DigiTEFL

Supporting Independent Online English Teachers

Online Course Delivery

Training for Online Tutors

Dates & Fees

CONTENTS

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1. INTRODUCTION

This 35-hour course is designed for teachers and trainers in any field who wish to develop their career in online education. It covers the essentials of moderating a virtual learning environment (VLE), content design, how to effectively balance self-access content with live sessions, the facilitation of learner-centred knowledge construction, and assessment. If you think 'teaching online' just means live lessons in a virtual classroom, then get ready to think again!

The course is based in our **Moodle VLE**. Much of the interaction takes place in online forums, which means that participants can log in and work through the weekly tasks at any time. There will also be a weekly live session, the timing of which will be negotiated per the availability of the group. This is an interactive group course, which requires active participation and collaborative work. While some pedagogical theory is covered, it is largely practical and experiential. You will come to understand the needs of online learners by being an online learner yourself. It is tutor-facilitated, and you will have daily contact and feedback.

Your course tutor is Richard Gallahad, who has been involved in online and multimedia design since 1999 and has worked internationally as an English teacher and Business English trainer since 2005. His own training

includes the Cambridge DELTA, Trinity Cert. IBET and MA Educational Technology & TESOL.

Skills you will learn

- Working with virtual learning environments (i.e. Moodle)
- Encouraging participation in online courses
- Dealing with learner issues
- How eLearning can be better than face-to-face training
- How to effectively balance synchronous and asynchronous tasks
- The importance of socialisation in online education
- Engaging and motivating online learners
- Creating tasks for different learner types
- Essential elements of multimedia design
- How to create powerful presentations for live online sessions
- The keys to teaching in a virtual classroom
- How to productively moderate online forum discussions
- Creating and sourcing content for asynchronous courses
- The psychology of online learning
- The crucial components of instructional design
- Effective assessment in the online world

The final assessment is a group project in which you will be developing a sample unit for an asynchronous course. Our hope is that beyond the course, you will continue to develop your courseware and deliver it to your own learners.

2. CAREERS

By the end of this course, you will be fully-versed in designing and delivering highly-effective online courses in virtual learning environments (i.e. Moodle). This will allow you to start working independently as an online course developer. Supporting independent practitioners is our main aim.

To further support our community members, all graduates of both our **Teaching Business English** and **Online Course Delivery** training automatically become **Associate Teachers at ASEAN Business English**. Associate Teachers work with private learners who require tailor-made training.

We also offer support in setting up your very own online school. ASEAN Business English was established to help you get started, but our main goal is for you to be successful as an **independent** practitioner.

3. COURSE SYLLABUS

1. **Access & Climate Setting**
   We'll begin our journey by exploring our virtual learning environment (VLE), finding our way around some of the course resources, and in getting to know each other. As a virtual learning community, we will be working very closely together throughout the course. We'll start thinking about how to effectively moderate online courses, and will also consider the advantages of eLearning over face-to-face training.

2. **Online Socialisation**
   Unit 2 is based on the concept of learning being a social process and looks at how a tutor can encourage interaction in a learner-centred online environment. We'll also think about learner types and how to cater for these. We will learn how to develop a lively social learning environment, consider some important tutor skills, and try out a variety of Moodle activities.

3. **Information Exchange**
   Online learning environments allow a multitude of ways to present multimedia content. In this unit, we'll cover essential principles of multimedia learning, and experiment with a range of tools and online resources. This is a very practical unit!

4. **Knowledge Construction**
   In Unit 4 we'll look at how the dynamics of our initial stages of course design result in the main aim of socialisation: the establishment of a true online learning community. We'll explore some important theory at the heart of knowledge construction, try out some more digital learning activities, and begin work on a collaborative project.

5. **Development**
   In this final unit of our voyage we'll look at how to bring a course to an end. We'll consider assessment in the online context, and think about how to ensure that our learners leave our courses with the confidence to continue their learning autonomously. A large amount of this week is scheduled to allow everyone time to complete the collaborative project, which is used for summative assessment. The final assessment is a group project in which you will be developing a sample unit for an asynchronous course. Our hope is that beyond the course, you will continue to develop your courseware and deliver it to your own learners.

4. ACCESSING MOODLE

Your login details will be emailed 24 hours before your course commences. In most cases your username will be created from the first three letters of your given name and family name (i.e **Ric**hard **Gal**lahad . **ricgal**). The initial password is **Password1_** (note the upper-case 'P' & underscore **_**). You will be prompted to change this. If you have already taken a course with us, your login will be the same as before.

The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 non-alphanumeric character(s) such as as *, -, _, or #.

5. USING MOODLE DURING THE COURSE

You should log on at least 3 or 4 times a week once the course begins.

You do not have to log on at any specific times unless it is for a live session. Live sessions will take place from Unit 1, and we will negotiate the exact date and time to suit as many of us as possible.

You can complete your weekly tasks at any time, but you need to complete them before the deadline for that week. However, some tasks will require pair and group work, so please ensure that you contact your partners as early in the week as possible.

6. ONLINE REFLECTIVE BLOG

During this course, you will be asked to keep a reflective blog of what you feel you have learned in each unit. This functions to develop critical thinking about your learning and teaching, and its relevance to your own context. It also serves as a direct channel of communication with your tutor, who will provide weekly feedback.

"This has been an inspirational, amazing, fun and challenging course, one for which I'm very grateful for. Being online felt like being at home. Thank you so much for this opportunity." – **Sissy in South Africa**

7. REQUIRED SOFTWARE & HARDWARE

- Laptop or Desktop computer

- An up-to-date browser

- Skype (for live support and course updates)

- Adobe Acrobat Reader (to read pdf files)

- Microsoft PowerPoint Reader (to view presentations)

- Microsoft Word (or similar word processing package)

- (Optional) A webcam for video-conferencing

8. TECHNICAL INFORMATION & SUPPORT

The General Course Forum (Technical Support) is a forum for technical problems you may encounter during the course.

Please post your technical questions there rather than emailing your tutor, as your issue may be relevant to fellow participants. However, if you are unable to access Moodle at any time, email your tutor (richard@digitefl.com).

9. COLLABORATIVE WORK & DEADLINES

Some of the course tasks will involve you working in pairs or small groups. If you think that you won't be able to meet a deadline or participate in a collaborative task, please notify your tutor and your peers as early in the week as possible.

This course consists of a total of approximately 35 hours, spread over 5 weeks, so you should aim to spend at least 7 hours per week on course work.

It will be important to manage your time effectively. Choose a schedule that suits your situation (i.e. one hour a day, or three sessions a week), and stick to it. Don't rush through the tasks all in one go. Learning is more effective when you spread the tasks over the week and give yourself time to reflect.

10. TUTOR SUPPORT

Your tutor will answer any query or feedback on assignments within 24 hours (except for weekends). Usually the response time will be much faster, dependent on time zones. We'll also be using a Skype group chat where you can get live support from your tutor and other participants.

11. CERTIFICATION

DigiTEFL will issue participants with a certificate upon successful completion of the course. Successful completion of the course is defined as completing a minimum of 80% of the course work (including engagement in forum discussions) and completion of a final collaborative project. The certificate will be emailed to you as a PDF file, which you can print out yourself.

12. COURSE FEES & CANCELLATION

Course fees must be paid in full at least 7 days before the start date.

Should you need to withdraw from your course, our refund policy is:

- Over 2 weeks before start date … 100% refund

- Within 2 weeks of start date … 50% refund

- Once the course has begun, and within the first week of the course … 25%

- After 1 week of the course commencing no refund is applicable except in extreme situations (i.e. family bereavement, severe illness).

13. COPYRIGHT & LEGAL INFORMATION

All original material is copyright of MisterBee/DigiTEFL and may not be reproduced without written permission.

Other course material remains the copyright of its author(s).

Any material created by course participants remains their intellectual property, and permission to reproduce it should be sought from the author.

14. TESTIMONIALS

"I felt so inspired by this course, which I learned so much from. It gave me a better perception of online teaching." – **Margo in South Africa**

"Thank you so much for this wonderful course. It has really opened my mind and increased my passion for online education." – **Claire in Turkey**

"This has been an inspirational, amazing, fun and challenging course, one for which I'm very grateful for. Being online felt like being at home. Thank you so much for this opportunity." – **Sissy in South Africa**

"I enjoyed Online Course Delivery immensely. The facilitator (Richard Gallahad) has designed a detailed course, that gives fantastic value for money, incorporating both individual and group forms of communication and tasks. The course has given me the knowledge and tools to further my career teaching online. I can highly recommend Online Course Delivery." – **Matt in Brazil**