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

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Options</th>
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<tbody>
<tr>
<td><strong>COMPREHENSIVENESS</strong></td>
<td>Supplemental program (individual courses) ➔ Full-time school (full course load)</td>
</tr>
<tr>
<td><strong>REACH</strong></td>
<td>District ➔ Multi-district ➔ State ➔ Multi-state ➔ National ➔ Global</td>
</tr>
<tr>
<td><strong>TYPE</strong></td>
<td>District ➔ Magnet ➔ Contract ➔ Charter ➔ Private ➔ Home</td>
</tr>
<tr>
<td><strong>LOCATION</strong></td>
<td>School ➔ Home ➔ Other</td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td>Asynchronous ➔ Synchronous</td>
</tr>
<tr>
<td><strong>OPERATIONAL CONTROL</strong></td>
<td>Local Board ➔ Consortium ➔ Regional Authority ➔ University ➔ State ➔ Independent Vendor</td>
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<tr>
<td><strong>TYPE OF INSTRUCTION</strong></td>
<td>Fully Online ➔ Blending Online &amp; Face-to-Face ➔ Fully Face-to-Face</td>
</tr>
<tr>
<td><strong>GRADE LEVEL</strong></td>
<td>Elementary ➔ Middle School ➔ High School</td>
</tr>
<tr>
<td><strong>TEACHER-STUDENT INTERACTION</strong></td>
<td>High ➔ Moderate ➔ Low</td>
</tr>
<tr>
<td><strong>STUDENT-STUDENT INTERACTION</strong></td>
<td>High ➔ Moderate ➔ Low</td>
</tr>
</tbody>
</table>

*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