Basic Online Language Design & Delivery Workshop

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With thanks to Jennifer Quinlan who couldn’t join us today
Presenters:

Christopher Hromalik
Kathryn Murphy-Judy
Victoria Russell
Ruslan Suvorov
Jennifer Quinlan
Participant Introductions

Who you are …

The survey and your choice of ‘flipped lessons’: individualizing the workshop to your needs
Workshop site

Overview of the Workshop

1. Six core practices: High-leverage teaching practices (HLTPs)
2. Analysis for design (incl. ADDIE and backward design)
3. Assessment and rubrics
4. Interaction
The Six Core Practices: High-Leverage Teaching Practices (HLTPs)
Sample online course

Victoria’s intermediate-level online Spanish course
Analysis for Design

This second segment of our workshop uses ADDIE model of instructional design to analyze:

➢ vested interests in online language learning (OLL)
➢ the target learning audience
➢ important institutional support infrastructures, affordances, and limitations
➢ content and staffing

In addition to using ADDIE, we promote backward design:

➢ defining targeted learning outcomes that can be assessed
➢ articulating assessment routines and acceptable evidence
➢ Scaffolding lessons and learning opportunities for learners to be successful in producing evidence of their learning

The workshop team stresses the importance of effective learner orientation and a clear, easily navigated user interface to mitigate the triple novice level:

➢ the language
➢ language learning
➢ online learning
Group Activity 1

- Get into groups for 15 mn: http://bit.ly/BOLDDgroups
- Go through the analysis questions with partners.
- Answer the questions honestly and discuss the ramifications for the design of OLL at your particular institutions.
- Note which areas of analysis you’d like to explore in greater depth on each group’s page.
Reporting back from **working groups**

Which areas do you want to explore more deeply?

- Context
- Technology & Media
- Learners
- Content
ADDIE

(Gustafson & Branch, 2002, p. 3)
The Backward Design Process

1. Identify desired results
   - What I want the students to understand and know and be able to do?

2. Determine assessment evidence
   - How do I check they have learned?

3. Plan learning experiences and instruction
   - Which learning activities will lead students to the desired results?
Premise of Backward Design

➢ Teachers:
  ○ Plan learning experiences with the end in mind
  ○ avoid planning irrelevant lessons
  ○ know if students are prepared for assessment
  ○ identify where re-teaching may be needed

➢ Students:
  ○ know what to expect for the final exam/task
  ○ Progress successfully thanks to scaffolded material leading toward the exam

**This is *not* teaching to the test!**
Assessment and Rubrics
Assessment vs. Evaluation

- Evaluation and assessment are not the same in educational contexts
- Evaluation
  - Determines the merit of a program
  - Measure observed outcomes, compare to program objectives, assign value to results
Assessment

- Assessment
  - Measure used to determine whether learners have met learning objectives
- In very simple terms...
  - We assess learning
  - We evaluate instruction
- We may gather assessment data when performing an evaluation
Learning Objectives

- Statement of what one should be able to do upon completion of a segment of instruction
Summative Assessment

- Summative Assessment – designed to provide a summary of student learning at the end of a unit of instruction
  - Test or exam
  - Essay
  - Presentation
Assessments and Learning Objectives

- Be careful to tie the assessment to the Learning Objectives
  - Assessments let you know if students have reached the LOs
Formative Assessment

- Formative Assessment – provides feedback during the learning process
  - Formal: Quiz, Required draft of a term paper
  - Informal: Student-Teacher Conversation, Whiteboards, Clickers, Guiding Questions
Plan Learning Experience and Instruction

- Support your students
  - Logical sequence of content
  - Appropriate instructional strategies
  - Media and other resources
Backward Design Example

Novice-Mid Interpersonal Performance Indicator:

“I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.”

Example:

“I can ask who, what, where, or when questions about a party.”
Example

Step 1: Identify desired results:

I can ask who, what, where, or when questions about a party

Step 2: Determine assessment:

Speaking Assignment: Two students record themselves speaking synchronously online. One invites the other to a party and they ask and answer questions about the event for 1-2 minutes. Submit video to an assignment dropbox. Video will be scored using a rubric.
Example (cont.)

Step 3: Develop learning activities:

- Teacher will identify content to present:
  - Vocab: wh-questions, party vocabulary
  - Grammatical structures: forming questions, forming Invitations

- Teacher will identify media and other learning resources:
  - Tutorials to teach vocab and grammar

- Students will complete online structured practice activities (auto-graded Student Activities Manual activities)

- Students will post and reply in a discussion forum.
Group Activity 2

Apply the principles of backward design to determine assessment and learning activities for your can-do statement:

Group 1 (http://bit.ly/BOLDD2gr1)
Group 2 (http://bit.ly/BOLDD2gr2)
Accessibility and Usability

- Students with disabilities will take your course
  - You will want to be sure your course is accessible and usable to all
- There should be resources in place at your institution to support you with this
  - Contact your Office of Accessibility Resources or Instructional Design and Delivery Department
Rubrics

- Why and when to use rubrics in an online course
- **Types of rubrics:**
  - generic vs. task-specific
  - holistic (example) vs. analytic (example)
- Key elements of a rubric:
  - criteria (categories)
  - standards (performance levels)
  - descriptors
### Sample rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 Points</td>
<td>1 Point</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td><strong>Frequency</strong></td>
<td>Participates not at all.</td>
<td>Participates 1-2 times on the same day.</td>
<td>Participates 3-4 times, but postings not distributed throughout week.</td>
<td>Participates 4-5 times throughout the week.</td>
</tr>
<tr>
<td><strong>Initial Assignment Posting</strong></td>
<td>Posts no assignment.</td>
<td>Posts adequate assignment with superficial thought and preparation; doesn’t address all aspects of the task.</td>
<td>Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.</td>
<td>Posts well developed assignment that fully addresses and develops all aspects of the task.</td>
</tr>
<tr>
<td><strong>Follow-Up Postings</strong></td>
<td>Posts no follow-up responses to others.</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.</td>
<td>Elaborates on an existing posting with further comment or observation.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
</tr>
<tr>
<td><strong>Clarity &amp; Mechanics</strong></td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.</td>
<td>Contributes valuable information to discussion with minor clarity or mechanics errors.</td>
<td>Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
</tr>
</tbody>
</table>

Source: [http://www1.udel.edu/janet/MARC2006/rubric.html](http://www1.udel.edu/janet/MARC2006/rubric.html)
Create your own rubric

Use Quick Rubric to create your own rubric: https://www.quickrubric.com/
## Types of Interaction

<table>
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<th>Interaction Types</th>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner - Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learner - Instructor</td>
<td></td>
<td></td>
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<tr>
<td>Learner - Learner</td>
<td></td>
<td></td>
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<tr>
<td>Learner - Self</td>
<td></td>
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[Types of interaction](#)
Group Activity 3

Interaction Blueprint
Thank you!

### Activity Types and Possible Tools:

<table>
<thead>
<tr>
<th>Interaction Mode</th>
<th>What is the instructional goal?</th>
<th>Use/not use?</th>
<th>When is it appropriate?</th>
<th>Who is involved in the activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>Asynchronous oral</td>
<td></td>
<td></td>
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<tr>
<td>Asynchronous written</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Synchronous oral** - Skype, Google hangouts, Blackboard Collaborate, Zoom, Adobe Connect
- **Synchronous written** - “chat” within Google, Facebook, “texting”, Nearpod.
- **Asynchronous oral** - VoiceThread, Voki, Lingt, SpeakEverywhere, Voiceboards, TalkAbroad, Teletandem
- **Asynchronous written** - blogs, disc. boards, wikis, social media (Facebook, Twitter)