ENGLISH FOR TECHNOPEDAGOGY - LESSON 1 : DESIGNING A SYLLABUS FOR ONLINE TEACHING

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Objectifs

At the end of this lesson, learners will be able to

- *Describe an online course in English*
- *Define the content of an online course in English*
- *Use coordinating and subordinating conjunctions in English*
- *Express future actions in English*

Introduction

This English course addresses a key concept in techno-pedagogy: **syllabus design**.

The syllabus is the first document that should be prepared before the start of any teaching activity. It outlines the objectives of the course and defines the conditions that both teachers and learners must meet to ensure a smooth learning process.

There are two main reasons why this course begins with syllabus design:

1. To train learners to design an appropriate syllabus for online teaching.
2. To help them carry out this task in English, using the necessary vocabulary and grammar structures.

Learners are therefore expected to demonstrate commitment in achieving these goals by the end of the course.

WARM-UP

Listen to the conversation on the following website : **https://drive.google.com/file/d/1VPaQ-dn_5rwKzlK3Ijc3j6pEAgwu6GVH/view?usp=drive_link**

Then, provide answers to the following questions :

- *Why is it important to design a syllabus ?*
- *What are the components of an effective syllabus ?*

DESCRIPTION OF THE COURSE

The first step in syllabus design is the **description of the course**. This section provides key information that helps identify the course and understand its purpose. It includes details about the course identification, the context and justification, prerequisites, learning objectives, and the pedagogical model the teacher will use. This step is essential because it establishes the foundation on which the entire syllabus will be built. Let us now examine each component in detail.

a- Identification of the Course

The teacher should provide specific information that helps identify the course before it starts. This includes the following components :

- Course code
- Course title
- Instructor's name and contact details (email address, phone number)
- Pedagogical approach (constructivism, collaborative learning, etc.)
- Number of credits
- Course duration
- Student's personal time
- Course target audience

b- Context and Justification of the Course

For students to understand why they need to take the course, you need to provide the context and the reasons for taking the course.

The context refers to the background and situation in which the course is taught. It situates the problems, circumstances or needs that triggered the creation of the course. The context can be general (related to general facts) or specific (related to specific facts if it relates to the conditions at the institutional level). The context answers the following question : what are the needs, problems, or circumstances that led to the creation of this course ?

The justification or rationale is the reason why the course exists. The rationale specifies why the course should be taught given the context. It shows the relevance of the course and answers the following questions : why is this course relevant or necessary ? What gap does it fill ? How does it contribute to learners' goals ?

c- Course Prerequisites

A prerequisite is any requirement that learners must fulfil before taking the course. Prerequisites include previous courses that learners must have attended prior to enrolment in the course. It can also be specific degrees, certification, approvals, or technical knowledge they should possess.

d- Course Objectives

It is important for the teacher to specify the course objectives. This specification includes the following elements : the general objective, specific objectives and targeted operational skills.

- *The general objective :* it is a broad statement of the overall and long-term goal of the course. The general objective is not directly measurable.

  Example : to introduce learners to the design of a syllabus

- *Specific objectives* : Specific objectives are more specific than the general objective. They are more concrete and measurable goals that should be reached for the general objective to be realized. In other words, specific objectives are obtained by breaking the general objective into smaller, more precise, action-oriented and realizable goals.

  Example : (i) to have learners define course context and rationale ; (ii) to have learners define course objectives ; (iii) to have learners define the content of a course, etc.

- *Operational skills* : these are more practical abilities and techniques that learners must have to perform a real-life activity, task or a process. Operational skills are focused on execution and they prepare the learner to function effectively and reliably in a work environment by performing the necessary actions to meet the work objectives.

  Example : (i) use bloom action verbs when defining course objectives ; (ii) use appropriate materials that help achieve learning objectives ; (iii) use appropriate tests for assessing students.

e- Pedagogical Model

The instructor ends the course description by defining the pedagogical model, which includes the strategies and processes that will be followed to make the teaching successful. It provides information on how the first contact will be established, how the training will be organized (resource delivery, explanation provision, assignments, schedule), and how the learners will be assessed, etc.).

CONTENT OF THE COURSE

Once the course has been fully described including the components cited above, the next step is to define its content.

The course content addresses the actual topics, materials and lessons covered.

The following components must be included when defining the course content : *Supervision, the technological equipment needed, the course planning, and activities that will be performed by teachers and learners*.

a- Supervision :

The teacher should indicate how the course will be supervised. They should also specify the types of sessions that will be organized (asynchronous or synchronous) and the platform that will host each type of session. It is also important to specify which software will be used, particularly for synchronous sessions (e.g., Zoom, Google Meet, BigBlueButton, etc.).

b- Technological Equipment :

This refers to the set of hardware and software that learners need in order to attend the course and complete the learning activities.

In terms of **hardware**, learners should be informed about the required devices (e.g., computer, tablet, or mobile phone). The same applies to **software**, which should be clearly specified (such as browsers, operating systems, or internet connection requirements). The instructor must ensure that all learners know exactly what technological equipment is necessary to follow the course smoothly and to get the most out of it.

c- Course Planning :

The instructor should plan the course by identifying all the lessons to be covered and ensuring that they are presented in a logical and orderly manner.

For each lesson, the instructor should indicate the title and the objectives corresponding to the skills that learners are expected to acquire by the end of the lesson.

They should also specify the teaching activities (e.g., handouts and videoconferencing), the learning activities (e.g., fill-in-the-blank exercises, multiple-choice questions, true/false questions, role-playing scenarios, and remedial videos), as well as the duration of each lesson.

d-Activities :

The instructor should specify the activities assigned to both learners and the instructor as part of the learning contract. Each party should be fully aware of the tasks they are expected to perform to ensure the smooth implementation of the lesson and the achievement of the targeted objectives. This helps foster transparency, engagement, and effective collaboration between all parties.

You can find below an example of how you can assign activities to learners and teachers :

ACTIVITIES TO BE PERFORMED :

- *By learners :*

  - Read and comply with the learning instructions

  - Read the syllabus

  - Take part in the course

  - Etc.

- *By the instructor :*

  - Present the objectives and interest of the course

  - Initiate discussions in the forum

  - Do videoconferencing

  - Etc.

OTHER COMPONENTS : IMPLEMENTATION SCHEDULE, ASSESSMENT AND SUCCESSFUL COMPLETION
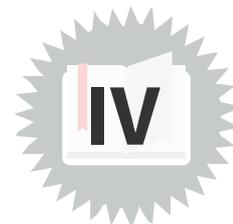
The other parts of the syllabus are the implementation schedule, assessment information and grading criteria for successful completion.

Let us provide some details about each part :

a- Implementation schedule

Learners need to be informed about the implementation schedule, in which the instructor provides details on the course timeline. In some cases, the timeline may be determined at the institutional level, especially if the course is part of a larger training program within an institution.

b-Assessment

Learners should be informed about how they will be assessed throughout the course. This means that the instructor should specify the types of assessment to be used (e.g., quizzes, assignments, final exams, etc.). The instructor should also indicate when each assessment will take place so that learners know exactly when to expect a specific quiz or the final exam.

c- Successful completion

The last element that should not be overlooked is the grading condition under which a learner qualifies to be declared successful. The instructor should clearly specify, and learners should be aware of, the minimum grade required for the successful completion of the course.

COORDINATING CONJUNCTIONS
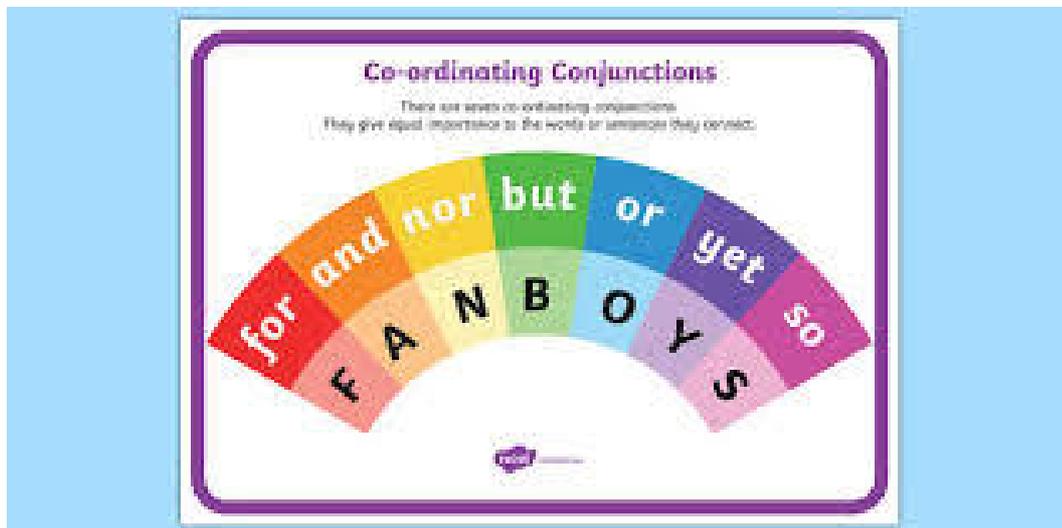
What Is a Coordinating Conjunction?

The elements of a sentence need to be connected for the sentence to convey a meaningful idea. This connecting function is played by grammatical elements known as « coordinating conjunctions ».

A coordinating conjunction is a word that ties together two words, clauses, phrases, sentences or ideas that have equal importance or emphasis.

For example, in the following sentence, the two clauses are linked by one coordinating conjunction namely **AND** :

Giles studies techno-pedagogy (clause 1) ***and*** *he also learns music. (clause 2)*

In a sentence, you often insert a comma before coordinating conjunctions after the first independent clause :

Giles does not study mathematics, nor does he study physics.

How to use coordinating conjunctions :

The seven most common coordinating conjunctions can be summarized with the acronym **FANBOYS**. Here are they :

1. **For**: conjunction "for" indicates a relationship between two main clauses by showing that one clause is the reason why the other is happening.

   For example: "My parents bought me a strong computer, **for** I am going to study engineering.

2. **And**: this conjunction is used to provide additional information of equal weight to the information provided in the first clause.

   For example: "This software performs 3D modeling **and** does many other things."

3. **Nor**: "Nor" is a conjunction that allows you to link two clauses that have negative modifiers.

   For example: "As a specialist of techno-pedagogy, I don't create videos, **nor** do I perform animation."

4. **But**: As a conjunction, "but" indicates that the information being added opposes the previous information contained in the first main clause in some way.

For example : "I am a 3D technician, **but** I can also work as a web developer."

5. **Or**: "Or" is used to differentiate two equal options.

For example: "For 3D molecular, you can use software like ChemDoodle or ChemSketch."

6. **Yet**: "Yet" shows that you are adding a new information that contradicts the information contained in the main clause.

For example: "I've never heard of 3D printing, **yet** It's a popular 3D design type."

7. **So**: this conjunction is used to join two equally-weighted thoughts where one is the cause and the other is the effect.

For example: "I am a construction professional, **so** I do Building Information Modeling all the time."

One of the key ideas to bear in mind when using coordinating conjunctions is that a coordinating conjunction typically links thoughts and ideas of equal grammatical rank to form complete sentences.

These types of conjunctions help you make your writing flow better by eliminating choppy, short sentences, and cutting down on sentence fragments.

SUBORDINATING CONJUNCTIONS
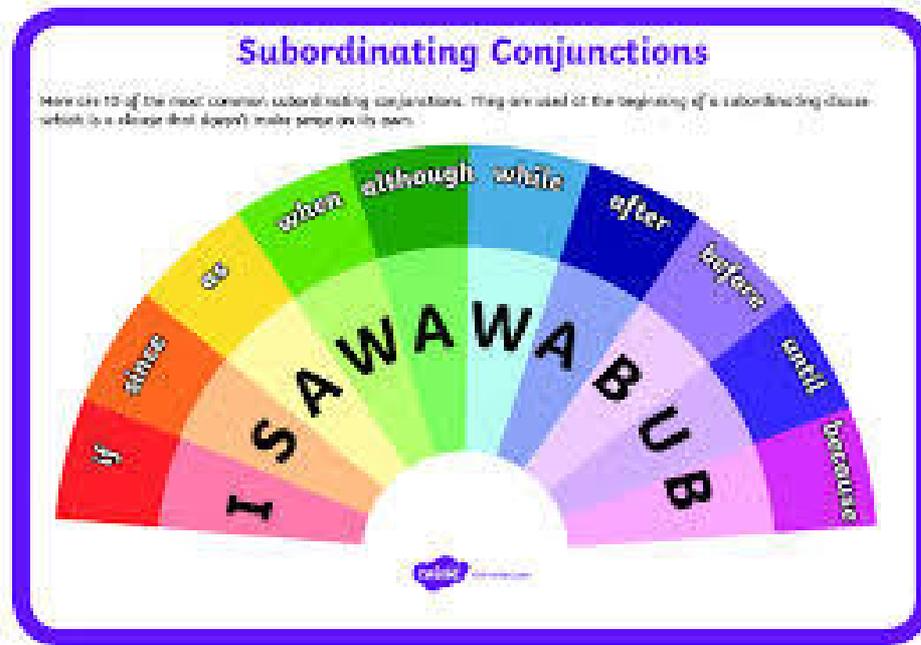
What is a Subordinating Conjunction ?

Subordinating conjunctions are another group of words that help connect ideas and thoughts in communication. They set a subordinating relation between one main clause and a subordinate clause that is dependent on the main clause for its meaning. They depict various types of relationships, such as cause and effect, time, condition, concession, contrast, and purpose.

Meaning of Subordinating Conjunctions:

- "BECAUSE": You can use *because* to indicate the cause or reason for something.
- "ALTHOUGH" / "THOUGH": You can use *although* or *though* to show a contrast or concession between two ideas.
- "IF": You can use *if* to provide the condition for something. It introduces a conditional clause.
- "WHEN": you can use *when* to create a time relationship or condition.
- "SINCE": you can use *since* to express the cause for something or to evoke the moment something began.
- "WHILE": you can use *while* to refer to a simultaneous action or condition.
- "AFTER": you can use *after* to evoke a successive relationship where one action or event occurs following another.
- "BEFORE": you can use *before* to show one action or event happens before another one.
- "UNTIL": you can use *until* to express the fact that an action or event continues until a specific time.
- "FOR": You can use *for* to show the duration of an action or event.

How to Use Subordinating Conjunctions ?

- In a sentence, there is a clause that relies on itself for its meaning. It is an **independent clause**. Sometimes, that clause is be completed by another clause that cannot stand alone but depends on the independent clause for its meaning. A clause that depends on another clause is a **dependent clause**. Subordinating conjunctions are used to introduce dependent clauses in a sentence.

- When a subordinating conjunction links a dependent clause to an independent clause, the dependent clause becomes subordinate to the main clause.

- In a sentence, you must place the subordinating conjunction **at the beginning** of the subordinate clause. The subordinate clause may be placed before or after the dependent clause. When the subordinate clause is placed before the independent clause, both are generally separated by a **comma**.

- Examples:

    - "Joe wants to study 3D design *because* he likes drawing pictures."

    - "*Although* 3D design is similar to 3D modeling, there is a slight difference between them. "

    - "*If* you become a web developer, you will make a lot of money."

    - "I can help you with your building design *when* you are ready to build your house.

    - "*Since* I studied 3D design, I am comfortable with Building Information Modeling."

    - "*While* preparing a degree in mathematics, I trained as a 3D designer."

    - "*After* graduating from UVCI, you will find interesting job proposals."

    - "As a logo designer, I started using Canva *before* turning to Photoshop or SelfCAD."

    - "Michel kept working as an architectural designer *until* the end of last year. "

    - "Chris stayed up all night *for* he had an important presentation on 3D design."

Why is it important to use subordinating conjunctions ?

In communication, you may want to express complex ideas for which you need more than one clause in the same sentence. In this case, you need subordinating conjunctions to indicate relationships between different parts of a sentence.

They help establish the hierarchy of ideas and convey the dependency or subordination of one clause to another.

Understanding the use of subordinating conjunctions is crucial to understand and correctly use complex sentences in communication.

EXPRESSING FUTURE ACTIONS IN ENGLISH
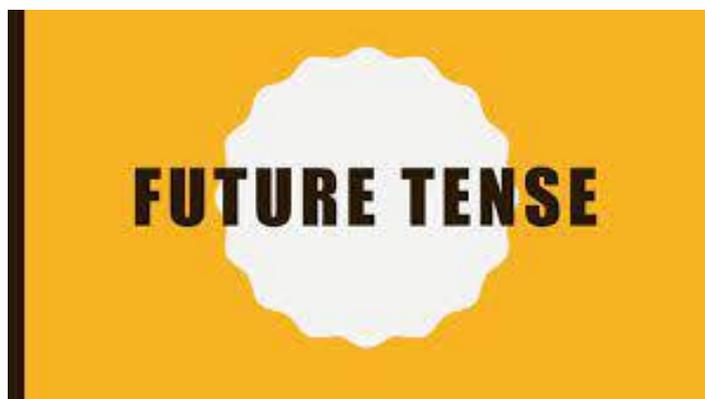
1-Defining the Future

The future is one of the main tenses of the English language alongside the present simple and the past simple.

This tense is used to talk about actions or facts that have not yet occurred.

For example : *The course will take place in two months*.

2. How to Form the Future

The table below shows cases where to use the future tense and the rules you need to apply to form this tense

IDEA YOU WANT TO EXPRESS	RULE	EXAMPLE	TAKEAWAYS
• To talk about unplanned or spontaneous decisions. • To make predictions or express future certainty.	Subject + will + verb	• We **will** see a movie this evening. • She **will** graduate next year. • I think it **will** rain tomorrow.	• The action is not presented as something planned • The action is presented as spontaneous
• To express future intentions, plans, and predictions based on present evidence or circumstances. It's often used for events that are already in the process of happening.	Subject + be + going to + Verb	• Look ! It is **going to** rain ! • We are **going to** start a new lesson. • You are **going to** take a test next week	• The action is presented as something planned ahead

• Actions planned			
• To discuss future plans that are already scheduled	Subject + be + Verb + ing	• You **are having** an exam next week. • We **are finishing** this course tomorrow. • She **is introducing** a new course at the workshop next week.	• The action is presented as something already scheduled

Exercice : PRACTICE

QUESTION 1

Given the following list, which of the proposals below should be added :

- This course is intended for students of techno-pedagogy
- Number of credits : 6 credits
- Students should devote 30 hours to personal work
- Course code : TECHPD102
- Course title
- Instructor's name and contact details (email address, phone number)
- Pedagogical approach (constructivism, collaborative learning, etc.)
- Course duration

☐ Dwight Miller

☐ +1 736965487 ; millerdwi@gmail.com

☐ Communicative teaching approach

☐ This course will last 4 weeks.

QUESTION 2

Given the list below, say what is missing here for a correct presentation of information on course description :

- TPG4456
- Techno-pedagogy
- Richard Henry ; 225 27 22 44 44 57 50 ; henryrich@gmail.com
- Collaborative learning
- 8 credits
- 6 weeks
- 20 hours
- Third year students

☐ The venue

☐ The program

☐ Identifiers

☐ Identities

QUESTION 3

What does this passage correspond to :

This short course in philosophy is grounded in the exploration of profound, fascinating and challenging questions arising out of students' everyday experiences. As such, philosophy contributes to students' understanding of themselves, their world and their place in it. Through the exploration of the questions, students will encounter the main areas of philosophy, such as metaphysics (What is existence?), epistemology (What is knowledge?), aesthetics (What is beauty?), social and political philosophy (What is the best form of government?), ethics (What is justice?), etc. They will also encounter some of the thinkers, past and present, who have grappled with these and other big questions.

However, the emphasis of this short course is on 'doing philosophy' and on developing the skills needed for philosophical dialogue: careful listening, critical thinking, careful analysis, logic, argumentation, collaborative problem-solving, and reflection. In addition to developing thinking skills, the process of learning through dialogue helps students become more confident in expressing their opinions and respectful of different perspectives.

Philosophy can contribute to a wellbeing programme within junior cycle as it provides a democratic space where everyone's voice is heard and where students feel respected and grow in awareness of self and others.

- ☐ Course context
- ☐ Course justification
- ☐ Course rationale
- ☐ Course context and justification

QUESTION 4

Say what this passage corresponds to :

A strong background in mathematics is required for success in the University's Economics Programme. Failure to pass the MPT usually indicates math deficiencies associated with the CSEC/0 Level mathematics curriculum. To improve a student's successful completion of all required math courses in the Economics Programme, the University implemented ECON 0001 to strengthen math skills in students who failed the MPT.

- ☐ Pedagogical model
- ☐ course rationale
- ☐ Course context and justification
- ☐ Course objectives and planning

QUESTION 5

What does this list not correspond to :

At the end of this course the successful student will be able to:

1. Apply basic mathematical concepts to practical situations

2. Solve problems in the area of economics, accounting and management by applying the

appropriate mix of mathematical concepts and methods

3. Manipulate mathematical symbols and terminology

4. Solve linear, quadratic, polynomial, and power equations

5. Solve linear inequalities

6. Solve a system of simultaneous equations in 2 variables using the Elimination Method

7. Interpret the mathematical concepts, symbols and terminology used in economics, accounting and management

8. Communicate using clear, accurate, concise writing.

☐ Pedagogical model

☐ Course assessment

☐ Course objectives

☐ Course description

QUESTION 6

What is the problem with this passage ?

This course is organized to engage students in the following particular sets of mathematic skills:

1. Algebraic Expressions: Directed Numbers, Simplification, Substitution, and Cancellation.
The application of the four rules to algebraic expressions.

2. Algebraic Fractions: Simplification; Application of the four rules

3. Sets: Definitions; Operation of Union, Intersection and Complement; Number of Elements in a Set

4. Linear Equations; Cross Multiplication; Changing the Subject of the Formula

5. Simple Inequalities; Manipulating Inequalities; Solving Inequalities

6. Simultaneous Equations

7. Factorisation: Common Factors, Grouping, Difference of Two Squares, Perfect Squares

8. Solution of Quadratic Equations using the Factor, Product/Sum & Quadratic Formula Methods

9. Solution of Quadratic Equations using Completion of the Square

10. Functions - Functional Notation, Types of Functions, Power Functions, Inverse Functions

11. The Straight Line – Generic Equation; Slope/gradient, y-Intercept; x-Intercept; finding yvalue for a specified x-value, finding x-value for a specified y-value.

☐ No title

☐ Too long

☐ lessons have no objectives

☐ lessons are not presented orderly

QUESTION 7

What does this passage correspond to :

The midterm exam will be held from 6-8 PM on Saturday October 26, 2019. It will consist of a number of short response questions (no multiple-choice questions included) focused on the content covered in the first half of the semester. Room locations will be posted on D2L. Regularly scheduled classes have precedence over any out-of-class-time activity. If you have a clash with this out-of-class-time activity, please contact Dr. Barrette-Ng by September 27, 2019 so that alternative arrangements may be made for you.

- ☐ Course objectives

- ☐ Course assessment

- ☐ Course final exam

- ☐ Course rationale

QUESTION 8

Which of the following is/are correct ?

- ☐ Technopedagogy draws on pedagogy and relies on technological tools.

- ☐ I do not use skip course objectives, nor do I forget to assess the students.

- ☐ If you take this course on technopedagogy, you will improve the way you teach and your mastery of technological tools.

- ☐ Technopedagogy is interesting because it helps you become tech-savvy.

QUESTION 9

Which of the following is/are correct ?

- ☐ You will take an exam at the end of this course.

- ☐ We will start the course tomorrow.

- ☐ I hope I will pass my technopedagogy course.

- ☐ We are having a new course next week.

QUESTION 10

Which of the following explain(s) the difference between these two sentences :

(a) *We will start the course on technopedagogy next month.*

(b) *We are starting the course on technopedagogy next month.*

- ☐ In both cases, there is no doubt that the course will take place.

- ☐ In (a), there is more certainty about the taking place of the course than in (b).

- ☐ In (a), there is less certainty about the taking place of the course than in (b).

- ☐ In (a), the taking place of the course will be planned later.