



# Tips for English Language Teaching Online

---

DR. JENNIFER MACDONALD

JUNE 19, 2020

# Today's Session



## A (tiny!!!) bit of Theory

What are the principles of sound online teaching and learning?



## Tips and Ideas

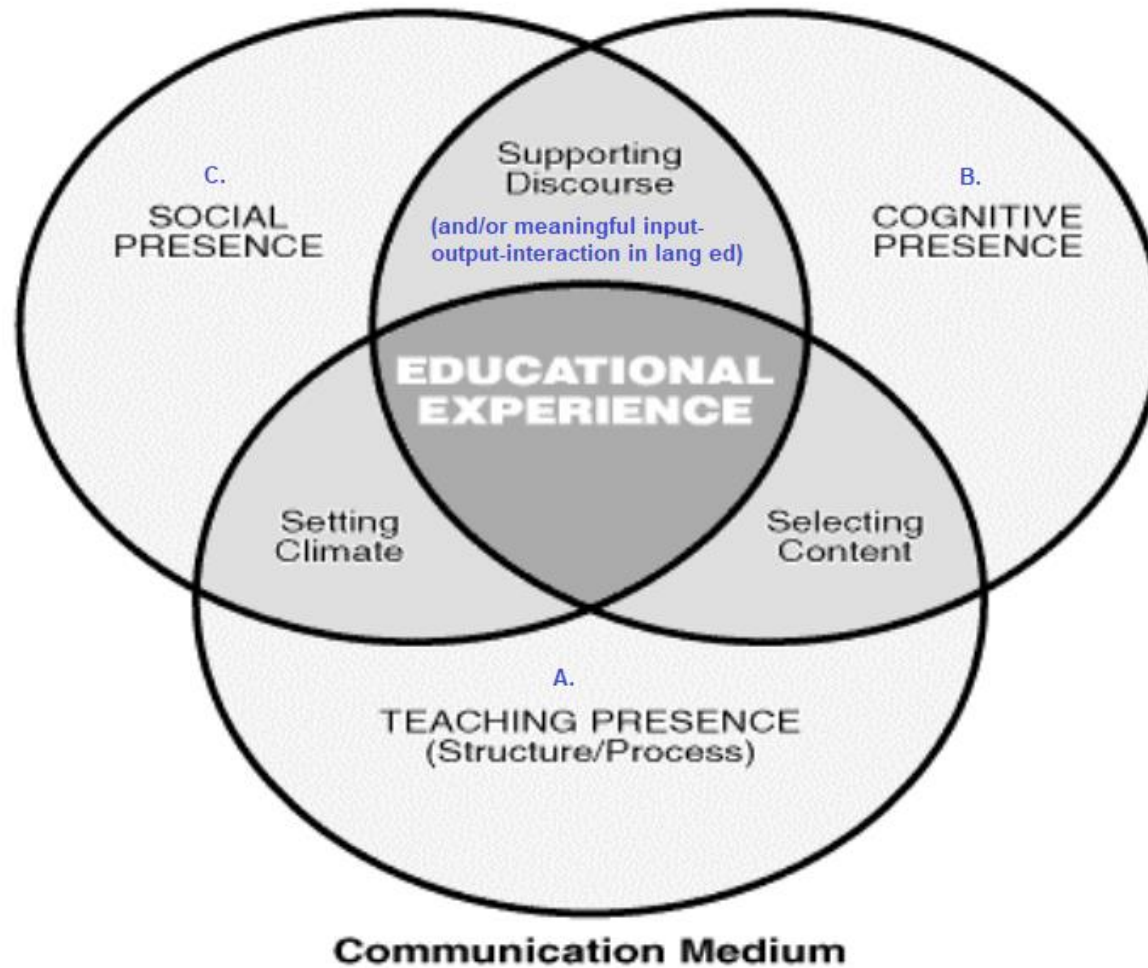
Promoting teacher, cognitive and social presence  
Great Resources



## Share & Discuss

What have you been doing that is working?

# Community of Inquiry Model





# A. Teaching Presence

## Structure and Processes

- Consistency in structure and processes: lightens cognitive load and makes learning (and planning!) easier.
  - E.g. Every day has 1 hour live class with lesson overview and warm-up discussion + 1 hour independent book work then self-correction (while you check-in one-on-one w Ss) + discussion forum text or video post and response + 1 hour collaborative activity/task + 30 minute live re-cap
- (Arguably) The #1 Benefit of Online ELT: Easy to have variety in teacher presence. Can be full group or one-on-one; synchronous (Zoom), asynchronous audio or video, asynchronous text (discussion forums, email, chat, marking up documents, etc.)
- Use automation to maximize quality teacher presence (i.e. self-correcting exercises, providing answer keys, etc.)
- Some tried-and-true classroom teaching techniques don't work online! Have to recalibrate.

# B. Cognitive Presence

Learners' engagement with the course material and their learning

- Pervasive myth that online learning = teacher is hands-off, learners have to fend for themselves
- As in f2f learning, teacher is curator and scaffolder. Help learners to “drink from the fire hose”.
- Provide opportunities for meaningful:
  - Input: from teacher, from peers, authentic input, non-authentic input; synchronous/asynchronous
  - Output: synchronous/asynchronous, text/audio/video, task-based/problem-based tasks
  - Interaction: collaborative tasks, task-based/problem-based tasks
- Universal Design for Learning: Allow for a variety of ways to show engagement (the “why” of learning), representation (the “what” of learning), action & expression (the “how” of learning)

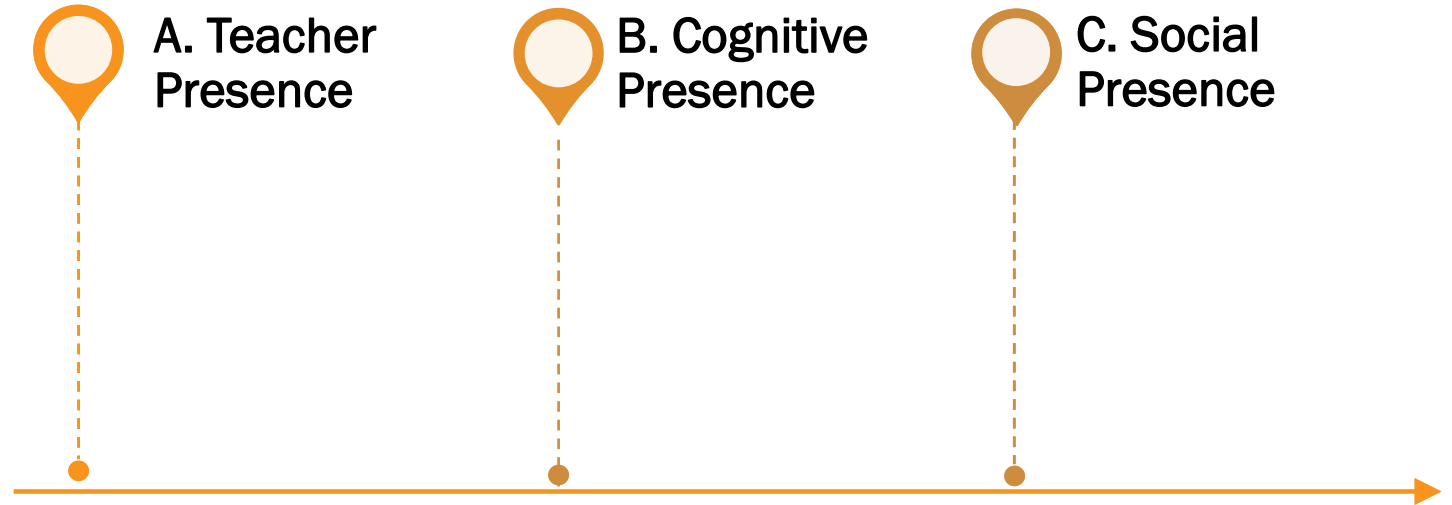


# C. Social Presence

Creation of a learning community with your class

- Interaction leads to learning (especially in language education): deepens knowledge of concepts, as well as skills development
- Feeling part of a community also contribute to learning and makes for a positive experience. “Setting the climate for learning”
- Some of our students might be more used to socializing online than some of us. Can you go to where they are/use the tools they are comfortable with?

Question:  
What have  
you been  
doing to  
support  
teacher,  
cognitive and  
social  
presence?



# Office 365

Which type(s) of presence does each tool support?

## Apps



Outlook



OneDrive



Word



Excel



PowerPoint



OneNote



SharePoint



Teams



Class Notebook



Sway



Forms



# Resources: Nathan G. Hall

---

Nathan G. Hall's website: <https://nathanghall.wordpress.com>

- QR Codes; Surveys and Polls; Online Whiteboards/Corkboards;
- PDF Tools; Charts, Word Clouds, Maps
- Schedule; Reference  
(dictionary/thesaurus/concordance/corpus/citation)
- Calculators/Converters; Documents (webpages/text/paste/view)
- Annotation; Chat/Conferencing; Presentation; Audio
- Screenshot (image/video); Video (view/edit/create);
- Diagramming/Mind Maps (view/edit/create)

## Nathan Hall

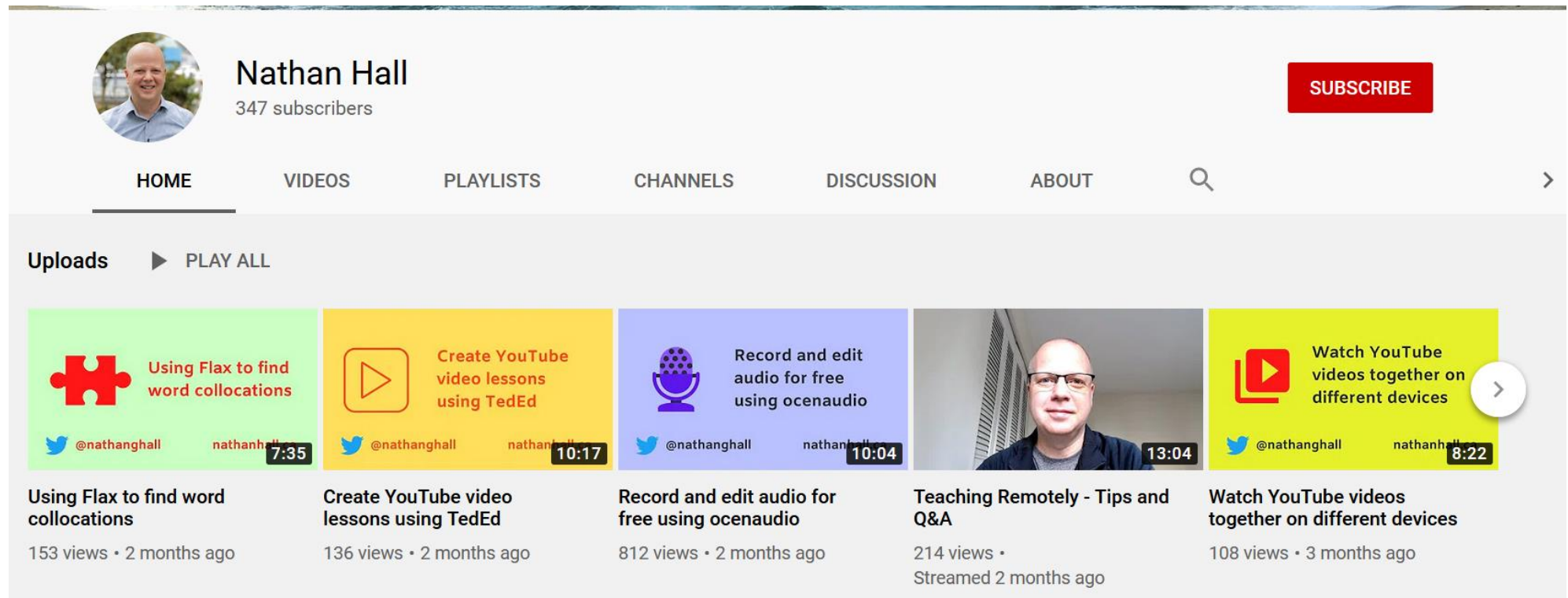


The screenshot shows the top section of the website. On the left, the word "category" is partially visible. The navigation bar includes links for "ne", "About", "Resources", "Edtech Videos", "Speaking Information", "Reflections", and "Contact". The "Resources" menu is open, displaying a list of categories: "ELT Listening Material", "Webtools: No Registration Needed for Students", "Multimedia Resources: No Registration Needed for Students", and "Activities". On the right side of the header, there is a dark red rectangular box with the text "Subscribe to my YouTube Channel" and a partially visible YouTube logo.

# Resources: Nathan G. Hall

---

Nathan G. Hall's Youtube Channel: <https://www.youtube.com/user/natodawn>



The screenshot shows the YouTube channel page for Nathan Hall. At the top left is a circular profile picture of a man with a beard. To its right, the name "Nathan Hall" is displayed in bold, with "347 subscribers" below it. A red "SUBSCRIBE" button is on the far right. Below the header is a navigation bar with tabs: HOME (selected), VIDEOS, PLAYLISTS, CHANNELS, DISCUSSION, and ABOUT. A search icon and a right-pointing arrow are also present. Under the "HOME" tab, the "Uploads" section is active, showing a row of five video thumbnails. Each thumbnail includes a title, a description, a Twitter handle "@nathanghall", a duration, and view statistics.

Video Title	Description	Twitter Handle	Duration	Views	Time Ago
Using Flax to find word collocations	Using Flax to find word collocations	@nathanghall	7:35	153 views	2 months ago
Create YouTube video lessons using TedEd	Create YouTube video lessons using TedEd	@nathanghall	10:17	136 views	2 months ago
Record and edit audio for free using ocenaudio	Record and edit audio for free using ocenaudio	@nathanghall	10:04	812 views	2 months ago
Teaching Remotely - Tips and Q&A	Teaching Remotely - Tips and Q&A	@nathanghall	13:04	214 views	Streamed 2 months ago
Watch YouTube videos together on different devices	Watch YouTube videos together on different devices	@nathanghall	8:22	108 views	3 months ago

# Resource: BALEAP TELSIG

---

<https://telsig.baleap.org/home>

- MS Teams and OneNote: integrating supported and independent learning
- Peer feedback in the online EAP class
- Interactive virtual learning for the synchronous and asynchronous EAP classroom.
- Experiences with EAP online teaching during the COVID-19 pandemic
- Building Interactive Moodle Pages For MS TEAMS Live Sessions.
- Real-life Stories from The Front line: Adapting EAP Courses Online.





# Liberating Structures

<http://www.liberatingstructures.com/>

<http://www.liberatingstructures.com/storage/icons/LS%20menu%20V%202.2%204-19-13.pdf>

“Liberating Structures inject tiny shifts in the protocols of how we meet, plan, decide and relate to each other [...]”

LS Menu 	Wicked questions 	What³ debrief 	Min specs 	Heard, seen respected 	What I need from you 	Integrated autonomy 
Design elements 	Appreciative interviews 	Discovery and action dialog 	Improv prototyping 	Drawing together 	Open space 	Critical uncertainties 
1-2-4-All 	TRIZ 	Shift & share 	Helping heuristics 	Design storyboards 	Generative relationships 	Ecocycle 
Impromptu networking 	15% solutions 	25 : 10 crowdsourcing 	Conversation café 	Celebrity interview 	Agree/certainty matrix 	Panarchy 
9-whys 	Troika consulting 	Wise crowds 	User experience fishbowl 	Social network webbing 	Simple ethnography 	Purpose to practice 

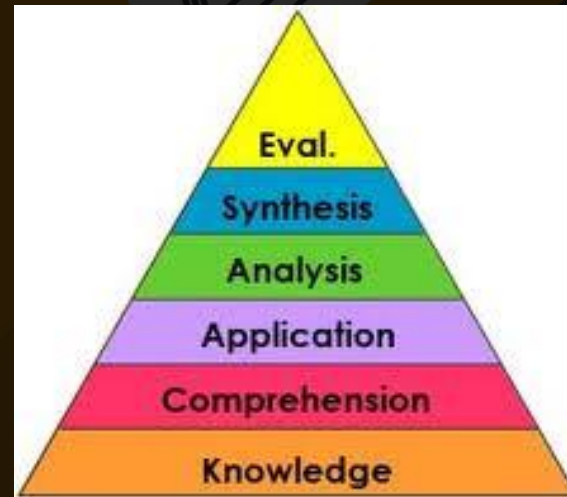
# Academic Integrity

Plagiarism, cheating, unauthorized collaboration, etc.

- E-proctoring, exam security tools, plagiarism detectors exist, but you might not have access
- Creating a culture of AI; teaching AI from the beginning of the course
- Process writing; scaffolded assignments
- It's on us to design good assessments and assign topics that aren't "Googleable"

# Academic Integrity

- Tasks on the bottom of the Bloom's pyramid are easily found online. Move up the pyramid to create assessments that are better for online contexts.



- Graphic: By Xristina Ia - Own work, CC BY-SA 3.0, <https://commons.wikimedia.org/w/index.php?curid=18038192>



# Resource: Dr. Sarah Eaton's Blog

Academic Integrity in Online Education:

<https://drsaraheaton.wordpress.com/2020/03/16/covid-19-contract-cheating-and-academic-integrity-in-online-courses-what-you-need-to-know/>


## Learning, Teaching and Leadership

A blog for educators, researchers and other thinkers by Sarah Elaine Eaton, Ph.D.

Home	Free ebook	Bio	101 Ways to Market Your Language Program	Publications and Resources
Free Resources		Press and Media		


### Race-based data in student conduct: A call to action

June 8, 2020



It is essential to take a strong stand against systemic racism and discrimination. This includes a commitment to identify and address racism and discrimination in matters relating to academic and non-academic student misconduct. In this report I synthesize existing resources and issue a call to action to collect more race-based data relating to student conduct *for the purposes of identifying and addressing systemic injustices perpetuated by existing higher education reporting, policies and procedures.*

S. EATON



Dr. Sarah Elaine Eaton is an educational leader, researcher, author and professional speaker.

# Resources: Pearson COVID Page

---

Pearson COVID-19 Resources: <https://www.pearson.com/english/professional-development/covid19/covid19.html>





Thanks!

[jennifermacdona1d@dal.ca](mailto:jennifermacdona1d@dal.ca)

@Jen\_Mac\_Dona1d