

Teaching Languages Online: Preparation, Design, Experiences and Resources

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Introductions

Guest Discussion Leaders:

- Cari Jiménez, University of Florida
- Darci McGee, Minnesota Online High School
- Lori Pierson, K-12 Insight School of Colorado
- Jennifer Rafferty, Quinnipiac University
- Alyssa Ruesch, University of Minnesota

Topic Overviews

1. Online Course Development
2. Course Management
3. Four skills approach (Emphasis: **Oral Proficiency**)
4. Creating a sense of community
5. Assessment and Feedback
6. Time management
7. Teacher preparation
8. Technology

Definitions

- F2F/Traditional
- Online Learning
- Distance Learning
- E-Learning
- Hybrid/Blended
- Technology-enhanced
- Mobile Learning

The Defining Dimensions of Online Programs

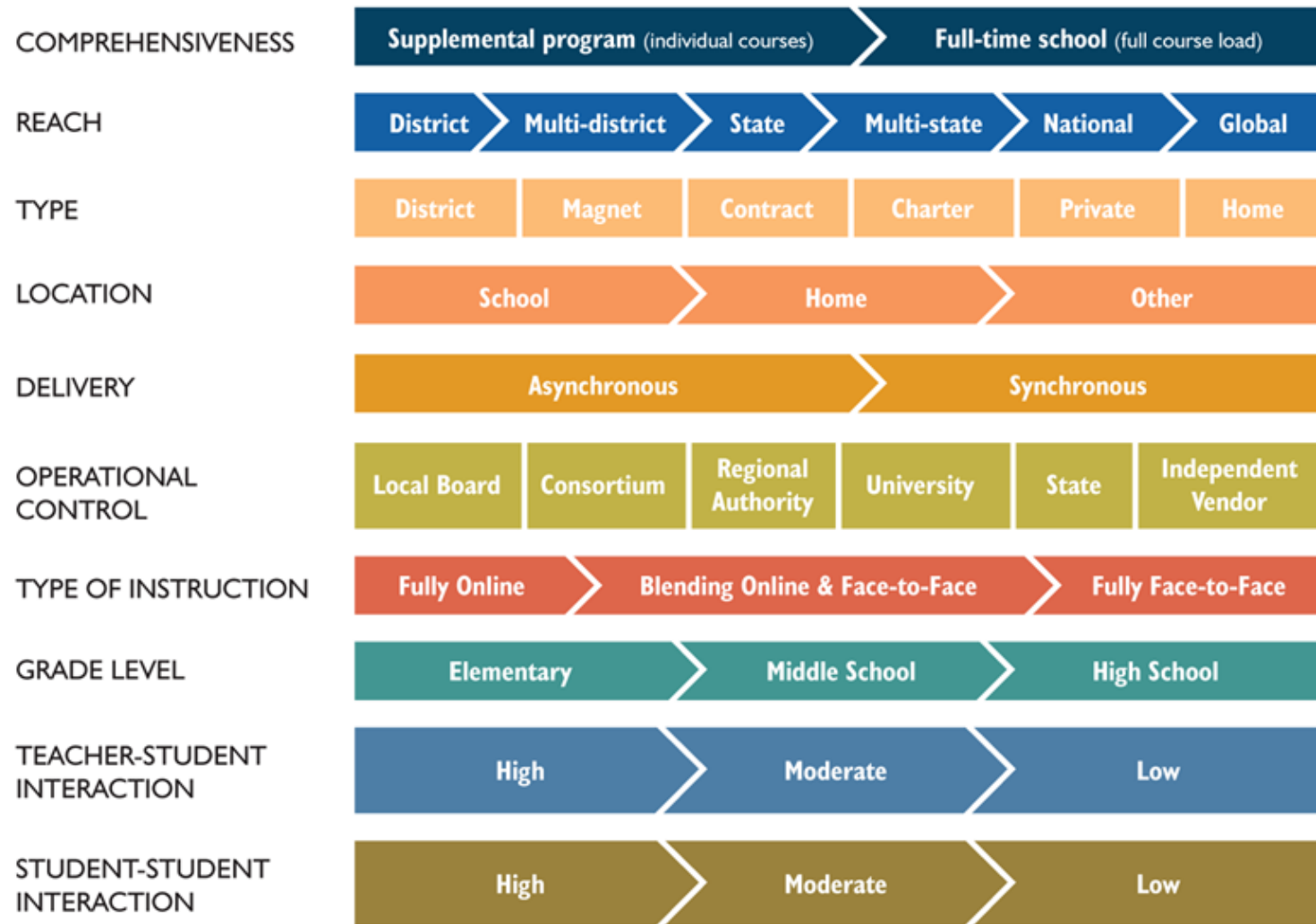


Figure adapted from Gregg Vanourek, A Primer on Virtual Charter Schools: Mapping the Electronic Frontier, Issue Brief for National Association of Charter School Authorizers, August 2006.

Online Profiles

- Who is the online learner?
- Who is the online instructor?

Small Group Discussions

Facilitators and Topics

- Group ONE: Jennifer (2 and 6) *Dan*
- Group TWO: Darcie (1 and 5) *Frances*
- Group THREE: Lori (7 and 8) *Marlene*
- Group FOUR: Cari (3 and 4) *Alyssa*

Administrative Issues

- Impetus for online course creation
- Course load and compensation comparison
- Perceptions of colleagues and administrators
- Ownership and content control concerns

Discussion Reflections

Briefly share:

- What did you learn?
- What do you want to know more about?

Sharing

- Tips, tricks, tools for making the most of the online environment
- Teaching Languages Online (TLO) Ning
- Online Bibliography