The flippin' IDLTM

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Thank you to…

The course and the need

- IDLTM
  - Since 2001, longest standing, most widely respected language teaching management course.
  - Delivered originally face to face and online, with face to face courses taking place in Australia, Brazil, China, Oman, Spain, Turkey, USA, Vietnam
  - The aim of the International Diploma in Language Teaching Management is to enable experienced professionals in a language teaching context to apply insights and skills derived from management theory and practice to their work as LT managers.

- Post covid, a need for a fully online course

What it was

- One week face to face (approximately 35 hours)

- 7 months of online work

  - 8 modules, each with

    - input (usually articles and other readings)

    - asynchronous discussion (questions as prompts)

    - an assignment

    - Final module involved a group project

What were the key features of the F2F?

- ▶ **I**nput from an experienced trainer

- ▶ Chance to **R**eflect, in discussion

- ▶ Sharing best **P**ractice

- ▶ Creation of a **C**ommunity

- ▶ **A**pplication of theory to reality

CAPRI

The new model

- All online, 8 modules
- Each module includes
  - Weekly recorded video input sessions
  - Weekly one hour live sessions (synchronous)
  - Other input (usually articles and other readings)
  - asynchronous discussion (with questions as prompts)
  - an assignment
  - Final module still involves a group project

Intention

- Video input and live sessions intended to provide a "flipped" version of the previous f2f part of the course

- Number of hours included is roughly the same as the previous version (20 hours of live sessions, somewhere between 15 and 20 hours of recorded video)

- Academic rigour unchanged

- Assessment and other aspects unchanged (though of course the curriculum evolves)

Do we still have CAPRI?

- Community?

- Application of theory to reality?

- Sharing best practice?

- Chance to reflect in discussion?

- Input from an experienced trainer?

Reflections

▶ Feedback in the first course suggested the desire for more input (in the live sessions) and less sharing

▶ NEAS comment: "The new, online format incorporates recorded video input sessions for asynchronous viewing, coupled with live synchronous online sessions using, broadly, a flipped classroom approach in an innovative way to replace the previously face-to-face training room sessions"

▶ Still working on inclusion (sharing best practice)

▶ Community?

Questions?