

## **Design of tasks for online development and assessment of teaching competences: a case study**

**Melanie Ellis**

*Institute for Research on Education and Communication,  
Silesian University of Technology, Poland*

This research presents a descriptive case study of an undergraduate Teacher education course in the methodology of Teaching English as a foreign Language in pre-school and primary moved online as a result of COVID-19. Teaching practice in schools, planned to run concurrently with the course, was disrupted as a result of lockdown regulations. The situation presented two challenges, first, how to compensate for the loss of live interaction with the school environment and second, how to design assessment tasks that would provide the necessary evidence of teaching competences for formal evaluation.

The online course was run on Zoom supported by a platform where materials were posted. Activities included problem-based interactive tasks in groups based on sample teaching materials and films, and the students' own experiences.

Students produced a portfolio containing practical tasks completed asynchronously during the course. For assessment they (1) carried out a written critical reflective exercise describing the impact of work on one item from their portfolio on their personal development as a teacher, (2) worked collaboratively in a group to produce plans of two consecutive lessons and an accompanying joint essay explaining the rationale behind the plans.

At the end of the course the 30 students completed questionnaires on the effectiveness of the course tasks and evaluation of the assessment process. This was explored further in semi-structured interviews with a smaller number of students. Views of the students are compared with the expected outcomes from the syllabus and the teacher-educator /researcher's intentions.

Practical implications concerning the design of tasks for (online) undergraduate teacher education courses and assessment are made. These include: the level of challenge a task poses, task structure, the amount of support offered, whether expected outcomes are valid and reliable assessment of collaborative tasks with regard to the engagement and contribution of those involved.

**Key words:** teaching competences, online, development, assessment



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