Design Document

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This Design Document pertains all aspects of the instructional design process, including:
course objectives, course outline, instructional and assessment strategies and course standards

Contents

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Course Name	*Tall Stories: Turning Presentations into Conversations.*

Executive Summary

The purpose of this course is to equip professionals using English as a Lingua Franca with the linguistic and communication skills necessary to create and deliver effective and engaging presentations. It was designed for non-native speakers of English, whether experienced or budding professionals, working in product, project and sales management who have hit a plateau, as a result of insecurities when giving presentations in English. That said, most of the content is also suitable for native English speakers, who need to work on their public speaking skills.

The course will outline the elements of effective communication which are most useful when public speaking, along with the best structures and discourse management elements which participants can use to add to their on stage or podium presence.

Participants will work through a series of explainer videos, video lessons, interactive course materials, and activities in order to learn some effective communicative strategies and to become familiar with the elements of storytelling and discourse management. They will also participate in a series of discussions and self-reflective activities.

By the end of the course, participants will be better equipped to take the leading position in a presentation given in the English language.

Identify Main Issue

The course is for non-native English-speaking professionals in Project Management, Sales Management, and Product Management using English as a Lingua Franca. Designed to give non-native speakers some of the tools they need to overcome performance anxiety when presenting in English, the course combines communication skills with composition and grammar, addressing the needs of professionals who need to improve their presentation and public speaking skills in English.

As an experienced ESL teacher, I am essentially the SME for this course. The pain points the course addresses are the same pain points which I see coming up time and again in my sessions with clients. Many non-native speakers of English are so worried about making grammatical errors as a result of the grammar heavy teaching in schools, that they are afraid to speak up. They lose sight of the reason for using English with their colleagues, so my starting point is overcoming that fear by highlighting the importance of other elements of communication over grammar, in order to help them overcome this obstacle before moving on to elements of discourse management.

In order to ensure a clear alignment between the pain points and objectives, which translates to alignment between objectives and the content and activities, I will use backward design as the main process when developing the skeleton for the course, focusing on where I want to take my students, and then figuring out how to get them there. I will use my typical clients to create the learner profile, keeping things as realistic as possible.

As I am working with adults, I will base a lot of my development on theories of andragogy. The course content answers the What's In It For Me question which adult learners need to answer in order to stimulate internal motivation and readiness to learn, according to the principles of andragogy, as the course objectives and material is relevant to learners and addresses a specific set of problems. Content provides the knowledge base which learners need to complete activities which are designed to give them actionable skills which they can start using in their daily lives immediately.

I will also implement elements of social constructivism and scaffolding through the engagements and activities learners work through, in order to improve active learning, and increase retention of information and encourage processing into the long term memory.

Type of course

This is a blended learning, primarily asynchronous micro learning course, on the art of public speaking and presenting. Designed to facilitate second language speakers of English improve their presentation skills, it is informational and contains chunked content with step-by-step and how-to elements.

This is a self-paced course. While primarily asynchronous, there is an optional weekly synchronous Q&A meeting. All course content is available on the LMS for the duration of the course, and students work through the asynchronous content independently. Course activities have deadlines.

Target Audience & Learner Profile

While originally designed for speakers of English as a second or non-native language, this course is suitable for anyone working in project or product management and sales and who needs to brush up on their presentation skills. Learners should have at least a basic understanding of the importance of presentations in the corporate scene, and should have a minimum upper intermediate level of English, or a B2 on the Common European Framework Reference (CEFR).

Basic computer skills will be necessary, and learners should ideally be tech-savvy. Indications for learners who need to review their knowledge on the topic will be provided.

Learning Gap

Learners have little to no experience giving presentations in English, and lack in strong discourse management skills. Some learners may also suffer from glossophobia as a result of their perceived weaker English language skills.

The course will cover the basics of narrating and the narrative tenses for storytelling and presenting data. It will equip learners with the knowledge they need to select the correct language and structure to develop their discourse, including persuasive language tropes. Further, it will foster a knowledge of paralinguistics which learners will be able to apply in order to engage their audience during their presentations.

Learning Model

This course will be created using a mix of Backward Design (UbD), Rapid eLearning (Rapid) but using the steps in ADDIE as a general guide.
The detailed analysis typically used in ADDIE won't be needed, as the learning gap is specific due to the learners having the same minimal experience with presentation skills, and having the same problems with English as their L2. Interference from L1 will not be a problem, as the language acquisition elements will focus on communication achievement more than linguistic accuracy.
Basic computer literacy is expected. These learners are all professionals with experience working in an office setting, which guarantees they will have basic digital literacy (Microsoft Office and/or Google) and how-to support will be given for anything specific to using the Canvas Learning Management System.
As an experienced teacher of English as a second language (ESL), and English for specific purposes (ESP) the information needed to create the course is something I already possess, reducing the need to confer with an SME. Thus, this course content lends itself of Rapid. UbD is used because the end goal of course participants is what the course is created around, focusing only on those skills which participants require in order to use the correct language and discourse structures for giving presentations.

Learning Theory

The main learning theory which will be used is a fusion of Constructivism and Connectivism, with elements of Cognitivism. Underpinning the course is the concepts of learner autonomy, motivation and learning by doing found in Andragogy.

The course is highly relevant to the participants as it directly relates to their lives and careers, and will provide learning which can be applied in their day to day lives. This answers the What's In It For Me question which drives internal motivation.

The course structure will make use of the Constructivist elements such as the guidance and Scaffolding that the More Knowledgeable Other gives, which is an essential part of the learning process. Also present will be exercises which make use of the Zone of Proximal Development to enable participants to develop the skills needed to become independent and no longer need that scaffold.

Connectivism, which essentially digitalises the social aspect of Constructivism, will be applied through elements like Gamification, along with the use of Social Media for peer connection, peer review and discussion along with the use of web-based programs for collaborative use.

Participants' may find working with a second language somewhat limiting, which means that the guided investigation of Constructivism is paramount to avoiding a paralysis of learning where the connections and links between fields remain limited to those nodes with which participants are already familiar. As a result, the course will have trial and error elements of Constructivism in order to ensure that knowledge is formed and that learners develop the critical side of Connectivism which will allow them to select effective communicative strategies to apply in their future presentations. Throughout the development of the course Cognitive Overload and Multi-Media Learning Capacity will be considered, to avoid learner burnout and ensure that the key concepts of the course are easily retained and transferred into the long-term memory.

Objectives

Measurable terminal objective: By the end of the course the learner will be able to create and deliver engaging presentations using a variety of both linguistic and paralinguistic tools.
Performance based assessment: Live group presentation during which learners are expected to apply the knowledge and skills learned in a situation which simulates how learners might be expected to apply them in the workplace.

Enabling objective 1: Participants can recognise the importance of a range of communicative devices and the importance of vulnerability and authenticity as a tool for giving great presentations.
Performance based assessment: write an article about what makes a good communicator

Enabling objective 2: Participants can identify the most suitable discourse structures, and linguistic tenses according to the type of discourse they need to create and use them to compose effective communications.
Performance based assessment: evaluate article for correct structure

Terminal Learning Objective

By the end of the course the learner **will be able to** create and deliver engaging presentations using a variety of both linguistic and paralinguistic tools.

Course Learning Objectives

1. Course Learning Objective 1
Participants can recognise the importance of a range of communicative devices and the importance of vulnerability and authenticity as a tool for giving great presentations.

2. Course Learning Objective 2
Participants can identify the most suitable discourse structures, and linguistic tenses according to the type of discourse they need to create and use them to compose effective communications.

3. Course Learning Objective 3
Participants can use a range of discourse management techniques to keep their audience engaged throughout their presentations.

4. Course Learning Objective 4
Participants can select and/or design effective visuals to support their discourse, where needed.

5. Course Learning Objective 5
Participants can implement relevant storytelling elements into their presentation to engage their audience.

6. Course Learning Objective 6
Participants can use communicative strategies such as clarifying and signposting to communicate effectively throughout their presentation.

Instructional Strategies
This is a self-paced course. While primarily asynchronous, there is an optional weekly synchronous Q&A meeting. All course content is available on the LMS for the duration of the course, and students work through the asynchronous content independently. Course activities have deadlines.

Instructional Strategy

1. What activity will the participant complete to practice Learning Outcome 1?
Participants can recognise the importance of a range of communicative devices and the importance of vulnerability and authenticity as a tool for giving great presentations:

Read some information about effective communication
Study some informational digital texts regarding rhetorical devices
Watch a video explaining the importance of vulnerability and authenticity.
Read about the importance of vulnerability and authenticity.
Watch some videos about the importance of vulnerability and authenticity.

2. What activity will the participant complete to practice Learning Outcome 2?
Participants can identify the most suitable discourse structures and linguistic tenses according to the type of discourse they need to create and use them to compose effective communications:

Watch a video about the Hamburger structure.
Read an informational poster about discourse structures.
Watch a video about Narrative Tenses.
Complete a quiz on Narrative Tenses.

3. What activity will the participant complete to practice Learning Outcome 3?
Participants can use a range of discourse management techniques to keep their audience engaged throughout their presentations:

Watch a video on things you need to know about people when presenting.
Watch a video about intonation.
Read an article about presentation techniques.
Read about pace and flow.
Watch videos about meaning, pace and flow.
Quiz on signposting language.

4. What activity will the participant complete to practice Learning Outcome 4?
Participants can select and/or design effective visuals to support their discourse, where needed:

Watch a video about effective visuals in presentations.
Study a poster about effective visuals in presentations.
Read an article about effective visuals in presentations.
Participate in an interactive asynchronous lesson about effective visuals in presentations.

5. What activity will the participant complete to practice Learning Outcome 5?
Participants can implement relevant storytelling elements into their presentation to engage their audience:

Review 2 digital texts about storytelling and story formulas and plots.
Post a story formula or plot for peer review.
Review another particpant's plot.

6. What activity will the participant complete to practice Learning Outcome 6?

Participants can use communicative strategies such as clarifying and signposting to communicate effectively throughout their presentation:

Read about clarifying and signposting techniques.
Do a quiz about signposting language.

Activities & Tasks

1. What activity will the participant complete to practice Learning Outcome 1?

Participants can recognise the importance of a range of communicative devices and the importance of vulnerability and authenticity as a tool for giving great presentations:

Read some information about effective communication
Study some informational digital texts regarding rhetorical devices
Read about the importance of vulnerability and authenticity.
Watch some videos about the importance of vulnerability and authenticity.

2. What activity will the participant complete to practice Learning Outcome 2?

Participants can identify the most suitable discourse structures and linguistic tenses according to the type of discourse they need to create and use them to compose effective communications:

Watch a video about the Hamburger structure.
Read an informational poster about discourse structures.
Watch a video about Narrative Tenses.
Complete a quiz on Narrative Tenses.

3. What activity will the participant complete to practice Learning Outcome 3?

Participants can use a range of discourse management techniques to keep their audience engaged throughout their presentations:

Watch a video on things you need to know about people when presenting.
Watch a video about intonation.
Read an article about presentation techniques.
Read about pace and flow.
Watch videos about meaning, pace and flow.
Quiz on signposting language.

4. What activity will the participant complete to practice Learning Outcome 4?

Participants can select and/or design effective visuals to support their discourse, where needed:

Watch a video about effective visuals in presentations.
Study a poster about effective visuals in presentations.
Read an article about effective visuals in presentations.
Participate in an interactive asynchronous lesson about effective visuals in presentations.

5. What activity will the participant complete to practice Learning Outcome 5?
Participants can implement relevant storytelling elements into their presentation to engage their audience:

Review 2 digital texts about storytelling and story formulas and plots.
Post a story formula or plot for peer review.
Review another particpant's plot.

6. What activity will the participant complete to practice Learning Outcome 6?
Participants can use communicative strategies such as clarifying and signposting to communicate effectively throughout their presentation:

Read about clarifying and signposting techniques.
Do a quiz about signposting language.

Assessment Strategies
The course contains several formative and one summative assessments, along with knowledge checks. Some assessments check understanding, while others are performance based.

Assessments

1. Assessment for Course Learning Objective
Participants can recognise the importance of a range of communicative devices and the importance of vulnerability and authenticity as a tool for giving great presentations:

MCQs.
Final Presentation

2. Assessment for Course Learning Objective
Participants can identify the most suitable discourse structures and linguistic tenses according to the type of discourse they need to create and use them to compose effective communications:

Grammar and Vocabulary MCQs
Final Presentation
Self-Evaluation of article in relation to structure of discourse

3 Assessment for Course Learning Objective 3, 5 and 6.
Participants can use a range of discourse management techniques to keep their audience engaged throughout their presentations:

Article
Discussion

Final Presentation

4. Assessment for Course Learning Objective 4
Participants can select and/or design effective visuals to support their discourse, where needed:

MCQs within
Final Presentation

Summative Test for Terminal Learning Objective: Final Presentation
Peer and mentor analysis of the effectiveness of a final presentation during a live synchronous session
Written Self-analysis the effectiveness of the presentation

Assessments; formative and summative

Formative assessment 1:
Learners evaluate the structure of an article they had written in a previous module
Rubric: 3 criteria and 15 points available, rubric is attached to assignment in LMS

Formative assessment 2:
Learners discuss and evaluate a variety of story outlines and plots which could be used in a professional environment.
Rubric: 3 criteria and 3 points available, rubric is attached to assignment in LMS

Summative assessment:
Participate in an online conference during which they will give a group presentation putting into action the knowledge and the skills learned during the course. They will review each other's work and will also write a 2 page essay comparing and contrasting their presentations before and after taking the course, and reflecting on their learning.
Rubric: 3 criteria and 15 points available, rubric is attached to assignment in LMS

Engagement

Week 1:
Answer the question "What Makes a Good Communicator?" Comment and interact with peers. Optional discussion thread for shared learning and study.

Week 2:

Discussion on the tools of Communication in Presentations. Comment and interact with peers. Optional discussion thread for shared learning and study.

Week 3:
The Story Formula Discussion, Create a formula or plot, comment on peers' formulas or plots. Optional discussion thread for shared learning and study

Week 4:
The Group Project. Work in a team to create a 20 minute presentation based on a video prompt. Optional discussion thread for shared learning and study. Analyse other groups' performances and give feedback during an online conference.

Course Sequencing (Outline)

The course is a blended learning experience, so there is a mix of optional and obligatory synchronous and asynchronous content. Learners must complete all obligatory content in a specific order. Obligatory asynchronous content must be completed before accessing obligatory synchronous content (the final assessment) as the latter is based on the knowledge and skills developed in the asynchronous content, and has the sole purpose of final assessment.

Week 1: Communication
Communication best practices
Rhetorical devices
The rule of three
Paralinguistics

Week 2: Content
The language and grammar of presentations
Developing discourse and structure
The perfect text: the hamburger structure
Presenting with visuals

Week 3: Delivery
Storytelling and story formulas
Communicative achievement
Intonation, tonality and meaning
Summing it Up

Final Presentation

Syllabus

- Course title & description of outcomes

Tall Stories: Turning Presentations into Conversations

The purpose of this course is to equip both experienced and budding professionals, both non-native and native English speakers, working in product, project and sales management with the linguistic and communication skills necessary to create and deliver effective and engaging presentations.

- Course objectives

By the end of the course the learner will be able to create and deliver engaging presentations using a variety of both linguistic and paralinguistic tools.

By the end of week 1, Learners will know how to identify, understand, and apply effective communication techniques during presentations. What this means is can apply the knowledge they have learned to about communication, rhetoric and paralinguistics and use a range of discourse management techniques to keep their audience engaged throughout their presentations

By the end of week 2, they will understand and be able to select the most relevant visual and linguistic elements for their message and use the concepts of solid structured writing in order to compose and create meaningful discourse. What this means is that they can apply the knowledge they have learned to select and/or design effective visuals to support their discourse, where needed, and compose a well-constructed text using the correct grammar and language according to the needs of the message.

By the end of week 3 learners will be able to implement relevant storytelling elements into their presentations, and apply the concepts of discourse management to ensure audience engagement and communicative achievement. What this means is they apply what they have learned to adapt storytelling elements to the purpose of their presentation and can use them, along with other communicative strategies such as tonality, pace, clarifying, and signposting, to communicate effectively throughout their presentation.

- Schedule (due dates) and description of all assignments, activities, discussions, and final project (summative assessment)

Course Starts on a Monday and ends on the Friday 4 weeks later, after the final conference

All course deadlines are soft, and available for completion until the final conference finishes. Not all activities count towards the final grade, but all are required for completion.

Setting the Bar
Due end of week 1 at 11:59pm

Module 1 Knowledge Check
Due end week 1 at 11:59pm
counts towards the final grade

Formative Assessment: Article about Good Communication.

Due end week 1 11:59pm
counts towards the final grade

The Narrative Tenses Quiz
Due end week 2 at 11:59pm
counts towards the final grade

Formative Assessment: Evaluating My Article
Due end week 2 at 11:59pm
counts towards the final grade

Content Discussion
Due end week 2 at 11:59pm
counts towards the final grade

Formative Assessment: Create a Digital Poster
Due end week 3 at 11:59pm

The Signposting and Clarifying Quiz
Due end week 3 at 11:59pm
counts towards the final grade

Formative Assessment: Story Formula Discussion
Due end week 3 at 11:59pm
counts towards the final grade

Pushing the Bar
Due end week 3 at 11:59pm

Summative Assessment
Due week 4 at 11:59pm
counts towards the final grade

• PDF version available on your course site: Found in the Course Information module

Content Sources

Provide links and short descriptions of at least three potential resource materials you could use to create the learning materials.

https://courses.lumenlearning.com/wm-businesscommunicationmgrs/
Business Communication Skills for Managers

The course covers the essentials of communication for managers, including professional writing, visual aids, presentations, and speeches. Modules 1 and 2 focuses on business communication, modules 7 and 8 are about presentations, while module 5 is about visual media, so these are the modules Developed for Lumen Learning by Freedom Learning Group and 7 other authors. The courseware includes resources copyrighted and openly licensed by multiple individuals and organizations. By clicking the words "Licenses and Attributions" at the bottom of each page will redirect to copyright and licensing information specific to the material on that page. It can be used as research and inspiration for the creation of new original material.

https://www.oercommons.org/courses/business-presentation-skills-2020
Atwood, L. *Business Presentation Skills 2020*
CC BY SA
This is a text book containing information on an array of communication in business context topics, including clear communication, putting your message first, presenting data and visuals. A lot of the focus is on written communication, but can be adapted for use.
It is a cloned version of Professional Business Practices by the same author published with Pressbooks under a CC BY NC

http://opencourselibrary.org/cmst-101-intro-to-communication/
Venditti, P. *CMST 101 – Intro to Communication*
CC BY
A full open source course, this resource has 13 units and links to further resources including an open source public speaking book. Topics range from anxiety when giving speeches to non-verbal communication.

Course Standards

Prerequisites: The course is designed for non-native speakers of English, however native speakers are welcome to take part. L2 English speakers must have a minimum of a B2 level on the Common European Framework Reference (CEFR).
There are no professional prerequisites for taking this course, though the course is designed for professionals working in project, product and sales management. As such is it presumed that learners are all professionals with experience working in an office setting, which guarantees they will have basic digital literacy (Microsoft Office and/or Google) and how-to support will be given for anything specific to using the Canvas Learning Management System.

Equipment: Participants must have access to a device with Internet connection, a computer with Microsoft Office and a Google Account, along with basic recording equipment.

Attendance Policy: It is advisable to spend between 20 minutes to an hour per day as a minimum on asynchronous content, in order to maintain an acceptable learning pace. Attendance in the weekly conferences is optional, and attendance in the final conference is mandatory.

Communication Protocols: Students should turn on email notifications from the LMS so that all course communication can be received via email. This includes new assignments as well as group discussion boards for peer and group work.

Academic Policies and Procedures: There will be no tolerance of plagiarism and the utmost academic integrity is expected. Learners found guilty of plagiarism will not be permitted to continue with the course.

Digital Content Development

Digital document: Which Graph poster
Original videos:
    1. Informational (overview of facts) created on Canva (no words)
    2. Grammar Lesson created with Zoom (screencast which includes closed captioning)
Enhanced Digital Images: Logo, photos used in the 6 Story Formulas poster
Interactive lesson: Describing data lesson created on Nearpod.

OERs, Creative Commons, Checklist

Digital document: Which Graph poster
Original videos: 1. Created on Canva (no words) 2. Created with Zoom (includes closed captioning)
Screencast: Analysing a text for elements of the Hamburger
Enhanced Digital Images: Logo, photos used in the 6 Story Formulas poster
Interactive lesson: Describing data lesson created on Nearpod.

Published Lesson

Tall Stories: Turning Presentations into Conversations

Audio Visual

Images
1. Graphs and charts in "Which Graph" informational poster in
2. Original logo
3. Diagrams illustrating story outlines in the informational "6 Story Formulas" poster
4. Wh Storywheel diagram
5. The Perfect Text and Hamburger informational poster
6. Aristotle's Modes of Persuasion
8. Word Stress and Meaning
7. Course information poster

Original videos:
1. Informational videos (n.3 narrated presentations) created on Canva (no words)
2. Narrated grammar lessons (n.6) created with Zoom (includes closed captioning)
3. Interactive video in the Nearpod lesson: Describing data.
4. Final Assessment prompt
5. Course introduction
6. Explanation of Design Document

Compliance

Checked and Complied with

Quality Assurance

Self-Assessment:

Tall Stories is a Communication and Presentation Skills course for non-native speakers who use English in the work place as the main vehicle for communication. Designed to give non-native speakers some of the tools they need to overcome performance anxiety when

presenting in English, it is a 4 week course made up of 3 weeks of content and 1 week of preparation for the final task: a 20 minute group presentation in a live online conference.

A SWOT analysis of the course suggests that the Strengths of course outweigh the Weaknesses.

The strongest point of the course is the need which it addresses. I am an experienced ESL teacher, trainer and coach, and I used my knowledge of the needs of non-native speakers using English in the workplace as the basis for the modules in the course. This meant that my day to day professional experience formed the basis of the analyse step in the ADDIE model. I am essentially the SME for this course. The pain points the course addresses are the same pain points which I see coming up time and again in my sessions with clients, addressing the 3rd principle of andragogy; relevance and impact to learners' lives.

There is also a clear alignment between the pain points and objectives, which translates to alignment between objectives and the content and activities. I used backward design as the main process when developing the skeleton for the course, focusing on where I wanted to take my students, and then figuring out how to get them there. I used typical clients to create the learner profile, keeping things as realistic as possible. This is a real problem which many real people face.

The course content was developed to follow a logical progression, starting with mind-set in the communication section of the course. Many non-native speakers of English are so worried about making grammatical errors as a result of the grammar heavy teaching in schools, that they are afraid to speak up. They lose sight of the reason for using English with their colleagues, so my starting point is overcoming that fear by highlighting the importance of other elements of communication over grammar. The first module gives learners the opportunity to reflect on how the best and most memorable speeches are not memorable due to their impeccable grammar, but as a result of other communication tools which can help offset any grammar or vocab errors they might make. The grammar section of the course comes after this, so that learners approach this component slightly differently compared with how they most likely approached English in the past. Learners are less likely to learn something if they are stressed or worried about the outcome, so I wanted learners to understand the relative importance before moving on to this section.

Considering that learners need to have at least a B2 or upper intermediate level of English, the grammar section is more of a review, and a change in focus in the way they see these tenses, focusing not on the form so much as the use.

The course then deals with visual aids, because a non-native speakers have a tendency to hide behind complicated slides containing a lot of text. In doing this they create a protective distance between themselves and the English language, as they can read directly from their slides. However, this alienates their audience, so I wanted to guide them in moving away from text heavy slides by focusing on the grammar structures they will need to describe the data they show. This in turn will enable them to use purely visual aids with minimal text.

The content and activities in module 3 focus on the delivery of their presentation
The course content answers the What's In It For Me question which adult learners need to answer in order to stimulate internal motivation and readiness to learn, according to the principles of andragogy** as the course objectives and material is relevant to learners and addresses a specific set of problems. Content provides the knowledge base which learners need to complete activities which are designed to give them actionable skills which they can start using in their daily lives immediately.

The course design is simple and accessible and does not over stimulate or risk cognitive overload, using basic fonts and minimal images. Where there is audio, there are transcripts. Where information is contained in an images, the same information is available either in pdf form or in the body of the information on the page. Rubrics are minimal, clear and easy to follow, allowing the learner to fully understand what is expected of them. A range of content sources and media has been used throughout, to appeal to a variety of learning preferences, and activity types allow for plenty of engagement, interaction and social constructivism to enhance the learning experience.

Without having the opportunity to go through the implementation stage of ADDIE, I can already see that there are a number of weaknesses. There is an unequal distribution of content across the modules, and some sections are quite theory heavy. This goes against the problem-based learning principle of andragogy. Though there is an element of learning by doing and interactivity, there is perhaps not enough of a range.

This may have come about as a result of trying to do too much in a short, micro learning course. While course content is chunked according to micro learning theories ** more could have been done in this regard. Also, during development seemingly extraneous elements related to some of the content points had to be removed as a result of chunking down in order to adhere to the conventions of micro learning. This led to the course at times seeming a little disjointed, as the link between certain topics in the progression may not be immediately evident.

This gives rise to many opportunities for the future, post evaluation in the ADDIE design process, to analyse the needs the course does not currently address, or the problems which have arisen or have been revealed during evaluation.

For a start the course can easily be expanded in order to balance content and activities, develop more interactive lessons and problem-based learning.

I had originally created a selection of interactions using SCORM based technology through H5P, but the trial period ended before the end of the course, so I had to remove these interactions. In future versions of this course, I would hope to include the H5P interactions as a way of moving away from theory based learning.
In order to offer more concrete examples to support theory and learning by doing opportunities, I would probably include some detailed analysis of video clips of people giving presentations. I envision using video to examine various aspects of body language and other

paralinguistics as a way of developing a deeper understanding of the effect paralinguistics have on communication with the audience in module 1.

Ideally, something similar would be developed for module 3, evaluating breathing, voice and pacing and giving learners the opportunity to practice the same for themselves. I would also develop content and activities dealing with clarity of pronunciation and accents, using speeches and presentations in which the speaker is not a native English speaker and in which their L1 accent is evident, but non impeding. It is essential to develop the understanding that it is ok to speak with an accent, once L1 interference doesn't impede communication, and the best way for learners to understand this would perhaps be through an interactive video with activities and content embedded in the video.

Expanding the course brings its own threats. In expanding we run the risk of the course becoming too long and too complicated, which would lead to the suggestion of splitting the course into separate mini-courses. The scope for developing the current course is immense, and there is just too much to cover.

That said, breaking down the text even further is not without its problems. Smaller courses would narrow down, creating niche content. Doing so could result in courses with too much focus on language and grammar which risk becoming general English courses, while not courses with not enough risk leaving knowledge gaps.

For quality control, I used the OLC Quality Scorecard Suite: OSCQR 3..1 and received a total of 39/50, but one of the questions were not applicable, and this corresponds with the indications of my personal SWOT, that the strong points of the course outweigh the weaknesses.

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