

# Teaching Using English as a Medium of Instruction

## Chunking Your Course

Daniella Luca

Summer School, Brno, July 18–22



**ACADEMIC** **WRITING**   
**CENTER**  
*CentraleSupélec*  
*Université Paris-Saclay*

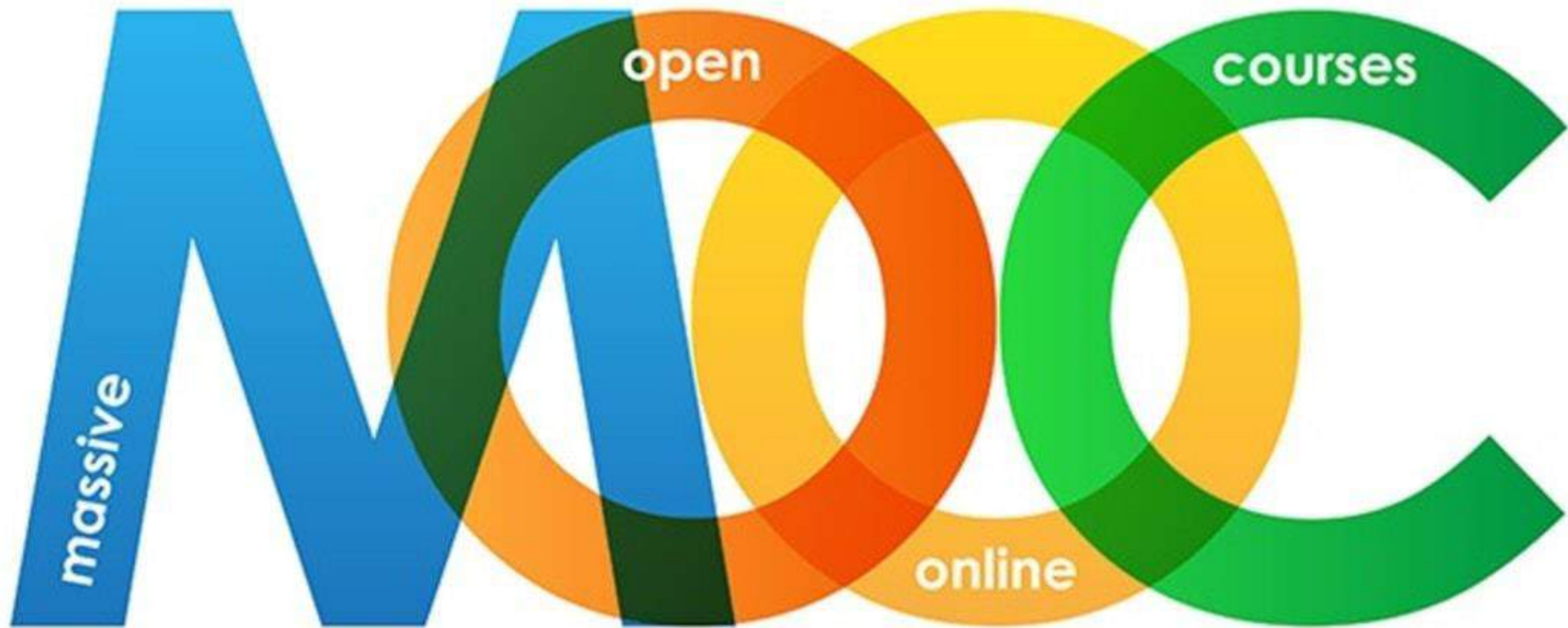
Gustave EIFFEL

CentraleSupélec









University of Montréal





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**1. BRAILLER**

**1. PLEURER**

**2. CHAUFFER**

**2. CONDUIRE**

**3. JASER**

**3. PARLER/  
DISCUTER**

**4. PEINTURER**

**4. PEINDRE**

**5. WATCHER**

**5. REGARDER**



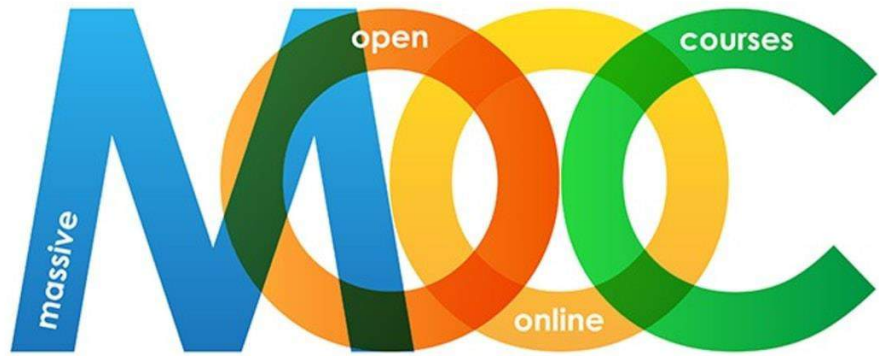
# Content structure



# Content structure

# Visuals

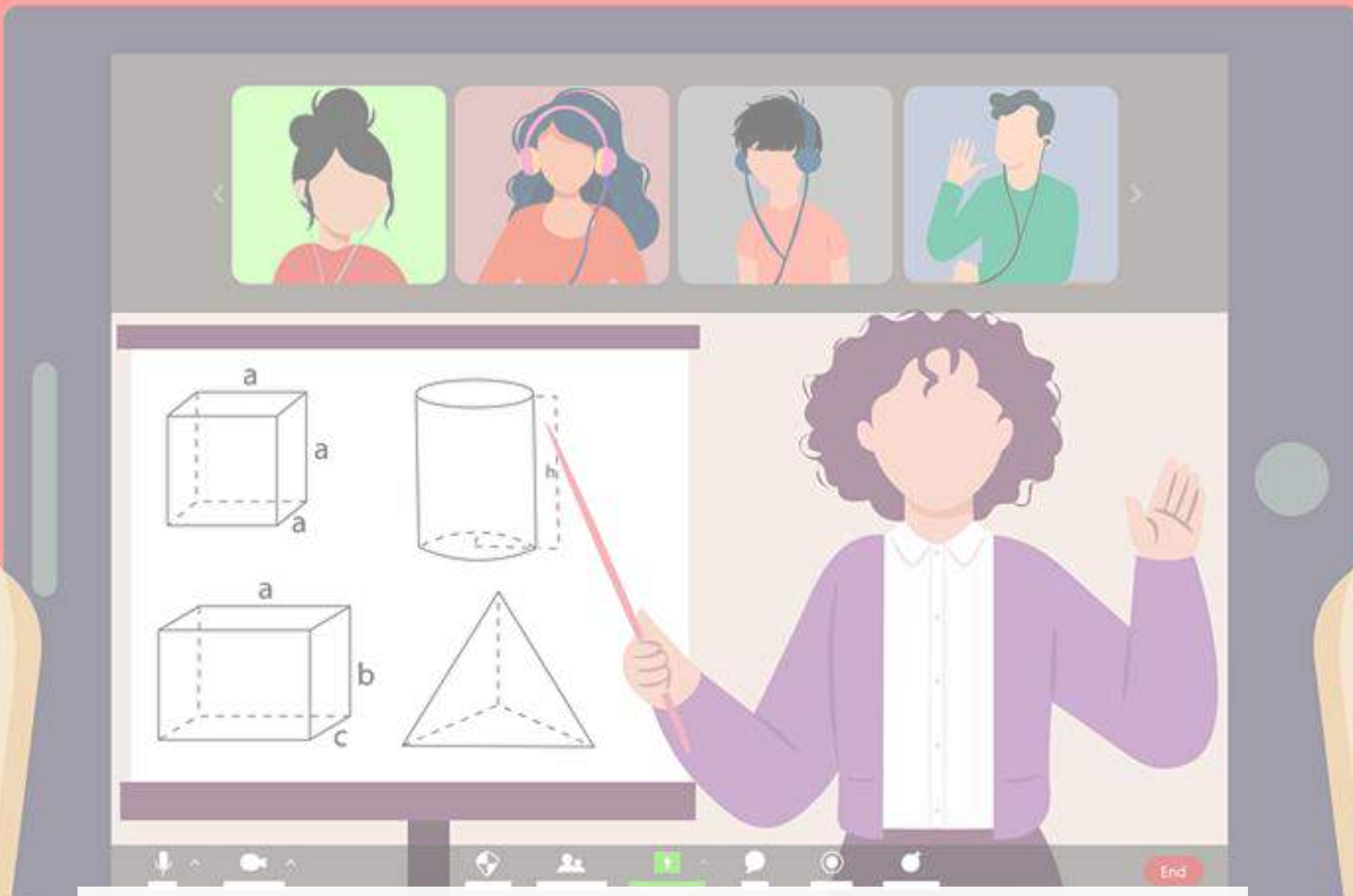




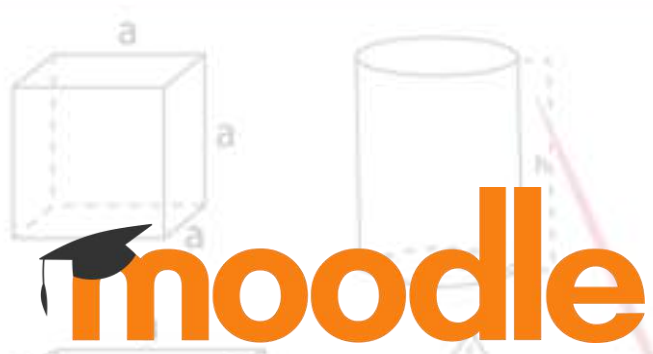
**Content structure**

**Visuals**

**Chunks**

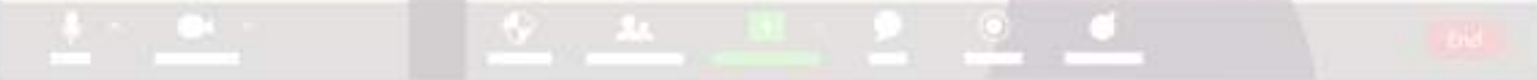
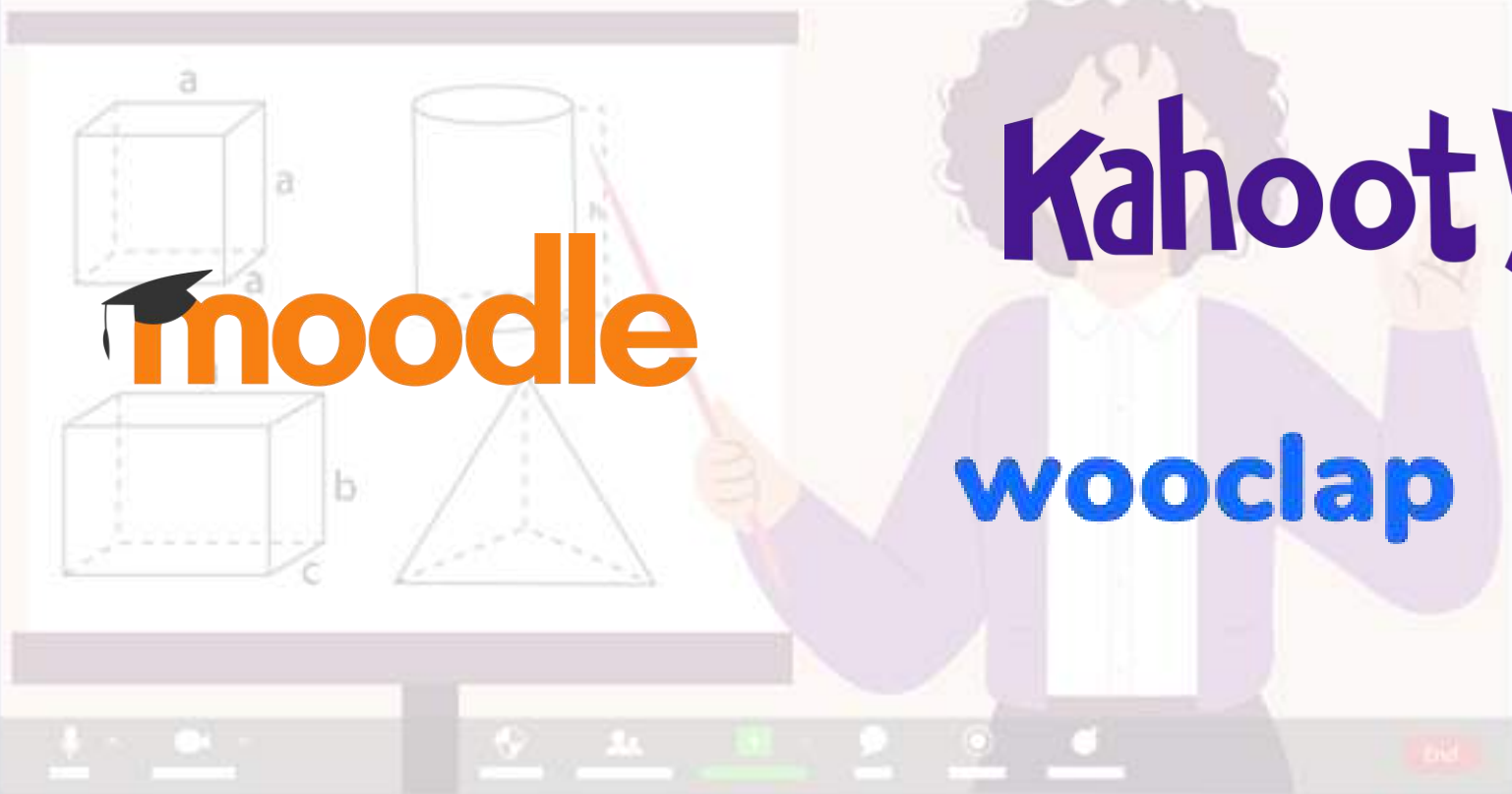


**Two-hour lecture → online learning**



**Kahoot!**

**wooclap**





**Same format**



**Same format**

**Shorter more frequent  
sessions**



**Same format**

**Shorter more frequent  
sessions**

**Completely  
redesigned version  
(often flipped)**







**10/15 minutes input**

**discussions**

**quizzes/exercises**



**Students get the time to understand and apply the new concepts**

**Students can ask questions if they don't understand**

**The professor can verify students' understanding**

**Offer further personalized support to students**




**Longer to design**

**More time to go through the syllabus**



**What does Marco's experience tell us?**

A diverse group of people, including men and women of various ethnicities, are seated in a classroom or lecture hall. They are all smiling and looking towards the right side of the frame, suggesting they are engaged in a presentation or lecture. The background is slightly blurred, focusing attention on the audience members in the foreground.

**The design  
and the  
structure of  
the course is  
crucial**

Careful planning to hold students' attention

Active learning/critical thinking

Relevant examples and references

Anticipate language issues/cultural  
differences/different knowledge levels





Careful planning to hold students' attention



Active learning/critical thinking



Relevant examples and references



Anticipate language issues/cultural differences/different knowledge levels



**Teaching Using English as a Medium of Instruction**

# **Chunking Your Course**

**Daniella Luca**

**Summer School, Brno, July 18-22**



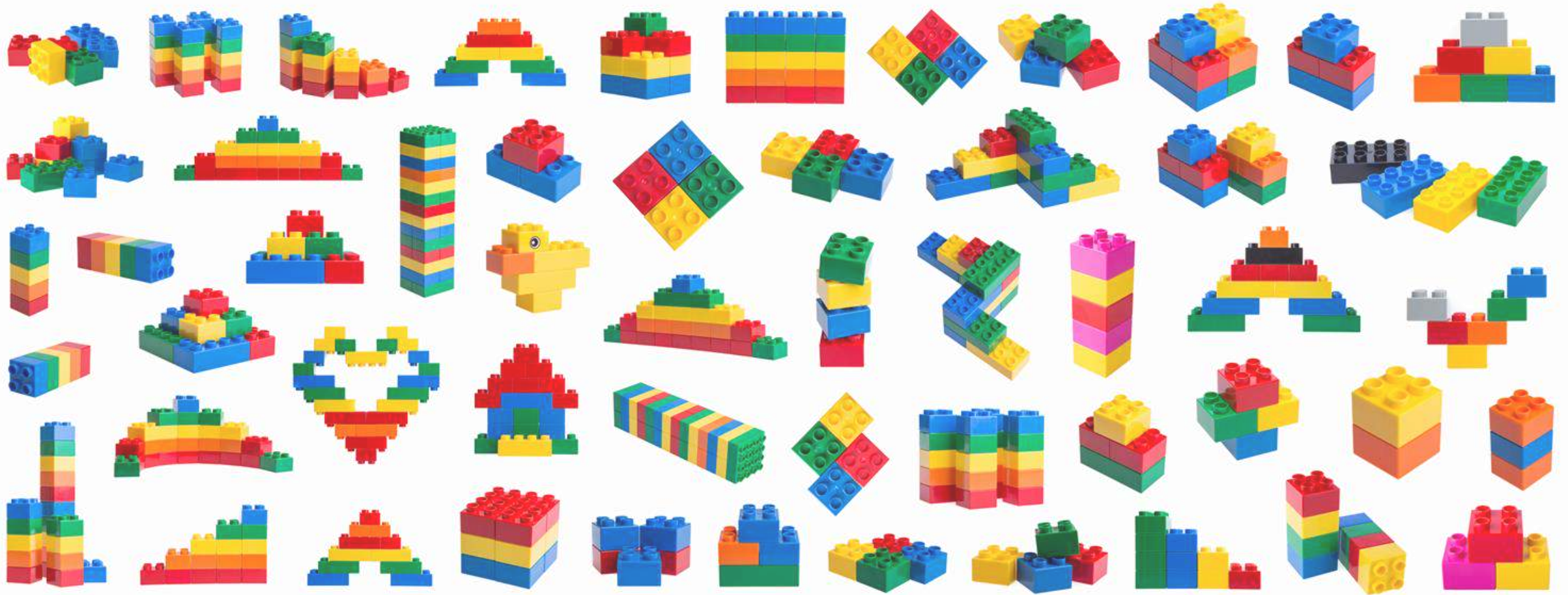
# The big picture



# The big picture

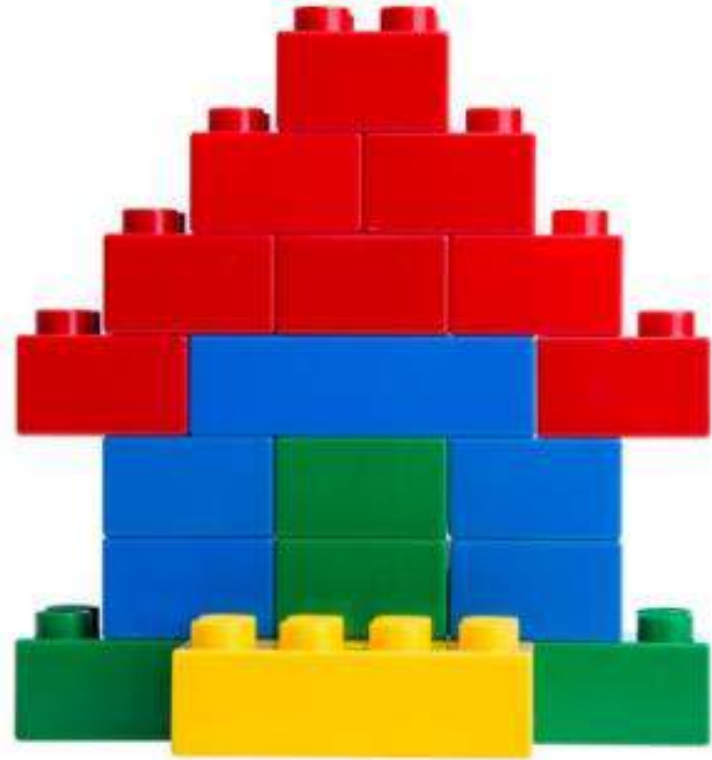


# What is chunking?

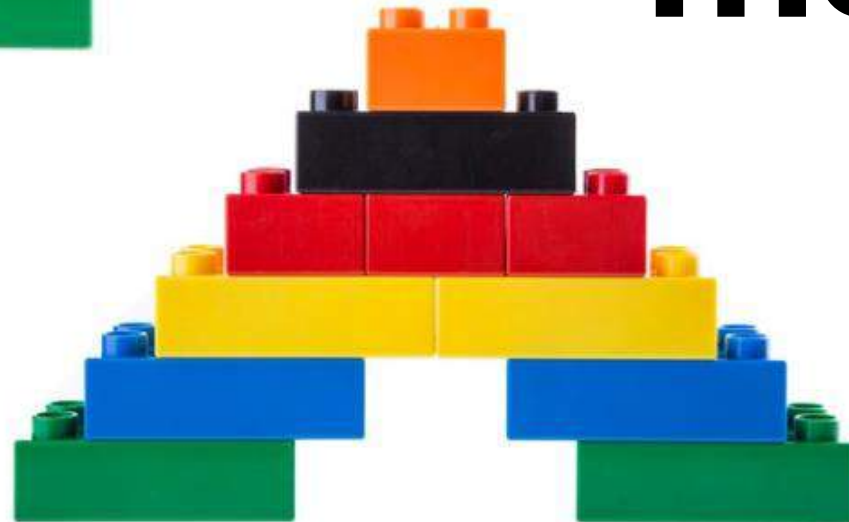




**Cutting large pieces of  
information into smaller pieces**



**Digestible  
parts with  
one or two  
messages**



A diverse group of people, including men and women of various ethnicities, are seated in a room with a brick wall. They are all smiling and looking towards the left side of the frame, suggesting they are engaged in a presentation or lecture. The lighting is bright and natural, coming from a window on the left.

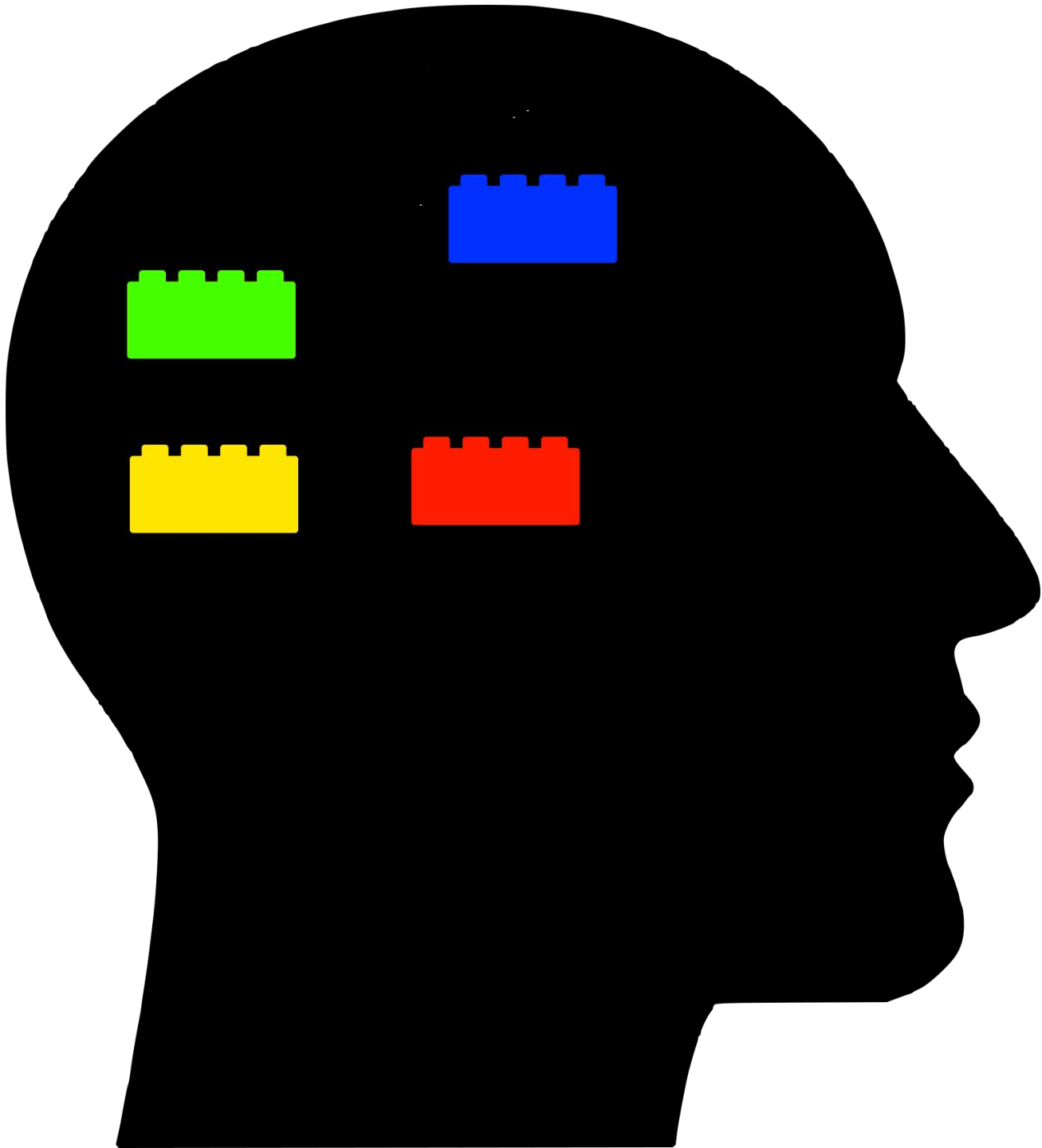
**Why do we need to chunk our courses?**

A group of diverse LEGO minifigures representing various professions and roles. In the foreground, a minifigure in a white lab coat (doctor) is partially obscured by a white text box. To the left, a minifigure in a red suit and tie (businessman) stands prominently. To the right, a minifigure in a black graduation cap and gown (graduate) is visible. Other minifigures in the background include a woman with blonde hair holding a smartphone, a man with dark hair, a man with spiky hair, and a woman with dark hair. The background is a blurred indoor setting with a wooden floor.

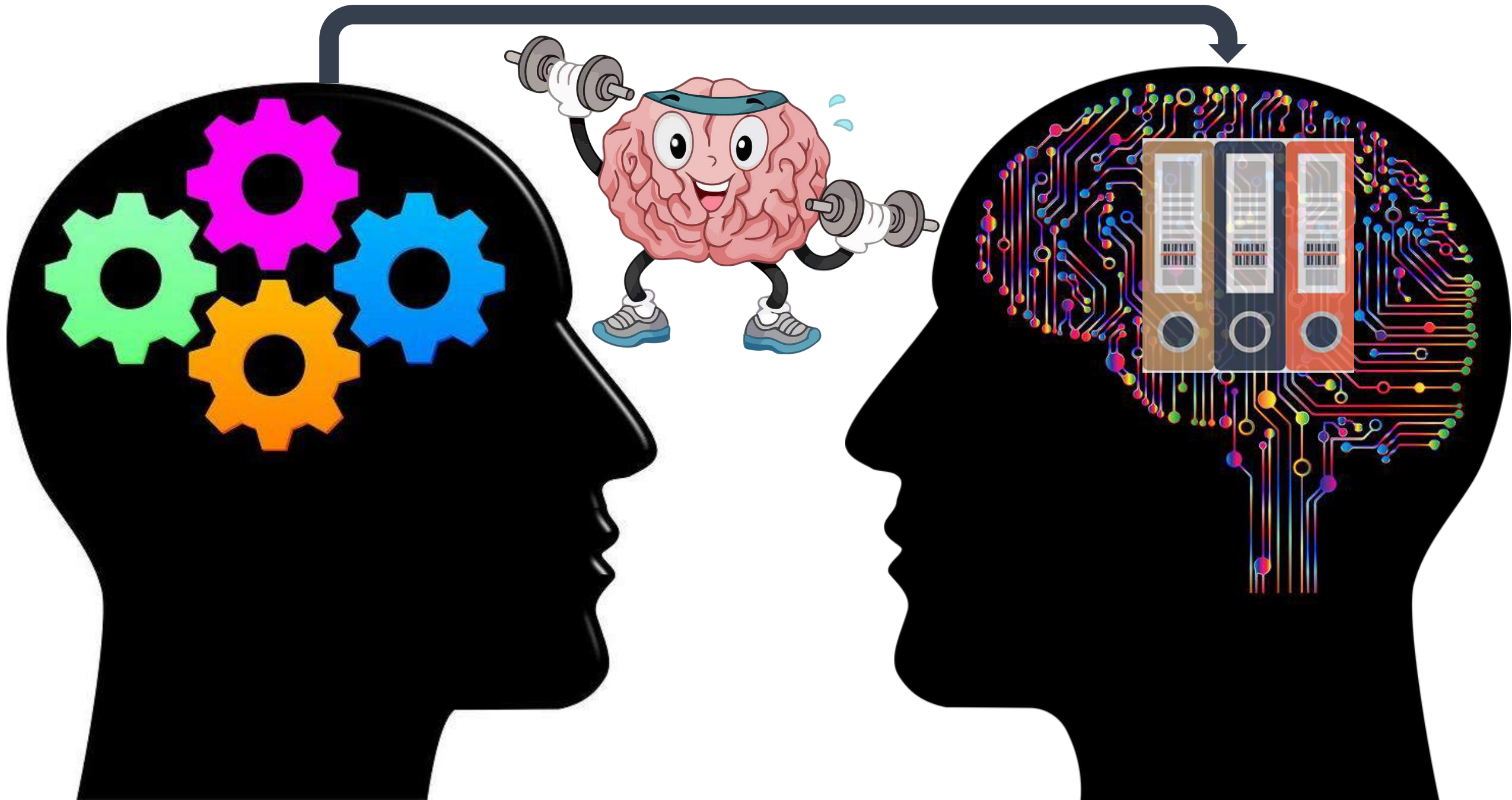
# **Advantages for the students**

**Limited working memory**

**Process only 4 new items**









**Link information to  
prior knowledge**



**hands-on  
activities**

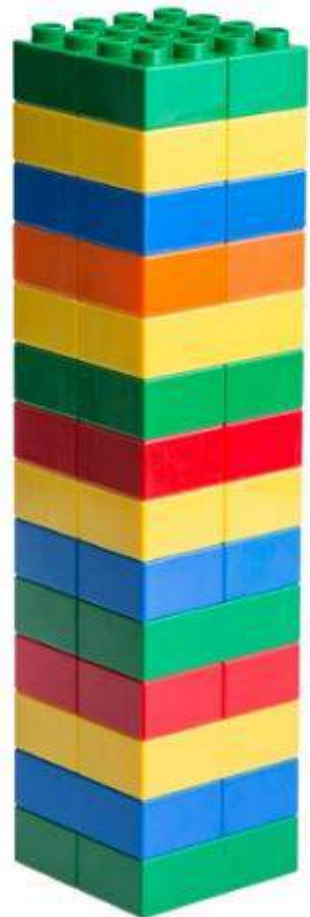
**context**

**the big  
picture**



**Advantages for the lecturer**

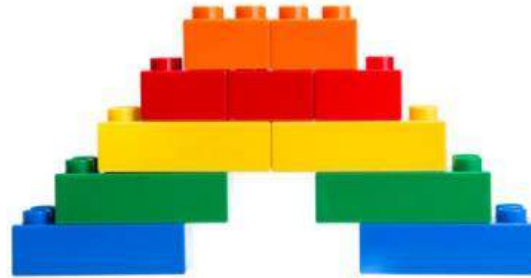
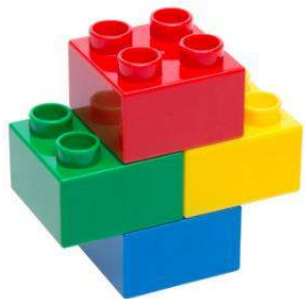
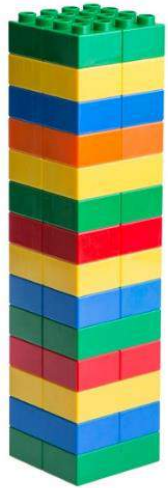
**Easier to  
prepare**

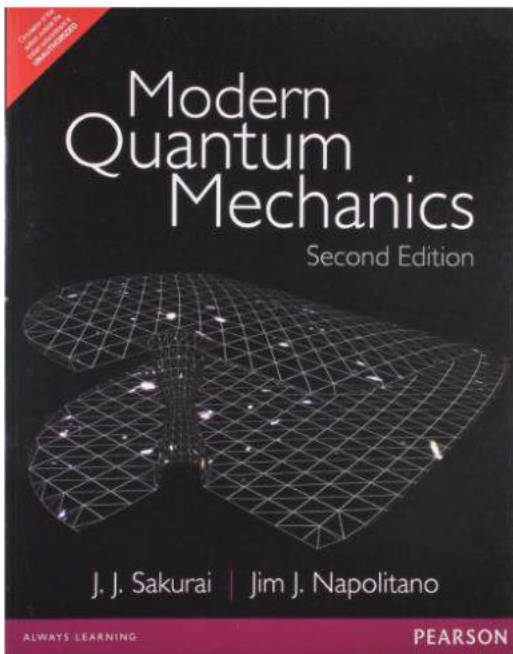


# Easy to modify



# Easy to reuse

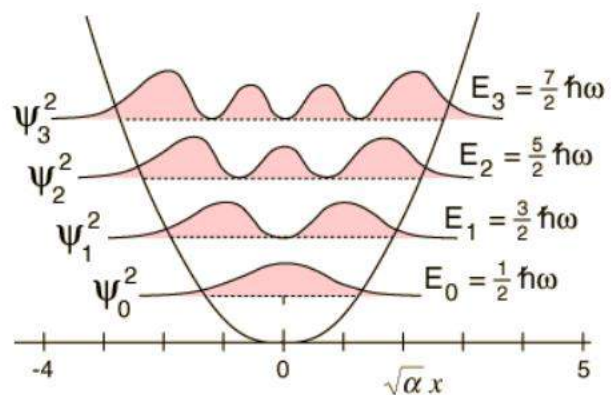
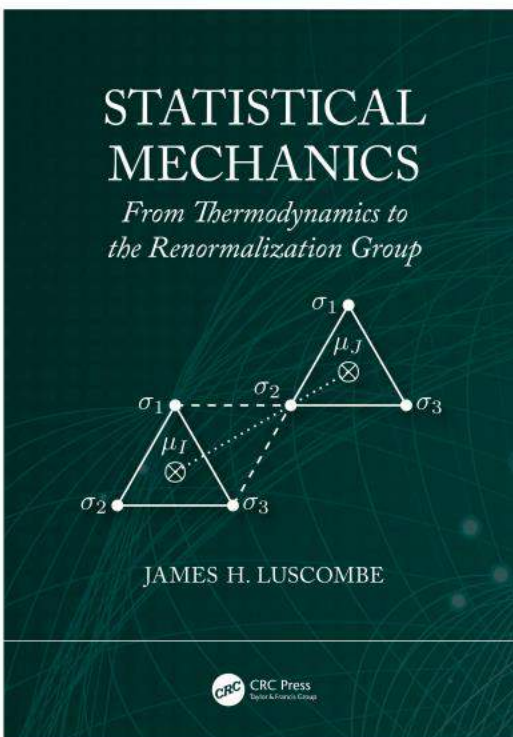




# Harmonic oscillator

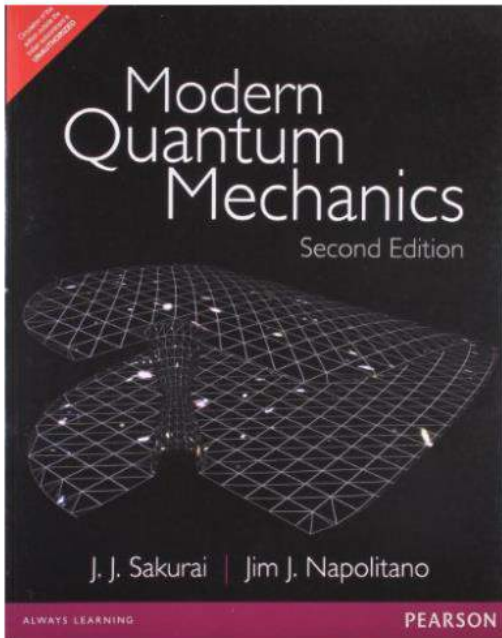


Classic

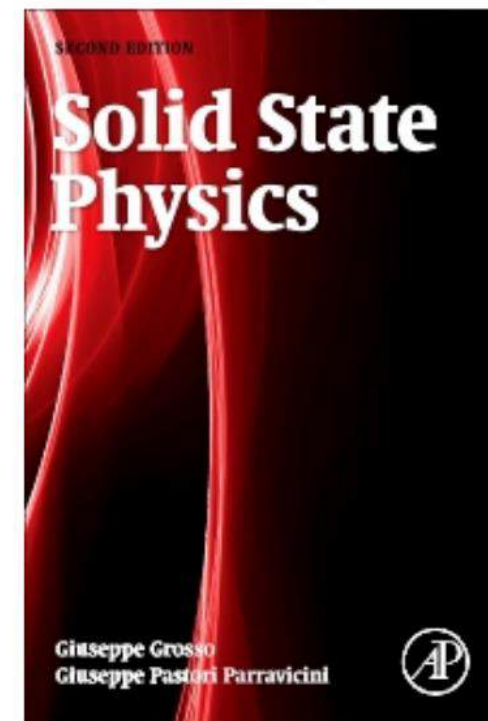
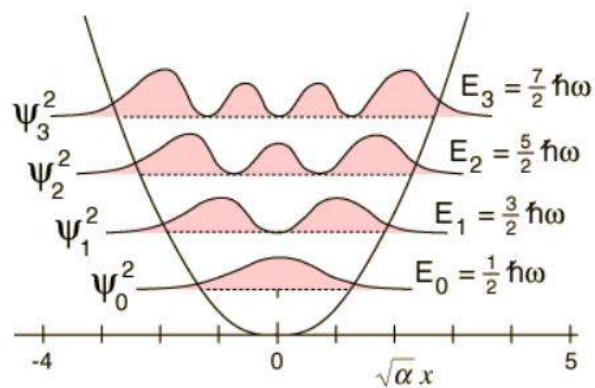
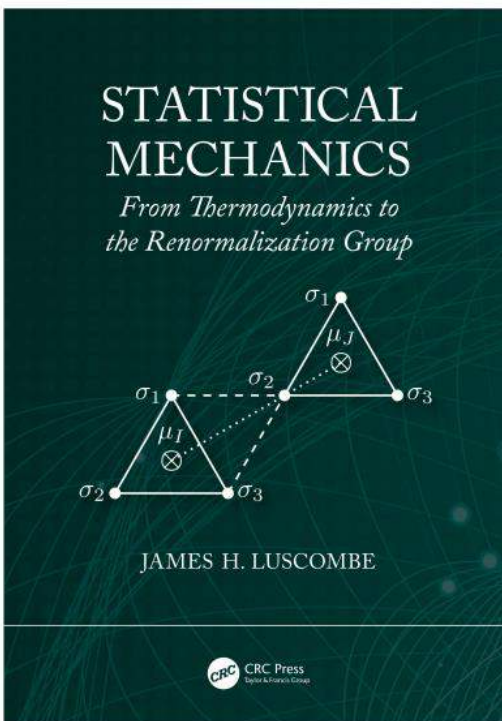
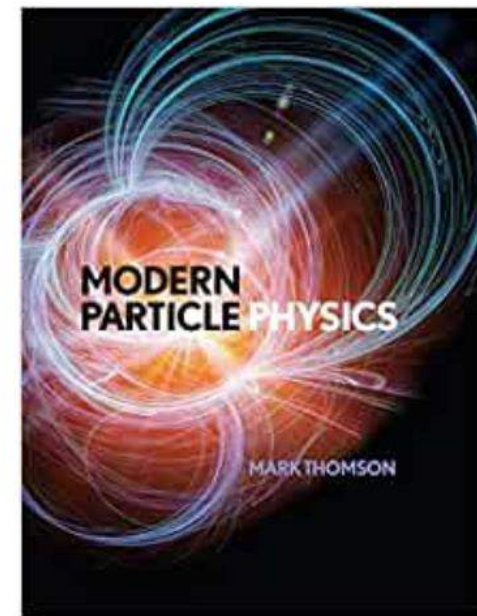
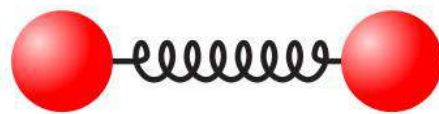


Quantum

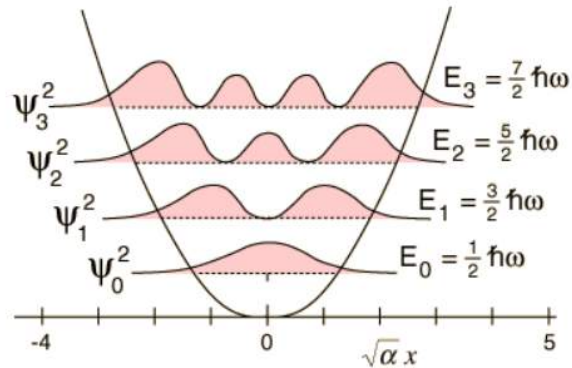




# Harmonic oscillator



# Harmonic oscillator



1. Intro and examples
2. Modelization
3. Mathematical formulation
4. Solutions and hands-on
5. Numerical approaches
6. Generalizations



**What should a chunk  
look like?**

# Harmonic Oscillator

**Learning goal:**

**Learning outcome:**

**Story:**

**Activities:**



# Harmonic Oscillator

**Learning goal:**

**Learn the physics of the harmonic oscillator**

**Learning outcome:**

**Story:**

**Activities:**



# Harmonic Oscillator

**Learning goal:**

**Learn the physics of the harmonic oscillator**

**Learning outcome:**

**Modelling a system using the HO**

**Story:**

**Activities:**

# Harmonic Oscillator

**Learning goal:**

**Learn the physics of the harmonic oscillator**

**Learning outcome:**

**Modelling a system using the HO**

**Story:**

**mathematical descriptions, examples, use and solutions of HO**

**Activities:**

# Harmonic Oscillator

**Learning goal:**

**Learn the physics of the harmonic oscillator**

**Learning outcome:**

**Modelling a system using the HO**

**Story:**

**mathematical descriptions, examples, use and solutions of HO**

**Activities:**

**Listening and understanding, applying**



**Learning outcome:**

**Activities:**

create

evaluate

analyze

apply

understand

remember

**Higher-  
order  
thinking  
skills**



create

evaluate

analyze

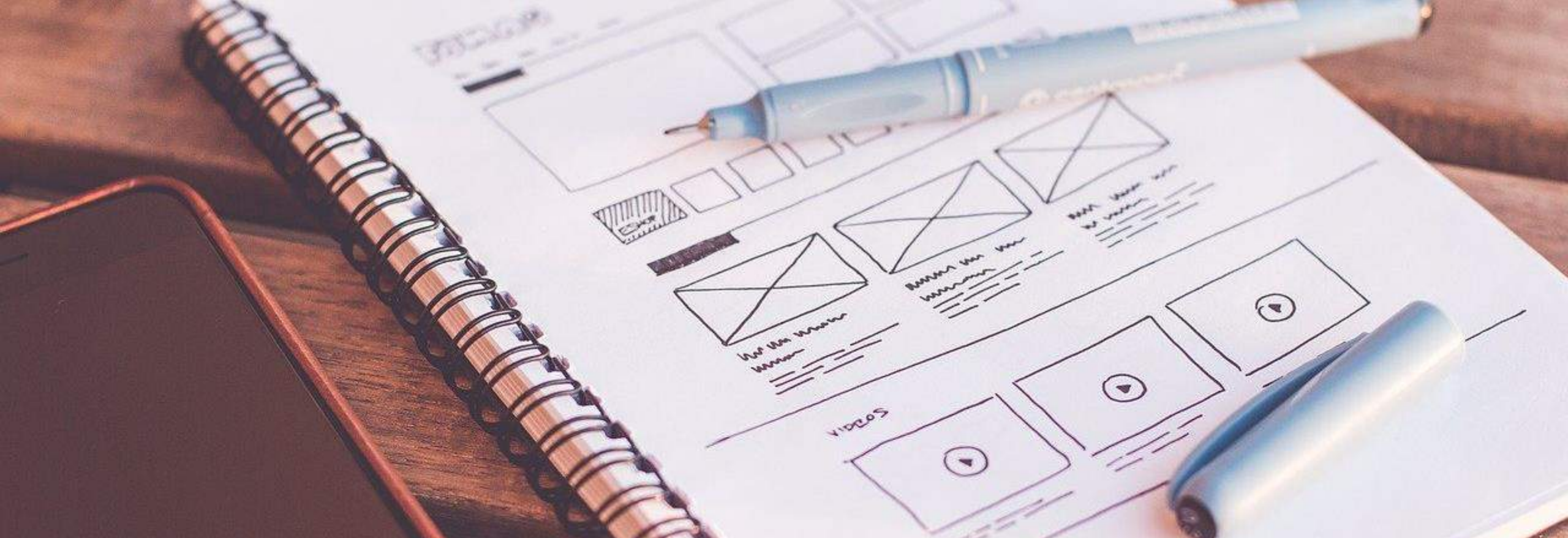
apply

understand

remember

**Lower-order  
thinking  
skills**





**Designing each chunk**

**Each chunk will  
be made up of  
activities**





**What will students  
be doing in each  
activity?**



**Collaborating?**

**Commenting?**

**Writing?**

**Reading?**

**Listening?**

**Analizing?**

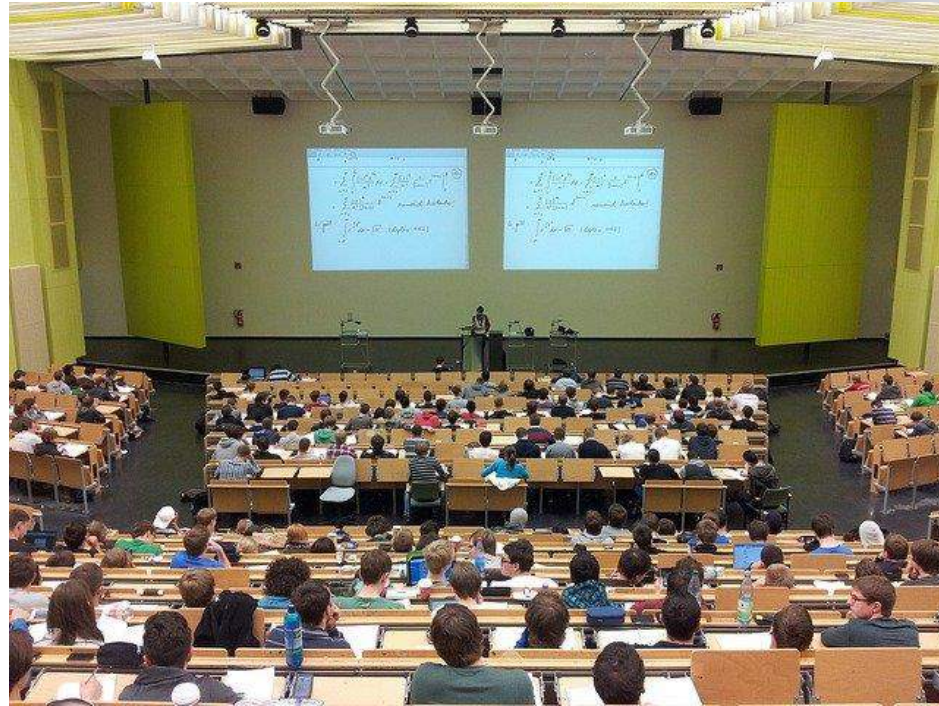
**Solving?**

**Producing?**

**Finding?**

**Testing?**





**What kind of input?  
Synchronous or asynchronous?**

Activity



**What kind of interactions?**





**How will you assess the students?**



**Formative or/and  
summative assessments?**

# A chunk is ...



- ✓ **Stand-alone section**
- ✓ **Intro, content, conclusion (story)**
- ✓ **Clear learning outcome**
- ✓ **Practice activities**

The image features a central text overlay on a background of numerous colorful LEGO bricks and structures. The bricks are in various colors including red, blue, yellow, green, orange, and grey. Some are stacked into towers, some are arranged in patterns, and some are scattered. The text is in a large, bold, black font. The background is white with a subtle grid pattern.

**How do we go about  
designing our chunk?**



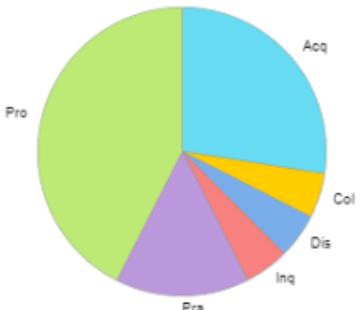
**Tools**

# Learning Designer

A tool developed by UCL

Timeline Analysis

<b>Name</b>	Captivate workshop	<b>Mode of delivery</b>	Classroom-based
<b>Topic</b>	EMI, teaching your course in English	<b>Aims</b>	Participants learn some pedagogical strategies and good prac... <a href="#">🔗</a>
<b>Learning time</b>	12 hours	<b>Outcomes</b>	Application <a href="#">🔗</a>
<b>Designed time</b>	3 hours and 20 minutes	<b>Editor</b>	daniella18
<b>Size of class</b>	12		
<b>Description</b>	Captivate! is a workshop series inspired by the Feynman Tech... <a href="#">🔗</a>		



Turn editing on [🔗](#)

☰ ☐ 📄 🔄 📁

### Session 1: Giving the Big Picture

- Read Watch Listen ⌚ 5 🗣️ 12 👤 📅 📎 0  
Participants listen to a brief description/introduction to Captivate. They learn about how the workshop will be structured and what the main learning outcome will be.
- Produce ⌚ 5 🗣️ 30 👤 📅 📎 0  
Participants read the script they prepared in the pre-session.
- Collaborate ⌚ 10 🗣️ 12 👤 📅 📎 0  
Participants give feedback to each other about the scripts. Was the introduction clear and easy to understand (speed, pauses)? Did the speaker give context and some examples? Are the learning outcomes clear? What tips can you give the speaker?

Notes:

🔗 Resources linked: 0

### Session 1: Chunking

- Read Watch Listen ⌚ 10 🗣️ 12 👤 📅 📎 0  
Lecture: What is "chunking" and why do we need to chunk our courses?
- Produce ⌚ 20 🗣️ 1 👤 📅 📎 1  
Participants chunk their course by creating their own learning designer or by filling in the template attached.

Notes:

🔗 Resources linked: 1

### Session 2: Storytelling

- Read Watch Listen ⌚ 30 🗣️ 👤  
Lecture: What is storytelling? How does it work?
- Produce ⌚ 30 🗣️ 👤  
The participants do a practical exercise to use storytelling techniques.
- Practice ⌚ 30 🗣️ 👤  
Everyone will read out what they've produced.
- Discuss ⌚ 🗣️ 👤  
Discuss the productions and give constructive feedback.
- Investigate ⌚ 10 🗣️ 👤  
In small groups, the participants reflect on what they will be telling in their course. Who is the audience?

Notes:

🔗 Resources linked: 0



Define and select Aims and Objectives

Title, Learning time, Designed time, No. of Learners, Description

Pie-chart develops with design to show total proportions of Learning Types designed in

Add a TLA to this session

New, Import, Export, Share, Save design

Describe the first teaching and learning activity (TLA)

Proportion of Learning Types for this TLA

Define duration of this activity, select its learning type (from 6), group size, with/without teacher, online or not, linked resource

Resources linked to this Learning Type

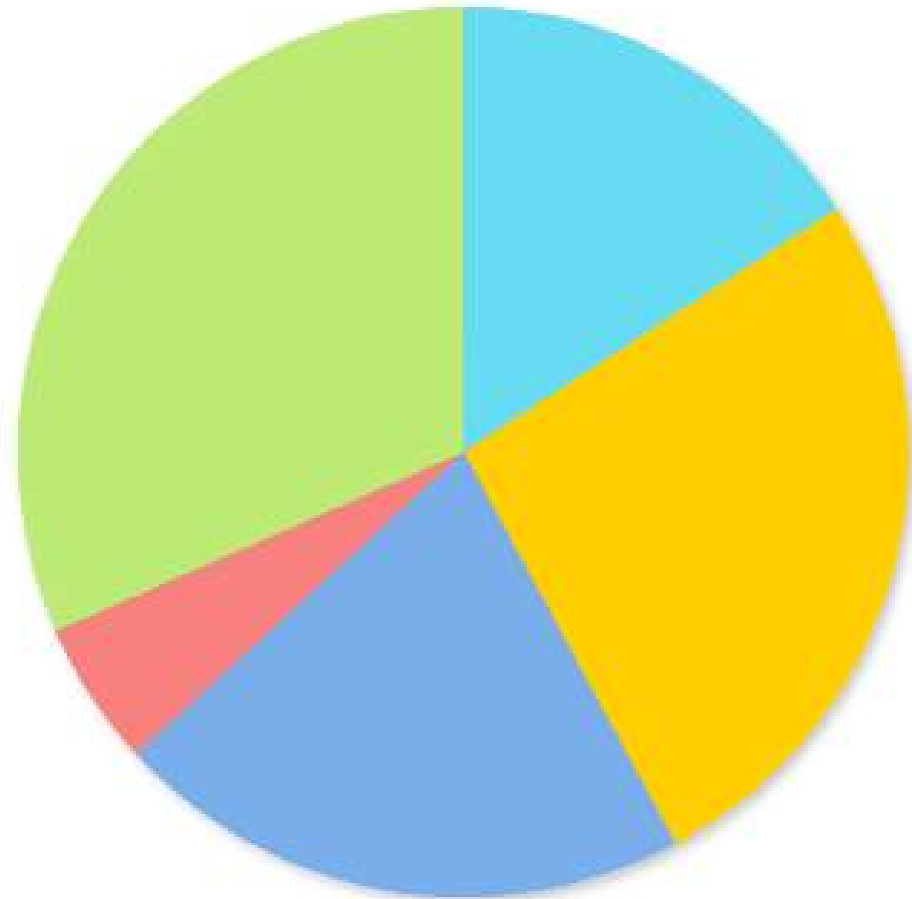
Text to guide learners

Add a Learning Type to this Activity

Colour code for this Learning Type (Collaborate)

Total designed time for this Activity

Notes by designer



● Acquisition ● Collaboration ● Discussion ● Inquiry ● Practice ● Production



# Key takeaways

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- ✓ **Give the big picture and get your students interested in the topic**

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- ✓ **Keep your students active by getting them to interact with you and other students.**

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- ✓ **Give them a chance to verify their understanding**

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- ✓ **Prepare an engaging introduction that will hook your students**
- ✓ **Give concrete examples, use analogies (so students can link the information to prior knowledge)**
- ✓ **Keep your students active by getting them to interact with you and other students.**
- ✓ **Give them a chance to verify their understanding**
- ✓ **Give your students the time to do exercises, discuss the content and apply it in a variety of situations**



The background of the slide is a dense collage of various LEGO bricks and structures. The bricks are in many colors including red, blue, yellow, green, orange, pink, and grey. Some are arranged into small towers, some are scattered, and some are part of larger, more complex structures. The text is centered over this collage.

**Thank you.**

**Now it's time for you to get chunking!**

