The Basics of Online Language Instruction
BOLDD Workshop
CALICO 2014

May 10, 2014
9:00 am - 4:00 pm
Gordy Hall Rm 015
Workshop Goals

At the end of this workshop, you will have gained skills with which to begin an ADDIE strategy:

- **Analyze** content, learners, context.
- **Design** (a.k.a. backward design) a standards-based curriculum.
- **Develop** the course with online tools and course materials.
- **Implement** through teacher training, student orientation and training, and some helpful advice.
- **Evaluate** the course/program as part of a feedback loop.

Participants will go home with:

- Views of online basic language learning in action (wide variety of modalities)
- Worksheets of “questions to think about” for creating online learning
- Additional resources and bibliography
- Access to the BOLDD Collaboratory and mentors
Workshop Schedule

9:00-9:10  **Introductions**
9:10-10:30 **ADDIE** (ADDIE model - *Worksheet 1*)
10:30-10:40 **Break**
10:40-11:40 **Demonstrations**/Examples of online courses
11:40-12:00 **Overview of Tools Appropriate for Online**
12:00-1:00 *Lunch break - Analyze* (*Worksheet 2*)
1:00-1:45 **Design and Develop** (*Worksheets 3-5*)
1:45-2:30 **Implement** (*Worksheets 6-7*)
2:30-2:45 **Break**
2:45-3:30 **Evaluate** (*Worksheet 8*)
3:30-4:00 Final Questions Wrap-up & Evaluation
Introductions

● The BOLDD Collaboratory

● Today's workshop presenters: Julio Rodríguez, Marlene Johnshoy, Kathryn Murphy-Judy, Joe Terantino, and Bonnie Youngs

● Participant introductions

● Review of the participant survey
The ADDIE Model

The ADDIE Model: Worksheet 1
Modified ADDIE model for education Shambaugh & Magliaro (2006, p. 43)
FIGURE 7.20. Teacher Decision Cycle: Technology Questions.

1. What will students learn?
   LEARNING OUTCOMES

2. How will you know if students learned?
   ASSESSMENT

3. How will you assist students to learn?
   TEACHING

4. How will technology help students learn?
   TECHNOLOGY

How will technology use help you reexamine outcomes, assessment, and teaching?
### BOLDD online models

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:40-10:55</td>
<td>Bonnie Youngs</td>
<td>CMU Language courses &amp; NEW</td>
</tr>
<tr>
<td>10:55-11:10</td>
<td>Julio Rodriguez</td>
<td>University of Hawaii</td>
</tr>
<tr>
<td>11:10-11:25</td>
<td>Kathryn Murphy-Judy</td>
<td>VCU</td>
</tr>
<tr>
<td>11:25-11:40</td>
<td>Joe Terantino</td>
<td>Kennesaw State University</td>
</tr>
</tbody>
</table>
Joe’s links

1. Animoto
   Useful Technologies

2. Avatars
   voki.com
   http://www.voki.com/pickup.php?scid=4202432&height=400&width=300
   GoAnimate.com

3. Blogs & Wikis

5. Facebook & Twitter http://www.facebook.com

6. Glogster
7. Google docs
https://docs.google.com/

8. PowerPoint Games

9. Prezi
Great Obama example: http://prezi.com/-3m3b7palqy2/election-results-prezi/

10. Videoconferencing: Skype, etc.
http://mylanguageexchange.com/
http://www.language-exchanges.org/ http://www.youtube.com/watch?v=f1WhpCPFDsY
11. Virtual Field Trips


12. VoiceThread


13. WebQuests

Analyze - Worksheet 2

Lunch Discussion

What do you already know about your (virtual) "classroom"?

- Context
- Learners
- Content
How do we capture the power of backward design to guide our design of effective online teaching & learning?

How do we convert effective face-to-face learning into online success? Where can we innovate/improve delivery (over F2F) thanks to the affordances?

What does communicative, ACTFL standards based, novice-intermediate low proficiency teaching look like when delivered online?
Implement - Worksheets 6-7

- Teacher training
- Student orientation and training
- Best practices
Unit/Course/Program Evaluation

- Formative - Summative
- Quality Matters
- UMUC "Can do" statements
Questions
Evaluation of this workshop

We promised training today to help you to begin planning online language teaching, by means of:

- Views of online basic language learning in action (several modalities)
- Worksheets to promote to thinking about how one creates and delivers online learning
- Additional resources and bibliography
- Access to the BOLDD Collaboratory and its mentors

Would you please fill out this survey to let us know how we did, what we should keep and what needs ‘fixing’? We appreciate your interest, your time and your willingness to share with us and the BOLDD Collaboratory.
Thank you! Good luck!
Please join the BOLDD Collaboratory.