








# Redefining Academic Success: Insights from Asynchronous EAP Curriculum Development

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# Agenda

-  **EAP Asynchronous Curriculum Overview**
-  **Workshop**
-  **Rationale in Designing Asynchronous Curriculum**
-  **Key Curriculum Components**
-  **Feedback, Insights, Action Plans**

# EAP Coursework Breakdown

Coursework	Term	Value	Passing Score
Unit Tests (Weekly)	Block A (Weeks 1-4)	Reading Unit Tests – 20% Listening Unit Tests – 20%	80%
	Block B (Weeks 5-8)	Reading Unit Tests – 20% Listening Unit Tests – 20%	
Speaking Assessments (Weekly)	Block A (Weeks 1-4)	25%	
	Block B (Weeks 5-8)	25%	
Asynchronous Assessments (Weekly)	Block A (Weeks 1-4)	25%	
	Block B (Weeks 5-8)	25%	
Participation	Block A (Weeks 1-4)	10%	
	Block B (Weeks 5-8)	10%	
Attendance	Block A + B	Attendance is marked daily and should be above the passing score for a student to complete the program.	80%

# Levels and Benchmarks

	TLG 1	TLG 2	TLG 3	TLG 4	TLG 5	TLG 6
English Level	Beginner	Elementary	Pre-intermediate	Intermediate	Upper-intermediate	Advanced
	IELTS 4.0	IELTS 4.5	IELTS 5.0	IELTS 5.5	IELTS 6.0	IELTS 6.5
Estimated duration	8 weeks	8 weeks	8 weeks	8 weeks	8 weeks	8 weeks

TLGC Level	IELTS (Academic)	CEFR
1	0-4	A1
2	4.5	A1-A2
3	5	A2-B1
4	5.5	B1-B2
5	6	B2
6	6.5	C1



# EAP Asynchronous Coursework

- Scaffolded structure
- Weekly lessons with videos, worksheets, reference documents and guides and quizzes.








	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Intro to Asynchronous Course (Video)</p> <p>UPP 6 Writing Diagnostic (DOC)</p>	<p>Research Proposal (DOC)</p>		<p>UPP 6 Writing Assignment Guideline (Video and PDF)</p>	<p>Week 1 Assessment: Quiz (DOC)</p>

Weekly Video Introduction

Video/PDF Guides

Assessment Submissions every Friday

# EAP Asynchronous Coursework

▼ Asynchronous Coursework
 <a href="#">ASYNCHRONOUS LIVE SESSIONS</a>
Week 1
 <a href="#">Intro to UPP 6 Asynchronous Course.mp4</a>
 <a href="#">UPP 6 Writing Diagnostic.docx</a>
 <a href="#">What is a Research Proposal - Worksheet.docx</a>
 <a href="#">UPP 6 Writing Assignment.mp4</a>
 <a href="#">UPP 6 Writing Assignment.pdf</a>
 <a href="#">Week 1 Assessment.docx</a>
Week 2

**The Weekly Asynchronous materials are provided in the same order of learning in combination with the suggested pacing guide.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Intro to Asynchronous Course (Video)  UPP 6 Writing Diagnostic (DOC)	Research Proposal (DOC)		UPP 6 Writing Assignment Guideline (Video and PDF)	Week 1 Assessment: Quiz (DOC)

# Learning Management System - Canvas

Dashboard

Courses

Calendar

Inbox

Help

Home

Assignments

Grades

People

Collapse All

▼ Introduction and Resources

- [Welcome to Canvas - Guide](#)
- [Program Rules and Policies](#)
- [Course Assignments and Assessment](#)
- [ONLINE CLASS LINK and Contact Information](#)
- [Academic and Events Calendar](#)

▼ Asynchronous Coursework

- [ASYNCHRONOUS LIVE SESSIONS](#)
- [Intro to UPP 6 Asynchronous Course.mp4](#)
- [UPP 6 Writing Diagnostic.docx](#)
- [What is a Research Proposal - Worksheet.docx](#)
- [UPP 6 Writing Assignment.mp4](#)

Live sessions are provided for additional support for students.

Asynchronous Coursework can be found on student Canvas Home page.

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# Timeline

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**1**

**Soft launch with specific cohorts**

**2**

**Adjustments made, faculty-wide training**

**3**

**Official launch Sept 30th**





# Join our workshop!

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1. Scan the QR code to join our interactive workshop.
2. You can look through the slides at your own pace.
3. You can read the information on the slides, or watch the video on Slide -
4. Some slides are interactive – please, participate!



# Rationale: Business

- ✓ New intake structure of weekly enrollments (every Monday).
  - Reduce waiting times for prospective students, increasing retention and maximizing enrollment potential.
  - Beneficial for pathway students who may need to start classes right away to meet enrollment date of pathway program.
- ✓ Optimizing resources – utilizing LMS to provide high quality lessons to students and not always relying on in-class instruction with instructors.
- ✓ Global Audience – students in different time zones can complete asynchronous lessons in their own time.
- ✓ Can be used as a standalone product.
- ✓ Performance metrics can be collected easily through LMS for future curriculum development and marketing strategies.

Why create an  
Asynchronous Curriculum?



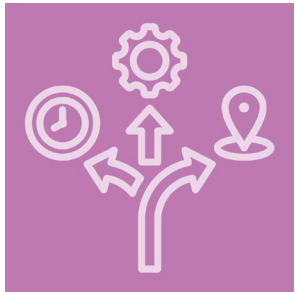
# Rational: Academic

- ✓ Weekly intake structure unsuitable for teaching Academic Writing.
  - Identified need to create long-term style of instruction for students to complete an academic paper (i.e., APA, research skills, citing sources, etc.).
- ✓ Optimizing in-class time for other skills.
  - Academic Writing requires much time and practice.
  - Teachers can focus on other core skills that has more value in their live classes.
- ✓ Streamlining and standardizing academic writing structure and format across levels/teachers.
- ✓ Relevant and authentic preparation for future college and university programs.
  - Students can choose own writing topics relevant to their educational interests.

Why create an  
Asynchronous Curriculum?



# Key Curriculum Components

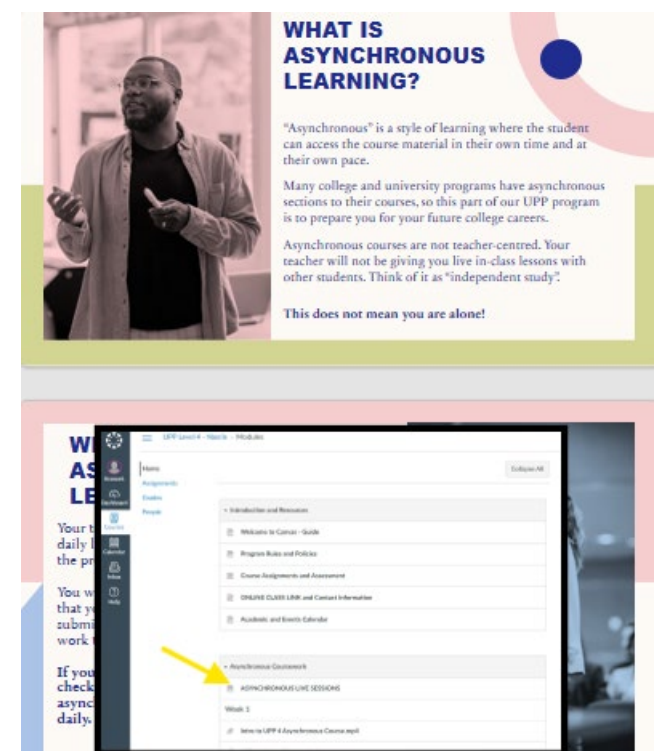


**Foundational/Introductory style of asynchronous learning.**

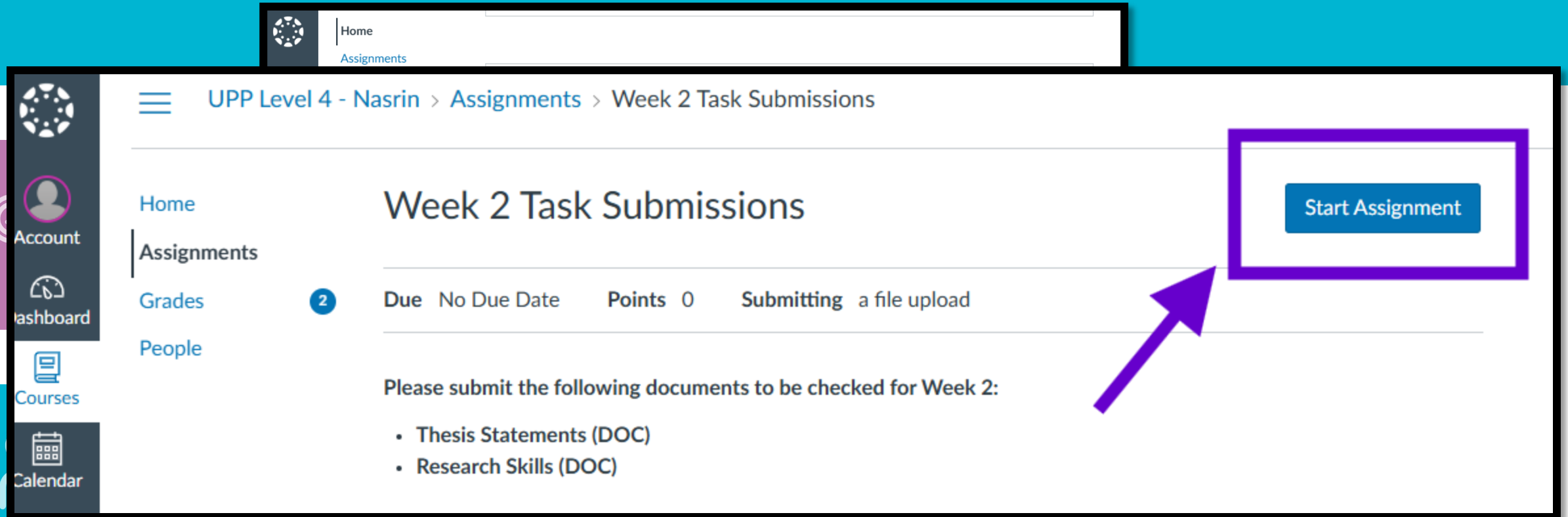


**Preparation for future college and university programs.**

**Build time management and self-motivation skills.**



# Key Curriculum Components



Home

Assignments

UPP Level 4 - Nasrin > Assignments > Week 2 Task Submissions

Home

Account

Dashboard

Courses

Calendar

Assignments

Grades

People

## Week 2 Task Submissions

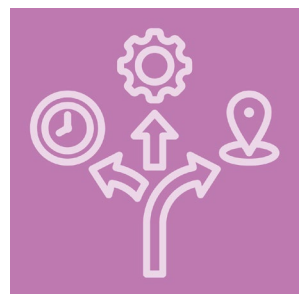
Due	No Due Date	Points	0	Submitting	a file upload
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Please submit the following documents to be checked for Week 2:

- Thesis Statements (DOC)
- Research Skills (DOC)


**Start Assignment**

# Key Curriculum Components







UPP Level 4 - Nasrin > Modules




Account




Dashboard




Courses



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UPP 4 Writing Diagnostic.docx

Download UPP 4 Writing Diagnostic.docx (13.9 KB)

UPP 4 – Writing Diagnostic (Due in Week 1)

Welcome to your first task for your asynchronous course!

The purpose of this Writing Diagnostic is so that your teacher can have an idea of your Academic Writing knowledge and your writing style. **Do not worry – this will not be graded, and this is not related to any of your future assignments and tasks!**

**Here is your task:**

Choose **one** of the questions **in green** below and write an academic paragraph on the topic. Indicate your choice clearly. You can write directly on this document and submit the saved document to Canvas “Week 1 Task Submission”.


Include a **topic sentence**, **3 supporting details** and a **conclusion** with your writing. Write **double-spaced**. Check your paragraph carefully for grammatical and spelling mistakes before submitting.

**Word count: 200-250 words**

1. What are some reasons to attend college?
2. What can people who are lonely do to make their lives happier?
3. How can families stay healthy and strong?

Start writing here:

Week 1

 Intro to UPP 4 Asynchronous Course.mp4

Asynchronous  
short sessions  
a day 5 days a  
week with instructor

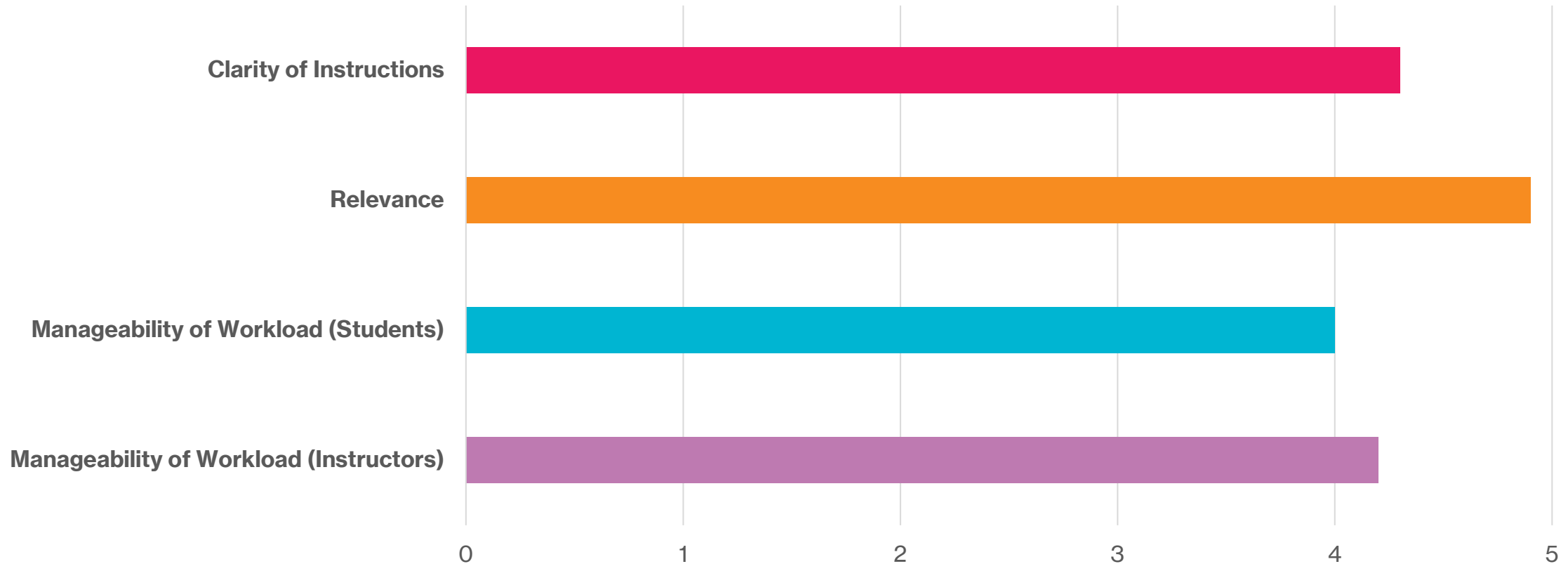
Writing diagnostic  
Week 1, final  
submission in last



# Feedback



# Instructor Interview Results





# Instructor Interview Results

## Qualitative Analysis



### **Overall Impressions of Asynchronous Curriculum:**

- Generally well-structured, dynamic, relevant, and effective.



### **Effective Aspects of Curriculum:**

- Scaffolding, skill-building, and weekly progression.
- Video instructions and written guidelines.



### **Suggested Improvements:**

**Resources:** More examples of complete Final Writing Assignments.

**Clarity:** Clarify instructions for writing diagnostic; provide more guidance on research methodologies.





# Instructor Interview Results

## Qualitative Analysis

### Barriers and Challenges:

#### Instructor Barriers:

- Workload spikes during final weeks.
- Difficulty providing personalized guidance in asynchronous settings.

#### Engagement and Motivation:

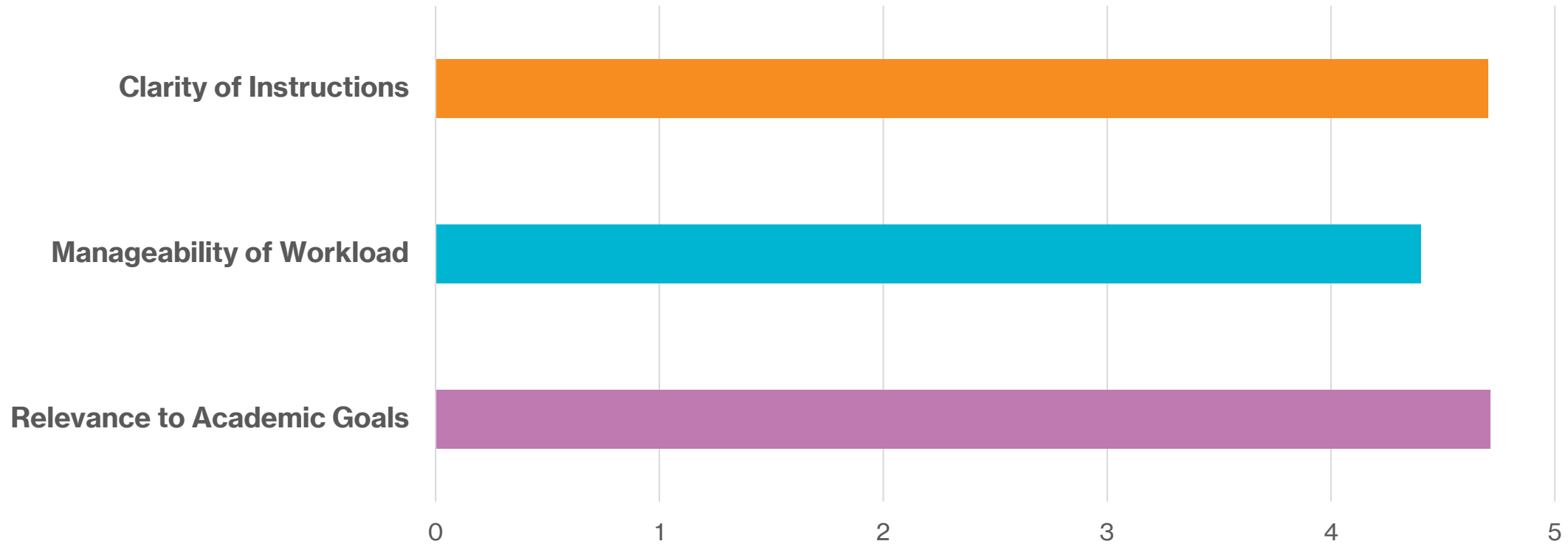
- Self-motivation varies by student.
- Verbal encouragement and linking tasks to long-term academic goals are helpful.
- Suggested activities: classroom discussions on essay writing.

#### Student Barriers:

- Transition to academic writing, especially for L6 students.
- Difficulty uploading files, accessing PDFs, and navigating the Canvas mobile app.
- Low technical skills.



# Student Survey Results

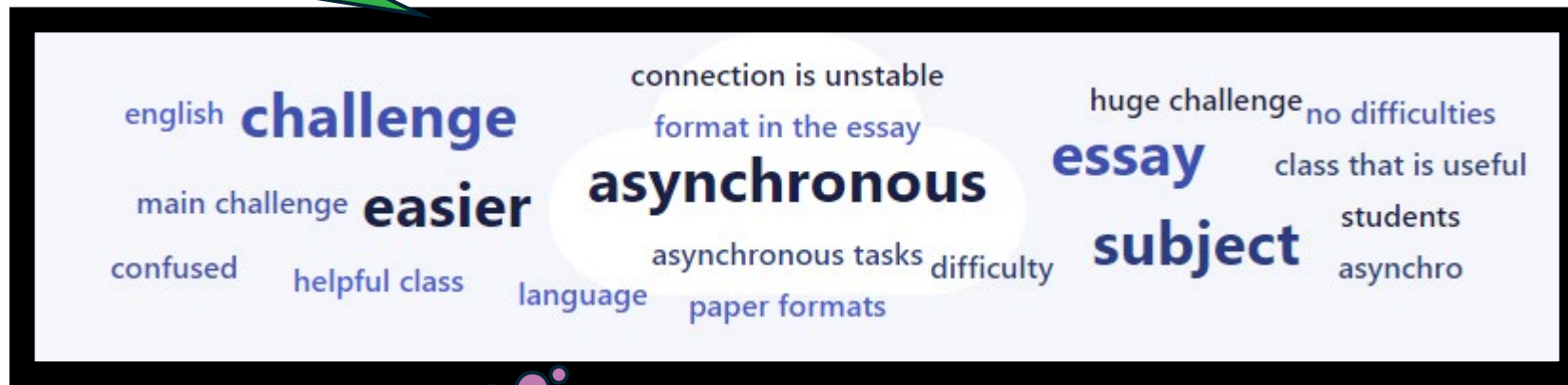


# Student Survey Results

What challenges have you faced with the Asynchronous curriculum?

I just had difficulty understanding what subject it was to write the essay, but after I understood it was easier to do.

We have class that is useful for the asynchronous but because it is ASYNCHRONOUS sometimes we have a really helpful class like how to paraphrase, after we struggled ourselves with that. And to choose the subject. And because I work it is hard sometimes to manage the time.



At the beginning I was very confused with which title I should do the asynchronous tasks but then I asked my teacher and since then I have no difficulties.

I didn't have any problems.





# Student Survey Results

What do you find useful about the Asynchronous curriculum?

I think enhance my vocabulary also improve speaking and writing skills.

Help me to improve my writing skills and prepare myself to the academic writing style needed for the university.



Help me to have the critical thinking.

It is very useful for me because I learn things that I have never seen before and that makes me feel self-sufficient.

Canvas website easy to use and the materials are very useful.



# Insights and Action Plan



## Highlights:

- Overall, asynchronous curriculum is relevant and easy to use after a couple of weeks.
- Much of a student's success is based on their ability to work independently/previous experience with Canadian style Academic writing.
- Teachers have found a need to discuss the asynchronous curriculum during their live classes at times.

## Action Plans:

- Level and task specific assessment rubrics for accuracy and convenience of instructor and increased transparency for student.
- Simplify certain areas of curriculum to make it more step-by-step (i.e. Outline).
- Include more samples of fully completed academic papers.
- Incorporate plagiarism checking tools directly on LMS for teachers to quickly detect plagiarized work.



# Thank you!

## Questions? Comments?

## Contact us

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