Disruptive innovation
in English language [learning] and assessment

Alex Thorp & Ben Beaumont

Trinity College London

Overview

- Disruption and values

- The pivot to digital

- Emergent patterns

- Altered states (Trinity suites)

- Moving forward

What are our values?

"Trinity believes that effective communicative and performance skills are life enhancing, know no boundaries and should be within reach of us all.

We exist to promote and foster the best possible communicative and performance skills through assessment, content and training which is innovative, personal and authentic."

Trinity College London, Mission Statement

Disruption and progression…

TRINITY
COLLEGE LONDON

Global disruption

- Macro-economic impact
- Local commercial impact
- Physical and psychological barriers
- Socio-political vulnerabilities
- Modes of delivery
- Teacher training and recruitment
- CPD and teacher support

Pivot to digital teacher CPD – Example of FoELT

EVENT STATISTICS

13,491
Programme page views

4,915
Registrations for the event

119
Countries represented[1]

1,128
Reports of attendance delivered[2]

787
Feedback survey respondents

YEAR ON YEAR

↑ **77.5%**
Increase in registrations

↑ **1.8%**
Increase in overall event satisfaction

Compared with 2020 event data

- **Broader accessibility**
- **Post-event training opportunity**
- **Enhanced engagement**

- **Required reviewed commercial model**

EASE OF ACCESS

97% Found it easy to register

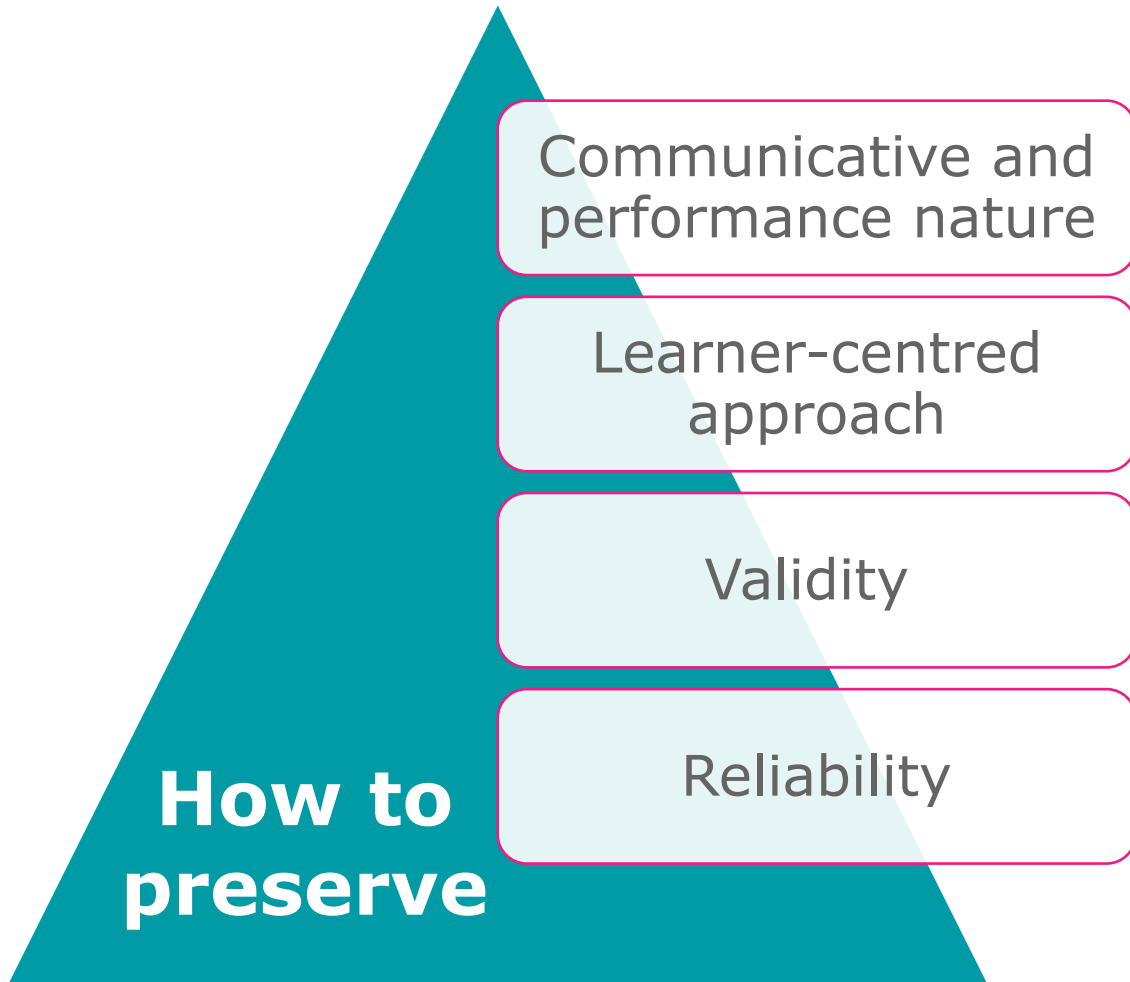**93%** Found it easy to access sessons

DELEGATES

79% First time at FOELT

28% First time online event

2022

99% Interested in attending FOELT in 2022

TRINITY
COLLEGE LONDON

What we've noticed

Renewed emphasis on performance and 21CS

Uptake of Communication Skills etc.

Enthusiastic shift to digital

Teachers want to develop their digital teaching skills

Focus on skills for employability – not just CEFR

Requirement of predictive validity – not tests for test's sake

TRINITY
COLLEGE LONDON

DRAMA DIGITAL GRADES AND DIPLOMAS

Exams are available in the following subjects:

- Acting

- Communication Skills

- Musical Theatre

- Performance Arts

- Speech and Drama

- Young Performers Certificates

- Diplomas

trinitycollege.com/dgd

DRAMA DIGITAL GRADES AND DIPLOMAS

FOR ALL SUBJECT AREAS:

▶ Candidates can choose their own performance material for each syllabus

▶ Free support content and anthology of material to use in exams is available online

▶ Exams are suitable for any age group

▶ Personalised examiner feedback

▶ UCAS points attached to grades 6 – 8 solo and pairs

▶ Digital exams should be recorded in one complete take with no editing

▶ Group exams should be recorded in person, pairs exams can be recorded through a conference facility (such as zoom)

trinitycollege.com/dgd

YOUNG PERFORMERS CERTIFICATES

Available in:

➢ Bronze, Silver and Gold level

➢ Group-based assessments for 6-12 children

➢ Age 5-7

Designed to develop confidence, group interaction skills and a sense of achievement

These exams are awards, not examinations, and are designed to encourage participation, develop confidence, group interaction skills and a sense of achievement

GESE and ISE Online - overview

- Centre mediated (ISE and GESE higher levels)
- At home offer (GESE 1-4)
- Future (proctored solutions)
- No minimum numbers
- Tasks mirrored F2F/Digital equivalence

Delivering Trinity GESE and ISE

Same but different….

And test-taker feedback?

Trinity's TESOL qualifications

Qualification	Ofqual level	Guided Learning Hours*	Total Qualification Time	Focus of pedagogical knowledge and skills
CertTESOL	5	130	200	Essential TESOL
TYLEC	-	58	100	Specialist young learner TESOL
CertOT	4	30	50	Specialist online teaching
CertPT	6	30	100	Specialist TESOL professional development
DipTESOL	7	150	600	Advanced TESOL

* Minimum time

"Our previous educational provision wasn't optimal for everyone"
Prof. Rhona Sharpe

TRINITY
COLLEGE LONDON

Disruption and development:
Certificate for Practising Teachers (CertPT)

Effective communication
Accessibility
Foster development through training and assessment

- Contextualised teacher learning and assessment

- Multi-modal

- Flexible pedagogical assessment outcomes

- Promotion of plurilingual learning and assessment environment

- Developing praxis* rather than practice

TRINITY
COLLEGE LONDON

CERTIFICATE FOR
PRACTISING
TEACHERS
(CertPT)

trinitycollege.com/CertPT

Teacher education's pivot to digital: disruption *and* accelerant

Effective communication
Accessibility
Foster development through training and assessment

Pre-pandemic	/	Now

Pre-pandemic

- Remote moderation and assessment [as needed] since 2014
- Trialling online teaching assessment since 2018
- Guidance for online teaching since 2018
- Free blended CertTESOL resources since Feb 2020

Now

- Remote moderation and assessment as standard [reduced costs and fees]
- Multi-modal online teaching assessment as standard
- '*Teach English Online*' course and *Certificate in Online Teaching*
- Digital support running through all our teaching qualifications

TRINITY
COLLEGE LONDON

Disruption *and* accelerant:
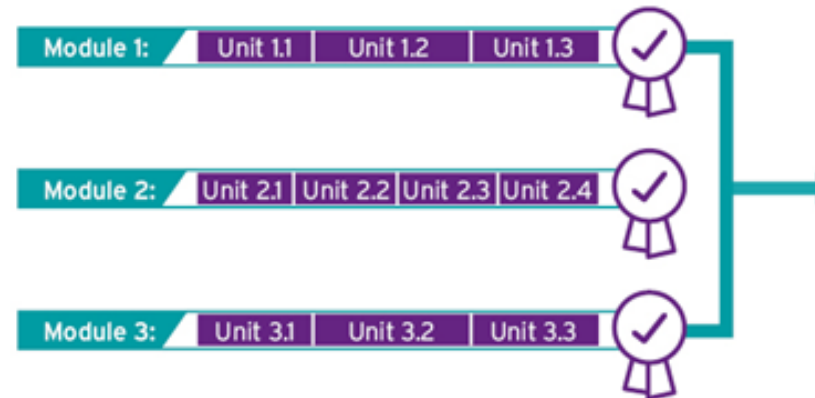# Trinity Teach English Online & CertOT

Unit/module choices

Module 1: Preparing for the online classroom

- Unit 1.1: Introduction to online teaching ✓
- Unit 1.2: Lesson planning and staging
- Unit 1.3: Classroom management techniques ✓

Module 2: Developing language skills

- Unit 2.1: Developing listening skills
- Unit 2.2: Developing speaking skills
- Unit 2.3: Developing reading skills ✓
- Unit 2.4: Developing writing skills

Module 3: Resources for learning and teaching

- Unit 3.1: Tasks and activities ✓
- Unit 3.2: Resource adaptation ✓
- Unit 3.3: Resource design and creation ✓

Full course

Module 1: | Unit 1.1 | Unit 1.2 | Unit 1.3 | ✓

Module 2: | Unit 2.1 | Unit 2.2 | Unit 2.3 | Unit 2.4 | ✓

Module 3: | Unit 3.1 | Unit 3.2 | Unit 3.3 | ✓

Trinity Certificate in Online Teaching (CertOT)

Complete all 10 units to become eligible for assessment for the Level 4 CertOT.

- One-off payment for access to study and assessment tasks
- Complete and upload four written assessment tasks for marking
- Successful candidates receive a hard-copy Trinity certificate

trinitycollege.com/TEO
trinitycollege.com/CertOT

Disruption *and* accelerant:
Trinity Teach English Online

Effective communication

Accessibility

Foster development through training and assessment

- Free sample unit
- Real class content
- Class commentary
- Lesson plans and resources
- Content based on teacher feedback
- Available anytime
- Course and qualification for £299

trinitycollege.com/TEO
trinitycollege.com/CertOT

Disruption *and* accelerant:
Trinity Teach English Online impact study

Responses also tell us that having completed the course:

| 60% | 90% | 35% | 80% | 40% | 90% | 65% | 90% |
| Pre-course | Post-course | Pre-course | Post-course | Pre-course | Post-course | Pre-course | Post-course |

▸ **90%** of teachers can **use online learning tools effectively** – up from 60% before the course.

▸ **80%** of teachers have confidence in **using a variety of online learning tools** – up from 35% before the course.

▸ **90%** of teachers can **use assessment techniques that meet learners' needs** in an online lesson – up from 40% before the course.

▸ **90%** of teachers have confidence in **using teaching techniques which meet learning outcomes** in an online lesson – up from 65% before the course.

Disruption *and* accelerant:
Trinity Teach English Online feedback

I have revisited my practices and resources and introduced new ideas into my teaching online. I learnt how to use new programs. I have created new resources that I believe appeal more to my younger students.

My planning makes more use of materials specifically designed for online lessons. I have a more efficient way to share my assessment with students and colleagues. Students are more engaged in the review of their progress.

My use of interaction patterns has changed vastly as I feel much more aware of the need to take things slower, allowing each student to contribute their ideas or opinions and have less teacher-student interaction and more student-student or groups working together. At first, I felt it was my responsibility to keep talking as there seemed to be long silences. Now I feel that with the help of breakout rooms students can interact with each other in a more 'private space'.

trinitycollege.com/TEO
trinitycollege.com/CertOT

An optimistic outlook…

- Disruption has enabled institutions to 'future-cast'

- Robust practices emerging post-disruption

- Renewed focus on learner-centred development

- Raised awareness of whole-person well-being

- Environment conducive to teacher innovation and creativity

Values help define who we are

- Disruption isn't mono-directional

- Disruption can enable development

- Disruption can help us review our values

Thanks for listening ☺

Alex Thorp
alex.thorp@trinitycollege.com

Ben Beaumont
ben.beaumont@trinitycollege.com