their wellbeing. Having information about similar counselling services readily available in their home country can be similarly valuable.

### **Principle Snapshots**

**College A** uses [TalkCampus](#), an app-based service they make available to their students for free. The phone app provides access to instant support for students with their mental health and wellbeing any time of day or night. It gives students access to a global peer network where they can interact safely and anonymously in their preferred language with a supportive online peer community.<sup>13</sup>

**College B** has a range of support structures in place for different facets of their students’ wellbeing. They have student advisors available to help students with administrative issues, academic teams in place who

---

<sup>13</sup> [Sonder](#) is a similar service offering assistance in safety, medical advice, and mental health. It is used by various ELICOS providers and universities to support their students with these needs.

support students with their academic progression and progress, and a counselling service where students can book appointments with a qualified professional.

**College C** has designed a wellbeing app that helps students monitor their wellbeing and connect with the wider student community. They incorporate the app's use in classroom lessons and use fun memes, animated videos, and GIFs to promote student support services.

### **SS Principle 5: Support students by having clear policies and procedures for identifying and supporting students at academic risk**

Besides the range of structures and initiatives previously mentioned in this chapter, institutions also need to offer the necessary support to online ELICOS students who are at academic risk. This can come in the form of policies and procedures that are clear and accessible to students.

#### **The Challenge**

While many institutions have established practices, policies, and procedures in place for identifying and assisting at-risk students in the face-to-face classroom, shifting online has meant these measures have had to be rethought and redesigned.

---

In the online ELICOS Delivery Survey, around 37% of respondents noted 'supporting students at risk' as a challenge they experienced in delivering online lessons.

---

More specifically, this challenge can be separated into two main issues:

1. identifying and supporting students at academic risk both for progress and attendance, and
2. monitoring attendance when students are not bound by student visa requirements.

#### **The Principle in Practice**

Adhering to good practice is key for institutions to identify and assist students at academic risk. The following practices and examples are based on research and the experiences of Australian ELICOS providers.

##### **Training is key**

Making training available to all staff can help raise awareness of the institution's policy and procedures to identify, support, and refer students. This can assist them in early identification and give them the confidence to deal with these types of issues appropriately and effectively. For instance, if teachers are well-informed about the institution's attendance policy, they can, in turn, remind students who are at-risk. They can also report these students to the necessary academic manager or support service in a timely manner.

---

"[A successful measure has been] teachers feeding back regularly to supervisors any at-risk behaviours and checking up on the students." – Survey Response

---

##### **Identify the reason**

Uncovering the underlying reason(s) why a student may not be making progress or attending is key to early intervention and assistance. Whether it be personal circumstances, language proficiency, or affective factors, once the reason (or reasons) is established, they can be referred to the appropriate staff or service for further support.

##### **Time is of the essence**

Identifying and flagging at-risk students as early as possible can help with implementing a timely and appropriate plan of action that maximises support for the student and minimises disruption to their studies. This can be achieved through a carefully designed, pre-course questionnaire, needs analysis, or individual one-to-one consultations with relevant staff members during orientation or early in the course.

---

“Online delivery has enabled better monitoring of student engagement and we’re able to identify ‘at risk’ students faster and provide support much earlier in the term.” – Survey Response

---

### **Harness the tech**

Most, if not all, LMSs offer assessment functionality, such as a “Grade Centre” which helps teachers and staff easily identify when students are at academic risk. Some LMSs utilise advanced technology to predict future academic performance and notify administrators if students are likely to fall into a risk category. Using video conferencing software, or even email and other digital communication channels, can also help teachers and support staff maintain regular contact with at-risk students.

---

“To support students at risk, we have maintained regular contact with them via Zoom, email and referrals to professionals.” – Survey Response

---

### **Ongoing support**

Once students have been identified as at-risk and offered support, it is essential to remain in contact and offer ongoing support. Make sure there is a system in place for following up with students identified as needing support. For example, running small group workshops for students identified as needing additional academic support and regular check-ins from teachers and support staff can be beneficial in this regard, as are one-to-one sessions with student advisors or course coordinators. As previously mentioned, video conferencing software makes these types of check-ins easy and efficient.

---

“[We have] check in calls with students (self-) identified as at risk.” – Survey Response

---

### **Principle Snapshots**

**College A** offers at-risk students an hour per week of learning assistance, while also providing extra one-hour online workshops in the four English macro-skills.

**College B** uses [Drop Out Detective](#) (a Canvas LMS integration) to measure student engagement and predict student success. It flags students who are most at risk of failing/not progressing. This allows them to intervene quickly through the class teacher who can offer feedback and support for these students. If necessary, a Study Success Adviser will also contact them and suggest additional resources and support that will assist them.

**College C** teachers from College C set up research groups for their classes in their college LMS. In their Research Groups, students support one another in identifying their research topic and locating

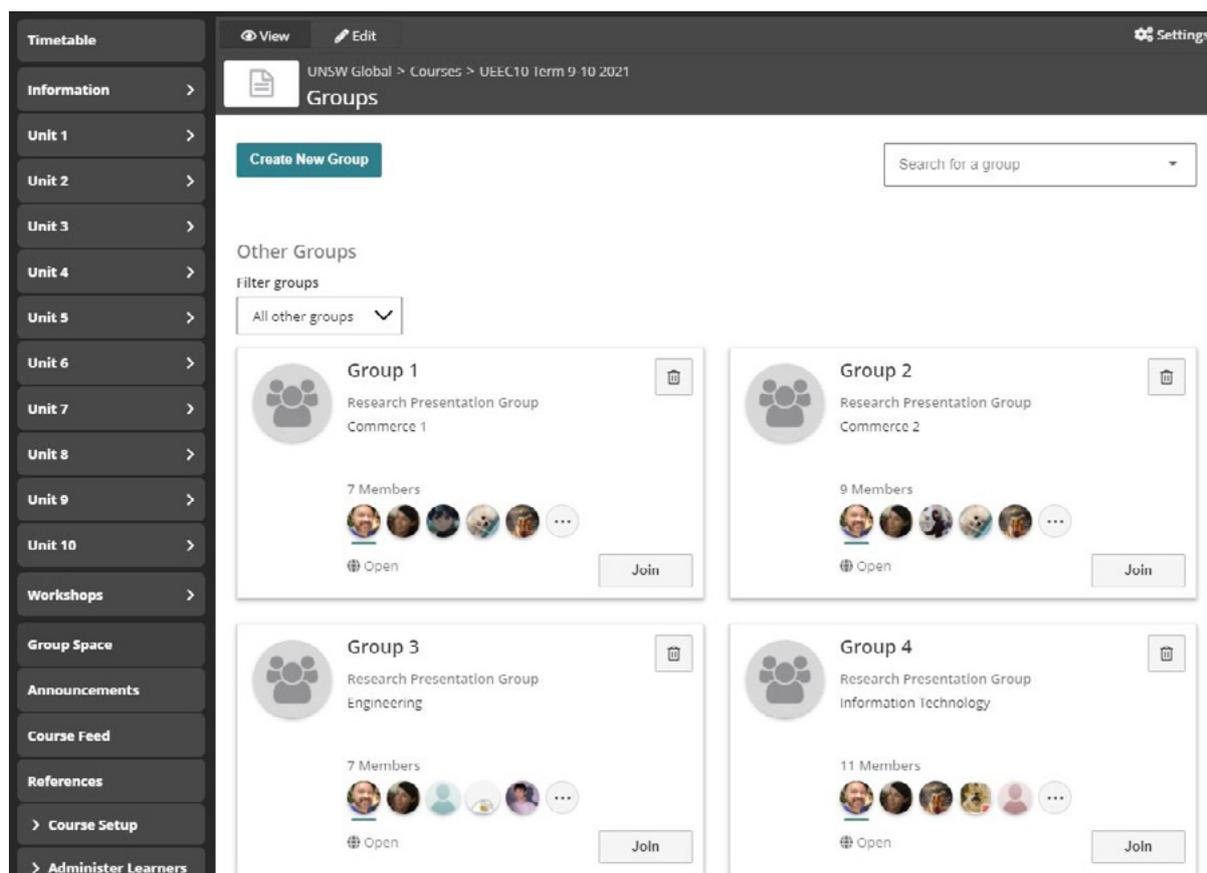


academic sources for an independent research project. Student engagement and collaboration with the research group is measured through comments on one another's research topics and sources, and a self-generated reflective video responding to guided questions on the research process. They are also required to comment on one another's videos.

---

“ Group learning is a very important form of learning. Group learning can not only help us solve problems with each other, but helps us find our own shortcomings.” – ELICOS student

---



UNSW Global online Research Groups



## Case Study: A Focus on Access and Inclusion

### **UTS College's Approach to Providing Students with Universal English Language Education Access**

UTS College is a university pathway provider of Academic English programs, predominantly for international students heading to university where English is the medium of instruction.

The college's vision is 'To actualise potential and to enhance lives through the power of learning, our actions and our people'. So, how can access to an equal opportunity to an education be achieved?

First, the core values of equity, access, and respect for diversity and inclusion are embedded from the college's vision down to being reflected in policies, procedures, curriculum design and instruction, language support, and in teacher training and reporting at committees such as its Academic Standards committees.

For instance, the in-house curricula commences with a suite of diagnostics in week one of all Academic English courses. This means that students receive both feedback and feedforward and can develop an individualised learning plan aligned to their needs. This also means that teachers, Study Success Advisers and the HELPS (Higher Education Language and Presentation Support) teams can coordinate their lesson planning and support work, to both identify weaker students and students with specific accessibility or support needs, and then develop immediate interventions.

For live online synchronous classes, more specific interventions have been developed. First, the college developed an Access and Inclusion policy and Canvas self-paced course for all Education staff including local and transnational teachers; a mandatory course for teachers in all locations. Second, a series of training sessions was delivered, so that teachers have stronger technology skills and can identify how to support students to use alternate technologies where access issues are a problem. Other interventions include technology training for students, IT service desk access for all students with multiple contact methods, additional supplementary materials via [HELPS](#) with targeted blended materials to extend or cater to different learner needs for each lesson, and 24/7 access to language support through services such as [Studyosity](#) and [TalkCampus](#).

Finally, our Study Success Advisers and HELPS team, support students by providing alternative assessment approaches that achieve the learning outcomes, but also ensure inclusion and participation. As an example, a student with a hearing impairment was included by allowing her to take a listening assessment with a headset on and the volume raised. To remove the affective filter, she was offered a separate exam by herself and allowed to listen several times, resulting in her demonstrating that she had met the learning outcomes. Communication with her was focused on her learning needs and coordinated by our Study Success Advisers in a personalised way. Access and inclusion ensured that she had access to an education and she's now a successful student at university.

**Case study written by** *Jason West, Director of Studies ELT, English Language Programs, UTS College*



## Case Study: A Focus on Student Mental Health and Wellbeing

### International House 'I hear u' Program

International House (IH) Sydney is an ELICOS and Vocational Education provider based in Sydney, Melbourne, Darwin, Gold Coast and Byron Bay.

Before the Covid -19 pandemic we had over 800 Elicos students and 2400 VET students across all campuses. The main aim of 'I hear u' is to build mental health awareness across the campuses and support students who are struggling emotionally.

It is our duty of care to look after our students. Several studies have shown that international students are at a higher risk of experiencing poor mental health due to factors such as language barrier, financial and academic pressure, homesickness, and cultural differences. Further, international students have been found to be less likely to seek help for mental ill-health than domestic students.

The main focus of 'I hear u' is to build awareness and create a safe space to talk about mental health and encourage students and staff to look for help if they feel they need it.

Students are eligible for four one-on-one sessions with a Registered Counsellor who works at IH, where they can talk about their concerns and issues in a safe and non-judgmental manner.

The majority of students choose to have their sessions online, but face-to-face is also an available option for students who live in Sydney. Students are referred to the counsellor by their teachers, trainers or student services.

Since the beginning of the program, over 100 students have reached out for help. Workshops, webinars, group discussions, and in-class activities such as meditation and mindfulness have been provided regularly. Homesickness, emotional intelligence, and anxiety are amongst the topics covered in the workshops and webinars.

Social media has been a great channel for conversation with our students. Weekly content on mental health, nutrition, and tips on how to be more focused or stick to our goals is posted on our Facebook and Instagram. Some of the feedback from our students includes:

---

*"Good sessions, interesting information, it helped to release a lot of emotions and feelings." – International House Student*

*"I'm pretty positive and I'm so grateful for all your help. You helped me a lot and I feel so much better and capable now." – International House Student*

---

**Case study written by** *Fernanda Megda, Registered Counsellor, International House, Sydney*

# The Affordances of Technology in Student Support

Whilst this chapter has highlighted several of the key challenges in terms of supporting students with their online ELICOS studies, it has also brought various affordances of technology and online learning to the fore. Some of the main affordances, along with relevant responses from the Online ELICOS Delivery Survey, are included below.

- The online environment may be more suitable for students who find physical social situations difficult.

---

“Taking tests from the comfort of their homes, some rather reticent students who tend to perform poorly among others did well.” - Survey Response

---

- Online chat groups provide opportunities to these students to meet and make friends with classmates outside of class time, building community and fostering a sense of belonging.

---

“WeChat for each class has been very successful for students to be able to meet each other quickly and support each other.” - Survey Response

---

- Students may feel more comfortable asking for help and communicating electronically rather than face-to-face.

---

“Following up with [students] with an email enables the student to ask questions.” - Survey Response

---

- In specific learning situations, technology can allow students a more individualised approach

---

“The [online] cohort is small, so teachers can identify and provide individual needs quite easily.” - Survey Response

---

- Assistive technology and built-in accessibility features can create an equitable, inclusive, and accessible learning experience. Recording lessons can also assist students who find this the best way to learn for various reasons.

---

“[We use] the built-in accessibility indicators on our LMS.” - Survey Response

---

- Built-in tools for identifying at-risk students

---

“The students need to submit their completed activities on Moodle (LMS). The teacher is then easily able to see how well the student is progressing and whether a student has not completed/submitted their work.” - Survey Response

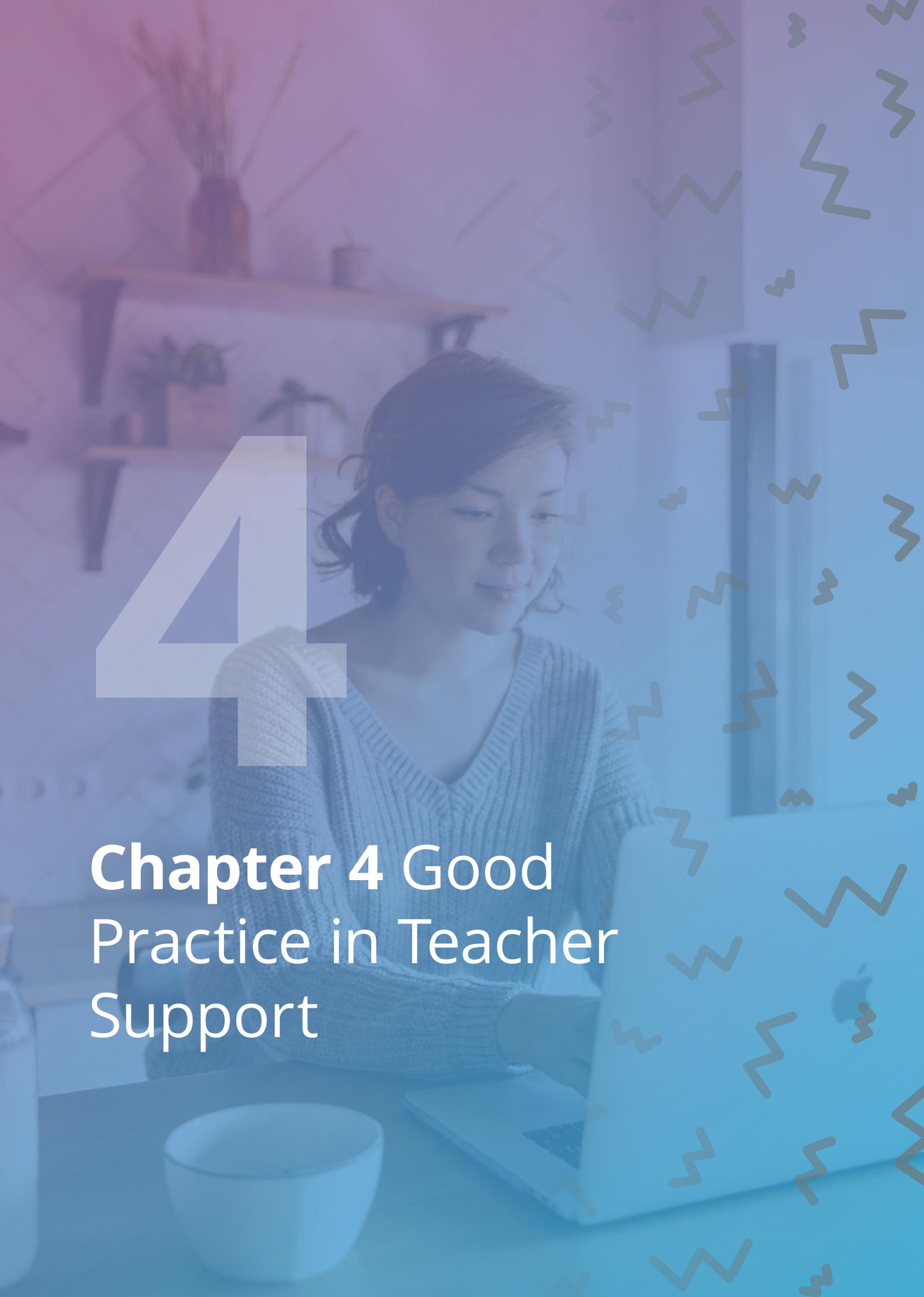
---

- Increased resilience

---

“Dealing with challenges of online delivery, we tend to be stronger than before now.” - Survey Response

---

A woman with dark hair tied back, wearing a light-colored knit sweater, is sitting at a desk and looking at a laptop. The background is a home office with a wooden shelf holding a vase of dried reeds and some plants. The entire image has a blue and purple color overlay. On the right side, there are several stylized, hand-drawn lightning bolt or zigzag patterns in a light grey color.

# 4

## Chapter 4 Good Practice in Teacher Support

# Chapter 4: Good Practice in Teacher Support

## Teacher Support (TS) Principles Summary

---

TS PRINCIPLE

01

Support teachers with a comprehensive online onboarding process

TS PRINCIPLE

02

Support teachers with online teaching technology & training

TS PRINCIPLE

03

Support teachers with maintaining a sense of wellbeing and community

TS PRINCIPLE

04

Support teachers with professional development (PD) opportunities

## Background

Supporting teachers in and out of the classroom to deliver online lessons is crucial. Providing this support requires a holistic approach with facets such as onboarding, troubleshooting and training, accessible resources, wellbeing, and opportunities for professional development. The good practice principles underpinning effective teacher support in Online ELICOS are summarised below.

## Teacher Support (TS) Principles Summary

- **TS Principle 1:** Support teachers with a comprehensive online onboarding process
- **TS Principle 2:** Support teachers with online teaching technology & training
- **TS Principle 3:** Support teachers with maintaining a sense of wellbeing and community
- **TS Principle 4:** Support teachers with professional development (PD) opportunities

## TS Principle 1: Support teachers with a comprehensive online onboarding process

As with students, a comprehensive induction or onboarding process is essential for making teachers feel welcomed, connected, and integrated with the institutions' culture. It's also important to help teachers understand key processes and expectations.

## The Challenge

Onboarding teachers in preparation for online ELICOS delivery brings its own set of challenges and requires careful planning and implementation. For example, many - if not all - teachers might be working remotely or not able to attend face-to-face meetings. Also, the more informal, incidental aspects of onboarding, such as quickly walking over to a colleague's desk and asking for advice or information, might not be readily available remotely. Thus, onboarding processes that were in place prior to the rapid shift to online delivery have had to be rethought and redesigned.

## The Principle in Practice

There are several ways that teachers who are new to online delivery can be supported, and some key aspects of a comprehensive onboarding training package are outlined below. Best practice for providing this includes the following:

### Self-access is key

With staff working remotely, providing self-access onboarding resources and materials is essential. Offer detailed instructional videos or digital training resources which, whenever possible, are customised to specific programs and course levels.

---

“Induction for new teachers supported with screencasts [has been particularly useful].” – Survey Response

---

Make sure these resources are easily accessible, keeping in mind that new teachers might not have immediate access to LMSs and other resources that require logins or single sign-on. These resources should also be clearly scaffolded on a just-in-time, need-to-know basis to avoid overloading the teacher with information that is not immediately relevant.

---

“[We use] customised instructional videos created for staff induction [that are] easily created via Zoom and stored on Microsoft Teams.” – Survey Response

---

# Top Tips



YOUTUBE

Teacher Voices 1: Top Tips for BE

Watch later Share

## Teacher Voices 1: Top Tips for BE

Your ICTE colleagues share their top tips for teaching on BE.

[VIEW ON YOUTUBE >](#)

*A video of teachers sharing their top tips for teaching a course as part of a self-access induction resource at UQ College (formerly ICTE-UQ)*

### **Live online for the human touch**

While self-access resources are an important part of a broad onboarding package, pairing these with live online sessions can be effective. These induction sessions save time, provide clarity and opportunities to ask questions, and add a human element, such as putting a 'face-to-the-name' in terms of roles and responsibilities. The live sessions can be used to:

- meet an academic manager or course convener for a personalised induction
- demonstrate the institution's online tools and platforms which teachers are expected to use in their lessons, i.e., in a loop input approach.
- meet the team (co-teachers, course convenors, and other colleagues)

These sessions can also be recorded and made available for self-access later.

---

"[We use] hands-on, small group training for new applications/LMS functions" – Survey Response

---

### **Peer power**

Providing new teachers with the opportunity to observe their peers in action in the online ELICOS classroom can be a powerful part of the induction program. This can help establish expectations related to lesson delivery and quality and allows the inductee to see how the relevant technology is used and integrated into the curriculum.

---

"Peer observations help new teachers understand the expectations of the college and also provide opportunities for collaboration." – Survey Response

---

Allowing new teachers to co-teach part of a lesson can also provide them with an opportunity to practise using tools and platforms with the support of colleagues. A further benefit is that it allows teachers to connect with each other and help form stronger staff networks.

### **Have clear expectations & guidelines**

To understand what is expected of them and to effectively deliver online lessons according to the institution's requirements and expectations, teachers require clear, written guidelines. In consultation with teachers, institutions should draw up agreed-upon guidelines and expectations for both students and teachers in the online classroom environment. These should be created with consideration for the challenges faced by the online learner and teacher.

These guidelines can then be outlined within a provided program document or teacher handbook. The areas to cover include, but are not limited to:

- course structure and outcomes
- timetable
- resources
- assessments & marking requirements
- academic integrity
- emergency/relief teaching process
- attendance requirements and process

Other areas which need clear expectations, but which could be covered separately, include:

#### **1. Online Classroom and Technical Guidelines:**

- a. General classroom guidelines: Class times, camera on/off policy, room setup, online etiquette, etc
- b. Technical guidelines: Videoconferencing setup and configuration, technical help and troubleshooting, work-from-home checklist, access and functionality of other tech tools and platform (LMS, etc)

#### **2. General and PD Guidelines:**

Including staff meetings, teacher development initiatives, student support initiatives, etc.

### **Principle Snapshots**

**College A** has developed their own in-house induction for new teachers which is run as a self-access Canvas (LMS) course, so that all new teachers in all locations (including ones in overseas centres) have access to the same comprehensive information. It establishes consistency in terms of approach, quality assurance, moderation, standardisation, and course delivery.

As part of their induction program, **College B** provides new teachers with a QR code and link on a 'business card' which takes them to a comprehensive self-access onboarding resource. The resource includes screencast tutorials on using tools and the institution's LMS, video tips from co-teachers, assessment information and advice on key parts of the institutional policies and handbook. The resource is mobile-ready, meaning the teacher can keep the card on them and scan the code whenever they need help.

**College C** provides new starters with recorded videos of online classes, as well as the opportunity to observe online classes live, before they commence their own lessons.

### **TS Principle 2: Support teachers with online teaching technology & training**

---

In the traditional, face-to-face ELICOS classroom, teachers usually deliver lessons in the institutions' classrooms with a consistent technical set up and experience. With remote online delivery, the teaching and learning experience can vary greatly. Some teachers must use their own devices for delivery and all need to ensure they have their own stable internet connection.

Induction for new BE te...

- ▶ Instructions ●
- ▶ Welcome to UQ C... ●
- ▶ UQ Mandatory Tra... ●
- ▶ Timesheets ●
- ▶ Working from Home ●
- ▶ Remote access to... ●
- ▶ Office 365 ●
- ▶ Adobe Creative Cl... ●
- ▼ Teaching Online ●
  - Teaching Online
  - UQ's Zoom User Guide
  - Scheduling Zoom meetin...
  - Online BE lessons
- ▶ Teaching Principles ○
- ▶ Attendance ○
- ▶ Bridging English ○
- ▶ Levels of BE ○
- ▶ Teaching Materials ○
- ▶ Student Online Le... ○
- ▶ Teacher Vbloes 1: ... ○
- ▶ Teacher Vbloes 2: ... ○
- ▶ Teacher Vbloes 3: ... ○
- ▶ BE Assessment ○
- ▶ Microvideo Library ○

## Teaching Online

At UQ College, we use Zoom to teach classes online. UQ has a Zoom licence and this provides users access to all functions.

### UQ's Zoom User Guide

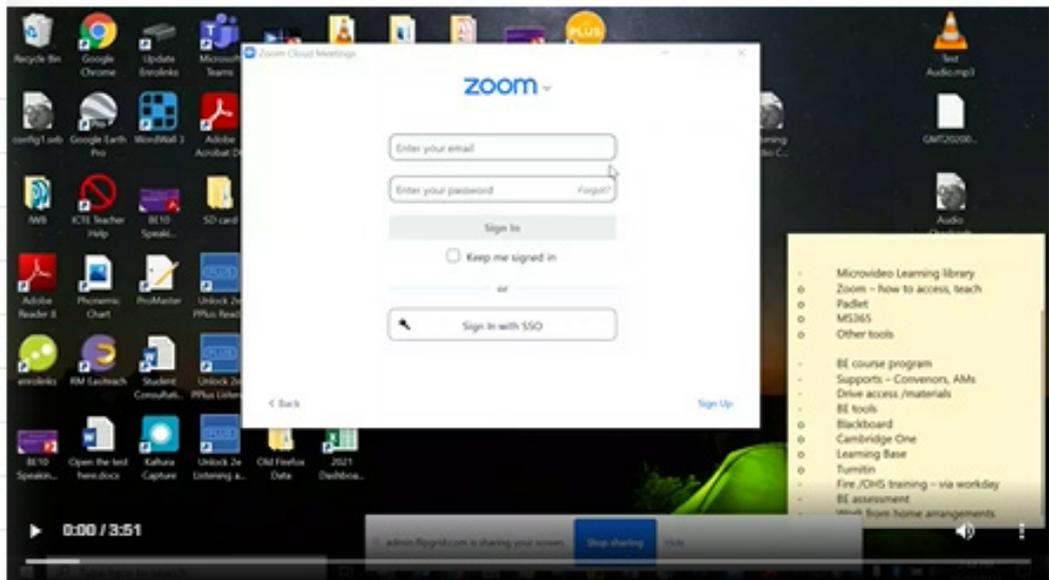
Click here to have a look through the Zoom user guide from UQ and to download and install the Zoom client for your computer.

[UQ ZOOM USER GUIDE](#)

### Scheduling Zoom meetings for class

For BE classes, we ask that you set up a recurring meeting so students simply need one link for all lessons.

We ask that you place your link on your group discussion board so that students can easily find it. New enrolments are directed to this single point so that they can access classes.



### Online BE lessons

#### Timetable

We provide a timetable for teachers on BE with a 5.15hr window in which to teach four hours. This provides flexibility in how teachers structure their lessons and factor in breaks. Many teacher opt for two 2-hour lessons with a 30-60minute break.

#### Lesson times

- AM classes: 10am (finish no later than 3:15pm)
- PM classes: 12:45pm (finish no later than 6:00pm)

#### Lesson structure

A page from the UQ College New Teacher Induction Online Module

## The Challenge

This can culminate in a range of technical issues that impact on the lesson delivery and overall teacher and student experience.

When asked: 'What challenges has your institution experienced in delivering online lessons?' in the Online ELICOS Delivery Survey, 63% of the respondents cited the teachers' 'poor or unstable internet' as a challenge. The same number (63%) also identified 'Other technical issues/issues with systems' (covering hardware, software, and login issues) as a key concern.

## The Principle in Practice

Providing teachers with the necessary technical training, accessible resources, and fit-for-purpose technology is a vital support mechanism that contributes to a more-consistent teaching and learning experience in online ELICOS delivery.

### Provide a range of training opportunities

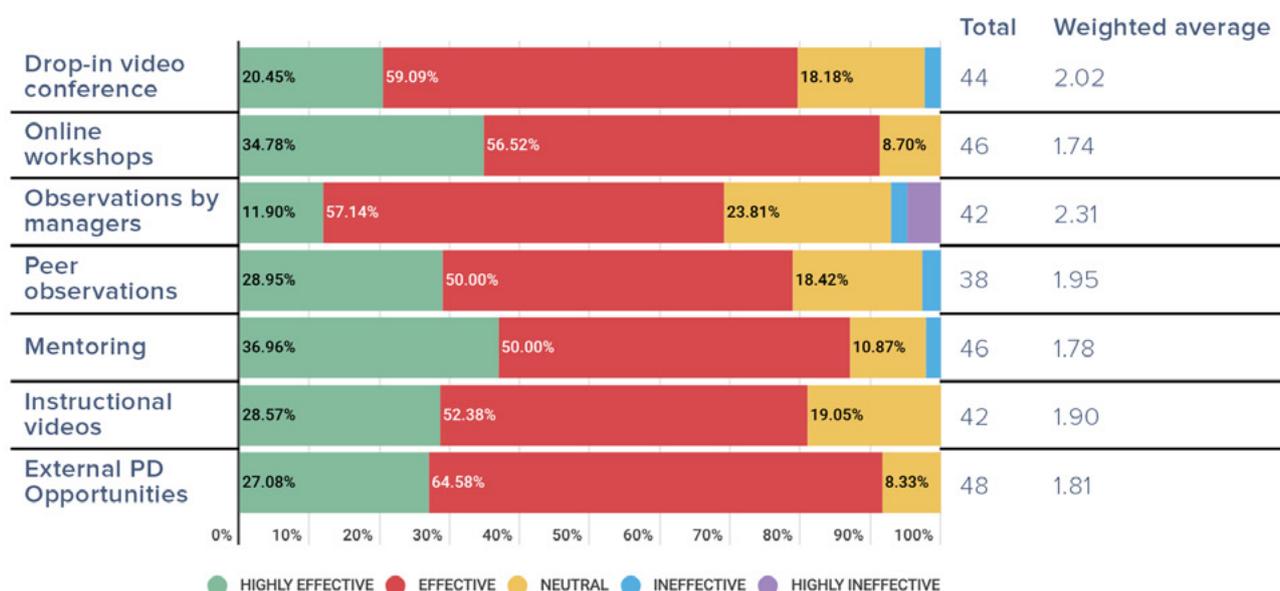
In the Survey, respondents were also asked to rate the effectiveness of different methods their institution uses to train and support staff to deliver

online courses. While these methods might not all be strictly technical training, they provide a snapshot of which types of support are viewed as most and least effective. The image below is a summary of these responses.

The responses clearly show that external PD opportunities, online workshops, and mentoring were rated most effective with between 87%-92% rating these as effective or highly effective methods. The perceived least effective of the different methods were those related to observations. Specifically, 79% of the respondents rated 'peer observations' and 69% rated 'observations by managers' as effective or highly effective, with 7% of respondents rating the latter as ineffective or highly ineffective.

One conclusion which can be drawn from these responses is that there is no 'one-size-fits-all' solution to training for teachers. Instead, it seems that offering a range of opportunities via different mediums seems to be the most effective support mechanism, as this caters to the different staff preferences.

Online Delivery Survey responses to the question: 'Please rate the effectiveness of any of the following methods your institution uses to train and support staff to deliver online courses. Where your institution does not use a method, please leave this one blank.'



## Provide fit-for-purpose teaching technology and technical support

When working online (and usually remotely), it is crucial that teachers have the right equipment and the ability to use it effectively. If the technology fails, there also needs to be specific systems in place for dealing with IT issues. Best practice includes:

- comprehensive and easily understood training on how to set up the equipment
- customised, detailed instructional videos for staff that are centrally stored in an easily accessible place for self-access (as mentioned in TS Principle 1)
- self-help documents such as an FAQ web page or document that outlines solutions to common issues
- daily online drop-in sessions so that teachers can get help with or ask any questions about the technology before class begins
- clear guidelines on IT support processes and contacts
- real-time access to IT support during class time
- other drop-in times for staff to seek assistance with technology (e.g., LMS issues or questions)

---

“For future blended delivery of live classes streamed online, we are training staff in the use of our Smart Screens in classrooms.” – Survey Response

---

## Build Capacity in Content Creation

With face-to-face classes, teachers are used to adapting materials to suit their students’ needs.

In the online classroom, this is also possible but requires specific training in content creation, LMS functionality, and authoring tools. In the Online ELICOS Delivery Survey, respondents were asked which LMS their institution uses, with the following platforms being the most popular:

- [Moodle](#) (39%)
- [Canvas](#) (18%)
- [Blackboard](#) (16%)

In terms of training staff to create content with specific tools for online delivery, the following were identified as the ones where the most training was provided:

- An LMS’ in-built tools (80%)
- [H5P](#) (37%)
- [Articulate](#) (17%)

---

“I didn’t know there were LMS built-in tools on Blackboard until I wanted to email all my class and asked the easiest way.” - Survey Response

---

Training all teachers in the use of authoring tools can be cost-prohibitive, especially if training is outsourced to specialist providers. Thus, identifying specific teachers, such as curriculum developers, for training can be a more cost-effective option. These staff members can then share their learnings with their colleagues via scheduled workshops or instructional videos to build capacity and capabilities across the institution. If an institution does not have access to specialised training teams and departments, making use of open-source tools and free training is a good option. Certain content creation tools, such as H5P, have freely available ‘how-to videos’ on their website and most LMSs also offer similar training and documentation.

---

“We offer teachers workshops to help them design their own activities using either H5P or any of the interactive activities available on Moodle (our LMS).” – Survey Response

---

## Principle Snapshots

**College A’s** teachers can attend weekly workshops provided by their Learning & Teaching Unit. These workshops focus on class delivery through Moodle and support teachers with the technical side of the LMS. This enables teachers to deliver their content with more confidence, support, and proficiency.

**College B** runs a range of training initiatives, including ‘Lunch and Learn’ sessions for all staff. Teachers are encouraged to attend and can switch off their video to eat lunch at the same time. The topics cover a range of

technologies, including [Teams](#), [OneDrive](#), [RingCentral](#) (videoconferencing). They also have a dedicated intranet web page with 'How-to' videos for all staff, their own teacher training course on Canvas, and offer other PD days.

**College C** provides all teachers with the technology they need to deliver successful lessons including a laptop, second monitor, and headphones. There is also a clear system in place for reporting and fixing faults, which includes dedicated support staff. They also provide staff and onshore students with information about different cost effective internet data plans.

---

"[Our teachers] are also really proud of what they have achieved in terms of teaching skills with the digital tools." – Survey Response

---

### TS Principle 3: Support teachers with maintaining a sense of wellbeing and community

---

As with students, teachers also need to be supported with their overall wellbeing. This involves establishing a sense of community which can come through fostering strong connections with colleagues, the institution, and their students. Research shows that a positive work experience (encompassing the dimensions of work fulfilment, collegiality, and interests in work), and mental wellbeing are all positively correlated<sup>1</sup>.

#### The Challenge

In a profession already characterised by high stress and attrition levels, the additional load of learning to teach via a new mode of delivery – online ELICOS – can seem overwhelming and have a significant impact on teacher wellbeing. The use of energy-intensive methodologies as well as high intercultural and linguistic demands are some specific stressors of

---

<sup>1</sup> Richard M Ryan and Edward L Deci, 'On happiness and human potentials: a review of research on hedonic and eudaimonic well-being,' Annual Review of Psychology 52 (2001): 141–166.

online language teaching.<sup>2</sup> Other areas that present a challenge for maintaining teacher wellbeing in the online context are:

- 1. Staff working remotely:** Teachers are often working alone, not seeing their peers for social interaction, idea-sharing, and the myriad other ways this collegial interaction brings incidental support in a physical staff room.
- 2. Workload strain and tiredness:** Teaching online can, especially at the beginning of the experience, be harder on teachers. Planning can take longer, there is the 'Zoom fatigue', screen strain, and a lack of movement. This, coupled with the fact that many institutions, especially during the initial period of emergency remote teaching, tried to replicate the 20-hour, face-to-face classes in the online environment, can lead to high levels of workload strain and exhaustion.

---

In fact, 42% of respondents to the Online ELICOS Delivery Survey stated that community building in the online context was a challenge.

#### The Principle in Practice

There are specific good practices employers can implement to help support online teachers with their overall wellbeing.

#### Community-building initiatives

Effective ways through which to build and maintain a sense of community include:

- 1. Scheduling morning drop-in sessions.** These allow teachers to connect daily in the same way they would in a physical staff room. Keeping groups small, for example, consisting only of teachers who are teaching on the same program or course, works well for this type of drop-in session.

---

"In terms of the drop-in [sessions], I think knowing that support is there when teachers need it goes a long way to relieve anxiety." – Survey Response

---

<sup>2</sup> Sarah Mercer, 'The wellbeing of language teachers in the private sector: An ecological perspective,' Language Teaching Research (2020), DOI: <https://doi.org/10.1177%2F1362168820973510>

**2. Having regular but brief staff meetings with clear and purposeful agendas.** These types of meetings can help foster a sense of community, especially if they prioritise interactive elements and give participants a chance to talk or present.

---

“We have weekly online workshops on a series of teaching topics that is decided largely by the teachers themselves. These could be specific training in a piece of software, or a behaviour-based topic around improving student engagement, for example.” – Survey Response

---

**3. Organising virtual social events.** Whether it is a staff trivia night or Friday afternoon drinks, social events give teachers an opportunity to connect in a relaxed online environment.

**4. Providing access to mental health and wellbeing support mechanisms.** Having access to this level of support can help teachers feel valued, connected, and can foster a positive work climate.

### Principle Snapshots

**College A** has Zoom channels (asynchronous chat groups) with “pods” of 4-6 teachers and a course convenor, all teaching on the same program. Each pod meets on Monday before class to discuss the upcoming week, allowing for focussed, course-specific conversations and sharing of class ideas.

**College B** places an emphasis on social interactions and channels of communication. They have informal social groups for their teachers on WhatsApp and organise online pub quizzes. Their professional development events also include dedicated time for online socialising and non-work-related discussions.

**College C** forms working groups of teachers who collaborate to adapt courses so that they are suitable for online delivery. The support from having a shared goal builds teacher resilience and fosters a sense of community.

## TS Principle 4: Support teachers with professional development (PD) opportunities

---

As the COVID pandemic spread across the globe in early 2020, one encouraging outcome for the ELICOS sector was the emergence of a range of free and accessible professional development opportunities focused on online delivery. During this rapid transition to emergency remote teaching (ERT), the English Language Teaching (ELT) community banded together, sharing online teaching tips, resources, and expertise.

### The Challenge

Although online teaching and learning had been researched and published on quite widely, there was a dearth of literature focussed specifically on online ELICOS delivery in the virtual environment. It soon also became apparent that most pre-pandemic PD programs were not focussed on online ELICOS delivery. While a small section of language teachers had experience in the online teaching context, most had none.

### The Principle in Practice

As many institutions were not set up or prepared to deliver PD virtually or had the expertise to deliver PD focussed on online ELICOS delivery, many turned to external PD opportunities offered by experts in the field.

---

External PD opportunities were rated as ‘effective’ or ‘highly effective’ by 92% of respondents when asked in the Online ELICOS Delivery Survey to rate the effectiveness of different methods their institution uses to train and support staff to deliver online courses.

---

## Ongoing PD

The online ELICOS terrain is constantly shifting as we learn more about what works best (consider how much has changed in this space since early 2020). This means that professional development also needs to be ongoing and constantly reassessed. Good practice for providing access to high-quality professional development for teachers in online ELICOS delivery is as follows:

- Existing internal PD programs need to be modified to suit virtual delivery. Additional focus areas should be identified, with teachers' needs considered, and added to these programs.
- Teachers should be given access to external PD sessions by having memberships to professional organisations. These sessions should also be actively promoted by the institution.

---

“English Australia, NEAS, Cambridge English have provided an array of online workshops which have been tremendously helpful.” – Survey Response

---

- Encourage and assist teachers to build personal learning networks<sup>3</sup> (PLNs). These can be via social media, industry-specific interest groups, or other online groups or communities of practice. PLNs can offer teachers a range of flexible, tailored, and supportive professional development opportunities.

---

“The [English Australia] Ed-Tech SIG workshops were a great way for teachers to gain knowledge and explore technology tools in the classroom.” – Survey Response

---

<sup>3</sup> Torrey Trust, Daniel G Krutka and Jeffrey P Carpenter, “Together we are better”: Professional learning networks for teachers, *Computers and Education* 102 (2016): 15-34.

- Teacher-centred and practical PD should be prioritised over top-down, theoretical PD. Thus, the main focus should be on practical teaching ideas that support successful online delivery and time should be allocated for hands-on, collaborative practice.

---

“Teachers have the opportunity to suggest training depending on their needs. Our learning designers provide these workshops which staff receive quite well as the sessions are very practical and relevant to them. These on-demand workshops work really well.” – Survey Response

---

## INSPIRE

Silvana Richardson and Gabriel Diaz Maggioli<sup>4</sup> created the INSPIRE principles and best practice framework for delivering effective PD in ELT. While the framework was developed with face-to-face PD in mind, the principles are relevant to remote delivery and can be seen in the table on the following page<sup>5</sup>:

## Peer Support

Sharing ideas and learning from each other is an essential part of a successful ELICOS professional development program, particularly in the online environment. While peer support is essential for teacher development, it is also an important aspect of supporting teacher wellbeing (Principle 3 above).

The effectiveness of different staff training and support methods in the Online ELICOS Delivery Survey showed that:

- Mentoring was rated as effective or highly effective by 87% of respondents
- Peer observations were rated effective or highly effective by 79% of respondents

<sup>4</sup> Cambridge Papers in ELT, ‘Effective Professional Development: Principles and Best Practice,’ Cambridge University Press (2018), Accessed 22 February 2022, <https://www.cambridge.org/elt/blog/2018/04/04/effective-professional-development-principles/>

<sup>5</sup> Sarah Longfield, ‘Effective Professional Development: Principles and Best Practice,’ Cambridge University Press (2018), Accessed 22 February 2022, [https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Whitepaper\\_TD\\_72dpi-FINAL-ONLINE-VERSION.pdf](https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Whitepaper_TD_72dpi-FINAL-ONLINE-VERSION.pdf)

- Both these initiatives were rated as ineffective by only 2% of respondents

“I think providing opportunities for peer support (sharing ideas or watching videos of each other teaching online) has been successful. It’s the package rather than one thing.” – Survey Response

“Online workshops are very helpful for teachers as they allow everyone to share teaching ideas, and to engage with one another to share stories from the trenches.” – Survey Response

Best practice for achieving effective mentoring and peer support include the following:

**1. Hosting peer sharing workshops:** These workshops can take the form of informal, roundtable sessions where everybody is asked to share one tip, activity, technique, or lesson plan that worked well or is themed around one teaching topic or technology.

**2. Making space:** Provide a more-informal virtual space for teachers to share ideas and activities, ask questions, and gain support from others. These can be social media or messenger groups, Teams, [Slack](#), or Zoom channels or chat.

“Zoom channels have been very successful for teacher communication, liaison, support and sharing.” – Survey Response

**3. Recording:** Encourage teachers to record their own lessons or activities and upload them to a dedicated virtual space for demonstration and teacher training purposes.

## The INSPIRE Principles

<b>Impactful</b>	They have a real impact on enhancing student learning, not just teacher knowledge and behaviour.
<b>Needs-based</b>	They are based on the genuine needs of the teachers, their learners, and the institution involved.
<b>Sustained</b>	They take a long-term approach, building a system that will last and lead to real change, with the support of the senior management.
<b>Peer-collaborative</b>	They build in regular support and feedback from colleagues as a key factor in effective development.
<b>In-practice</b>	They ensure teachers learn through applying ideas and techniques from the CPD programme in their own classrooms.
<b>Reflective</b>	They encourage teachers to reflect on what they are doing and why, as an essential first step to overcoming the routinisation of teaching behaviours.
<b>Evaluated</b>	They track and measure change against objectives, enabling the institution and teachers to adjust the programme where necessary.

**4. Peer observations:** Make peer observations available to all teachers. Make sure to make time for a follow-up discussion for questions and feedback.

**5. Mentoring and coaching:** This allows for personalised and targeted feedback. This type of initiative should be non-evaluative, voluntary, developmental, and available to all teachers, not just new starters.

---

“Our teacher mentoring program is very good, as it provides new and returning teachers with the necessary support required to fulfil their roles, while mentors can find support from the director of studies.” – Survey Response

---

**6. Team teaching:** Give teachers the opportunity to partner up for online team teaching with others who are teaching on the same courses or programs.

---

“For any of these [PD opportunities] to be highly effective, they need to be a combination- PD followed by observation, followed by more PD with peer discussion at the different points.” – Survey Response

---

### Principle Snapshots

**College A** offers dedicated professional development days focusing on online teaching and learning. These include facilitator-led pedagogical sessions on relevant topics, teacher sharing sessions, technical skills-focused sessions, and ones providing data and insights from the learner perspective.

**College B** offers professional development workshops which feature snippet recordings of their teachers delivering online lessons. Teachers are invited to review what they thought worked well in the lessons. All teachers have the opportunity to submit recordings of their lessons to a bank of recordings for review if they feel they worked well.

During the first year of online delivery, **College C** offered daily drop-in clinics to their teachers over Zoom. The ‘mini-tech workshops’ allowed teachers to sign up to a half-hour session at a time of their choice, when they could ask any online teaching question without pre-determined focus. The workshops gave teachers an opportunity to ask questions or watch an example of a technical process being performed and then practise it themselves in a supervised environment.



## Case Study 1: A Focus on teacher support

### The Online Teaching Support Tree

UQ College (formerly ICTE-UQ) is a pathways provider to undergraduate and postgraduate study at the University of Queensland, Brisbane. With the rapid transition to online teaching caused by the initial COVID-19 lockdowns in 2020, UQ College had to provide support for its teachers to facilitate this shift in a very short timeframe. Along with a scaffolded series of 'live online' workshops related to teaching with Zoom, it became apparent that a one-size-fits-all training approach would not offer adequate support to teachers.

Thus, the institution developed a flexible support initiative that offered teachers a choice and empowered them to learn in the ways that suited them best, all the while acknowledging their rapidly changing teaching context. This initiative, 'The Online Teaching Support Tree', provides a range of training resources along its different 'branches'.

### The Self-Access Support Branch

This branch has three main resources which teachers could access independently at their own time:

1. **Microlearning Video Library:** A suite of short how-to training videos on a range of tech tools and platforms.
2. **Teaching Online Course:** A resource that guides teachers through the whole process of teaching online, from getting set up with a VPN to project ideas for the online classroom.
3. **Bare BE Essentials:** This resource is specific for teachers on UQ College's pathways program and includes video tips for new teachers, various administrative processes, and a guide to the LMSs used on the program.

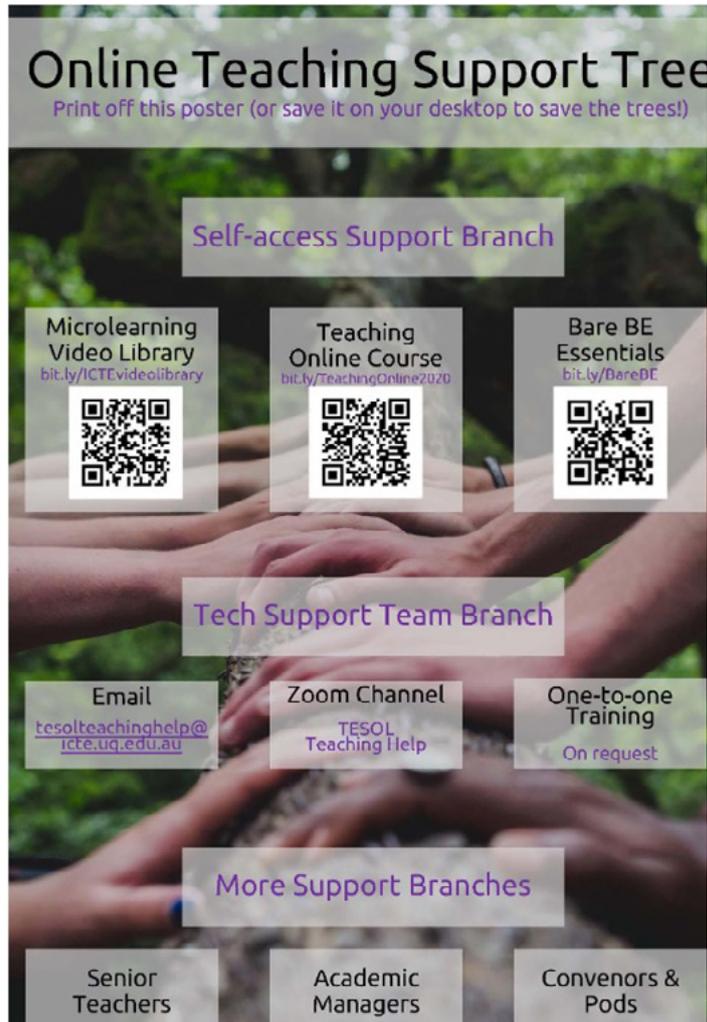
### The Tech Support Branch

The institution created a Tech Support Team, a small team of technically adept teachers tasked with providing technical help to teachers outside and during class times. This support came in the form of a dedicated email inbox for questions, issues, and requests for one-to-one online training. The team also had a Zoom channel for rapid responses such as in-class troubleshooting. The channel was always staffed by one or two team members who could join an online class to help deal with technical issues to minimise disruption to the lesson.

### More Support Branches

The Ed-Tech Senior Teacher and Teacher Developer roles helped teachers with their continuing PD and other forms of support and feedback. Alongside these roles, small 'pods' of 6-8 teachers on the same course were set up. A pod convenor would host weekly meetings focussed on that week's lessons and allow space for teachers to discuss any concerns they might have. A final support branch was the Academic Managers who could be called on for administrative and assessment concerns.

A survey administered 10 weeks after the initial training initiative showed 95% of staff felt they had capably transitioned from face-to-face to online teaching following training, with 80% rating the training as 'very helpful' and 15% as 'helpful' (the remaining 5% admitting they had not accessed the training yet).



A poster of the Online Teaching Support Tree



The aim of this resource is to provide you, the teacher, with just-in-time, need-to-know information that will make your teaching life just that little bit easier. It puts your ed-tech PD in your own hands, on your own terms. Choose the tool or area that you'd like to explore and take it from there! Please complete the feedback form at the end of this resource so that we can make it even better.

Introduction (please read me)

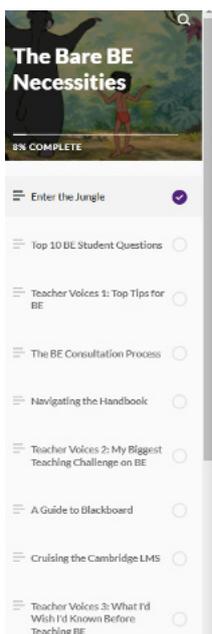


The Homepage of the Microlearning Video Library



CORE TOOLS		
☰	Zoom	○
☰	Padlet	○
MICROSOFT 365		
☰	Office 365 (UQ Licence)	○
☰	Your Personal Microsoft Account	○
☰	OneDrive (UQ Licence)	○
☰	MS Forms	○
QUIZZING AND STUDENT RESPONSE TOOLS		
☰	Quizlet	○
☰	Flipgrid	○
☰	Wordwall	○
☰	Kahoot!	○
☰	GimKit	○
☰	UQ Active Learning Tools	○
☰	Mentimeter	○
WRITING ANNOTATION AND COLLABORATION TOOLS		

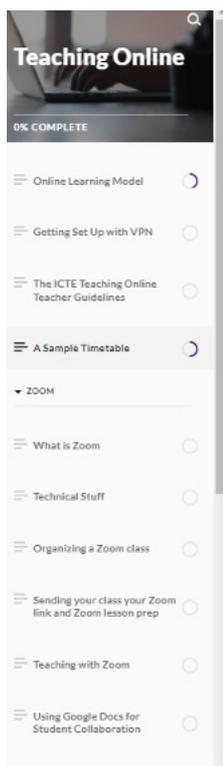
Some of the tools and platforms introduced in the Microlearning Video Library



Watch Paul Forster, Bridging English's AM (you should know what that stands for now), talking about the difference between the different BE courses.



A page from the Bare BE Necessities resource



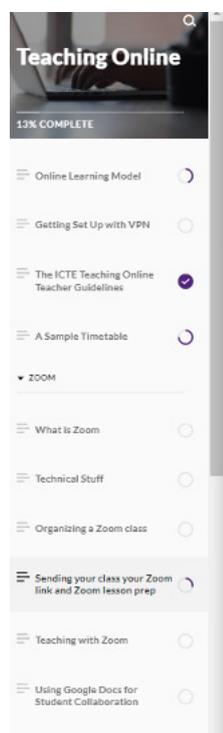
Lesson 4 of 16

## A Sample Timetable

This is a sample "weekly timetable" : EAP II, Week 1, Module D. This is intended to give you an idea of what a week teaching online could look like.

	Mon	Tues	Wed	Thurs	Fri
8:15 - 10:15	IELTS Skills Live F2F lesson Review Quiz Vocab: nouns relating to places Reading: Cartography	IELTS Skills Live F2F lesson Referencing in a text Listening Part 4 Speaking Part 2	Academic Skills Live F2F lesson Reading: Eating Well & Vocab extension	Academic Skills Live F2F lesson Listening: GM Foods Speaking Skills: Expressing Interest	IELTS Skills Live F2F lesson Writing a map description (Writing Part 1) Live mock test (Writing Part 1)
10:45 - 11:45	Project Group Work	Project Group Work	Project Group Work	Project Group Work	Project Group Work
11:45 - 12:45	Individual 15 min consultations	Individual 15 min consultations	Individual 15 min consultations	Individual 15 min consultations	Individual 15 min consultations
After class	Independent study & homework MEC Wk 1 MEC: Speaking	Independent study & homework MEC Wk 1 MEC: Speaking	Independent study & homework MEC Wk 1	Independent study & homework MEC Wk 1	Independent study & homework MEC Wk 1 MEC: Speaking

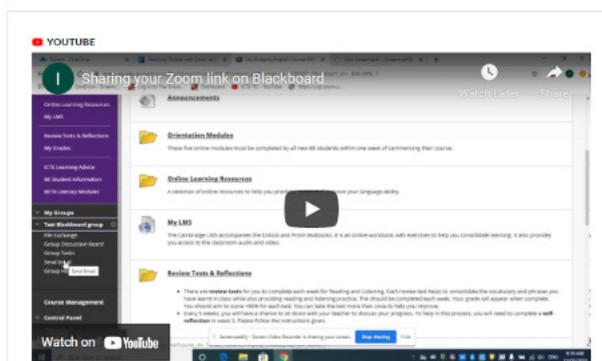
A page from the Teaching Online resource



Lesson 8 of 16

## Sending your class your Zoom link and Zoom lesson prep

### Sharing via My Groups on Blackboard



### Sharing your Zoom link on Blackboard

This is a video for ICTE teachers on how to share a Zoom link on Blackboard

A page from the Teaching Online resource



## Case Study 2: A focus on the 'Teacher Toolbox' initiative

Griffith English Language Institute (GELI) is an English Language Centre based in Griffith University in Queensland, with an enrolment of 400-800 students.

In March 2020, at the beginning of the pandemic, we had to swiftly move to online teaching and learning. As we progressed past the initial transition period and became adept at using the main teaching platforms of our institution (Collaborate Ultra for the 'classroom', Teams for 'communication and classroom noticeboards', and OneNote for the electronic notebook), we turned our attention towards promoting and maintaining learner engagement in the online environment as teachers reported feeling 'disconnected from their students' and like they were 'shouting into the void'. Investigations showed that the platforms we were already using had functions that could assist in this area (such as using Teams as a tool for engagement and sharing ideas and information) but that there was also a plethora of other online strategies, tools, and activities that could be used.

However, the issues we faced were (1) differences in confidence and ability/willingness to experiment with the technology (2) finding a suitable time to schedule PDs when teachers were already reporting that online classes were taking them longer to prepare, and we had classes on different timetables (3) the lack of a communal staffroom environment in which teachers would usually discuss difficulties and help each other.

So, instead of using formal, scheduled PD sessions as our sole method of learning these new things, we took the approach of embedding scaffolded PD within the curriculum (by including well-designed, clear instructions for activities in the teacher lesson plans) as an opportunity for teachers to learn through risk-taking, experimentation, and practical application. This approach provided teachers with choice, flexibility of time, and a ready-made, scaffolded way of expanding their online teaching toolbox.

To compensate for the lack of a traditional staffroom, an electronic platform was created in the form of a Microsoft Teams channel in our Staff Team to allow for peer to peer sharing of their experiences with the tools and strategies from the embedded PD in the curriculum. This optional, informal, non-timebound approach allowed teachers to upload recordings and images, as well as share outcomes and ideas.

We found that not only were the teachers more willing to experiment when it was presented in this way (especially when they saw their colleagues successfully using it), but we observed the tools and strategies being transferred across classes and courses and there was a reported boost in student engagement.

**Case study written by** *Kaylee Downing, EnglishHELP Tutor, Griffith English Language Institute (GELI)*

## The Affordances of Technology in Teacher Support

---

Despite the challenges with providing adequate teacher support in online ELICOS delivery mentioned in this chapter, there are several key affordances of technology. These benefits are outlined below:

**Improved Flexibility:** The recording functionality of videoconferencing allows professional development events to be more easily shared and uploaded for self-access. The online format allows teachers to not only teach from home, but also attend meetings and PD events from home or watch sessions “on-demand”.

---

“Teachers have been able to work remotely, and this has helped from a flexible work/life balance perspective. Teachers report not wasting time commuting and being able to take a break at lunch and eat healthily, which translates to [increased] happiness for many teachers.” - Survey Response

---

**Enhanced Digital Capabilities:** As is the case with students, the shift to online teaching has helped teachers upskill, especially in their technical capabilities, problem solving, and digital literacy skills.

---

“A clear way that online delivery has improved teaching and learning, is that the teachers are all much more upskilled in the use of effective technologies and so this helps in accessing better and higher quality technology options.” – Survey Response

---

**Wider Access:** Access to high-quality PD is not limited to those “in the room” anymore. Virtual PD means a much wider audience can access and take advantage of the opportunity, often for free.

---

“Online delivery, while initially challenging and intimidating, has shown the teaching staff and students to be highly adaptable, flexible, creative and capable of learning new material just as effectively as face-to-face.” – Survey Response

---



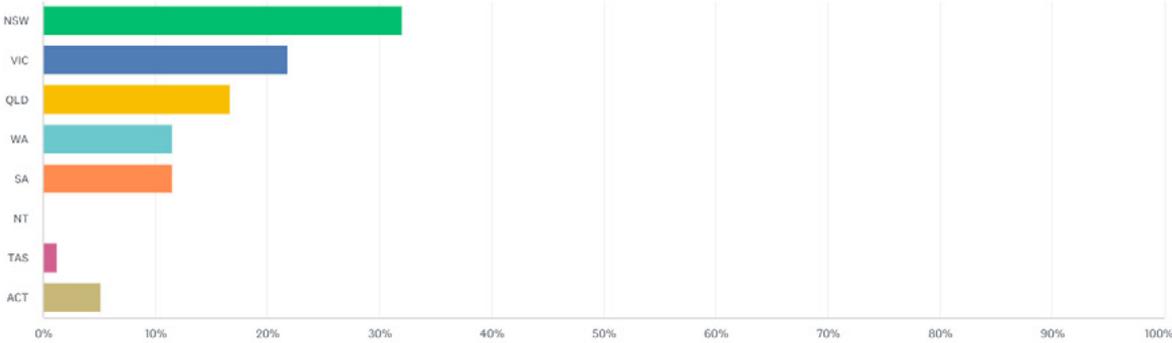
# Appendix & References

# Appendix 1

Appendix 1 shows the results of the closed ended questions from the English Australia ELICOS sector survey in Online ELICOS Delivery. This survey was conducted from November-December 2021 and had 83 responses.

### Location

Answered: 78 Skipped: 5

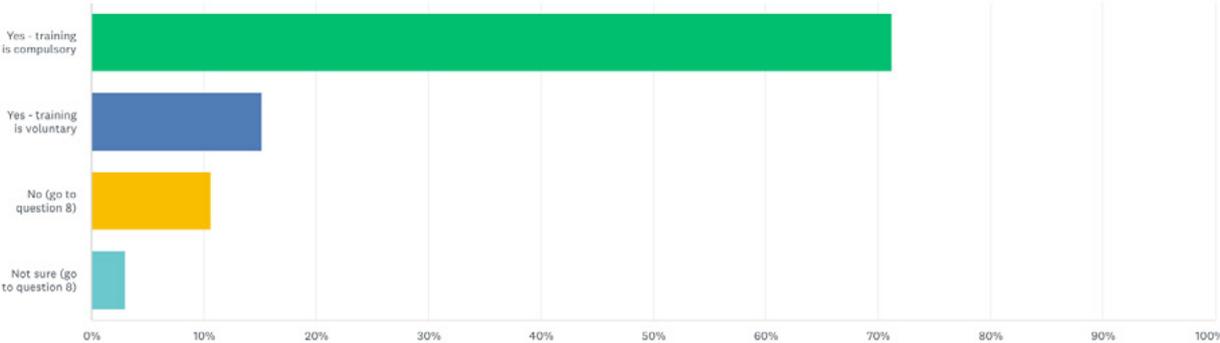


Member Survey: Online ELICOS Delivery

(0)

### Does your institution deliver online orientations?

Answered: 66 Skipped: 17

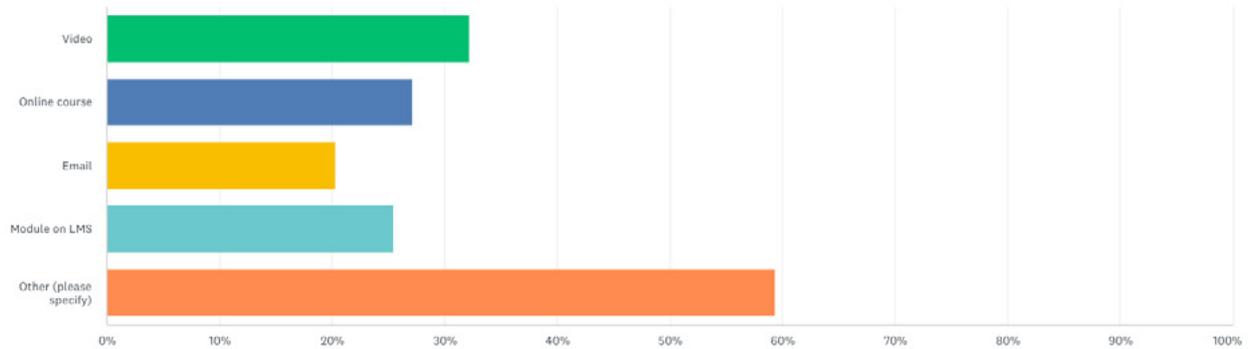


Member Survey: Online ELICOS Delivery

(0)

**If you answered yes to Q.5. above, how does your institution deliver online orientations?**

Answered: 59 Skipped: 24

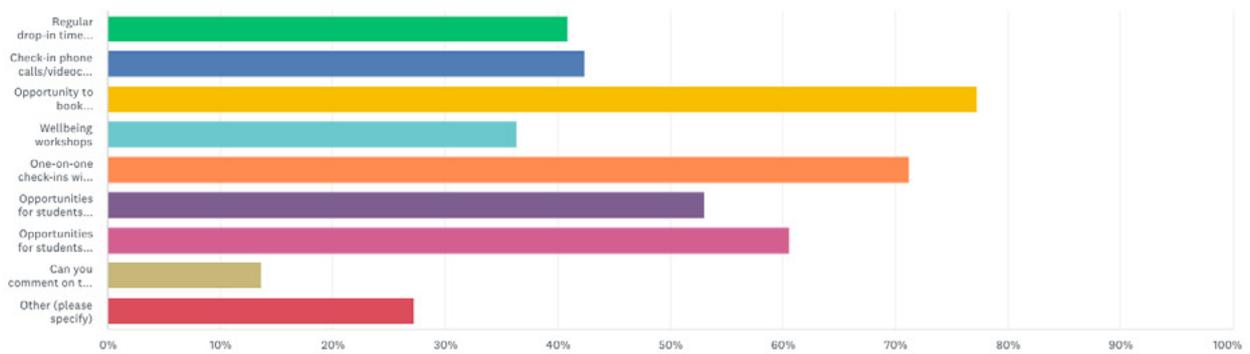


Member Survey: Online ELICOS Delivery

0

**What mental health and wellbeing support does your institution offer students who are studying online?**

Answered: 66 Skipped: 17

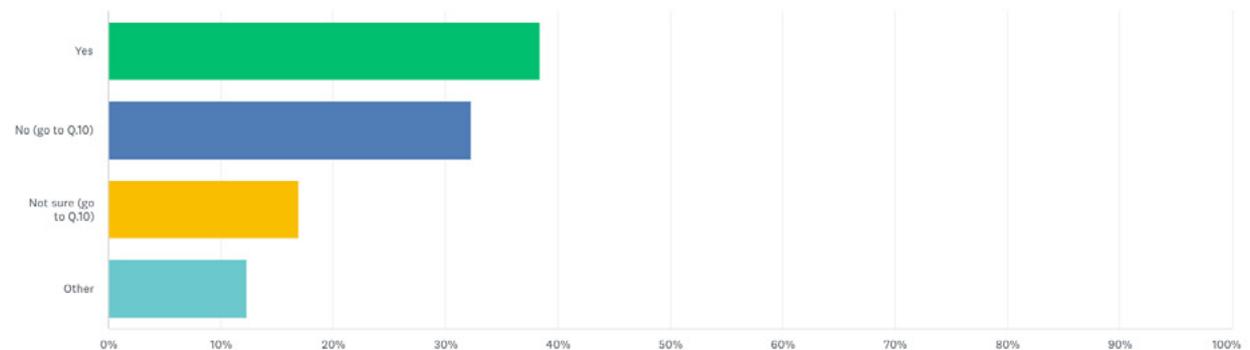


Member Survey: Online ELICOS Delivery

0

**Does your institution conduct digital literacy training for students studying online?**

Answered: 65 Skipped: 18

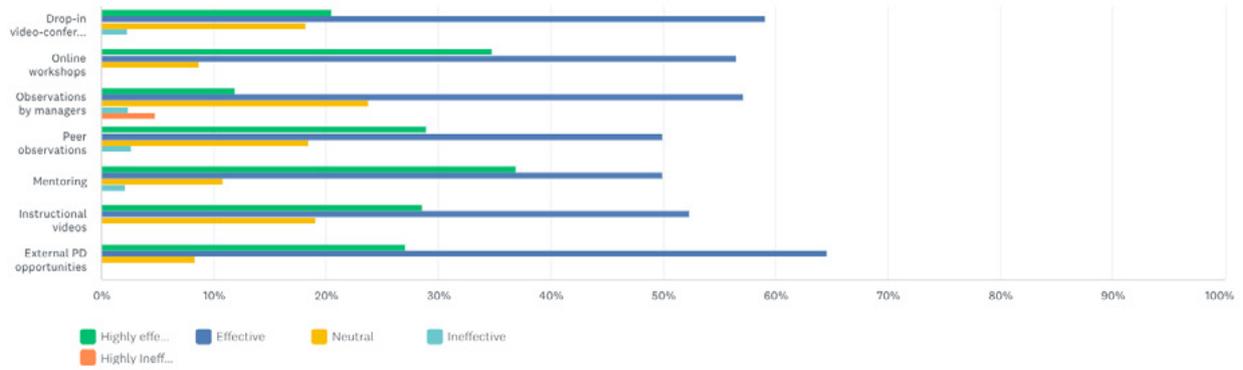


Member Survey: Online ELICOS Delivery

0

**Please rate the effectiveness of any of the following methods your institution uses to train and support staff to deliver online courses. Where your...**

Answered: 57 Skipped: 26

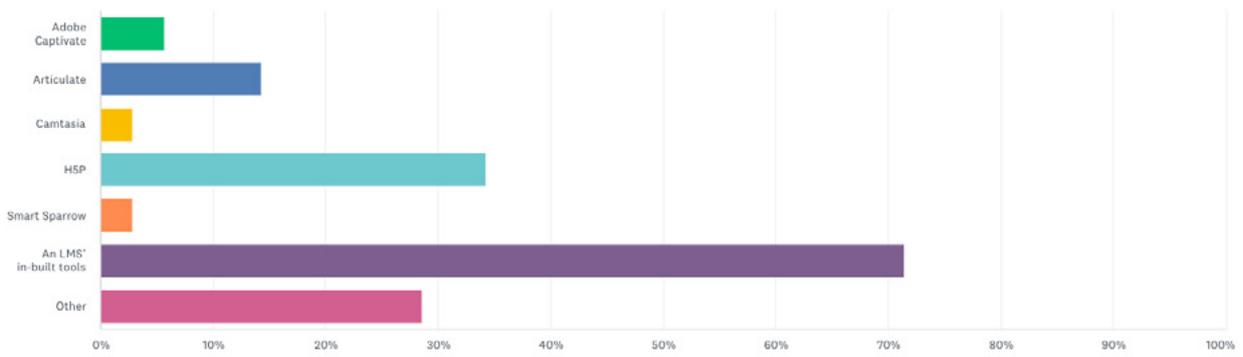


Member Survey: Online ELICOS Delivery

0

**Do you train staff at your college in the use of any of these tools to create online content?**

Answered: 35 Skipped: 48

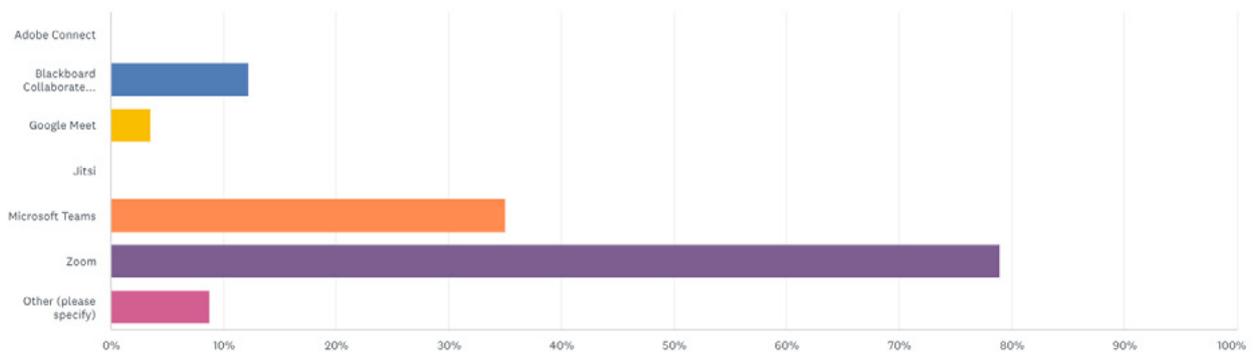


Member Survey: Online ELICOS Delivery

0

**What videoconferencing platform(s) does your college use to deliver online synchronous lessons?**

Answered: 57 Skipped: 26

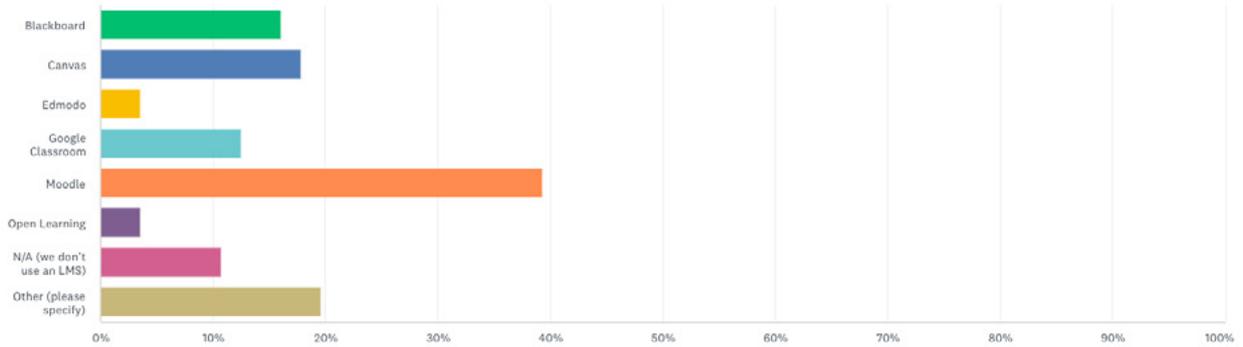


Member Survey: Online ELICOS Delivery

0

**What Learning Management System (LMS) does your college use?**

Answered: 56 Skipped: 27

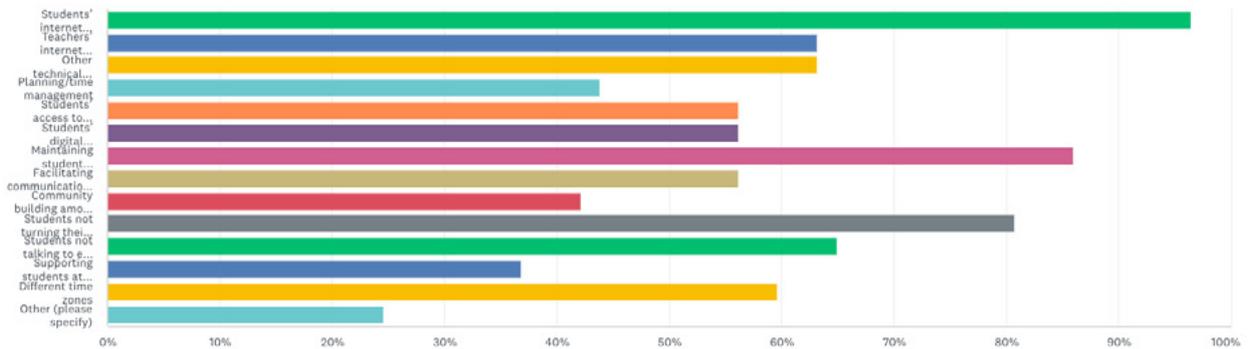


Member Survey: Online ELICOS Delivery



**What challenges has your institution experienced in delivering online lessons? Please check all challenges experienced.**

Answered: 57 Skipped: 26

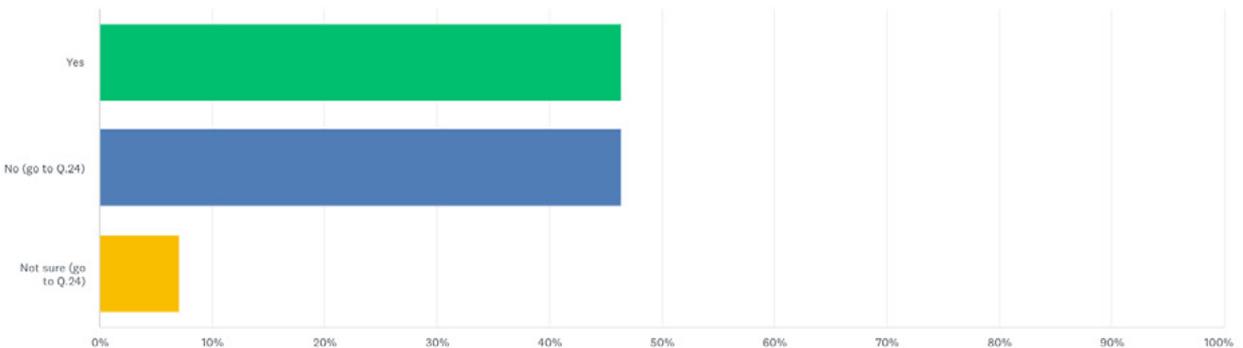


Member Survey: Online ELICOS Delivery



**Has your institution delivered Hybrid lessons? (Where Hybrid means classes which are delivered simultaneously to face-to-face students in a clas...)**

Answered: 56 Skipped: 27

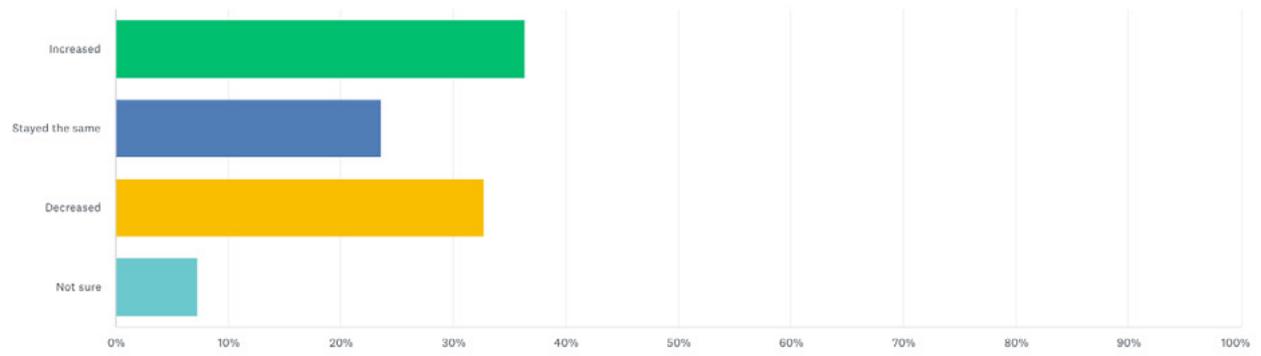


Member Survey: Online ELICOS Delivery

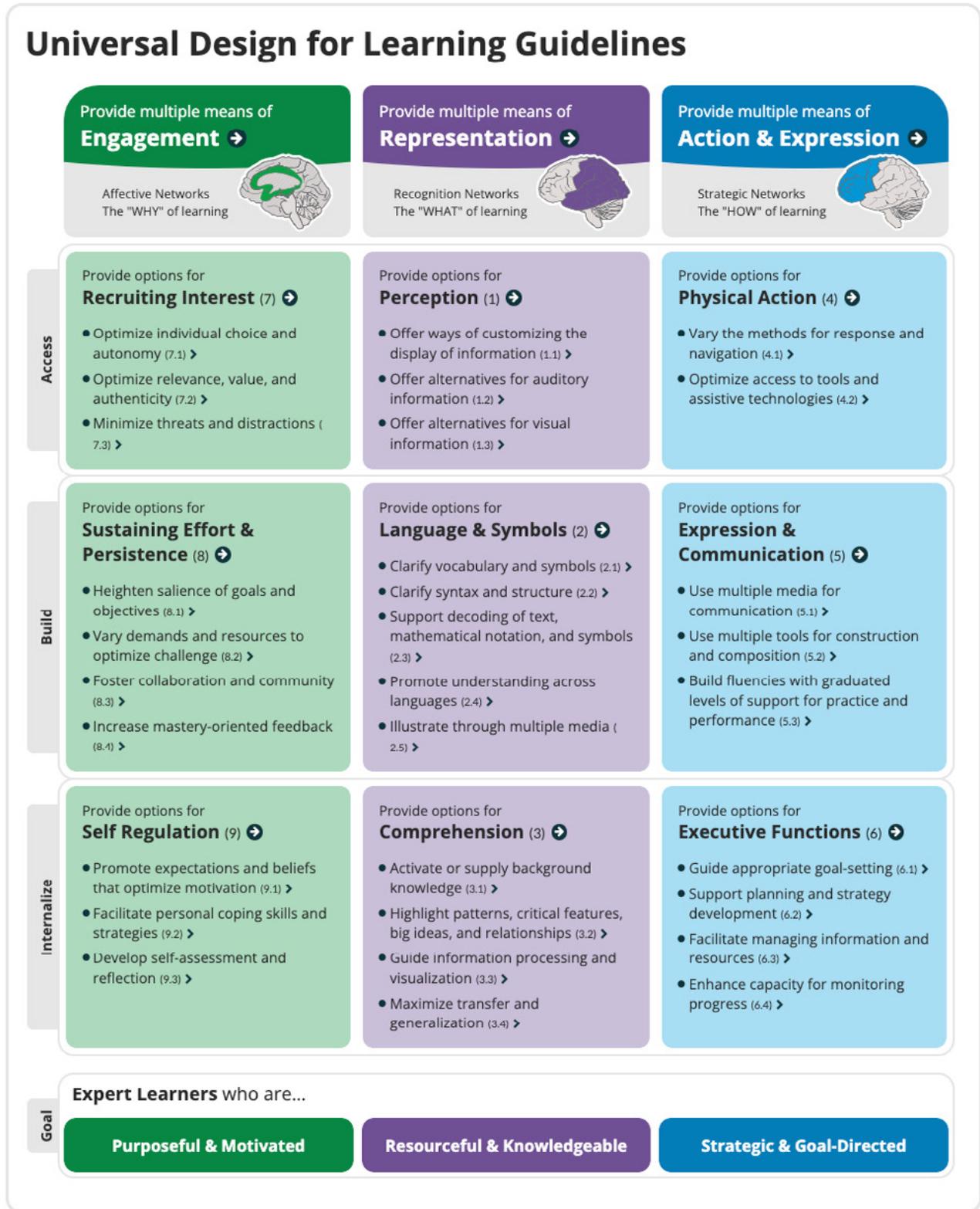


Do teachers at your institution find that opportunities for giving meaningful feedback have: increased, stayed the same, or decreased since movin...

Answered: 55 Skipped: 28



# Appendix 2



# References

## Chapter 1

- Anderson, T., Rourke, L., Garrison, D. and Archer, W., (2001). Assessing Teaching Presence in a Computer Conferencing Context. *Journal of Asynchronous Learning Networks*, 5 (2), 1-17.
- Dianne B Money Penny and Rosalie Aldrich, 'Online and face-to-face language learning: A comparative analysis of oral proficiency in introductory Spanish,' *Journal of Educators Online*, 13, no. 2 (2016), 105–133.
- Dolly J Young, 'An empirical investigation of the effects of blended learning on student outcomes in a redesigned intensive Spanish course,' *CALICO Journal*, 26, no. 1 (2009), 160–181.
- Edward L Deci and Richard M Ryan, 'Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being', *American Psychologist*, 55, no. 1 (2000): 68-78.
- Henno Kotze and Ceara McManus, 'Chasing motivation: Action research in a university ESL setting', *Digital Innovations and Research in Language Learning (IATEFL: Learning Technologies Special Interest Group, 2019)*. and
- James E Alatis, 'State university system of Florida foreign language and linguistics program review', Report No. FL020250 (Tallahassee, FL: Florida State University, 1992), 13.
- Jack Grove, 'Online courses 'more time-consuming' to prepare for,' *Times Higher Education*, September 12, 2017, <https://www.timeshighereducation.com/news/online-courses-more-time-consuming-prepare-study-says> (accessed 20 February 2022)
- Jim Scrivener, 'Demand-high teaching,' *The European Journal of Applied Linguistics and TEFL*, 3, no 2 (2014): 47-58.
- Juan C Burguillo, 'Using game theory and competition-based learning to stimulate student motivation and performance' *Computers & Education*, 55, (2010): 566-575.
- Judith V Boettcher and Rita-Marie Conrad, *The online teaching survival guide (2nd): Simple and practical pedagogical tips* (San Francisco: Jossey-Bass, 2015).
- L Morgan, 'Class size and second language instruction at the post-secondary level: A survey of the literature and a plea for further research,' *Italica*, 77, no. 4 (2000), 449–472.
- Margaret R Don, 'An investigation of the fundamental characteristics in quality online Spanish instruction,' *CALICO Journal* 22, no 2 (2005): 285–306.
- Miyhe Harker, and Dmitra Koutsantoni, 'Can it be as effective? Distance versus blended learning in a web-based EAP programme,' *ReCALL*, 17, no. 2 (2005), 197–216 and
- Mohammad Alawamleh, Lana Mohannad Al-Twait and Gharam Raafat Al-Saht, ' The effect of online learning on communication between instructors and students during Covid-19 pandemic,' *Asian Education and Development Studies* (2020): 1. [https://www.researchgate.net/publication/343897561\\_The\\_effect\\_of\\_online\\_learning\\_on\\_communication\\_between\\_instructors\\_and\\_students\\_during\\_Covid-19\\_pandemic](https://www.researchgate.net/publication/343897561_The_effect_of_online_learning_on_communication_between_instructors_and_students_during_Covid-19_pandemic)
- N Ann Chenoweth and Kimmaree Murday, 'Measuring student learning in an online French course,' *CALICO Journal*, 20, no. 2 (2003), 285–314.
- N Ann Chenoweth, Eiko Ushida and Kimmaree Murday, 'Student learning in hybrid French and Spanish Courses: An overview of language online,' *CALICO Journal*, 24, no. 1 (2006), 115–145. and
- Sarah Mercer, S and Zoltan Dörnyei, *Engaging Language Learners in Contemporary Classroom* (Cambridge, UK: CUP): 92.

- Senta Goertler, 'Blended and open/online learning: Adapting to a changing world of foreign language teaching', in Present and future promises of CALL: From theory and research to new directions in language teaching, eds. Nike Arnold and Lara Ducate (San Marcos, TX: CALICO, 2011), 471-502.
- Scott Toney, Jenn Light, and Andrew Urbaczewski, 'Fighting Zoom Fatigue: Keeping the Zoomies at Bay,' Communications of the Association for Information Systems 48 (2021).
- Susan H Taft, Karen Kesten and Majeda M El-Banna, 'One size does not fit all: Toward an evidence-based framework for determining online course enrollment sizes in higher education,' Online Learning 23, no. 3 (2019), 188-233.
- Terry Anderson et al, 'Assessing Teaching Presence in a Computer Conferencing Context,' Journal of Asynchronous Learning Networks 5, no. 2 (2001): 1-17.
- The Copyright Agency, 'What is the Statutory Education Licence?,' <https://help.copyright.com.au/hc/en-gb/articles/360000006316-What-is-the-Statutory-Education-Licence-#> (accessed 22 February, 2022)
- Victoria Russell and Kathryn Murphy-Judy, Teaching Language Online (Taylor & Francis, 2020), 2.
- Victoria Russell and Wesley Curtis, 'Comparing a large- and small-scale online language class: An examination of teacher and learner perceptions,' The Internet and Higher Education, 6 (2013), 1-13.
- Wynne Wong and Bill VanPatten, 'The Evidence is IN: Drills are OUT,' Foreign Language Annals 36, no. 3. (2003): 303-426.
- February, 2022, [https://www.monashcollege.edu.au/\\_data/assets/pdf\\_file/0006/2231646/Penalties-for-an-Academic-Integrity-Breach-Guideline.pdf](https://www.monashcollege.edu.au/_data/assets/pdf_file/0006/2231646/Penalties-for-an-Academic-Integrity-Breach-Guideline.pdf)
- Olivia L. Holden, Meghan E. Norris and Valerie A. Kuhlmeier, 'Academic Integrity in Online Assessment: A Research Review'. Frontiers in Education, Accessed 20 February, 2022, <https://www.frontiersin.org/articles/10.3389/educ.2021.639814/full%20>
- TEQSA, 'What is Academic Integrity?,' Accessed 20 February, 2022, <https://www.teqsa.gov.au/what-academic-integrity>
- University of Wollongong, 'Minimising the risk of academic misconduct', Accessed 20 February, 2022, <https://www.uow.edu.au/about/governance/academic-integrity/teachers/minimise-risk/>

## Chapter 3

- Anne Graham, Mary Ann Powell, Nigel Thomas and Donnah Anderson. 'Reframing 'well-being' in schools: the potential of recognition', Cambridge Journal of Education 47, no. 4 (2017): 439-455.
- Ariel Lindorrf, 'The Impact of Promoting Student Wellbeing on Student Academic and Non-Academic Outcomes', Oxford International Curriculum, Accessed 20 February, 2022, <https://oxfordimpact.oup.com/wp-content/uploads/2020/10/Wellbeing-Impact-Study-Report.pdf>
- Ester Van Laar, Alexander Van Deursen, Jan Van Dijk and Jos De Haan, J. 'The relation between 21st-century skills and digital skills: A systematic literature review,' Computers in Human Behavior 72 (2017):577-588, <https://doi.org/10.1016/j.chb.2017.03.010>
- Jackdaw Learning and Teaching, 'Loop Input: A Valuable Teaching or Training Strategy,' Accessed on 20 February 2022, <https://jackdawltc.org/2014/10/20/loop-input-a-valuable-training-strategy/>

## Chapter 2

- ACTFL, 'Provide Effective Feedback', Accessed 20 February, 2022, <https://www.actfl.org/resources/guiding-principles-language-learning/effective-feedback>
- Monash College, 'Penalties for an Academic Integrity Breach', Staff Guideline, Accessed 20

- Ane Arnold and H Douglas Brown, 'A map of the terrain', *Affect in Language Learning*, ed. Jane Arnold, (Cambridge: Cambridge University Press, 1999).
- Osnat Argaman and Salim Abu-Rabia, 'The influence of language anxiety on English reading and writing tasks among native Hebrew speakers', *Language, Culture and Curriculum* 15, no. 2 (2010): 143–160.
- Oxford Impact Evaluated, 'Wellbeing Impact Study, Oxford University Press, Accessed 20 February, 2022, <https://oxfordimpact.oup.com/home/wellbeing-impact-study/>
- Robert C Gardner and Peter D MacIntyre, 'On the measurements of affective variables in second language learning,' *Language Learning* 43, no.2 (1993): 157–194.
- Sheryl Burgstahler, '20 Tips for Teaching an Accessible Online Course,' University of Washington, Accessed on 20 February, 2022, <https://www.washington.edu/doi/20-tips-teaching-accessible-online-course>
- in the private sector: An ecological perspective,' *Language Teaching Research* (2020), DOI: <https://doi.org/10.1177%2F1362168820973510>
- Torrey Trust, Daniel G Krutka and Jeffrey P Carpenter, "'Together we are better": Professional learning networks for teachers,' *Computers and Education* 102 (2016): 15-34.

## Chapter 4

- Cambridge Papers in ELT, 'Effective Professional Development: Principles and Best Practice,' Cambridge University Press (2018), Accessed 22 February 2022, [https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Whitepaper\\_TD\\_72dpi-FINAL-ONLINE-VERSION.pdf](https://www.cambridge.org/elt/blog/wp-content/uploads/2018/04/Whitepaper_TD_72dpi-FINAL-ONLINE-VERSION.pdf)
- Richard M Ryan and Edward L Deci, 'On happiness and human potentials: a review of research on hedonic and eudaimonic well-being,' *Annual Review of Psychology* 52 (2001): 141–166.
- Sarah Longfield, 'Effective Professional Development: Principles and Best Practice,' Cambridge University Press (2018), Accessed 22 February 2022, <https://www.cambridge.org/elt/blog/2018/04/04/effective-professional-development-principles/>
- Sarah Mercer, 'The wellbeing of language teachers

# Technology List

This list covers all of the technology tools, apps, and platforms mentioned in the Guide.

## LMSs & Storage:

- [Moodle](#)
- [Canvas](#)
- [Blackboard](#)
- [OpenLMS](#)
- [MS OneDrive](#)
- [Google Drive](#)

## Content Authoring Tools

- [Articulate Rise](#)
- [H5P](#)

## Student-response tools and quizzes

- [Quizlet Live](#)
- [GimKit](#)
- [Kahoot!](#)
- [Wordwall](#)
- [Nearpod](#)
- [Socrative](#)

## Audio & Video

- [Canvas Studio](#)
- [Yabla](#)
- [Playposit](#)
- [English Central](#)
- [TED-Ed](#)
- [Padlet](#)
- [Flipgrid](#)
- [SpeakPipe](#)
- [Vocaroo](#)
- [VoiceThread](#)

## Speaking & Conversation

- [LinguaMeeting](#)
- [Speaky](#)
- [TalkAbroad](#)

## Writing & Grammar

- [Adobe Acrobat](#)
- [Grammarly](#)
- [Wordtune](#)
- [Book Creator](#)

- [Google Docs](#)
- [MS Word Online](#)

## Social Media & Messenger Services

- [Messenger](#)
- [Facebook](#)
- [WhatsApp](#)
- [WeChat](#)

## Videoconferencing and Proximity Chat

- [Microsoft Teams](#)
- [Zoom](#)
- [Google Meet](#)
- [Gather](#)
- [Kumospace](#)
- [RingCentral](#)

## Classroom Management Systems

- [Drop Out Detective](#)
- [Edmodo](#)
- [ClassCraft](#)

## Interactive Whiteboards

- [JamBoard](#)
- [whiteboard.fi](#)

## Screen Recording

- [Loom](#)
- [Screencastify](#)
- [Screencast-o-matic](#)

## Academic Integrity

- [Turnitin](#)
- [LockDown Browser](#)

## Student Support & Safety

- [TalkCampus](#)
- [Sonder](#)

# Glossary of Terms

This glossary covers a range of technical and industry-specific terms mentioned throughout the Guide.

**Academic integrity:** The responsibility of students and the academic community to act with respect and be honest, fair, and trustworthy in all their academic endeavours.<sup>1</sup>

**Asynchronous:** Learning and information sharing between teachers and learners when participants are not online simultaneously. The most common examples are email and discussion boards.<sup>2</sup>

**Backchannel:** A live secondary conversation happening in parallel with the main lesson or conversation so as to avoid interrupting the speaker. This is usually text-based, like a chat channel or student-response tool.

**Blended learning:** A mode of delivery that integrates digital media and educational technology with traditional face-to-face classroom activities. The main aim is to provide students with more flexible and customised learning experiences.

**Communicative language teaching (CLT):** A teaching approach that prioritizes focussing on the notions and functions of the target language rather than forms and structures.

**Communities of Practice:** Groups of people with similar professions, interests or concerns who share a common come together voluntarily to explore these topics and to grow their practice. These can be online or face-to-face communities.

**Digital literacy skills:** Having the necessary practical

skills to communicate, access information and share it effectively through digital technologies like apps, social media, the internet, and computers.<sup>3</sup>

**ELICOS:** English Language Intensive Courses for Overseas Students with 'overseas students' defined as those who hold an Australian government-issued student visa.

**Emergency Remote Teaching:** The period of transition after the outbreak of the COVID-19 pandemic when education institutions had to rapidly move to online teaching. It is best described in terms as teaching online using bare minimum resources, having scant time, and lacking careful consideration for design processes.<sup>4</sup>

**Gamification:** Applying game elements in non-gaming educational contexts. These elements include rewards, points, badges, teams, and leaderboards.

**Honour code:** A document that outlines and defines moral behaviour in an academic setting and which is agreed upon by all parties concerned.

**Hybrid Teaching:** A mode of delivery which, in the ELICOS context, usually means having a mix of physically face-to-face students and students joining virtually via videoconference in the same classroom and lesson.

**Learning Management System:** A software platform for all aspects of learning, including content delivery, tracking, assessment and reporting.

**Loop input:** An experiential teaching technique whereby the content and process are taught simultaneously. It is often used in teacher training

<sup>1</sup> For more on Academic Integrity, please see [this article](#) from TEQSA.

<sup>2</sup> For more on the differences between asynchronous and synchronous learning see [this article](#) from EDUCAUSE.

<sup>3</sup> Read [this article](#) from WSU for more on digital literacy skills.

<sup>4</sup> Read about how ERT is different from high-quality online teaching in [this article](#) from EDUCAUSE.

classes, doing a reading lesson with a text on staging different parts of a reading lesson.<sup>5</sup>

**Online delivery:** The necessary capabilities and knowledge of the pedagogy and technologies to teach language successfully online in both synchronous and asynchronous modes.

**Personal Learning Network (PLN):** A curated group of people that you learn from and alongside. Similar to a community of practice, this can be through collaboration, sharing, and discussion, and either online, offline, or both.

**Proximity chat:** A type of videoconferencing situated in a virtual world environment which users can freely navigate and have conversations, often with the use of avatars.

**Remote proctoring:** Sitting a test through the internet with your own computer and under live supervision from a test invigilator.

**Student-response tools:** Apps and platforms used in a live classroom environment to receive immediate feedback on teaching and learning.

**Synchronous learning:** Learning and instantaneous information sharing with learners and teachers interacting in real time. The most common examples are videoconferencing and chat.

**Universal Design for Learning (UDL):** An educational approach and framework that informs the development of equitable and accessible learning environments and materials.<sup>6</sup>

**Virtual Private Network (VPN):** A private, encrypted network created from a public internet connection. This allows you to securely access certain sites and platforms which may otherwise not be available in your geographic region.

**Web Content Accessibility Guidelines (WCAG):** A regularly-updated set of recommendations for making internet sites and content more accessible with a focus on people with disabilities.<sup>7</sup>

---

<sup>5</sup> For more on loop input please see [this article](#) from Cambridge.  
<sup>6</sup> Read more about UDL in this article from [CAST](#) or see the UDL Guidelines in the Appendix.

---

<sup>7</sup> The latest WCAG from W3C are available [here](#).

# Resources

A range of relevant resources to support the principles and content presented throughout the Guide.

## **Online Lesson Design and Delivery**

- [The Difference between Emergency Remote Teaching and Online Learning \(EDUCAUSE\)](#)
- [Course Mapping: What is it, the benefits, and the process](#)
- [User Interface Design: Understanding UX/UI Design For Virtual Learning Success](#)
- [The Affordance of eLearning](#)

## **Assessment and Feedback**

- [Academic Integrity in Remote Learning \(Turnitin\)](#)
- [Minimising the risk of academic misconduct \(University of Wollongong\)](#)

## **Student and Teacher Support**

- [Supporting student wellbeing during COVID-19: Tips from regional and remote Australia \(NCSEHE\)](#)
- [Supporting Learners with Dyslexia in the ELT Classroom \(Michele Daliso\)](#)
- [Web Accessibility Evaluation Tools List](#)

## **Framework, Guidelines, and Rubrics**

- [NEAS Quality Assurance Framework \(Area H\)](#)
- [Universal Design for Learning: A teacher's guide](#)
- [TELAS framework \(ASCILITE\)](#)
- [SUNY Online Course Quality Review Rubric](#)
- [TEQSA: Online Delivery Key Considerations](#)
- [Web Content Accessibility Guidelines \(WCAG\)](#)



PO Box 1437  
DARLINGHURST NSW 1300 AUSTRALIA  
Level 3, 162 Goulburn St SURRY HILLS NSW 2010 AUSTRALIA  
Tel: +61 2 9264 4700  
Fax: +61 2 9264 4313  
[easec@englishaustralia.com.au](mailto:easec@englishaustralia.com.au)

[englishaustralia.com.au](http://englishaustralia.com.au)