Dear Committee Members:

This letter serves as a nomination of my doctoral advisee, Elizabeth Plummer, for the CALICO Outstanding Graduate Student Award. Elizabeth is in the final stages of data collection on her dissertation. Her topic is describing the preparation patterns and practices of current online teachers who are teaching ESL.

Elizabeth has blended her research and passion for technology in her dissertation study. She has always been interested in the role of technology as it influences and enriches second language learning. Her coursework focusing on instructional design, second language acquisition, constructivism, and research design has uniquely positioned her to conceptualize and carry out her particular dissertation study.

As Elizabeth’s advisor and instructor, I have experienced her thoroughness and creativity as a student. Additionally, Elizabeth has also served as a RA in our Title III grant, which emphasizes creating unique web based professional development platforms for in-service ESL professional development. She has demonstrated a keen eye for organization, how technology is used in distance education, and how to communicate best with our grantees who are in-service teachers throughout the state of Iowa. Elizabeth is a premier problem solver and an excellent communicator.

She is very worthy of this award.

Sincerely,

leslie L. Schrier

Leslie L. Schrier, Ph.D
Associate Professor, Foreign Language and ESL Education
Associate Editor of Hispania
I. To the candidates
Once you have completed this award application, please forward it and a current CV to your mentor professor for finalization and emailing to CALICO. Fill out the personal information and respond to the five questions with a maximum of 200 words for EACH question.

<table>
<thead>
<tr>
<th>Name</th>
<th>Elizabeth Plummer</th>
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</thead>
<tbody>
<tr>
<td>University &amp; name of degree program</td>
<td>The University of Iowa PhD, Foreign Language and ESL Education</td>
</tr>
<tr>
<td>(Tentative) title of dissertation</td>
<td>Online language teachers: Background, training, experiences and challenges</td>
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1. Provide a description of your primary research in CALL with a short justification regarding its future significance to teaching and learning.

My current research focuses on online language instruction. My dissertation looks at the background of online language teachers, the training they have received and their experiences and challenges in teaching languages online. I hope to expand this research to include how the structure of an online course affects language instruction as well as how the effects of those two variables relate to student performance and motivation.

Online education is currently one of the fastest growing areas of education, and the research has not kept up to pace with the growth. I believe we are at a critical stage in determining the future direction of online language education. With more and more institutions offering online education as a way to expand educational opportunities including access to language instruction, it is important that the promise of online education is not hindered as a result of a lack of understanding for what is needed to create a quality online language course. It is my hope that my research can help contribute to better understanding online language education so that we can more confidently train teachers for this environment as well as build courses that lead to better outcomes for students.

2. Describe your CALL research undertaken: projects (e.g. CALL development, pedagogical modules, innovations…) completed and/or currently in progress perhaps as preparation for your dissertation or with another researcher.

From 2013-2014, I worked on a mixed methods research project in conjunction with Pamela Wesely, PhD looking at teacher’s use of technology in their language classrooms. The first publication from this work came out in the May 2015 issue of CALICO. This publication focused on four of the seven participant’s classrooms.
reporting on the relationships between their use of CALL and how they learn about CALL in their high school Spanish classrooms. In addition, we collected data from the students in the form of a questionnaire and interviews. The data from the students was used to develop a survey instrument focused on technology use and motivation for language learning. A second publication is currently in preparation using the data from a second collection of high school language students using the developed survey.

My dissertation research focuses on a survey of online teachers (n=264). The participants from my study teach 20 different languages. I am interested in how the backgrounds and experiences of these teachers relate to online teachers broadly. Additionally, I am also looking at the training and challenges reported by these teachers and how those challenges may relate to their background and training in teaching online.

3. Describe your experience in language teaching using CALL.

In my first teaching position, I was in a large lecture hall complete with the latest technology and just ten students. I used this as an opportunity to fully integrate the technology available into my classroom, utilizing social media (an emerging technology at the time), authentic videos and the vast amount of space to my advantage to connect students to each other and beyond the classroom. This sparked further interest in how technology can better support language learning no matter the context I taught in. This includes low-tech environments where I used my phone and a speaker to bring authentic audio into the classroom to high-tech classrooms where I used technologies such as VoiceThread and SMART Boards to encourage collaboration.

Recently, I have expanded into teacher training. I have given a series of workshops (~2 per year) at my institution focused on using technology to support language learners in the general education classroom. Some collaboratively with another graduate student in my program. They have covered areas such as apps and virtual exchanges. I also teach a course to pre-service teachers on using technology in the classroom and present at local and national conferences, typically on the topic of CALL.

4. Describe up to three subjects on which you have written articles for peer reviewed journals (sole or contributing author).

This publication looked at four high school Spanish teacher’s use of CALL in their classroom and how that relates to their training in CALL. A situated learning framework was used to evaluate the teachers’ learning opportunities in light of their CALL implementation. Findings suggest that teachers rarely altered their pedagogy or curriculum to incorporate technology.


This publication covers the history, legal issues, and theoretical basis for universal design for learning (UDL). The UDL framework guides educators towards producing different ways students can interact with instructional content, express their learning and be better engaged with and attentive to instruction. Concrete examples for classroom application are provided with a focus on using technology and assistive technologies in implementing UDL towards creating a more flexible, supportive and inclusive learning experience.

5. Describe your involvement with CALICO and your anticipated participation in its future.

In 2017, I co-authored an article published in the CALICO Journal. I have also been accepted to present at the 2018 CALICO conference on June 1, presentation title: “Training the Online Language Teacher.”

In the future, I hope to be able to aid in the planning of the annual conference starting with reviewing proposals and then serving on planning committees. I also would welcome the opportunity to serve as a reviewer for the CALICO Journal once I have further established myself in my career.
II. To the mentor professor
A. Please answer the following questions regarding the graduate student candidate.

1. Is the candidate in good academic standing? \hspace{1cm} YES \hspace{1cm} NO
2. Has the candidate begun dissertation research/data collection? \hspace{1cm} YES \hspace{1cm} NO
3. Is the candidate’s dissertation primarily focused on CALL? \hspace{1cm} YES \hspace{1cm} NO

B. Please provide a letter of recommendation focusing on the elements in section I of the application and speak to why this graduate student is deserving of the CALICO Outstanding Graduate Student Award.

Please email this application cover sheet along with the candidate’s responses, his/her CV, and your responses and letter to Esther Horn at ec06@TXSTATE.EDU. Thank you very much for your participation in this process.
Elizabeth Plummer  
1232 Burns Ave; Iowa City, IA 52240, USA  
+1 319.400.8456 elizabethplummer00@gmail.com

**ACADEMIC PREPARATION**

**Ph.D.**  
The University of Iowa, Iowa City, Iowa  
*Foreign Language and ESL Education, August 2009 – May 2018*  
*Cognate Area: Technology*  
*Advisor: Leslie Schrier, PhD*

**M.A.**  
The University of Idaho, Moscow, Idaho  
Teaching English as a Second Language, December 2005  
*Last name on degree: Snyder*

**B.A.**  
Brigham Young University – Hawaii Campus, Laie, Hawaii  
Teaching English to Speakers of Other Languages, December 2001

**RESEARCH & TEACHING INTERESTS**

quantitative and mixed methods of analysis  
English language teaching, distance education and online education, Computer Assisted Language Learning, instructional design, program administration, teacher training

**PUBLICATIONS**

https://doi.org/10.1558/cj.26907


**PRESENTATIONS & GUEST LECTURES**


Snyder, E. (2013, October). *Developing distance education language courses for individual needs.* MidTESOL 2013 Conference, Lawrence, KS.


Plummer, E. (2016, April). *Measuring student motivation and attitude about technology and language learning.* Department of Teaching and Learning Graduate Student Research Poster Session, The University of Iowa, Iowa City, IA

Plummer, E. (2016, April). *The elusive search for CALL resources.* Teachers of English to Speakers of Other Languages 2016 International Convention, EV Fair, Baltimore,


Plummer, E. (2017, November). Using technology to support English language learners. University of Iowa Teacher Leader Center Workshop, Iowa City, IA.


Plummer, E. (2018, June). Training the online language teacher. CALICO 2018, University of Illinois at Urbana-Champaign, IL. (accepted)

TEACHING EXPERIENCE

Teaching Assistant, College of Education, The University of Iowa, Fall 2015-present, Technology in the Classroom

Teacher, Sueños Compartidos, Uruapan, Michoacán, Mexico, July-August 2017, Intermediate English Language (volunteer)

Instructor, Green Hills Area Education Agency, February 2015-August 2015, Professional Development Instructor (PreK-12 in-service teachers)

ELL Tutor, Garfield Elementary, Clarinda Community School District, December 2014-June 2015, K-1st grade tutor (volunteer)

Instructor, The Church of Jesus Christ of Latter-Day Saints, June 2011-May 2012, Adult Basic English Instruction (volunteer)

Specialist, Park Ridge Elementary, Nampa School District, September 2006-January 2007, Youth ELL and Behavioral Specialist

Instructor, Adult Basic Education, Boise State University, February 2006-August 2006, Adult ESL Instructor

Instructor, American Language and Culture Program, The University of Idaho, August 2003-August 2005, Academic Intensive English Instructor

Substitute, Snowline Joint Unified School District, December 2002-June 2003, preK-12 Substitute Teacher

ACADEMIC & PROFESSIONAL SERVICE

Member, University Course Scheduling Committee, University of Idaho (2004-2005)

Representative, COE Graduate Student Center Technology Needs, University of Iowa (2011-2012)


Poster Judge, Spring Undergraduate Research Festival, University of Iowa (2014, 2015)

Poster Judge, Fall Undergraduate Research Festival, University of Iowa (2015)

Technology Support/Host, Midwest Association of Language Testers Conference (2015)

Member, College of Education Technology Committee, University of Iowa (2016-2017)

GRADUATE RESEARCH APPOINTMENT

Research Assistant, Department of Teaching and Learning, College of Education, The University of Iowa, Jan 2013-May 2014.

Conduct research under the direction of Pamela Wesely, PhD in the Department of Teaching and Learning on collaborative technology use in language classrooms and one to one environments utilizing a mixed methods approach.
**PROFESSIONAL EMPLOYMENT**

Teaching Assistant, College of Education, The University of Iowa,  
Aug 2015-May 2018, Iowa City, Iowa  
- Teach online and on campus sections of *Technology in the Classroom* to preservice students enrolled in teacher education programs (1-2 courses per semester).  
- Provide technical support to faculty, staff and students in the ETC support center.

Graduate Assistant, College of Education, The University of Iowa,  
Aug 2017-May 2018, Iowa City, Iowa  
- Project Manager wrapping up the EL Bridge Grant  
- Manage the administrative needs of the English Language Bridge Grant for pre-service and in-service teachers.  
- Finalize materials and reports for the grant.

Graduate Assistant, College of Education, The University of Iowa,  
Aug 2016-May 2017, Iowa City, Iowa  
- Assist in the preparation of materials for an all-college review including departmental self-studies, website review, preparing catering and other arrangements for external review teams.  
- Provide additional support to external review teams as needed.

Instructor, Professional Development, Green Hills Area Education Agency,  
Feb 2015-May 2015, Red Oak, Iowa  
- Develop courses and workshops to meet the needs of local preK-12 teachers.  
- Teach courses to local preK-12 teachers; 1-2 per session.

Graduate Assistant, College of Education, The University of Iowa,  
Aug 2013-May 2014, Iowa City, Iowa  
- Project Manager for the EL Bridge Grant  
- Manage the administrative needs of the English Language Bridge Grant for pre-service and in-service teachers including preparing progress report materials.  
- Recruit participants from pre-service and in-service teachers to English Language Bridge Project.  
- Develop curriculum for online workshops on working with ELL students for in-service teachers and provide support to teachers enrolled in course.

Graduate Research Assistant, College of Education, The University of Iowa,  
Jan 2013-May 2014, Iowa City, Iowa  
- Conduct research in conjunction with a faculty in the Department of Teaching and Learning on collaborative technology use in language classrooms.  
- Manage mixed methods research materials including interviews, surveys and course documents.

Administrative Secretary, Medical Scientist Training Program, The University of Iowa,  
Oct 2007-Aug 2012, Iowa City, Iowa  
- Manage administrative needs of the combined MD/PhD program at the University of Iowa.  
- Maintain four departmental accounts including reconciliation of expenses and purchasing of supplies.  
- Serve as webmaster for six primary departmental Web Pages, two secondary Web Pages and three departmental wikis.  
- Schedule and coordinate departmental events including facilities, catering and invitations.  
- Support admissions process through maintaining updated status of applications, coordinating interviews, compiling scores and sending out updated notices of admissions status. Work with graduate college admissions and medical school admissions.  
- Assist in running the Summer Undergraduate MSTP Research (SUMR) Program including supporting admissions, housing arrangements, professional development sessions, travel reimbursement processing as well as compiling program statistics.  
- Aid in program recruitment efforts.  
- Work with 70 enrolled trainees and 152 affiliated faculty to ensure they are kept updated on program.  
- Aid in the managing of the program’s NIH T32 training grant including compiling progress reports and competitive renewals.

Professional Scorer, Pearson Educational Measurement,  
Feb 2007-Jun 2007, Iowa City, Iowa  
- Score standardized written exams from Elementary to High School levels.

Youth ELL and Behavioral Specialist (2nd Grade), Nampa School District,  
Sep 2006-Jan 2007, Nampa, Idaho  
- Work with second grade students who are experiencing behavioral, developmental, learning and/or language challenges.  
- Develop personalized learning plans to address language needs of students.
• Assist classroom teachers in providing support to struggling students.

Adult ESL Instructor, Adult Basic Education, Boise State University
Feb 2006-Aug 2006, Nampa, Idaho
• Teach beginning and advanced English as a Second Language courses for the Adult Basic Education Program.
• Create lesson plans and curriculum using materials provided and other resources as needed.

Administrative Assistant, Department of Military Science, University of Idaho
Dec 2004-Dec 2005, Moscow, Idaho
• Maintain 4 budgets and postage meter. Prepare financial transactions and monthly reports.
• Assist in recruitment efforts including responding to program inquiries and preparing bulk mailings.
• Create and track all Army required reports.
• Manage department website.
• Schedule and coordinate department events and activities including catering, invitations and programs.
• Process all paperwork for incoming and outgoing personnel.
• Manage University payroll.
• Supervise 1 work study student.

Course Materials Coordinator, Engineering Outreach, University of Idaho
Nov 2003-Dec 2004
• Organize and ensure the proper delivery of all course materials for distance education courses to enrolled students.
• Respond to students questions and concerns about their course.
• Coordinate and organize shipping of all course exams to proctors and instructors.
• Manage shipping website and reports to ensure it is updated as items are shipped out.
• Record live course lectures; at least 1 course per week in professional classroom studio.

Instructor/Administrative Assistant/Special Program Assistant, American Language and Culture Program, University of Idaho
Aug 2003-Aug 2004, Moscow, Idaho
• Teach 1-2 academic English courses from beginning to advanced levels. (Also taught in the summer of 2005 as a volunteer)
• Manage all incoming applications and phone inquiries to the program and ensure proper documentation is received for admittance into program and students are aware of their status. Prepare acceptance letters and I-20 documents.
• Coordinate rooms for classes, orientation and proctor placement exam. Score placement tests.
• Coordinate all course lists, student lists, classrooms, books and other items required by instructors for courses.
• Assist students with adjustments to culture and advise them on academic and personal issues.
• Manage spending on budget and create reports to track spending monthly.
• Coordinate cultural activities including transportation, housing and meals.
• Update recruitment materials for the program including the program webpage.
• Substitute for program instructors as needed.

preK-12 Certified Substitute Teacher, Snowline Joint Unified School District
Dec 2002-Jun 2003, Phelan, California
• Substitute in pre-Kindergarten to Grade 12 Classrooms.

AWARDS & HONORS
Office of the Dean Travel Award ($300), The University of Iowa, May 2013, March 2015, April 2016 and March 2017
Audrey Quails Travel Award ($300), The University of Iowa, May 2013, March 2015, April 2016 and March 2017
Graduate Student Senate Travel Award ($300), The University of Iowa, April 2014
Graduate Student Senate Travel Award ($500), The University of Iowa, February 2017

PROFESSIONAL MEMBERSHIPS & CERTIFICATIONS
Passed California Basic Educational Skills Test (CBEST), Feb 2003
Google Certified Educator Level 1 and Level 2
Active Memberships in: TESOL, MidTESOL, CALICO, AAAL, AERA, ACTFL