

Conference Abstract

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Developing a web-driven ESOL course for on-shore and off-shore audiences – a critical reflection

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This paper will present a case study based on the development of an online IELTS preparation package for ESOL students. A team of content writers at Wintec, an educational institution in New Zealand, is working on this project in collaboration with a commercial partner, Technocatz, and the product is nearing completion. In this presentation the focus will be on the reflective process that took place during the development of this e-learning ESOL package from the point of view of the project team leader/content writer and her mentor.

Five discernable phases emerged during the development of this package. During each of these phases the team had to reflect critically on what happened up to that point. Each reflection brought about change and improvement during the next phase. In this presentation the **advantages** and **disadvantages** of this **process of reflection** will be discussed and the following questions will be answered for each of these five phases, from the team leader/content writer's point of view and from the mentor's point of view. What were the developmental **challenges** typical of each of these phases? How were these challenges **met** and **overcome** in each of the phases? What **conclusions** can be drawn from this for each phase? What are a few of the critical questions **new developers** may consider when developing an E-learning ESOL package? And, in conclusion: 'What next?'

E-education is a reality in today's world and yet it is often a challenge for educators. Some educators are more comfortable with this teaching and learning environment than others and some have more experience with it than others. Whatever our experience of or attitude towards E-education, there is something to be learned from reflecting on the process E-education developers have gone through in creating a web-driven course.