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<b>Unit or project responsible for creating the innovation:</b> ILV (Institut des langues vivantes), FOPA (PSP - Faculty of Psychology and Educational Sciences)
<b>Theme:</b> Technology enhanced learning
<b>Title:</b> English for Educational Sciences - Online Course
<b>Summary of the good practice:</b> The main aim of the online course is to teach reading skills and to help (French-speaking) students analyze the structure and content of scientific texts written in English. The course is based on different topics related to educational sciences. Analysis and commentary of the texts are done through a series of podcasts, followed by exercises with (sometimes individual) feedback. The platform used for the online course is MOODLE ( <a href="https://moodleucl.uclouvain.be">https://moodleucl.uclouvain.be</a> - official e-learning platform of our university). Vocabulary and grammar are studied in context and reinforced by systematic exercises with detailed feedback.
<b>Context of the good practice:</b> The course is available to students from the BC FOPA program (= Bloc complémentaire, preparatory year for the master's degree in Educational Sciences) Approx. 150 students (most of them are "mature students" who are already working in the education sector. Therefore, the courses of the program take place in the evening and on weekends).
<b>Rationale:</b> Most of the students from the BC FOPA program are "mature students" who are already working in the education sector. Most courses take place in the evening and on weekends and there was no more room in the schedule for an extra English course. Therefore, we had to create an online course to allow students to be as flexible as possible. The course focuses on reading comprehension skills as the students will need to read and use scientific texts written in English for their courses and their final year projects. However, some students have a very low level (for various reasons, one being the fact that some of them haven't practiced English for years) and struggle with these texts. The aim of our project was to help students with various linguistic backgrounds to improve their reading skills in English with authentic material oriented towards the students' fields of interest (educational sciences).
<b>Alignment with program and module learning outcomes:</b> The course helps students improve their reading skills in English with authentic material oriented towards the students' fields of interest (educational sciences). It is also aimed at giving the students a better mastery of the linguistic code of English through systematic grammatical exercises as well as developing the students' general, specific and academic vocabulary.
<b>Resources (time and persons):</b> 2 people were involved in the project - 112 hours/person (= 32 working days)
<b>What were the main enabling factors (conditions) in creating and implementing the innovation?</b> The online platform used as the basis of the course was already well developed and people involved in the creation of the course had already a good command of the various functions.
<b>What were the main challenges in creating or implementing the innovation?</b> Finding and using new ways of making the course content interactive and lively to avoid repetition and monotony in order to keep students interested throughout the course. Technical issues related to producing, filming and editing podcasts as it hadn't been done before.
<b>What have been the main methods of dissemination so far?</b> Presentation of the course at the MoodleMoot 2017 in Lyon (MoodleMoot conferences are held around the world, with a focus on encouraging collaboration and sharing of best practices of the open source learning platform). Organization of workshops at Université catholique de Louvain and Université de Namur and presentation of the project to other language teachers/members of the university

**With which groups or organizations has the innovation been shared so far?**

French-speaking MoodleMoot 2017 (in Lyon) (MoodleMoot conferences are held around the world, with a focus on encouraging collaboration and sharing of best practices of the open source learning platform) Universities in Belgium

**Mainstreaming: What are the possibilities for extending and/or mainstreaming this innovation?**

Our course structure can be replicated for other language courses (we are currently working on a version for the Master's in Family and Sexuality Studies - Faculty of Psychology, UCL).

**Sustainability: Please comment on the sustainability of the innovation, including elements which need to be put in place to make this sustainable.**

Our course is already sustainable. It was important to us to work with texts and articles that were recommended to us by teachers from the program (either because they use these texts in their courses or because they thought that the texts would be of special interest to the students). As it takes a lot of time and effort to produce podcasts related to the analysis of these texts, it is essential to work with material that is not outdated.

**Evaluation: How have the success and impact of the innovation been evaluated? Is there an established way of continuous evaluation?**

student feedback, comparison between test results before the start of the course (students have to take a test to assess their level) and test results at the end of the course.

**Contributor's reflections: Briefly reflect on your innovation from your own perspective including its strengths and limitations/challenges of implementation/potential implication for wider practice.**

It has been a challenging but rewarding experience. The strength of our project is that it allows students and teachers to be flexible and to build a clear learning path. The course structure can be replicated and used for other language courses. We discovered new tools for creating interesting modern and interactive course content and were able to share our experience with other colleagues. The main limitation of the project is that it is designed to focus on one particular skill (reading comprehension). It is therefore not suited for improving/acquiring other skills such as speaking. Despite various videos and feedback sessions, one main criticism we heard from students was the lack of human contact (students tend to prefer a face-to-face course)

**Does your unit or other units of your university have any plan to further develop this innovation? If yes, please briefly describe the plan.**

Yes, we are currently working on a version of the course for the Master's in Family and Sexuality Studies - Faculty of Psychology, UCL

**If available, please provide a link to complete the description of the initiative.**

<https://moodleucl.uclouvain.be/course/view.php?id=9844>  
(password protected course, please contact [sabrina.knorr@uclouvain.be](mailto:sabrina.knorr@uclouvain.be) or [carlo.lefevre@uclouvain.be](mailto:carlo.lefevre@uclouvain.be) for access)