

Project Report

Academic Management in ELT

Background to the Project

English language teachers often experience burnout after many years of teaching and tend to look for other roles in the field. This project aims to develop an eLearning course specifically designed for professional English language teachers from various backgrounds seeking to transition into academic management roles. For this project, as an English language instructor with many years of experience, I wore the hat of an SME and decided on the content to be added to this course. The goal is to equip teachers with foundational knowledge and skills necessary for effective academic management and to contribute to their professional development.

Outline of the Analysis Stage

In the analysis stage of the project, I focused on understanding the target audience, defining the learning objectives, and outlining the course content. At this stage of the ADDIE model, I carefully aligned the course objectives with the audience's needs and preferences, since I could easily empathize with their perspective as learners.

The learner profile for this course includes teachers who have an interest in academic management roles. They may be aspiring, new, or experienced academic managers seeking to refresh their knowledge. These learners prefer flexible learning options and accessing the course on laptops, phones, and tablets. They are comfortable using ed-tech tools and digital teaching materials as these have become a part of their professional lives.

After analysing WHO, I focused on the answer to WHY? Participants need this course to:

- Define the essential skills and characteristics of a good academic manager, gaining a clear understanding of the role's expectations and responsibilities
- Identify common issues that arise in academic management and explore effective strategies to prevent unintended consequences when addressing problems
- Examine different types of observation and teaching assessment methods used in ELT management, understanding their purpose and application.

The next thing I considered was the content of the course, which I gave special attention to align with the course objectives. While mapping out the content, to avoid overwhelming participants with excessive input and causing cognitive overload, I broke down the modules into digestible chunks with bite-sized sections. I put them all together (WHO, WHY and WHAT) and brought out the Project Scoping Plan at the end of this stage.

Overview of the Instructional Design Stage

For the design stage, I began with a Wireframe to outline the first Module of this course: *What Makes a Good Academic Manager*. Module 1 starts with a hook to draw the attention of the learner and give an idea about the theme of this course. In the hook, there's a video welcoming the learner to the module, giving brief information about how the learner will benefit and what they will experience. To stimulate learner engagement and make the hook more interesting, I included some thought-provoking questions, which will be revisited during the activation phase. At the activation screen, learners are directed to an external link to answer a question and collectively create a word cloud for brainstorming.

Working on the Wireframe was particularly useful to plan out the Content, Practice and Summary sections for each lesson within the module. I broke down the Module 1 content into 3 lessons with various types of instruction and planned a practice section for each one of them. I chose concise and targeted practice exercises to reinforce the newly acquired knowledge and help the learner retain this information in their long-term memory. For a more interactive and captivating learning experience, I ensured to use a range of engaging activities in these practice sections. My purpose is to encourage learners to visualise themselves in certain situations and take the right steps. After each practice, I added a brief summary section presenting the key takeaways from that lesson.

I designed the assessment section to engage learners with a scenario-based challenge that is relatable to real-life situations. Although the main goal is to test comprehension, I aimed to keep the assessment as part of their learning process. Rather than just scoring their performance, feedback will be provided after learners' every right or wrong answer to foster better understanding and decision-making.

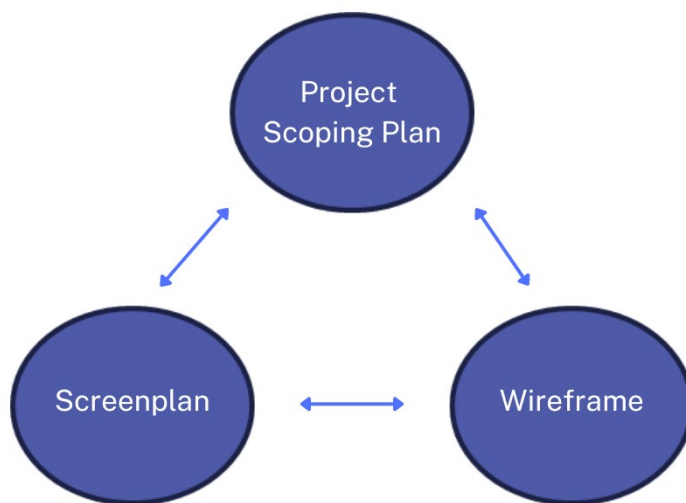
After giving a lot of thought, I finalized the Wireframe and continued with the Screenplan to work out the project in more detail. I paid careful attention to every aspect, including the hook, the toolkit, navigation, activation, transition screen and interactive elements of content and practice. Screenplan allowed me to map out the sequence of these screens, transitions, and interactions to achieve an engaging learning experience.

Key Learning from the Project

Throughout the project, I have gained numerous valuable insights and key takeaways that have significantly enriched my knowledge and skills in instructional design and eLearning development. The ADDIE model has provided essential guidance during the Analysis and Design stages, which were the focus of this project. I learned that by clearly defining the audience profile and where they should be at the end of the course, I can enhance the learning experience and achieve more favourable outcomes.

The scoping phase played a vital role in setting clear learning objectives and organizing the content into well-structured modules, sections, and topics. By employing Bloom's Taxonomy, I ensured the use of appropriate action verbs to set specific and measurable objectives, helping the learner understand clearly what is expected of them.

Based on the feedback I received during VC2, I made revisions to the module titles, establishing consistency by using the same question format. Having learned from this, I prioritized consistency across all stages of the project.



The whole process has been iterative. After creating the Project Scoping Plan, I worked on the Wireframe, which led me to revisit and review the Scoping Plan as I gained more insights. Similarly, while writing the Screenplan, I frequently referred back to the Wireframe and the Scoping Plan to be sure about coherency and to make adjustments to elevate the overall quality of the design. Each step in this process has taught me significant lessons and influenced me to improve my work to create a well-designed course.

Reference:

ELT Concourse (n.d.) *Academic Management*

https://www.eltconcourse.com/academic_management/academic_management_index.html



Project Scoping Plan **Academic Management in ELT**

Project Scoping Plan

WHO (Audience)

- English Language Teaching (ELT) professionals seeking to become Academic Managers, new Academic Managers, and experienced Academic Managers who are willing to refresh their knowledge in their role.
- They are motivated to learn at their own pace and prefer the convenience of accessing the course on their laptops, phones, and tablets.
- They are comfortable with utilising ed-tech tools and digital teaching materials.



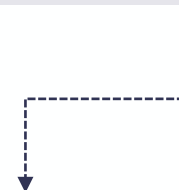
WHY (Learning Objectives)

- Define the skills and characteristics of a good Academic Manager
- Identify the issues and discover the ways to prevent unintended consequences of acting on a problem
- Examine different types of observation and teaching assessment



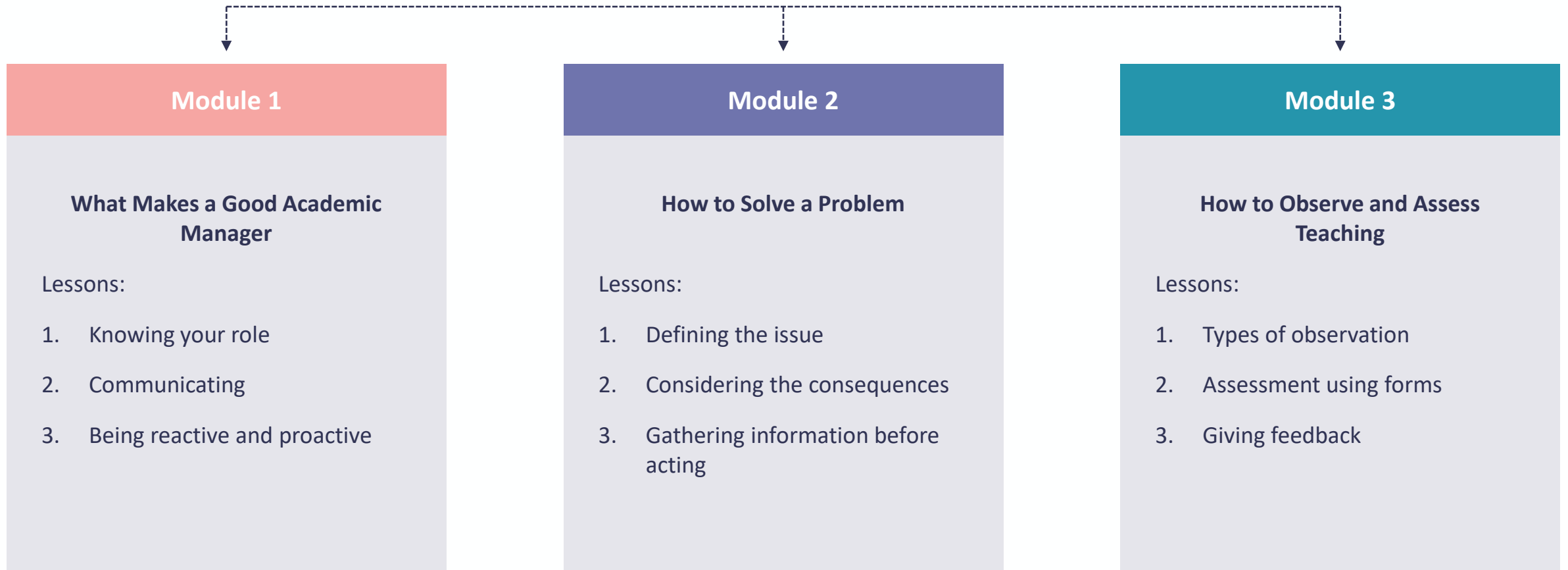
WHAT (Modules)

- **Module 1:** What Makes a Good Academic Manager
- **Module 2:** How to Solve a Problem
- **Module 3:** How to Observe and Assess Teaching



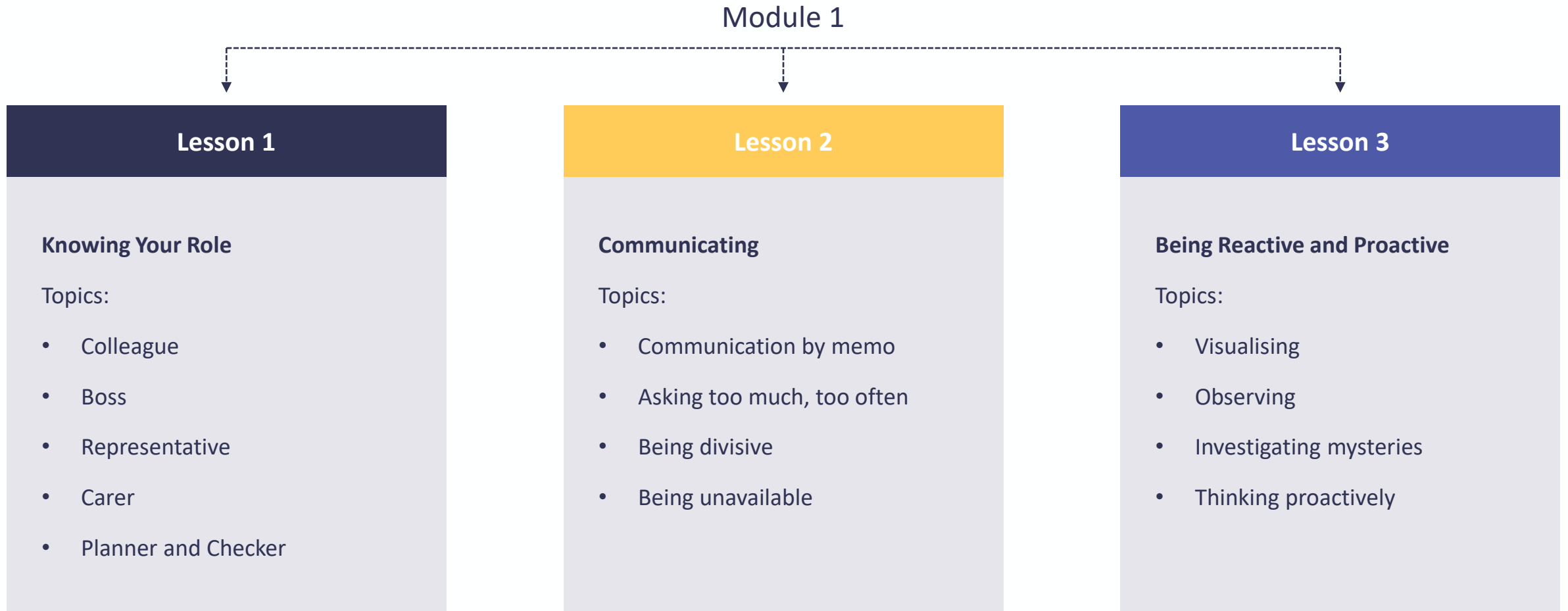
Project Scoping Plan

Modules



Project Scoping Plan

What Makes a Good Academic Manager



Wireframe: Module 1

What Makes a Good Academic Manager

45-50 minutes duration

HOOK

A short video introduction with thought-provoking questions

OBJECTIVES

Define the skills and characteristics of a good Academic Manager

NAVIGATION

Show learners which buttons to press to move forward & back, turn on subtitles and adjust the volume

TOOLKIT

Additional video link to an interview with ELT Management expert Andy Hockley
Link to his book *From Teacher to Manager* for further reading

ACTIVATION

Learners contribute to an AnswerGarden word cloud in response to a question

TRANSITION

Visual representations for each lesson that can be clicked only when the previous lesson is completed

LESSON 1 - CONTENT

Knowing Your Role: Colleague, Boss, Representative, Carer, Planner & Checker

LESSON 1 - PRACTICE

A Drag & Drop activity to match the roles with their definitions

LESSON 1 - SUMMARY

Understanding and adopting various roles to show appropriate behaviour is important

LESSON 2 - CONTENT

Communicating: Communication by memo, Asking too much, too often, Being divisive, Being unavailable

LESSON 2 - PRACTICE

A True/False activity to decide if the manager is applying the right approach in each situation

LESSON 2 - SUMMARY

How you communicate matters

LESSON 3 - CONTENT

Being Reactive and Proactive: Visualising, Observing, Investigating mysteries, Thinking proactively

LESSON 3 - PRACTICE

A Multiple-response activity to select the best course of actions in a situation

LESSON 3 - SUMMARY

Preventing problems from arising is possible and reacting wisely is important

ASSESSMENT

Scenario-based assessment where learners will be expected to choose the best option in each step

Feedback is provided after every right and wrong answer to ensure the learners understand why

NEXT STEPS

Toolkit access
Go to Module 2

Academic Management in ELT

Module 1 Screenplan
2023

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 1.0 Hook	Date: 12.06.2023

A short AI-generated video created with text-to-VO welcomes learner, gives a brief overview of the module and asks some thought-provoking questions

How will the learner benefit?

- Develop understanding and awareness of their role
- Learn a range of practical strategies to communicate with individuals and the team more effectively
- Explore ways to prevent problems from arising




What will they experience?

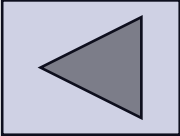
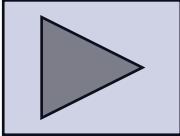
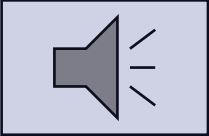


- Interactive content
- Activities
- Supporting Resources
- Quiz

Video prompts to stimulate ideas:



- What are the three most important characteristics of a good Academic Manager?
- What do I most admire about a good Academic Manager I have worked with?
- What will I bring to the job?






Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 2.0 Objectives	Date: 12.06.2023
<p>OST & VO outline learning objectives for each lesson of this module</p> <ul style="list-style-type: none">✓ Develop understanding and awareness of your role✓ Identify strategies to communicate with individuals and the team more effectively✓ Explore ways to prevent problems from arising <div><div><p>Imagery</p></div><div><p>Voiceover</p></div><div><p>On-Screen Text</p></div></div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 3.0 Navigation	Date: 12.06.2023
<p>OST & VO explain to learner how to progress through the resource, covering:</p> <ul style="list-style-type: none"> ▪ How to move forward and back with the Next & Back buttons ▪ How to turn on subtitles ▪ How to adjust audio volume ▪ How to click through interactive content <p>Imagery onscreen highlights relevant buttons as VO & OST explain their function</p> <div>    </div> <div>   </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 4.0 Toolkit	Date: 12.06.2023
<p>VO & OST positions a ‘toolkit’, which will contain external links to supporting resources</p> <p>These will be available to the learner to explore after Module 1 is complete</p> <div><div>Book</div><div>Video Interview</div><div> Voiceover</div><div> On-Screen Text</div></div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 5.0 Activation	Date: 12.06.2023
<p>VO & OST prompts learner to click on an external link to https://answergarden.ch/ to answer the question:</p> <p><i>«What are the most important characteristics of a good Academic Manager?»</i></p> <p>Participants study the word cloud collectively created by their answers to brainstorm ideas</p> <div><div>AnswerGarden</div><div> Voiceover</div><div> On-Screen Text</div></div>	





Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 6.0 Transition	Date: 12.06.2023
<ul style="list-style-type: none"> Shows 3 images for 3 lessons of the Module VO & OST prompts learner to begin with Lesson 1 <i>'Knowing Your Role'</i> Learner returns here after completion of Lesson 1 <div> <div>7.0 Lesson 1: Knowing Your Role</div> <div>8.0 Lesson 2: Communicating</div> <div>9.0 Lesson 3: Being Reactive and Proactive</div> </div> <div> <div>  Imagery </div> <div>  Voiceover </div> <div>  On-Screen Text </div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 7.0 Lesson 1 CONTENT	Date: 12.06.2023
<ul style="list-style-type: none"> ▪ VO & OST prompt learner to explore 5 topics of this lesson by clicking on each character that represents a role ▪ Relevant text appears for each role when learner clicks on characters ▪ Learner can't move forward before selecting every role on the screen <div> <div>7.1 Character 1: Colleague</div> <div>7.2 Character 2: Boss</div> <div>7.3 Character 3: Representative</div> <div>7.4 Character 4: Carer</div> <div>7.5 Character 5: Planner and Checker</div> <div>  <p>Voiceover</p> </div> <div>  <p>On-Screen Text</p> </div> <div>  <p>Hotspot Activity</p> </div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 7.6 Lesson 1 PRACTICE	Date: 12.06.2023
<div> <ul style="list-style-type: none"> Practice activity for Lesson 1: <i>Knowing Your Role</i> Learner gets two attempts to get it right before being shown correct answer Drag & Drop matching activity to match roles with definitions <div> <div> <div>Role 1</div> <div>Role 2</div> <div>Role 3</div> <div>Role 4</div> <div>Role 5</div> </div> <div> <div>Definition 2</div> <div>Definition 5</div> <div>Definition 1</div> <div>Definition 4</div> <div>Definition 3</div> </div> <div> <div> <div></div> <div></div> </div> </div> </div> </div> <div> <div>  </div> <div> <div>  </div> <div>  </div> </div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 7.7 Lesson 1 SUMMARY	Date: 12.06.2023
<p>A short AI-generated video created with text-to-VO appears to wrap-up Lesson 1.</p> <div data-bbox="1829 1009 2102 1278"><p>Video</p></div>	

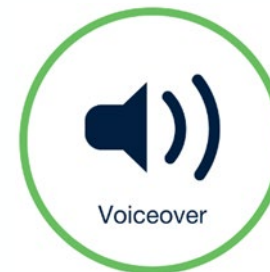
Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 6.1 Transition	Date: 12.06.2023
<ul style="list-style-type: none"> Shows 3 images for 3 lessons of the Module VO & OST prompts learner to continue with Lesson 2 <i>'Communicating'</i> Learner returns here after completion of Lesson 2 <div> <div>7.0 Lesson 1: Knowing Your Role</div> <div>8.0 Lesson 2: Communicating</div> <div>9.0 Lesson 3: Being Reactive and Proactive</div> </div> <div> <div>Imagery</div> <div>Voiceover</div> <div>On-Screen Text</div> </div>	


Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 8.0 Lesson 2 CONTENT	Date: 12.06.2023
<ul style="list-style-type: none"> VO & OST prompt learner to explore 4 topics of Lesson 2 by clicking on each tab Pop-up text and corresponding imagery appear when learner clicks on the tabs <div> <div> 8.1 Tab 1: Communication by memo </div> <div> 8.2 Tab 2: Asking too much, too often </div> <div> 8.3 Tab 3: Being divisive </div> <div> 8.4 Tab 4: Being unavailable </div> <div>  Tab Interaction </div> <div>  Imagery </div> <div>  Voiceover </div> <div>  On-Screen Text </div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 8.5 Lesson 2 PRACTICE	Date: 12.06.2023




- Practice activity for Lesson 2: *Communicating*
- True / False activity for learner to decide if manager applied the right approach in each given situation

Approach 1	True	False
Approach 2	True	False
Approach 3	True	False
Approach 4	True	False
Approach 5	True	False



Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 8.6 Lesson 2 SUMMARY	Date: 12.06.2023
<p>A short AI-generated video created with text-to-VO appears to wrap-up Lesson 2.</p> <div data-bbox="1829 1009 2102 1278"><p>Video</p></div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 6.2 Transition	Date: 12.06.2023
<ul style="list-style-type: none"> Shows 3 images for 3 lessons of the Module VO & OST prompts learner to continue with Lesson 3 <i>'Being Reactive and Proactive'</i> Learner returns here after completion of Lesson 3 <div> <div>7.0 Lesson 1: Knowing Your Role</div> <div>8.0 Lesson 2: Communicating</div> <div>9.0 Lesson 3: Being Reactive and Proactive</div> </div> <div> <div>Imagery</div> <div>Voiceover</div> <div>On-Screen Text</div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 9.0 Lesson 3 CONTENT	Date: 12.06.2023
<ul style="list-style-type: none"> VO & OST prompts learner to explore 4 topics of this lesson by clicking on each icon Animated short videos appear when learner clicks on the icons <div> <div> <div>9.1 Icon 1: Visualising</div> <div>9.2 Icon 2: Observing</div> <div>9.3 Icon 3: Investigating mysteries</div> <div>9.4 Icon 4: Thinking proactively</div> </div> <div> <div>  Video </div> <div>  Voiceover </div> <div>  On-Screen Text </div> </div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 9.5 Lesson 3 PRACTICE	Date: 12.06.2023

- Practice activity for Lesson 3: *Being Reactive and Proactive*
- Learner gets two attempts to get it right before being shown correct answer
- Multiple-response activity to select the best course of actions in a situation to prevent problems from arising

Action 1

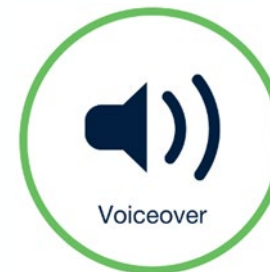
Action 4


Action 2

Action 5


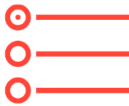



Action 3




Action 6



Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 9.6 Lesson 3 SUMMARY	Date: 12.06.2023
<p>A short AI-generated video created with text-to-VO appears to wrap-up Lesson 3.</p> <div data-bbox="1829 1009 2102 1278"><p>Video</p></div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 6.3 Transition	Date: 12.06.2023
<ul style="list-style-type: none"> Shows 3 images for 3 lessons of the Module VO & OST informs learner that all 3 lessons are completed and prompts to click Next to move on to the assessment <div> <div>7.0 Lesson 1: Knowing Your Role</div> <div>8.0 Lesson 2: Communicating</div> <div>9.0 Lesson 3: Being Reactive and Proactive</div> </div> <div>  <p>Imagery</p>  <p>Voiceover</p>  <p>On-Screen Text</p> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 10.0 Assessment	Date: 12.06.2023
<ul style="list-style-type: none"> • Scenario-based assessment with 5 questions • An animated video displays situations and problems for learners to decide on the correct choice through multiple consequences • Learner needs to score 100% to complete • Feedback is provided after every right or wrong answer • If learner fails to answer correctly, feedback text pops up with a negative outcome of their decision and guides them to try again • Once learner completes the assessment, they progress to the Next Steps 	
<div> <div>  <p>Scenario Activity</p> </div> <div>  <p>Multiple Choice Activity</p> </div> </div> <div> <div>  <p>Video</p> </div> <div>  <p>Voiceover</p> </div> <div>  <p>On-Screen Text</p> </div> </div>	

Resource Title: What Makes a Good Academic Manager	Version: 1.0
Screen ID: 11.0 Next Steps	Date: 12.06.2023
<p>A short AI-generated video created with text-to-VO announces the end of this module, and encourages learner to explore the toolkit section, then move to Module 2</p> <p>Links to resources become visible when the video ends</p> <div><div>Book</div><div>Video Interview</div><div> Video</div><div> Voiceover</div><div> On-Screen Text</div></div>	