APPLICANT
Name (incl. academic degree/s): Dr. Miya KOMORI-GLATZ
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Academic unit: Institute for English Business Communication
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Members of the working group, if applicable[2]:
GENERAL INFORMATION
Course level bachelor's **Course number:** 0456, 1040 **Semester**: WS20/21 **ECTS credits:** 3 **Course title:** English Business Communication 3 // Fremdsprachliche Wirtschaftskommunikation III - Englisch
Further information on the course: (e.g. prior knowledge of students, position in the curriculum/program, number of students) Students are required to have successfully completed the CBK and EBC2 to register for this course. The classes had 19 and 24 students, respectively.
If applicable links to the course's online environment: Here you can provide the jury with links to the contents of your course's online environment for review. https://learn.wu.ac.at/dotlrn/classes/ebce3/0456.20w/one-community?page_num=0 https://learn.wu.ac.at/dotlrn/classes/ebce3/1040.20w/one-community?page_num=0 https://teams.microsoft.com/l/team/19%3a010f8103a2c14d9da0d7f6546f812217%40thread.tacv2/conversations?groupId=18a52a08-be18-43a9-80c7-e050f3e1176e&tenantId=0504f721-d451-402b-b884-381428559e39

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[1] Courses held during the 2020 calendar year (summer semester 2020, winter semester 2020/21) are eligible for the 2021 Innovative Teaching Award. Courses held over two semesters (WS 2019/20–SS 2020) can also be nominated.

[2] Please name all the people involved in the development of the course design. The people named in this field will also receive the award in case of a successful application.

Application Form

Innovative Teaching Award 2021[1]

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1. SHORT DESCRIPTION OF THE COURSE DESIGN (max. 180 words)

If your course is selected for an award, this text will be published on the WU website along with the submitted application form.

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EBC3 is a course that combines learning key business content in English with developing communicative skills in both spoken and written contexts. This semester, I believed it was also essential to use my course to give students the opportunity to interact with each other and simulate the wider educational experience that happens naturally on campus, but is very difficult to reproduce in webinars or even in live Zoom / MS Teams sessions. Seamless teaching for me therefore meant not only developing and integrating online and offline materials to help the students learn the content that would be assessed, but also to help them build an online environment where they could interact with each other and thereby support each other in their learning. To do this, my pedagogical approach was designed around three C's: *Clarity*, *Communication*, and *Community*. Key elements of this were: creating an interactive, online community space in MS Teams; transparency in instructions, assessment elements and criteria; rewarding peer feedback and cooperation; and using interactive tools to encourage participation and co-construct learning.

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2. DETAILED DESCRIPTION OF THE COURSE DESIGN

2a.) Overview

- What are the learning outcomes to be achieved by the students?
- What are the content elements of the course and how is the course structured?
- What are the elements on which the final grade is based?
- How is the learning environment of your course designed?

The course learning outcomes are as follows:

After successfully completing this course, students will be able:

- *LO1: to demonstrate a level of general English competence equivalent to at least C1 on the Common European Framework;*
- *LO2: to understand and apply concepts from certain business and economic fields (globalization, international trade, legal matters, international payment, risks, countertrade, tender procedures, financial management, financial markets) and to recall as required the essential terminology associated with them;*
- *LO3: to recall at will, and use, the English equivalents of basic German terminology from these fields, as well as other typical features (structures, collocations, prepositional usage, etc) of the associated language, to discuss the above fields in an appropriate manner, to understand the principles of report writing, and to apply these in practice;*
- *LO4: to combine the various abilities mentioned above in order to understand upper-level written texts about the above business and economic fields, and to write communicatively-effective texts, both descriptive and analytical (specifically reports), relating to them.*

The business content elements (see LO2 for the relevant business fields) are largely based on the EBC3 Coursebook and the *Handbook of Business English* as well as the "World This Week – Business" column in *The Economist*. The language content dimension focuses on getting students to a C1 level of competence, namely, being able to "express him/herself fluently and spontaneously" and "use language flexibly and effectively for social, academic and professional purposes" to "produce clear, well-structured, detailed text on complex subjects, showing correct use of organisational patterns, connectors and cohesive devices."[1]

The assessment criteria are:

- **oral performance (15%)**: group presentation & discussion of current *World This Week* topics (10% individual + 5% group performance)
- **written homework (10%)**: practice for report writing task in Final Test
- **online activities (10%)**: asynchronous interactive activities
- **final test (65%):** online test of content (15%), reading (15%) and report writing (35%)

The learning environment comprised an MS Teams online "community" (more details in next section), Zoom live sessions and the Learn@WU platform with self-study materials, weekly to-do lists and information about the course and its assessment components.

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[1] https://www.britishcouncil.es/en/english/levels/c1

2b.) Teaching methods

- Which teaching methods do you use to help your students achieve the intended learning outcomes?
- What role does the learning environment, or more specifically the context in which students learn, play in your course design?
- Why did you choose this/these particular method(s)? What specific advantages does it/do they offer in your teaching? What do your students learn through the use of this/these method(s)?
- In which way do the students benefit from the teaching methods used in the course?

The learning environment was key to my teaching this semester. Although only published in December, the REMOTE teaching and learning framework[2] reflects many of the elements of my pedagogical approach, which was designed around three C's: *Clarity*, *Communication*, and *Community*.

The first C, *Clarity*, refers to making the tasks and assessment criteria transparent. Aware that the students were being flooded with information, I tried to keep the various elements highly structured and regular, so that students knew what to expect and where to look for it. This was *Communicated* via the MS Team, with students being tagged so they knew I had posted new information which was relevant to them. Using the MS Team regularly also meant they could contact and coordinate with each other easily. I included a "matchmaking" channel where students could signal that they were looking for a partner for a particular assignment, even including preferred working times, if relevant. While the content quiz task was set up at the start using the Learn@WU group function, being able to choose their own groups for the other tasks seemed to foster positive interaction.

Having observed that the online environment seemed to be very intimidating for many students in the previous semester (SS20), I was determined to create a learning *Community* where students felt safe, willing and able to contribute. At the same time, I recognized that students' time is at a premium and that participation was stimulated by reward, so I made sure that a small but significant percentage of assessment was allocated to interactive activities. These included:

- posting a brief introductory video in the MS Teams class channel & responding to others' videos
- co-creating quizzes on the content of each unit
- posting short presentation videos or "posters" linking the content learned in the unit to real-life contexts (e.g., the participants in, details and outcome of a legal case or financial scandal)

Additionally, providing some, but not excessive, variety has been recommended to encourage engagement (see, e.g., the REMOTE framework), so the materials provided online for self-study included:

- weekly commented PowerPoint slides explaining key terms and giving clear instructions and expectations for tasks
- activities from the Coursebook, with answers provided in later slides
- activities set up as *Lernaktivitäten* on Learn@WU
- activities based on reading articles, listening to songs and watching authentic video material designed for business professionals

In the live sessions, I used a variety of tools to encourage participation in a way that minimized student exposure in a Zoom "classroom" while allowing me to keep the session moving and check understanding, such as:

- using Mentimeter to collect input and vocabulary in a word cloud
- using quiz/survey functions in Zoom and Mentimeter to check content understanding and scaffold for writing tasks
- using break-out groups and collaborative writing tools such as edupad.ch to get students to co-construct texts and peer-edit writing tasks
- using the Zoom chat function to collect (prepared) phrases for the discussion section of the oral performance assessment which were then collated in a "useful phrases" guide

Finally, I ensured that every single activity I required the students to do had some (explicit) relevance to at least one other task (e.g., the introductory videos and feedback broke the ice so students "knew" each other when they started collaborating on the quizzes and oral performance task, the quizzes and posters drew on the keywords from the *Handbook of Business English* and the coursebook to present vocabulary and concepts that would be used in the Final Test, etc.)

This mix of tools and activities kept the students busy during the semester, ensuring a high and steady level of engagement. However, deadlines were communicated clearly in advance and were always at least two weeks later to allow for scheduling and coordination with each other. Students were encouraged to ask for extensions if they needed them but rarely did so, which suggests that this is an optimal margin for small tasks. Additionally, they were made aware that their input could be used as inspiration for the exam if it was of sufficiently high quality, which encouraged them to take it seriously and do the work well; they were also indirectly rewarded for using each other's quizzes as revision since the Final Test did indeed include some questions based on the best of the quizzes.

2c.) Innovative character of the course

- In which dimension (see call section 2) do you place your submission?
- Which didactic elements of your course design do you consider particularly innovative with regard to the focus of this year's award "Seamless Learning: Designing Learning Environments"?
- Transferability: In which ways can your course design be adapted for other courses? Which didactic elements of your course can also be used in other courses?
- Which elements could be improved/reconsidered in a second edition of the course?

My submission falls into the category of "**Course designs in which analogue and digital elements are creatively combined**".

The innovative nature of my teaching approach with regard to seamless learning is twofold:

1) the highly integrated use of a range of analogue and digital tools and materials to present, elicit, test and apply content knowledge to meet the learning objectives, e.g.,:
    - read a keyword entry in the *Handbook* and/or fill out an exercise in the Coursebook/on Learn and/or do some research on a real-life case > create a content-based quiz, video or poster
    - read a keyword entry in the *Handbook* > work through the commented PowerPoint explaining it in more detail > contribute to a Mentimeter word cloud and answer a quiz in the live session > go to breakout groups and write a sentence in the edupad.ch document > collaborative peer editing to model a "good" answer > use this as model for writing your own text on a different topic
    - think of/look up useful phrases for an online discussion > write phrases in live session chat > read and learn phrases from collated list > use phrases in oral discussion assessment
2) the integration of community-building, communication, task instruction and student output in the MS Team "community" to facilitate communication between all the course members and build a basis for cooperation and co-construction of knowledge

Transferability: the tools and strategies are transferable to any courses. Some elements (e.g. the student quizzes and posters) work better for preparing and sharing content knowledge, e.g. for a closed-answer final test, while other elements (e.g. input > survey > collaboratively prepared "model" answer > output) would support the preparation of short textual products and raising genre awareness. One limitation: it takes significant amounts of time to check the output (even for short videos, posters, quizzes, etc.), so it is only realistic in a small class (max 25-30) or with additional assistance.

Improvements: Some students felt that the effort they put in should be worth more than the 1-2 points they were awarded for the interactive activities, so I will reconsider the weighting and points distribution in the upcoming semester. I will also increase the number of live sessions and perhaps make some of the interactive tasks synchronous rather than asynchronous activities. Last but not least, I would also like to build in more peer feedback loops, perhaps using the new peer-review function on Learn@WU. This would help students prepare better and more (inter)actively for the report.

Note: By sending the application form and documents, the applicant confirms that the course design has not received any other awards or grants.

Attachment: Please attach evaluation results, if available.

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[2] https://hbsp.harvard.edu/inspiring-minds/remote-a-framework-for-teaching-online?cid=email%7Celoqua%7C2021-01-07-inspiring-minds-digest-sub-group-remainder%7C702903%7Cinspiring-minds%7Ceducator%7Cinspiring-minds-article%7Cjan20212223&acctID=