HELP_O2_Overall Module Format_final (30.07.2015)

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Learning objectives

Every module starts with learning objectives (stated in **HELP Curriculum structure for module development**). This facilitates self-learning process.
Please, list a few learning objectives (maximum 5-6). Place them in the right margin.

General objectives to be achieved:
1. Knowledge development
- Professional knowledge
2. Ability /skills development
- Communication skills
- Specific media competence
3. Social competence
- Professional and learning motivation
- Ethics
- Intercultural competence

Example:
Module 2: Nursing assessment
* the student is able to ask for / describe / explain ...
* developing awareness of ...
* developing competence for...
* improving skills for ...

Pre-teaching - Starter activities

I. Key words list with IPA transcription.
10 nouns that are taken from ICNP catalogues. Every module starts with short key words list with IPA.

For 2-point modules (large modules) there will be thematic subsections within the module, so the lists shall be divided thematically and placed at the beginning of every subsection (in order to avoid long lists). The overall number of the expression shall be no more than 20.

II. Listening 1.

A listen-and-repeat task. Key words presented in exercise I are pronounced by the native (recorded in CZ).

III. Listening 2.

This listening comprehension shall be general, introductory and linked to the module's thematic section. A comprehension task checking understanding should be reletively easy, not complicated and time-consumig.

IV. Speaking 1.

Exploitation of **Listening 2** exercise or presenting visuals to serve as introduction to speaking (e.g. discussion). Short general questions to be asked.

Presentation

I. Authentic text.

Introduction to the thematic section.

II. Reading comprehension.

III. Language focus 1.

Vocabulary and thematic expressions exercises. Connection to point I.

IV. Speaking 2.

Inspired by point I (e.g. simple role-plays). This exercise should be relatively short and supported by guidelines from the teacher. Presenting useful phrases or a model structure would be very helpful and practical for the student.

Development

I. Listening 3.

Complex listening exercises: Listening 3 can be composed of **Type I** or **Type II** longer presentation or two shorter Type 1 and Type 2 audio recordings.

Type I - Monologue – e.g. longer instructions from the doctor, explanation of needs from a patient

Type II - Dialogue - conversation e.g. nurse-nurse, patient-nurse, nurse-doctor, nurse-family member

II. Language focus 2.

Vocabulary exercises. Connection to exercise I.

III. Video clip.

For practicing listening skills and presenting model dialogues.

IV. Speaking 3.
Complex speaking (e.g. complex role-plays, asking for specific information, free dialogues) which involves reducing or eliminating real information gaps.
A video clip from exercise III might serve for an inspiration.
More complex structures and guidelines to the task should be presented.

V. Writing 1.
A suitable, appropriate, short and practice related task. Making use of knowledge from Pre-teaching, Presentation and Development phases.

Evaluation

I. Speaking 4.
Reinforcing practical approach. Introducing complex activities that require students' creativity, e.g. role-plays, templates from hospitals, oral reports, case studies, group or plenum discussions, speeches, monologues. There may be connection to the video-clip from "Development Phase".

II. Language focus 3.
Vocabulary exercises . Extended version.

III. Writing 2.
A more complex exercise, in line with workplace challenges, which requires overall knowlegdge from the module and time for preparation. Might be an option for homerwork (in classroom environment).

IV. Speaking 5.
Free speaking – giving freedom to students, acting our natural situations, combining overall knowlegdge from the module. Introducing speaking in a new form.

Language corner

I. A list of **30 expressions** taken from ICNP catalogues presented at the end of the module.
Nouns which appeared in a Pre-teaching section may be used again, but this time presented in a wider context of a prepositional phrase / noun phrase / collocation.

For 2-point modules (large modules) there will be thematic subsections within the module, so the lists shall be divided thematically and placed at the end of every subsection (in order to avoid long lists).The overall number of all expressions shall be no more than 60.

On the platform all keywords and expressions will appear together in a separate section (ordered alphabetically in one file in the sequence of the units).

Learning objectives achieved

Every module finishes with a summary of learning objectives achieved (stated in **HELP Curriculum structure for module development**). This helps objective self-assessment.

An exemplary visualization of objectives is presented in Juan's document ***ATC21S MOOC_Progress Map_V2_FINAL*** which is stored in Admin (*O3 Learning Material Development / Coursera Examples*).

Test yourself

Summarizing materials that will be only available on the platform. It is 2-3 (interactive) exercises of different types that check overall comprehension of the module, e.g. multiple choice, gap fill (sentences that will have Key Words from Pre-teaching section verified), open-ended questions on the module content.

Key Module X

A key to all exercises from Module X will be available in a PDF format for download.

Tapescript Module X

Tapescripts to all listening exercises and video clips from Module X will be available in a PDF format for download.

Other issues:

• Long modules (2-point modules, i.e. modules 6, 7, 8, 11) comprise of **subsections**

• **Timeline** for every module shall be carefully planned – how much will it take as a self-study activity and in classroom environment?

• The printed version of the book shall be no more than **150 pages** long.

• The length of the modules: between **6-7 pages**; except for **topics 6, 7, 8 and 11** which will be between **12-14 pages** long.

• We decided on **A4 format**.