



Basic Online Language Design & Delivery Workshop

CALICO Montréal 2019

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With thanks to Jennifer Quinlan who couldn't join us today



Presenters :

Christopher Hromalik

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Victoria Russell

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Jennifer Quinlan



Participant Introductions

Who you are ...

The survey and your choice of 'flipped lessons': individualizing the workshop to your needs



Workshop site

<http://bit.ly/BOLDD2019>



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



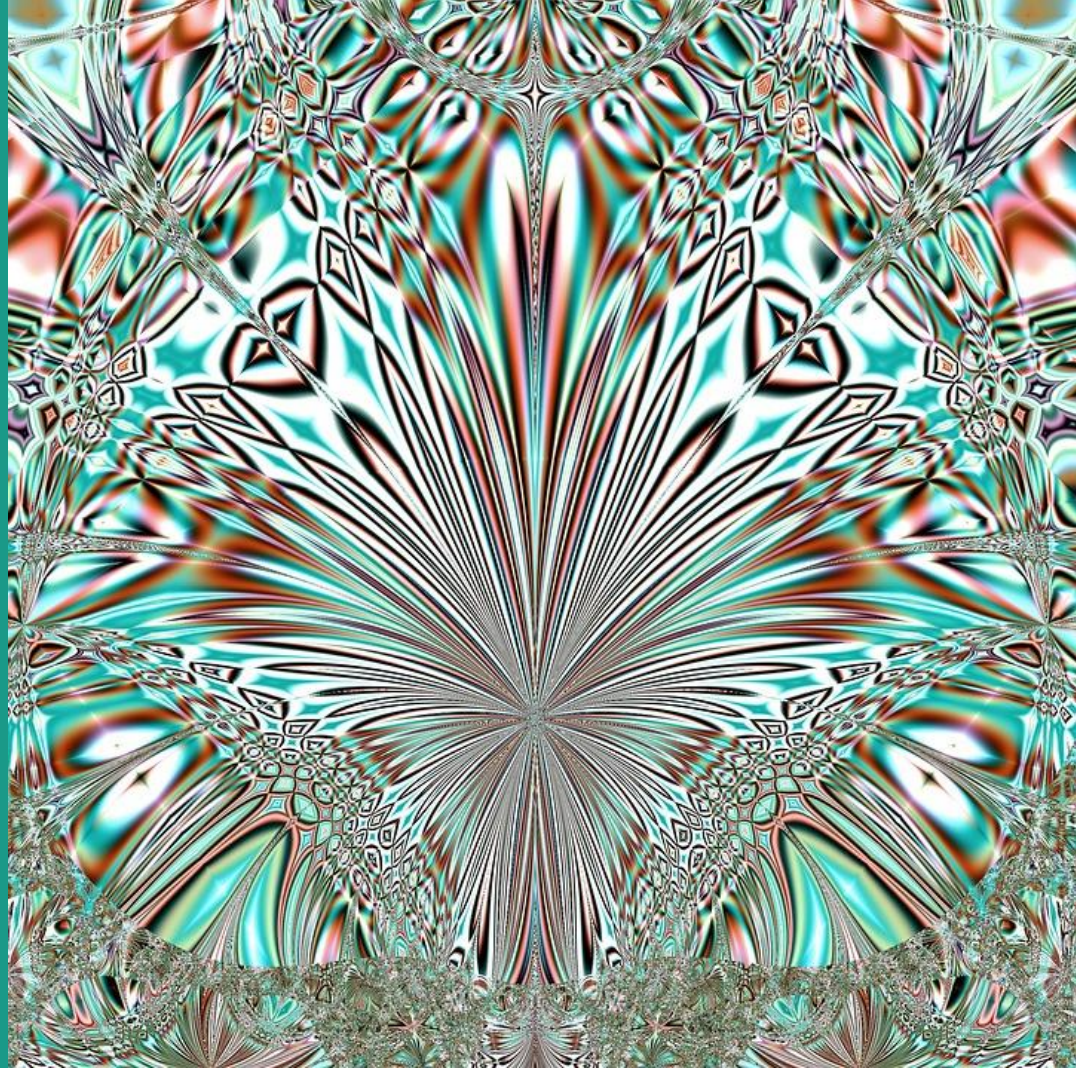
The Six Core Practices: High-Leverage Teaching Practices (HLTPs)



Sample online course

Victoria's intermediate-level online Spanish course

Analysis for Design





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?

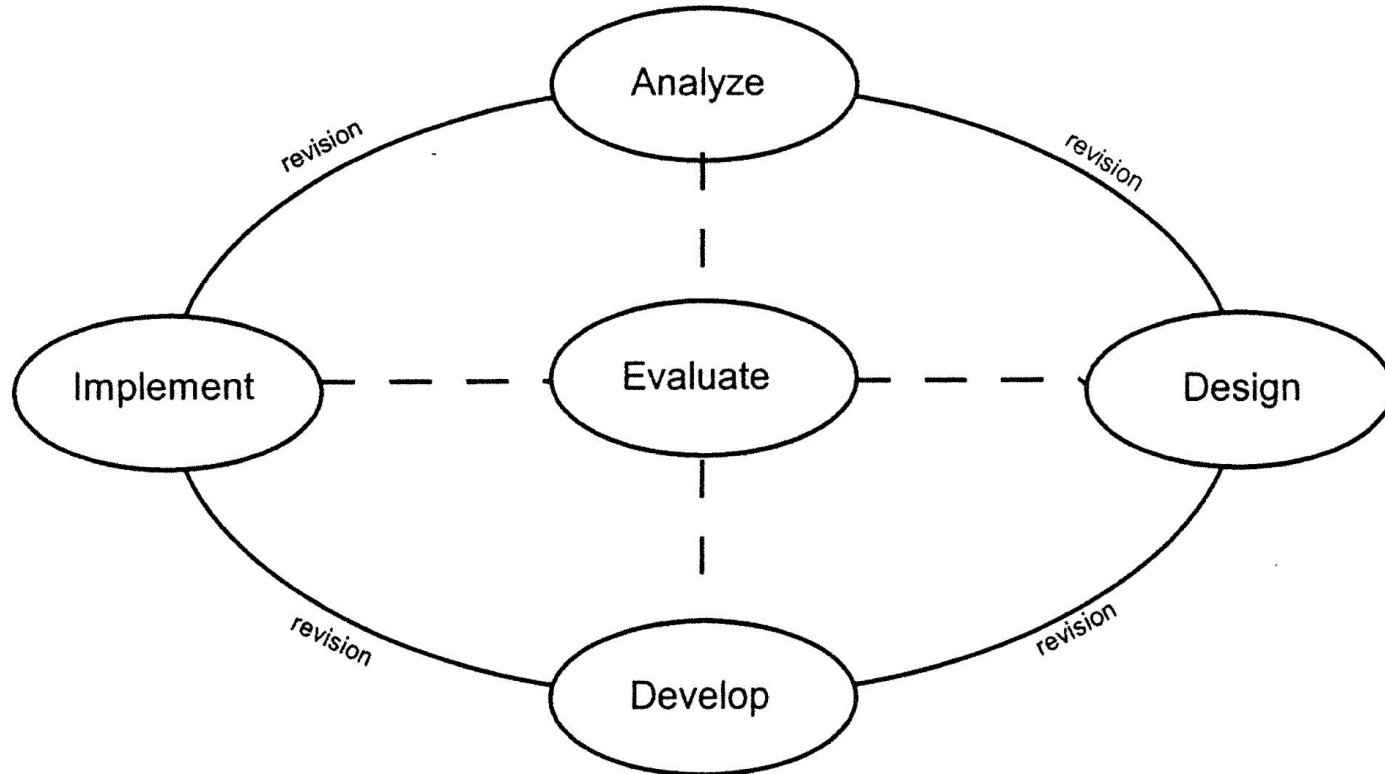
Context

Technology & Media

Learners

Content

ADDIE



(Gustafson & Branch, 2002, p. 3)

The Backward Design Process



What I want the students to Understand and know and be able to do?

How do I check they have learned?

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>)

Group 3 (<http://bit.ly/BOLDD2gr3>)

Group 4 (<http://bit.ly/BOLDD2gr4>)



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

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

Source:

<http://www1.udel.edu/janet/MARC2006/rubric.html>

Create your own rubric

Use Quick Rubric to create your own rubric: <https://www.quickrubric.com/>



Interaction in Online Courses



Types of Interaction

Interaction Types	Synchronous	Asynchronous
Learner - Content		
Learner - Instructor		
Learner - Learner		
Learner - Self		
Learner - Community of Practice		

[Types of interaction](#)



Types of Interaction

Interaction Types	Synchronous	Asynchronous
Learner - Content		x
Learner - Instructor	x	x
Learner - Learner	x	x
Learner - Self		
Learner - Community of Practice		x

[Types of interaction](#)



Group Activity 3

[Interaction Blueprint](#)



Workshop Resources

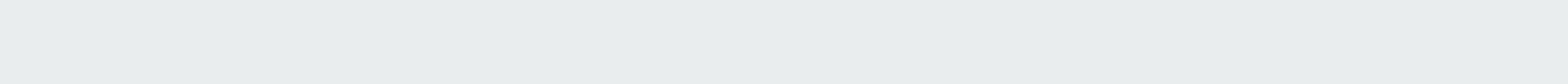


Workshop Evaluation



Thank you!

<http://bit.ly/BOLDD2019>



Activity Types and Possible Tools:

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)

Interaction Mode	What is the instructional goal?	Use/not use?	When is it appropriate?	Who is involved in the activity?
Synchronous oral				
Synchronous written				
Asynchronous oral				
Asynchronous written				
Combinations				