

Pivoting an EAP PhD course: From in-person to online and back again

Back to the Classroom:
New Framework, New Balance?

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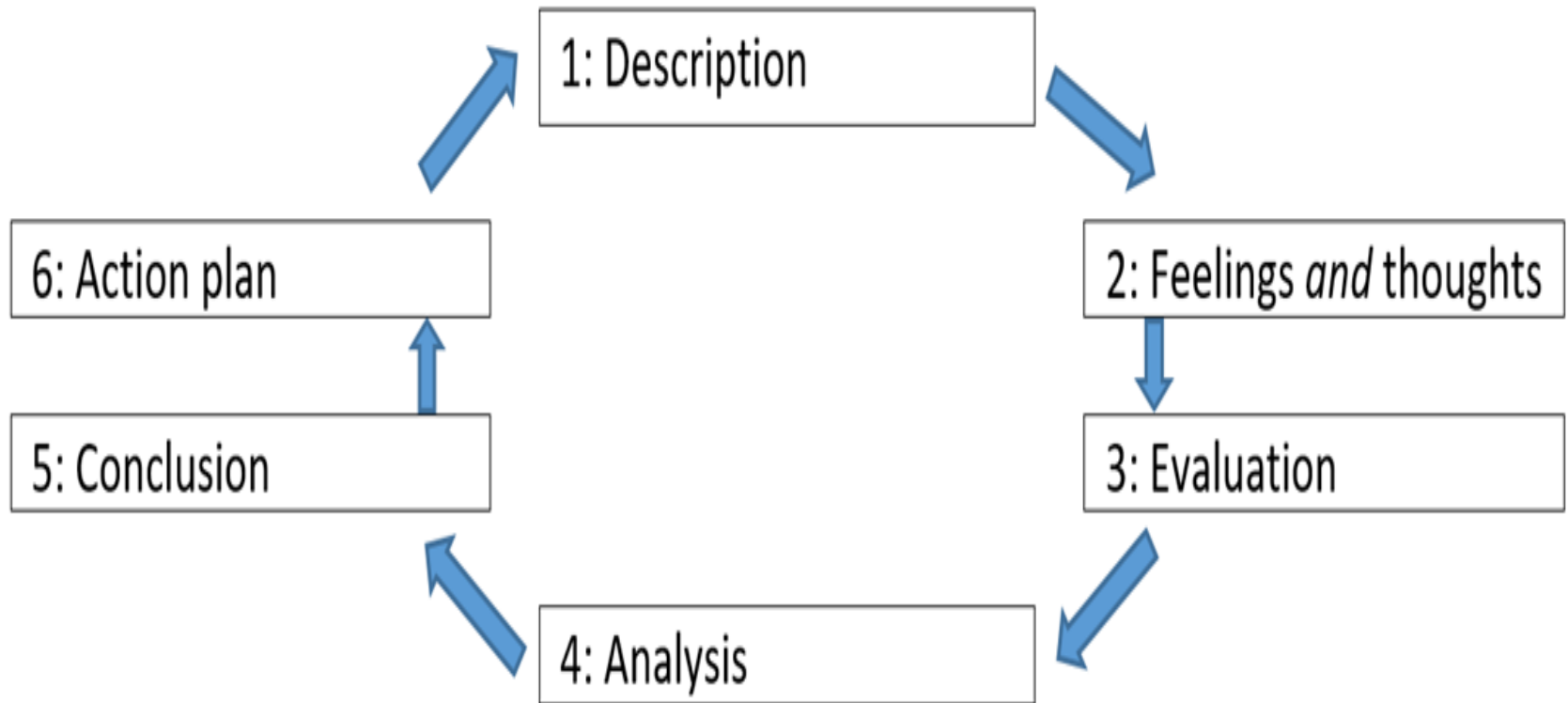


Outline

- **Reflective Cycle (RC)**
- **UK 2020 PhD EAP Writing support:
Reflecting back**
- **Kz 2024+ PhD EAP Writing support:
Projecting forward**



Reflective Cycle (RC) (Gibbs, 1988)



Aim of today's session:

(A) Critically reflect on a COVID-19 pivoted course (RC1-2)

(B) Evaluate what was learned from it (RC3-4)

(C) Could/should a course be pivoted in future? (RC5-6)

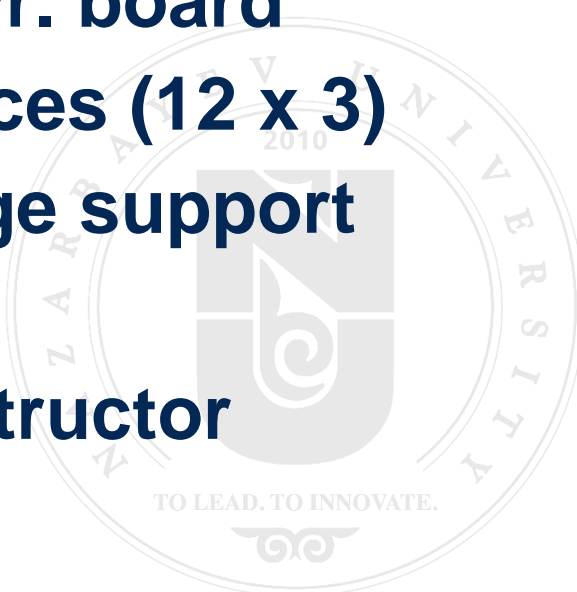


UK 2020 PhD EAP Writing support: **Reflecting back**



1. Description (A)

- **Pivoted:** In-person to online (Summer, 2020)
- **ESAP:** Science, Soc. Sci. Humanities
- **7 X 2 (fr. 3) hrs:** Structure, Intro, Lit rev, Objectives, Methods, Research Design
- **Acad. Writing:** prep. for PhD 1st yr. board
- **Non-credit:** voluntary/limited places (12 x 3)
- **Dept:** Univ. wide English language support centre
- **My position:** Course Director/Instructor



Lesson Procedure

1. Pre-reading
2. Group classroom tasks/Discussion Board
3. Short Writing Tasks (in class)
4. Longer writing tasks (Homework)
5. Individual feedback (emailed)
6. Class feedback on VLE
(Learn/Collaborate)



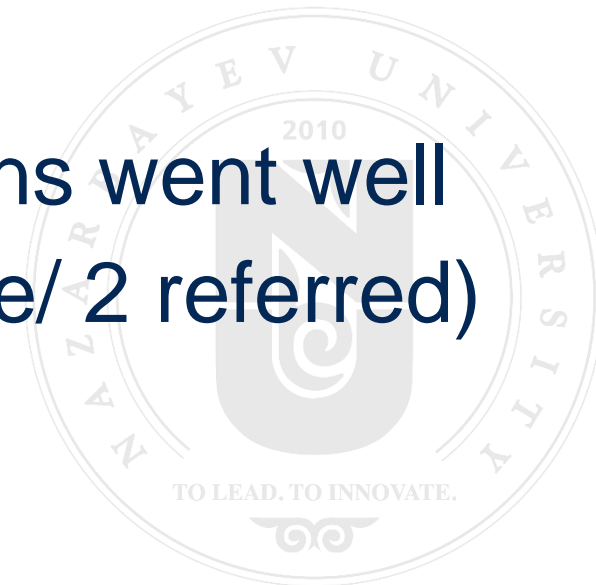
2. Feelings & thoughts (A)

- Emergency remote Learning (ERL)
- Not just Online Learning (OL)
(Hodges et al., 2020)
- Pivoting to an online course was doable
- Pivoting the materials
- Seemed to fit with a UK PhD
- Up for the challenge



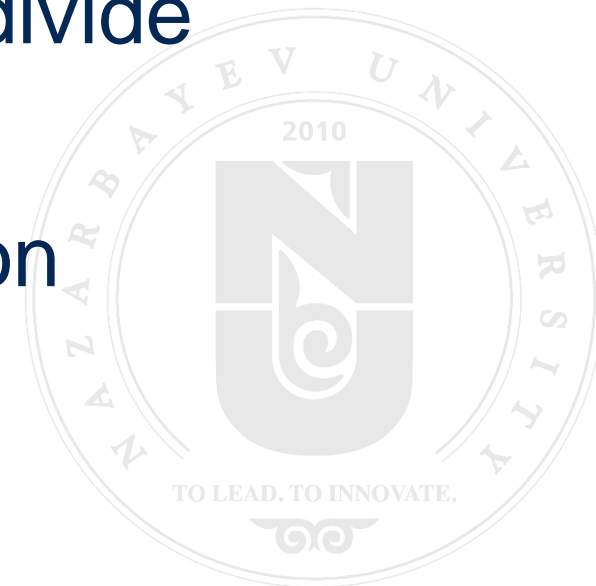
3. Evaluation (A/B)

- Challenging online platform
- Connection difficulties [band width issues]
- No video
- Engagement/attritions: 5 (out of 12) stuck to it to the end
- Final class: one-to-one sessions went well
- Low stakes (voluntary/selective/ 2 referred)



4. Analysis (A/B)

- VLE Platform (Learn/ Collaborate)
- Teacher training issues
- Reluctance to adapt/change
(e.g., DeCoito & Estaiteyeh, 2022)
- Student connectivity & digital divide
(De Preez & Le Grange, 2020)
- Student engagement/motivation
(Hollister et al., 2022)



Kz EAP PhD Writing Support: **Projecting forward**



Kz 2024+ PhD EAP Writing Support

- **In-person:** classroom teaching
- **EVSAP:** Graduate School of Education (GSE)
- **15 x 3 hrs/semester:** Overview, Introduction, Lit. Review, Methodology
- **Acad. Writing** prep. 'Proposal Defense'
- **Credit:** mandatory
- **Dept. GSE**
- **My position:** Academic English Instructor/
course designer



5. Conclusion (C)

- **Could** a course be pivoted in future?
- **Issues to consider:**
- **VLE: Offline/asynchronous platform**
- **VLE: Online/synchronous platform**
- **Connectivity & Flexibility**
- **Engagement & monitoring of ...**
- **High vs. low stakes**
- **Feedback/forward from students**



6. Action Plan (C)

- **Should** a course be pivoted in future?
- **What works best** for a particular course: In-person/online?
- Asynchronous vs. Synchronous tasks
- **Opportunities:** Flexibility of location, course type, student autonomy
- **Challenges:** Engagement, Technology, digital divide?



Thank you for listening!

**Any further questions
or comments?**



References

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