

# Teaching Oral Communication through Self-instructional Online Courses and Virtual Classes: the McGill University Experience

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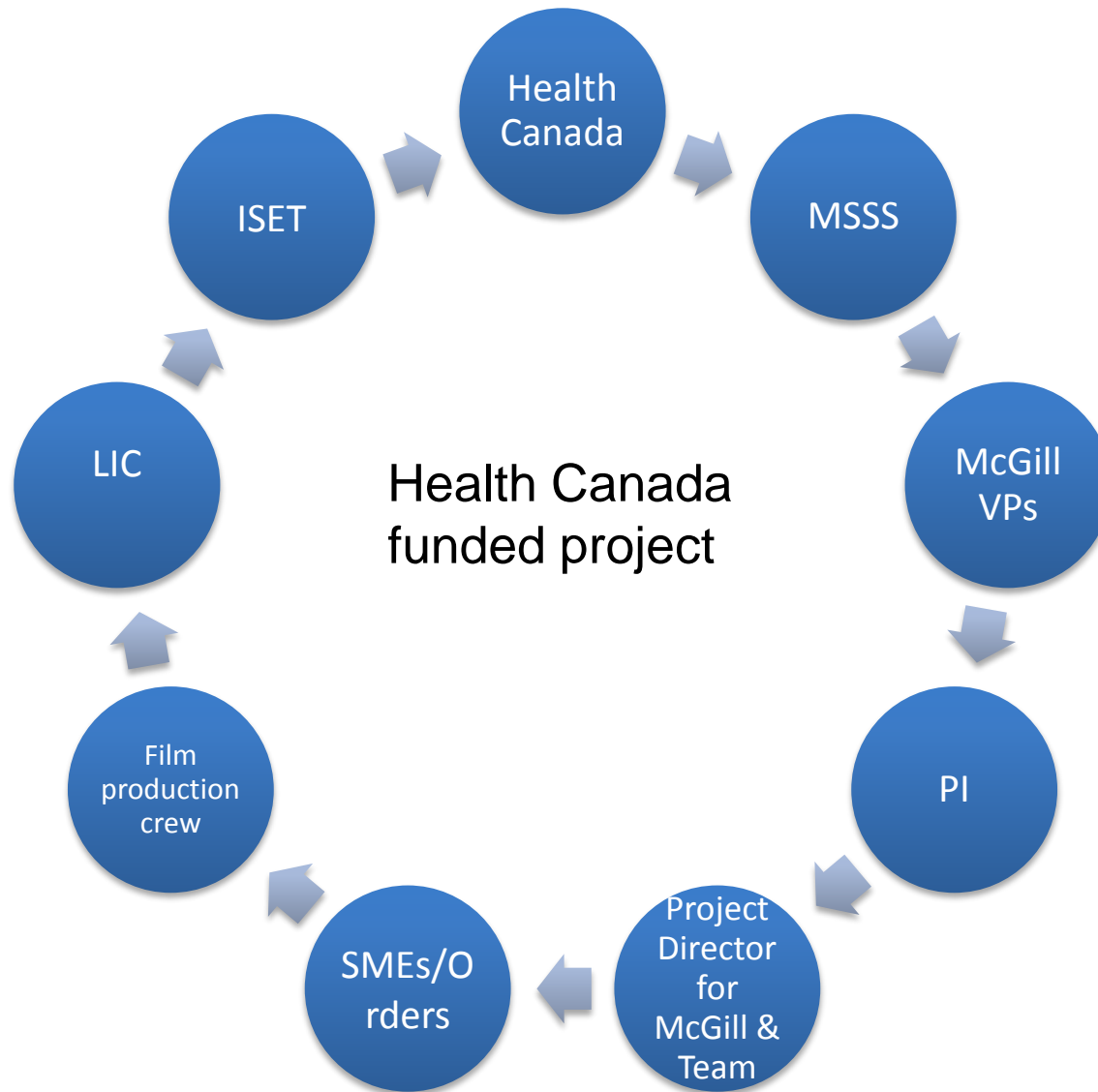
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# Project Overview, Objectives & Scope

McGill School of Continuing Studies (SCS) was awarded a **Health Canada grant** to develop and deliver a customized English language-training program to healthcare professionals.

# Multiple Stakeholders



- Objectives of Health Canada and the Ministère de la santé et des services sociaux (MSSS)
  - Provide essential healthcare services in English
  - Standardize training
  - Obtain performance reports
  - Have a better portrait of language training across the province

# “Client” Requirements

## Flexibility

- Accommodate fluctuating schedules

## Different levels

- Beginner  
Intermediate  
Advanced

## Accessibility

- Reach people throughout the province

## Stream-specific

- Healthcare
- Social Services
- Frontline Administration

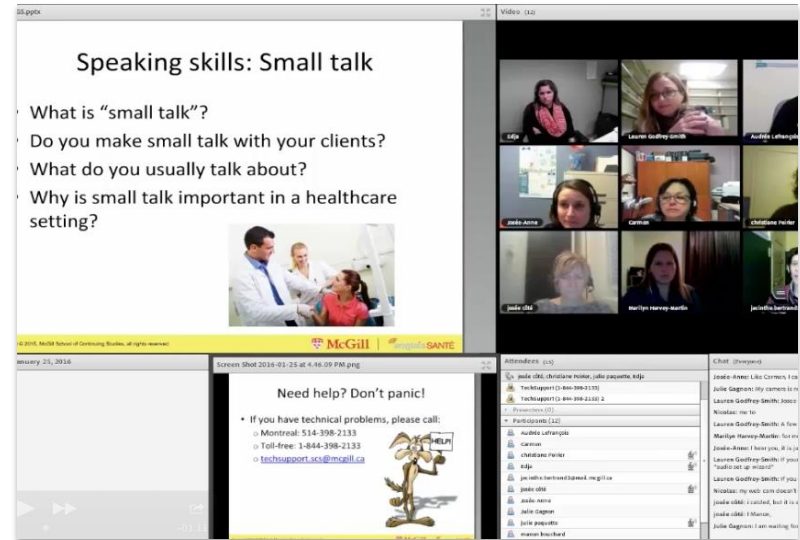
# To Consider in the Training Proposal (Challenges)

- Customized to three distinct areas
- Delivered province-wide
- Accommodating varying
  - work schedules
  - language levels
  - technical know-how
  - motivation

# OUR PROPOSAL



Online Course



VFF or "In-class" Course



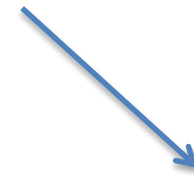
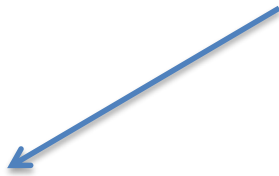
# Our Proposal

8 levels x 3 streams

24 online courses

24 “in class” courses

leading to...



## Professional Development Certificate

- English for Healthcare

## Professional Development Certificate

- English for Social Services

## Professional Development Certificate

- English for Frontline Healthcare Administration

# Scope and Deliverables

- Needs assessment and analysis (academic, administrative, technological)
- Online Placement Test
- Diagnostic Test
- Program, curriculum, and course design
- Instructional design (for online courses)

# Scope and Deliverables (Cont'd)

- Creation of 24 online courses
- Creation of 24 “in-class” courses
- Program coordination (different levels of academic and administrative coordination and collaboration with the regional agencies)
- Pedagogical, administrative, and technical support to learners, tutors/instructors
- Orientation and systematic professional development for tutors and instructors at McGill and in the regions

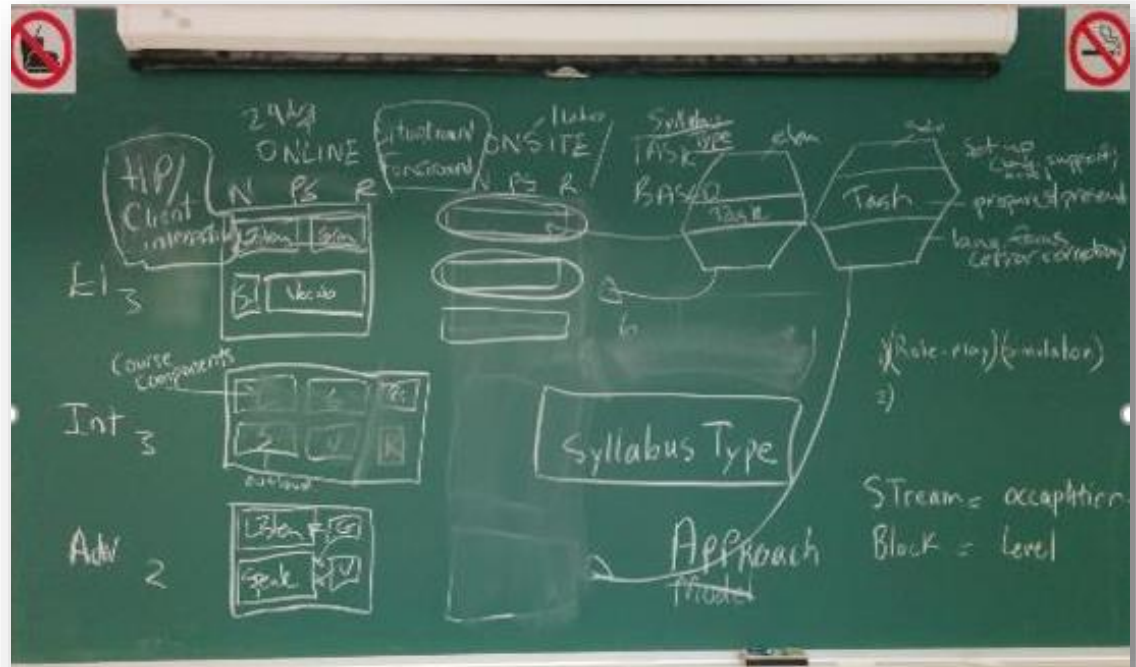
# Scope and Deliverables (Cont'd)

- Portal for learners; portal for tutors and instructors
- Creation and moderation of communities of practice
- Program management, administration, budgeting and reporting
- Registration
- Evaluation and assessment (formative, summative)
- Academic Quality Assurance

A team of over 200 SCS curriculum and content developers, writers, directors, production managers, actors, instructional designers and programmers worked non-stop to create over 1000 lessons!

**EYE ON IDIOMS** **PLACEMENT TEST** **SOAP OPERA**  
**GRAMMAR LESSONS** **VOCABULARY LESSONS** **VOICES**  
**FUN WITH PHRASALS** **PRONUNCIATION MODULE**  
**VIDEOS** **LISTENING COMPREHENSION** **CURRICULUM**  
**SCOPE AND SEQUENCE** **CULTURAL AWARENESS**  
**DISCUSSION POINTS** **FUNCTIONS**  
**TALKING TEACHER**  
**ASSESSMENT**

# Curriculum Design and Development



Step 1: Identify needs

Step 2: Develop level descriptors & create learner profiles

Step 3: Select a pedagogical approach and framework

Step 4: Design curriculum

Step 5: Develop content

# Identify needs

Understand the target audience & their workplace settings

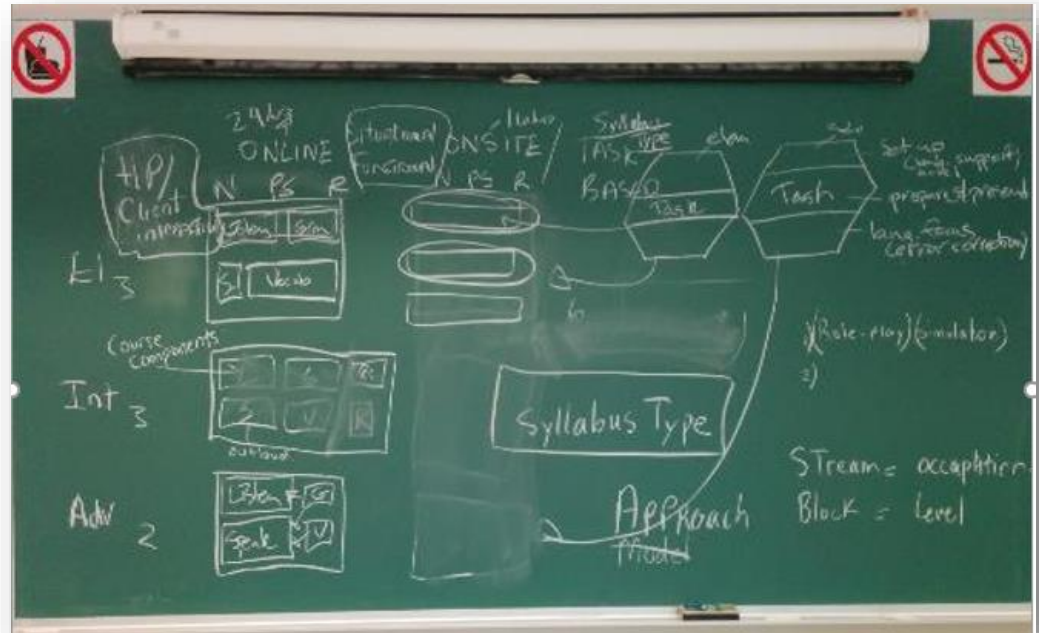
- Who are the healthcare workers?
- What do they do?
- What are their language needs?

# Develop level descriptors & create learner profiles

- Consult existing standards, guidelines and reference of languages
  - Canadian Language Benchmark standards (CLB)
  - Canadian English Language Benchmark assessment for Nurses (CELBAN)
  - American council on the teaching of foreign languages (ATCFL)
  - European framework of reference for languages (CEFR)
- Create level descriptors
  - to fit an 8 level program
  - to align with McGill's learner profiles



# Curriculum Design and Development



Step 1: Identify needs

Step 2: Develop level descriptors & create learner profiles

Step 3: Select a pedagogical approach and framework

Step 4: Design curriculum

Step 5: Develop content

# Identify Needs

Understand the target audience & their workplace settings

- Who are the healthcare workers?
- What do they do?
- What are their language needs?

# Develop level descriptors & create learner profiles

Consult existing standards, guidelines and reference of languages

- Canadian Language Benchmark standards (CLB)
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Create level descriptors

- to fit an 8 level program
- to align with McGill's learner profiles

# Select a pedagogical approach and framework

Online delivery - functional situational syllabus  
Onsite or 'virtual' delivery - task based syllabus

The screenshot shows the course website for 'Essential English for Social Services Intermediate 2'. At the top, there are navigation links: Course Home, Course Outline, English Sounds Chart, Glossary, Discussions, Grades, Classlist, FAQ, and Technical Support. The course title is 'Essential English for Social Services Intermediate 2'. Below the title is a horizontal sequence of five numbered steps (1-5) with corresponding images: 1. A person walking through a blue door; 2. A woman sitting in a chair; 3. A group of people sitting in a room; 4. A young woman looking thoughtful; 5. An elderly man sitting in a chair.

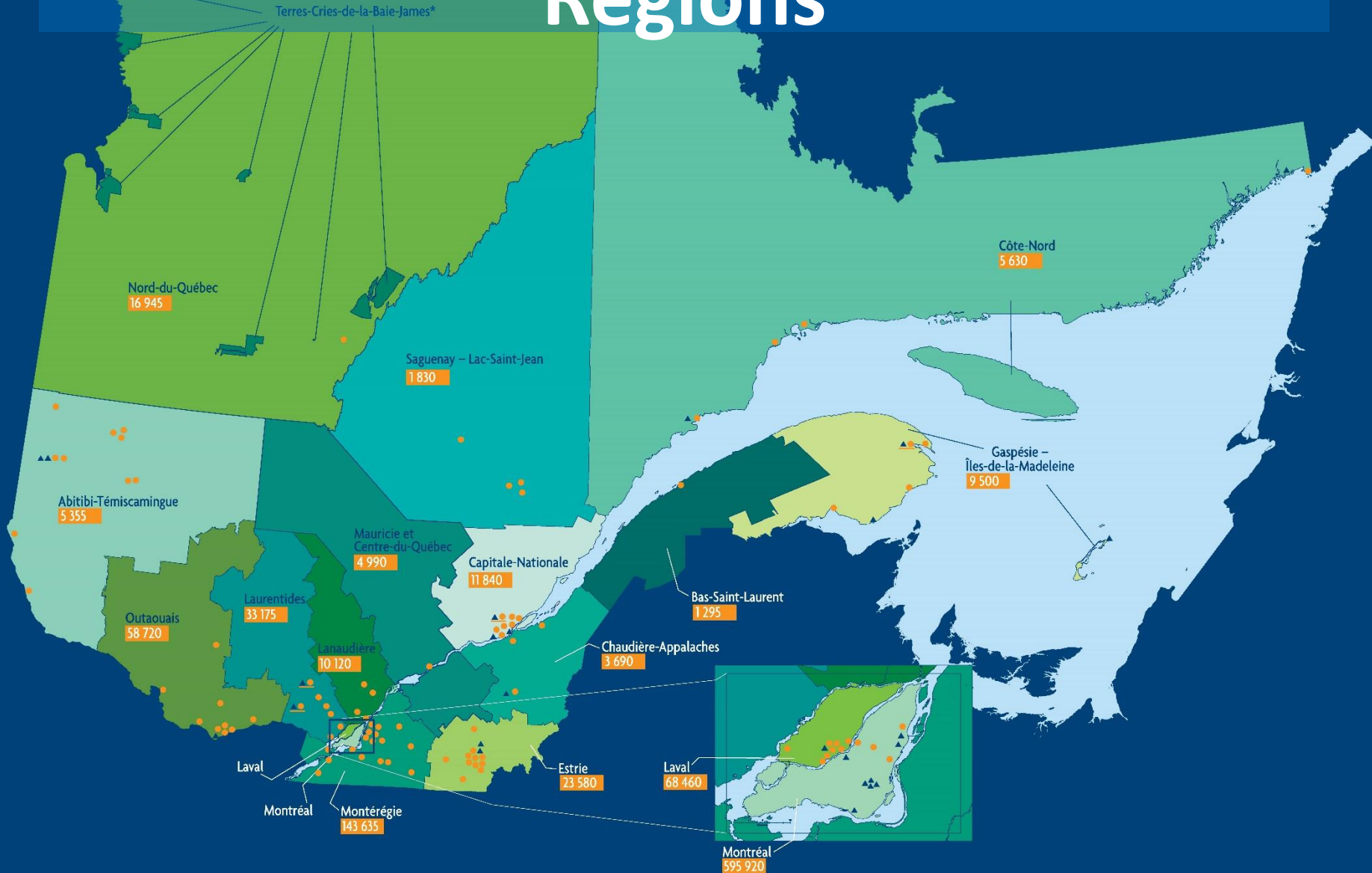
The screenshot shows a Zoom meeting interface. The main window displays a presentation slide with the following text: 'All the other sounds: A, B, E, G, H, I, J, L, M, N, O, Q, R, U, V, W, X, Y, Z (voiced) = D'. Below the text is a video of a woman speaking, with a blue circle containing the word 'phone' and an arrow pointing to the text 'You called me on the phone. = call-d'. Another arrow points to the text 'Listen and notice there is NO extra syllable'. The Zoom interface also shows a grid of participants, a chat window, and a video player at the bottom with the title 'English Conversation for Healthcare Intermediate 2 CEGL 273 Lesson 1'.

# Curriculum design for online course

The screenshot shows a web browser window with the URL <https://mycourses2.mcgill.ca/d2l/home/212860>. The page header includes "My Home", "Winter 2016 - CEG-2...", and the user name "Giovanna Julia Mercuri-Albisi". The main content area features a background image of a man and a woman in a professional setting. Overlaid on this image is a curriculum diagram consisting of several circular nodes connected by a path. The nodes are: "Cultural Awareness", "Listening Comprehension", "Grammar", "Pronunciation", "Vocabulary and Expressions", "At Work", "Discussion", and "Assessment". A small icon of a door with an arrow is located in the bottom left corner of the diagram area.

Nunavik\*

# Coordination with Participating Regions



# Coordination with the Regions

1. Promotion of the Program to regional agencies: site visits
2. Selection of participants by supervisors : language requirement for the position, stream and motivation
3. Online Placement Test :
  - Link to Website with information on Program, courses, dates, videos, registration procedures, etc.
  - Registration for the Online Placement Test (listening comprehension, multiple choice questions, \*oral interview).
  - Participant placed

# Coordination with the Regions (Cont'd)

4. Validation process with regional agencies
5. Registration:
  - Learners informed of level, stream and dates
  - Course selection
  - Documentation submission
  - Email confirmation and links to course access
  - Tutorials, testing out a virtual class
6. Regional agencies informed



## ENGLISH FOR HEALTHCARE - WINTER 2016

### Online Course

CRN	Course number	Course Title	Start-End Jan. 18 – Mar. 25	Day/Time
16313	CEGL 170 701	Elementary 1 Essential English for Healthcare	Travail en autonomie, horaire flexible	
16319	CEGL 172 701	Elementary 2 Essential English for Healthcare		
16325	CEGL 174 701	Elementary 3 Essential English for Healthcare		
16335	CEGL 270 701	Intermediate 1 Essential English for Healthcare		
16353	CEGL 272 701	Intermediate 2 Essential English for Healthcare		
16374	CEGL 274 701	Intermediate 3 Essential English for Healthcare		
16391	CEGL 370 701	Advanced 1 Essential English for Healthcare		
16404	CEGL 372 701	Advanced 2 Essential English for Healthcare		

### Virtual Face-to-Face Class

CRN	Course number	Course Title	Start-End: Jan. 25 – Mar. 18	Day	Time
16316	CEGL 171 701	Elementary 1 English Conversation for Healthcare		Friday	11:30 AM-1:30 PM
163161	CEGL 171 702	Elementary 1 English Conversation for Healthcare		Thursday	4:30 PM – 6:30 PM
163162	CEGL 171 703	Elementary 1 English Conversation for Healthcare		Tuesday	7 PM-9 PM
16322	CEGL 173 701	Elementary 2 English Conversation for Healthcare		Thursday	11:30 AM-1:30 PM
163221	CEGL 173 702	Elementary 2 English Conversation for Healthcare		Wednesday	4:30 PM – 6:30 PM
163222	CEGL 173 703	Elementary 2 English Conversation for Healthcare		Friday	7 PM-9 PM
16328	CEGL 175 701	Elementary 3 English Conversation for Healthcare		Monday	11:30 AM-1:30 PM
16329	CEGL 175 702	Elementary 3 English Conversation for Healthcare		Tuesday	4:30 PM – 6:30 PM
16330	CEGL 175 703	Elementary 3 English Conversation for Healthcare		Wednesday	7 PM-9 PM

- **Creation of sections per stream and level**
- **Registration constraints**

# Pilot Projects

- **Winter 2015 – Pilot Project 1**
  - 8 regions
  - 111 participants
  - 3 levels
- **Fall 2015 – Pilot Project 2**
  - 12 regions
  - 330 participants
  - 6 levels
- **Winter 2016**
  - 15 regions
  - 385 participants
  - 8 levels
- **Fall 2016**
  - All regions, all levels and 800 participants

# Academic Quality Assurance: Survey Results

## ■ Information about the program & placement test

- Information on the website clear and procedures to do the test easy to follow: 78%

## ■ Registration to course and scheduling

- Registration process simple and class schedules convenient 70%

## ■ Technology

- Technical issues at the beginning 84%
- Able to solve the problems with help 89%

# Survey Results

## Online Courses

- Positive responses: overall course relevance to professional needs and components: 85%
- I would recommend this course: 85 %

## Onsite/Live Virtual Face to Face Courses

- Positive responses: overall course relevance to professional needs, content, evaluation: 84 %
- I would recommend this course: 84 %
- Satisfaction with Instructor: overall, discussion class time, preparation & organization, feedback: 91%

# Technology and Virtual Course Delivery

The screenshot displays a virtual course delivery interface. The main window shows a presentation slide titled "Speaking skills: Small talk" with the following text:

- What is "small talk"?
- Do you make small talk with your clients?
- What do you usually talk about?
- Why is small talk important in a healthcare setting?

Below the text is an image of a healthcare professional interacting with a patient. The slide footer includes the McGill logo and "anglaisSANTÉ".

To the right of the slide is a video grid showing 12 participants in a 3x4 layout. The participants are: Edje, Lauren Godfrey-Smith, Aurélie LeFangé, Joëlle-Anne, Carmine, Christiane Parier, Joëlle Ode, Marilyn Harvey-Martin, and Justine Bertrand.

At the bottom of the interface, there is a "Need help? Don't panic!" section with the following information:

- If you have technical problems, please call:
  - Montreal: 514-398-2133
  - Toll-free: 1-844-398-2133
  - techsupport.scs@mcgill.ca

Next to this text is a cartoon rabbit holding a sign that says "HELP!".

On the right side, there is an "Attendees (15)" list and a "Chat (Private)" window. The chat window shows a conversation between participants, including messages like "Joëlle-Anne: Like Carmine, I ca...", "Julie Gagnon: My camera is n...", "Lauren Godfrey-Smith: Josee...", "Nicolas: me to...", "Lauren Godfrey-Smith: A few...", "Marilyn Harvey-Martin: for m...", "Joëlle-Anne: I hear you, it is j...", "Lauren Godfrey-Smith: if you...", "Joëlle Ode: so much?", "Lauren Godfrey-Smith: if you...", "Nicolas: my web cam doesn't...", "Joëlle Ode: I validated, but it i...", "Joëlle Ode: I Marce...", "Julie Gagnon: I am waiting fo..."

# Lessons Learned

- Don't underestimate learner workload in the online courses.
- In multi-stakeholder projects, allow more time for everyone to reach out, promote, and organize on their end.
- Be sensitive to the concept of online learning because it's very new to many learners.
- Plan for several "virtual class" training sessions before the first class for both instructors and learners.
- Put in place more technical support than anticipated at the onset of a course.
- Put a system in place for inter-departmental collaboration and communication.

# Thank you!

