

# Putting Quality First in Online Language Education Management

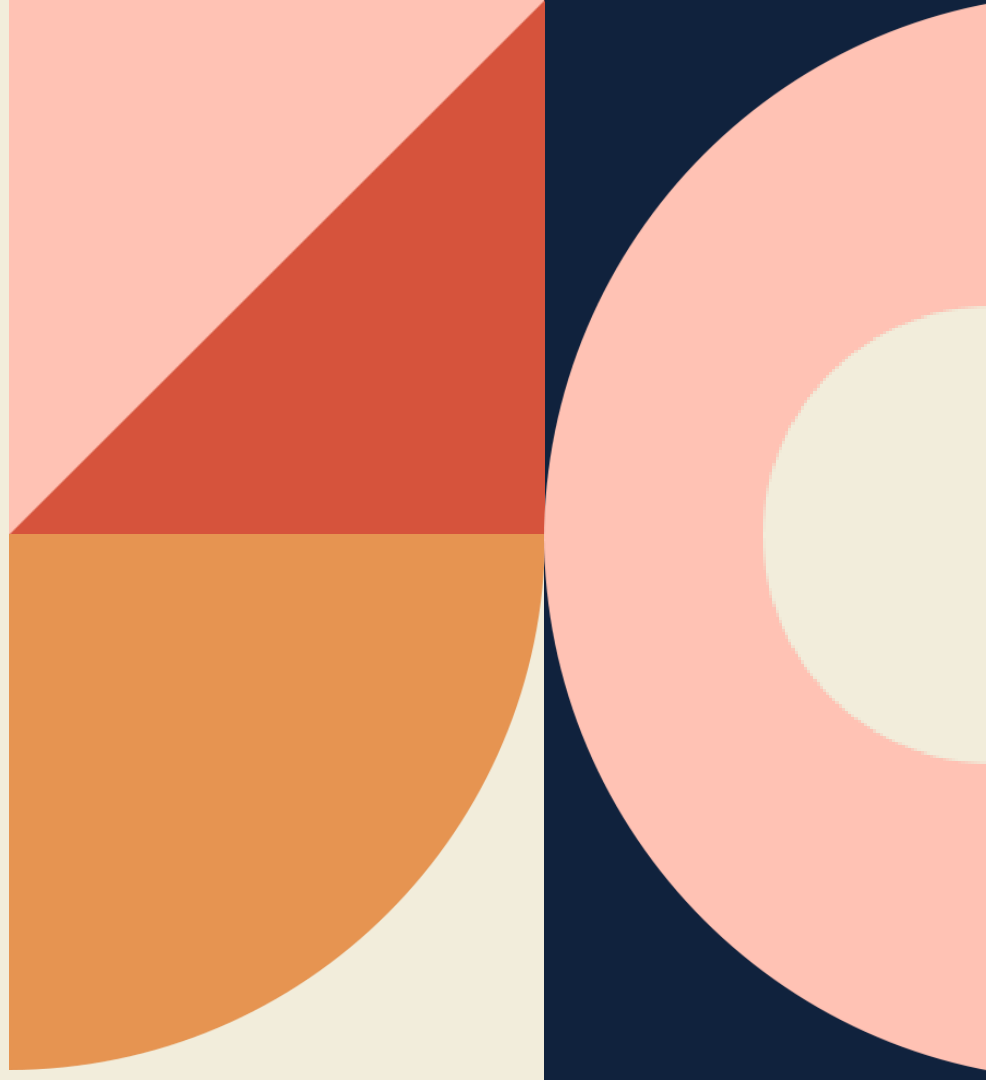
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# Who are we?

Kate Morrison, Academic Manager  
The Language Centre  
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# Today's Session

Inviting you all to our coffee chats ☕

- Interactive discussion about:

Student Experience

Curriculum

Assessment

Mode of Delivery

Teacher Professional Development

- Disentangling Outcomes and the Student Experience
- Discussion



# Quality = Fulfilled Expectations

When there is a perceived lack of quality,  
is it because of a mismatch in  
expectations?



# Stakeholders

- Students
- Student families
- Agents
- Teachers
- Registrar's Office/admissions
- Homestay / residences
- Management, admin and support staff

## Perceptions of Quality re:

- Course content and curriculum; outcomes
- Delivery, instructional style
- Assessments
- Accommodations
- Social program/ extracurriculars; Broader student experience
- Student performance and/or engagement



(One aspect of the)

# Role of a Manager

to anticipate, prevent and resolve mismatches of expectations between stakeholders around various aspects of the program

# Student Experience

Support looks different online

Student experience  
begins far before the first  
day of class



## What worked? Why?

- Orientation materials and communication have to reflect current reality of the school
- Learner training essential; front loaded
- Administrative team trained up to support students and instructors online
- Administration having a daily online presence





## What did not work? Why?

- Information overload: can't bombard students with email communication
- Trying to replicate f2f activities online (outings, conversation club, etc.)



# Changing Expectations

- Being creative and integrating the “Canadian University Experience” in an online vs f2f context
- Being mindful that it is the same credit, the same LMS, the same types of assessment, etc.
- Refocusing our student lens to meet the online student need vs f2f student need

# Curriculum

Do learning outcomes differ in f2f vs. online or hybrid modes?

How have needs and expectations around textbooks changed?

# What worked? Why?

- Outcome based curriculum in place
- The end goals are already established, so how to get there can be changed and adapted

E.g. E-books:

Student online resources & Teacher online resources

# What did not work? Why?

- Teaching approaches and lesson frameworks: traditional lesson frameworks (PPP, TBT, PBL, etc.) had to be reframed online
- Expectations of time: F2F vs online time. Online is slower!

# Changing Expectations

- Switching from the concept of *contact* hours to *content* hours (encompassing synchro and asynchro content)
- Outcomes were not changed: Where you want to go does not change; how you get there does
- Being aware of the varying skills sets of instructors and providing a tool kit that supports growth.  
E.g. How to upload a file to how to apply a Flipped Classroom.

# Assessment

Changing placement,  
Formative and Summative  
Assessment?

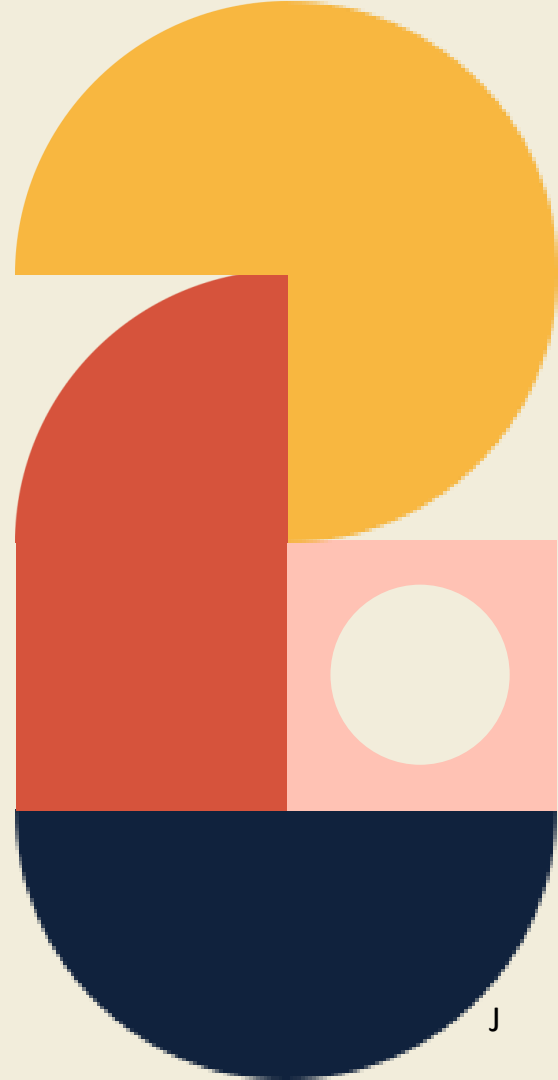
Best practices for  
online  
assessment?

Accurate online  
Placement Tests?

Is everyone  
cheating on all  
online exams?

## What worked? Why?

- Added interview to online placement test
- Incorporating more project-based and portfolio-based assessments rather than exams
- Amped up the academic integrity teaching program, creating a culture of AI
- Using certain security tools in the LMS (Respondus Lockdown Browser)
- Designated assessment coordinator





## What did not work? Why?

- Moral panic that all students are cheating constantly
- Full-blown remote proctoring
- Last-minute adjustments without time to test and train students



# Changing Expectations

- Shared responsibility: the onus is on students not to cheat, but also on us to design good assessments and to create a culture of AI, make expectations clear
- Well-designed assessments suitable for online. E.g. lower-order vs. high-order skills on Bloom's Taxonomy
- Low-stake training for students in the tools required for online assessment



# Mode

Face-to-face, online, blended, hybrid?

Do teachers and students know how to “do” hybrid?

What are the affordances and drawbacks of hybrid and hyflex delivery?

What’s best for students?  
Teachers? Enrollments?

## What worked? Why?

- Developing a third teaching skillset: hybrid/hyflex delivery.
- Experimenting, transferring some of the skills of online teaching, some from f2f
- Learner Training
- More f2f support in this transition than at the beginning of the pandemic
- Heightened differentiation of needs, of both f2f and online students in a hybrid context

# What did not work? Why?

- Assuming hybrid learning is the same as 100% online for students and teachers; Training is needed, can be time-consuming
- The Blame Game: blaming shortcomings in the classroom on the technology or other outside factors.

# Changing Expectations

- Changing definitions of what it means to “participate” and be “engaged” in the classroom
- Centres have to be leaders in educational hardware (as well as instruction)
- Stakeholder (learner, parents, agent, etc.) around hybrid/hyflex delivery, its affordances

# Teacher Professional Development

How can teachers  
acquire the online and  
hybrid teaching skillset?



## What worked? Why?

- Being available
- Providing support daily
- Pop-in class visits
- Peer teaching and support
- Trust





## What did not work? Why?

- Stepping back: the “You got this!” approach (Macro)
- Daily work done logs (Micro)



## Changing Expectations

- Patience: expert teachers had to rebuild a completely new skillset from scratch
- Self-led professional development and skill-building
- Teachers as owners of their own professional knowledge, identifying their own gaps
- New sense of community of practice - mutual support rather than competition

# What makes an EAP course?

“My fully online EAP students aren’t going to be as prepared for university because they aren’t going to Tim Horton’s every day.”



# Disentangling Course Outcomes and Student Experience: Aligning Expectations

What makes a course?

Were we relying on the out-of-classroom incidental language use to drive course learning outcomes?

How can we include the “Canadian university experience” in a fully online course?

What expectations have to change around this?



# Discussion

How to align expectations around:

- Student Experience
- Curriculum
- Assessment
- Mode
- Teacher Professional Development

Do you agree that one role of a manager is to resolve mismatches of expectations?



# Thank you!

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