Tips for English Language Teaching Online

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Today's Session

A (tiny!!!) bit of Theory

What are the principles of sound online teaching and learning?
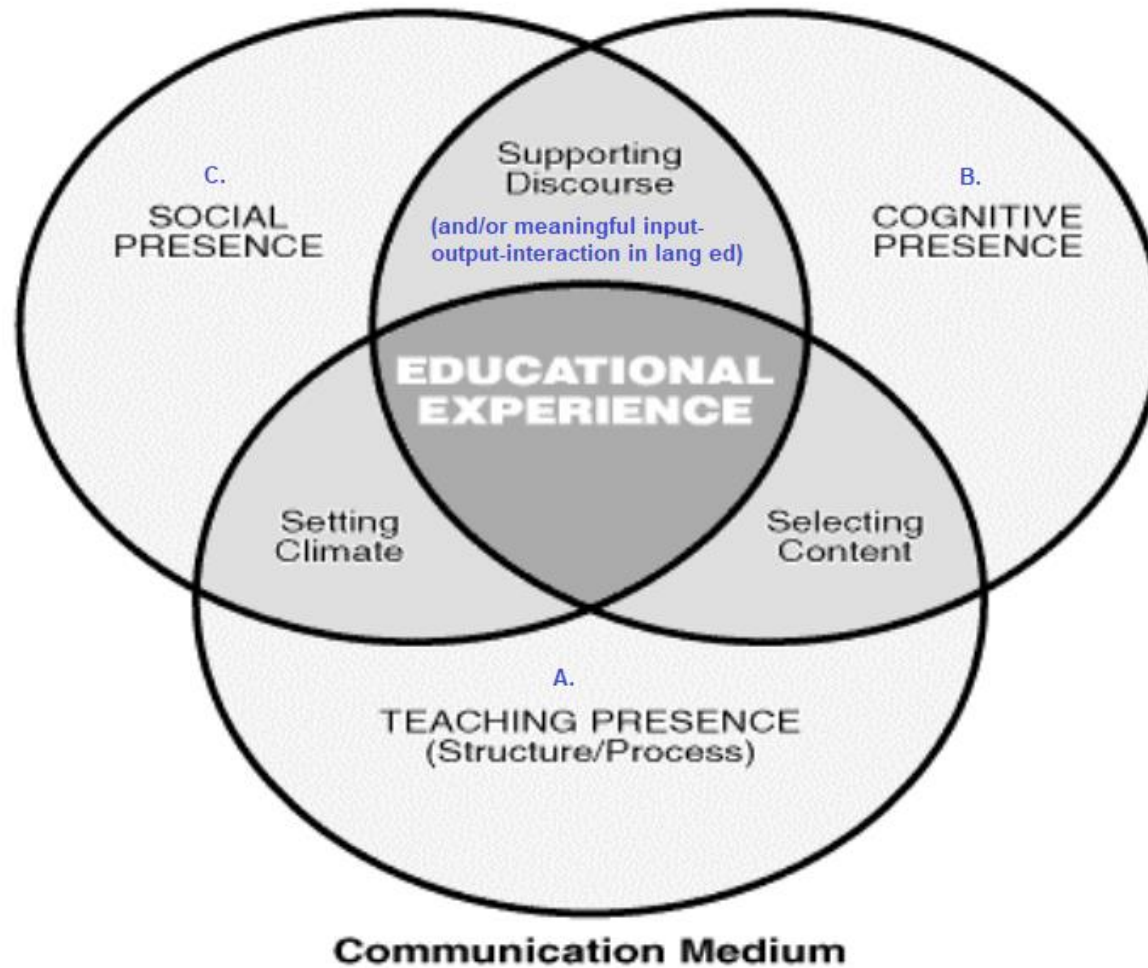
Tips and Ideas

Promoting teacher, cognitive and social presence

Great Resources

Share & Discuss

What have you been doing that is working?

Community of Inquiry Model

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105. Retrieved from: http://cde.athabascau.ca/coi_site/documents/Garrison_Anderson_Archer_Critical_Inquiry_model.pdf

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?

A. Teacher Presence

B. Cognitive Presence

C. Social Presence
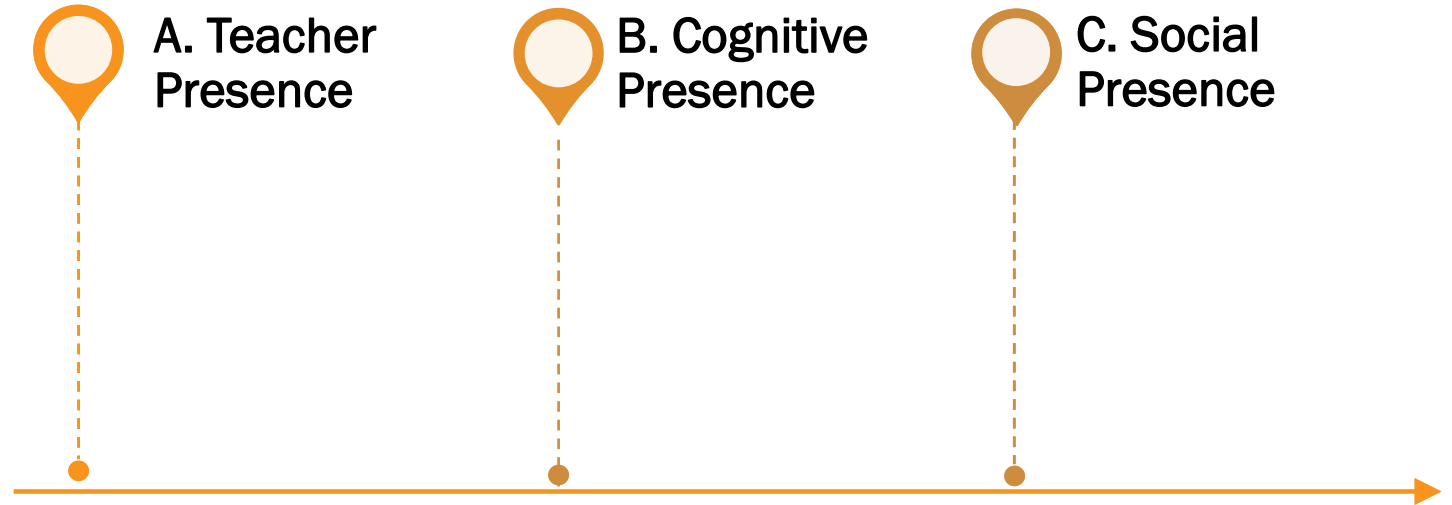
Office 365

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

- Screencapture (image/video); Video (view/edit/create);

- Diagramming/Mind Maps (view/edit/create)

Nathan Hall
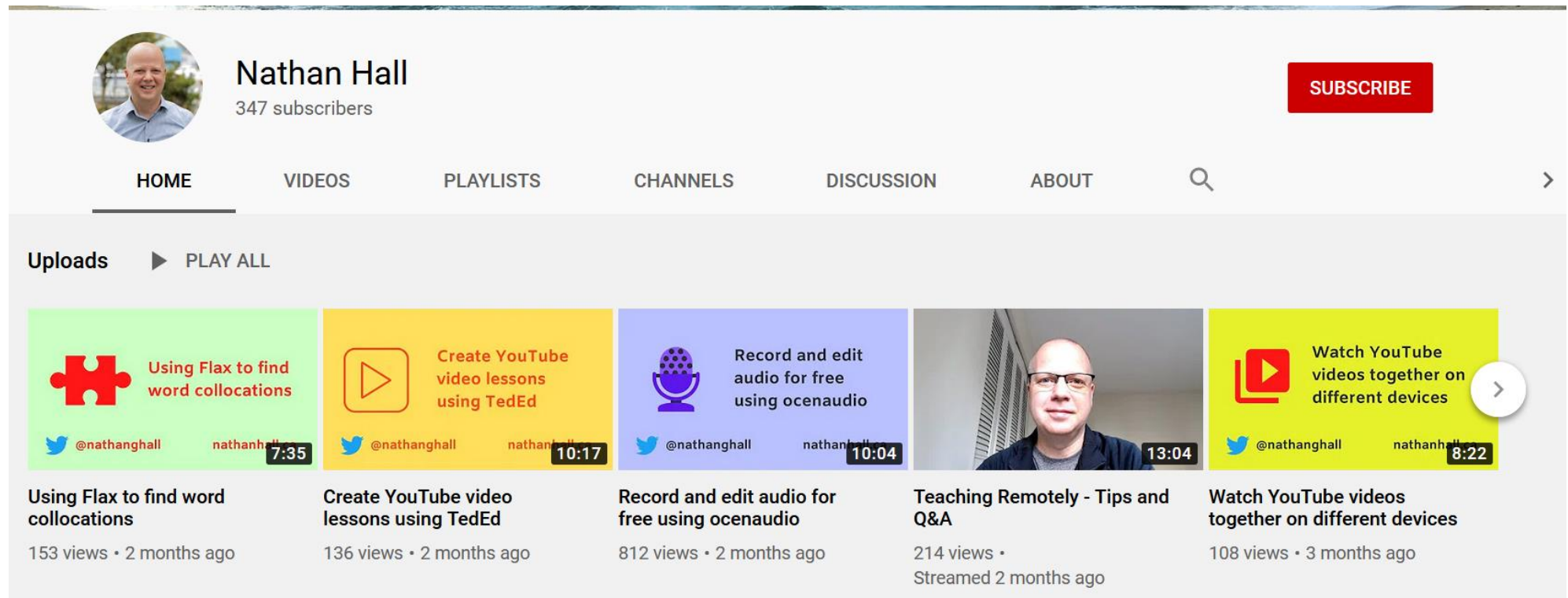
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ELT Listening Material

Webtools: No Registration Needed for Students

Multimedia Resources: No Registration Needed for Students

Activities

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Subscribe to my YouTube Channel

Resources: Nathan G. Hall

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

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 […]"
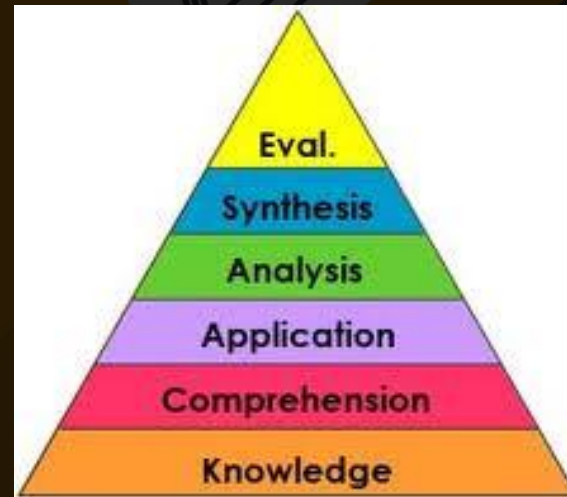
Academic Integrity

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.

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/

Resources: Pearson COVID Page

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

Thanks!

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