




DESIGNING ONLINE COURSES FOR EDUCATORS AND ENGLISH LANGUAGE LEARNERS

Diane Boothe, Boise State University, USA

Melissa Caspary, Georgia Gwinnett College, USA

Proliferation of Information and Communications Technology (ICT)



- Profound changes**
- Instant global communication**
- High-speed information access and retrieval**

Education in the 21st Century



Change

Practitioners and researchers are facing change at a remarkable pace.

Impacts

The impacts of the technological explosion have affected every aspect of the profession.

Transformation

Global professional education community has experienced change in monumental proportions.

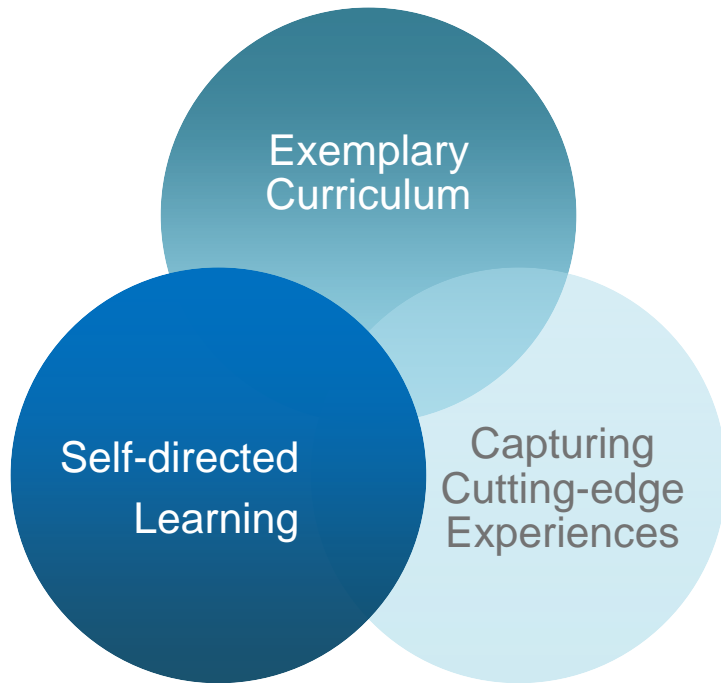
INTRODUCTION

Demands and trends



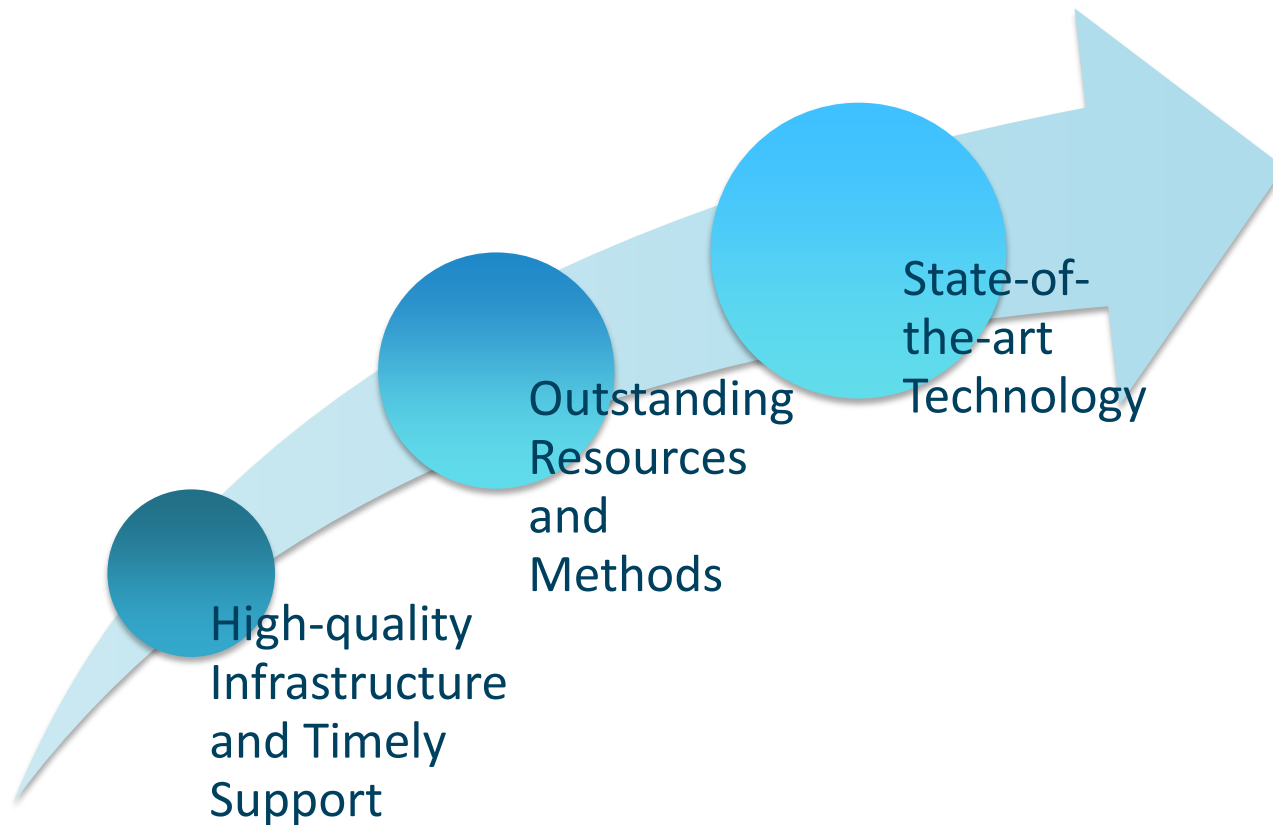
- Demand for online coursework continues to be at the forefront of trends in education
- Dominates academic discussions
- Economic impact of online education is significant
- Dramatically contributes to changes at institutions of higher education

PROGRAMS AND ONLINE OPPORTUNITIES FOR SUCCESS



Key Components of These Endeavors

A model of higher level learning activities essential to ensure a level of confidence educators



Evolution of the classroom

Cross Disciplinary

- **Creativity + Cognitive Function**
- **Aligning course content and online platforms**



STEM Emphasis

- **Cultural Diversity**
- **Critical Issues and Practices for English Language Learners**
- **Equitable Learning Field**

THE QUESTION

Expectations?



In an electronically interconnected, socially networked world how do we meet the needs of learners with high expectations for interactive instructional technologies as education is transformed for 21st century learners?

Online Course Development and Delivery

1 Design

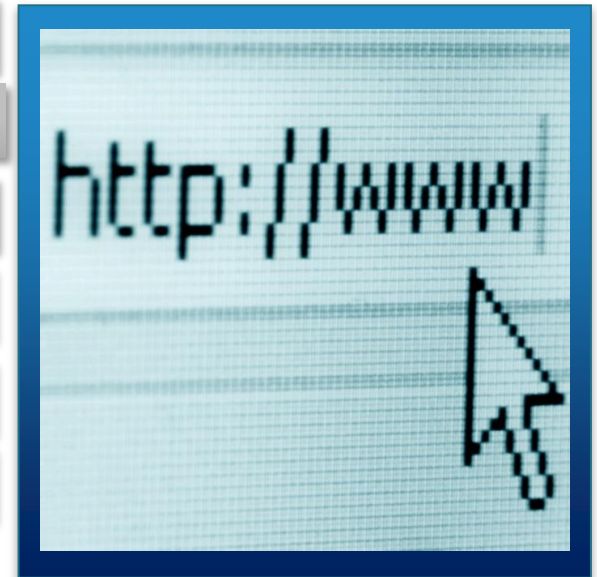
2 Digital Content

3 Implementation Techniques

4 ICT Resources can be Reviewed and Planned

5 Seek Feedback

6 Selection and Synthesis of Materials



PROMOTING HIGH LEVELS OF STUDENT ACHIEVEMENT



- **Addressing complex and diverse needs of English Language Learners.**
- **Educators must develop multi-dimensional technologies to address the specific needs of these students.**
- **The pedagogical potential to enhance teaching and learning for linguistically diverse students is central to goals and objectives of online course design.**

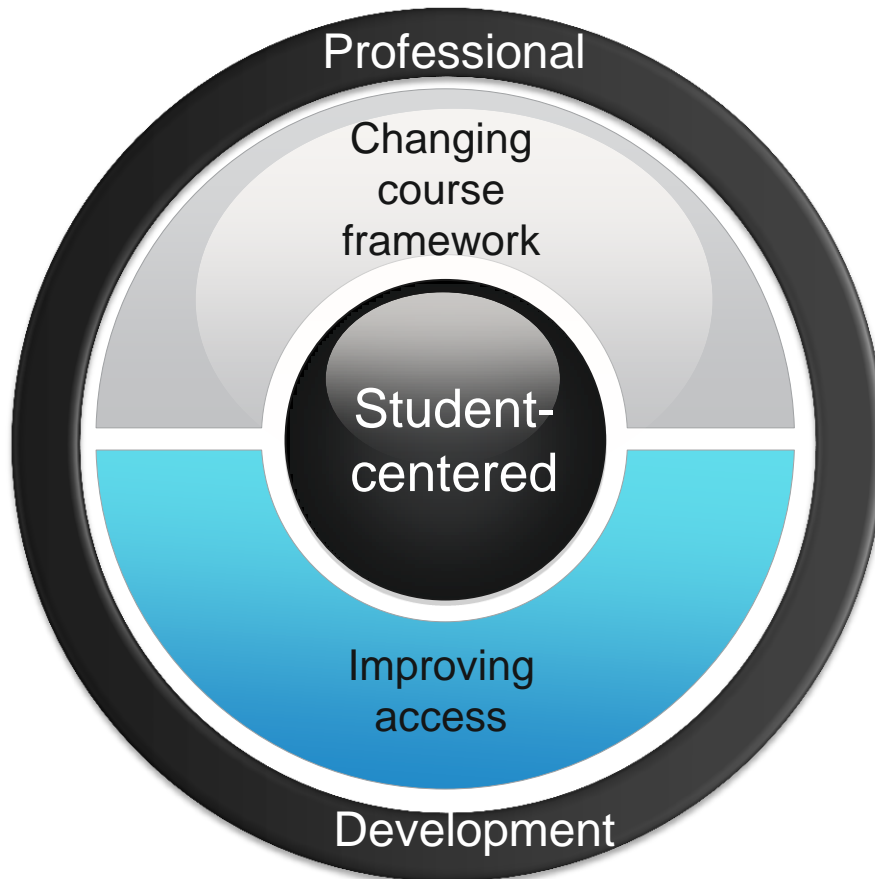
At the University Level

Students are requesting online and blended learning

- Educators are working to develop new online, asynchronous courses as well as convert face-to-face traditional courses to online and hybrid platforms.
 - Department of Literacy, Language and Culture at Boise State University, English as a New Language (ENL) endorsement courses are moving to a fully online platform
 - Goal is to serve educators from across the state, particularly in rural settings

Dialogue

Potentially critical foundational process



REVIEW OF THE LITERATURE

Use of computer assisted language learning in the classroom



- **Beare suggests that critical authentic experiences can be addressed when learning online that will stimulate learning and actively engage students in the process-2016**
- **Cognitive presence is a core concept in defining a community of inquiry and essential when developing online courses for ENL students-Garrison, Anderson et.al.-2001**

REVIEW OF THE LITERATURE

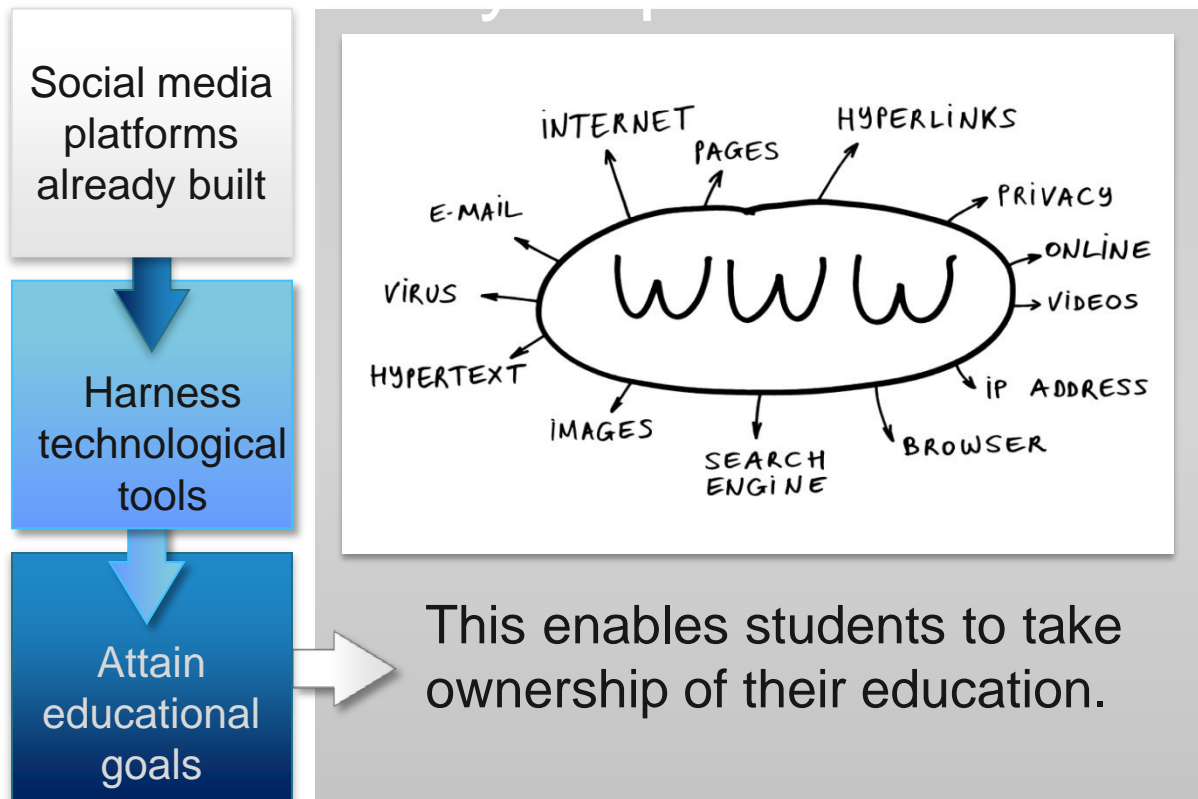
Quality Matters



- **Quality Matters is an international, inter-institutional program with quality assurance processes designed to certify educators in online course design and allow them to collaborate with peers.**
- **This program was utilized to develop asynchronous online courses at Boise State University.**
- **Collaborative internet partnerships have been founded across the globe through computer mediated connections representing an interdisciplinary mix of communication, technology, education, and journalism.**

Online Course Development

Numerous competitive programs and opportunities for online course development utilizing a variety of platforms



Quality Matters

Guidance and training leading to best practices



Develop-
ment of
Modules

Faculty-
centered
Guidance

Peer
Review

Quality
Assurance
Processes

Standards for curriculum and instruction

**Actively engaged
students**

**Generating new
knowledge**

**Rubrics for online
education**

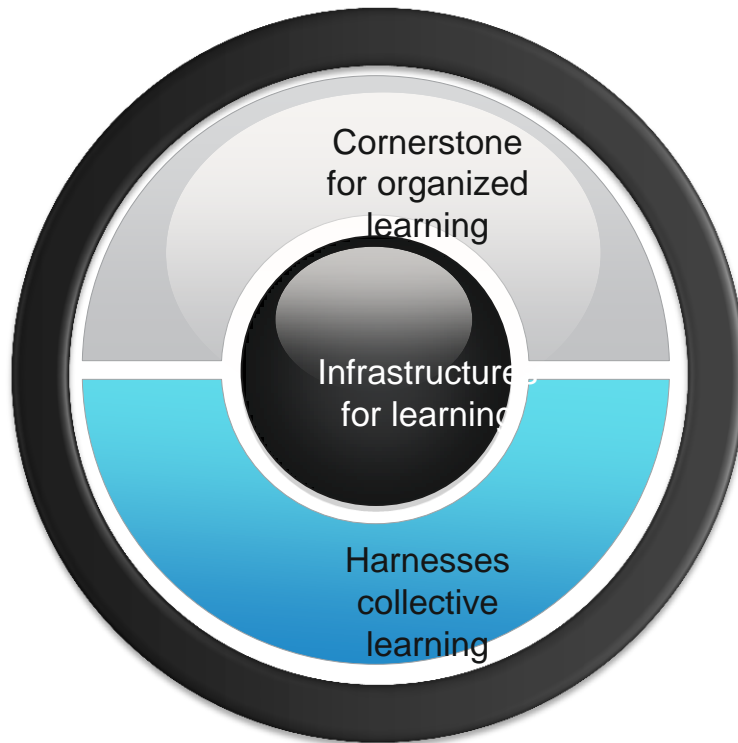
**Aid in the
evaluation of
the instructional
design**

Course Design Essential Elements

Multicultural Education Course for Educators

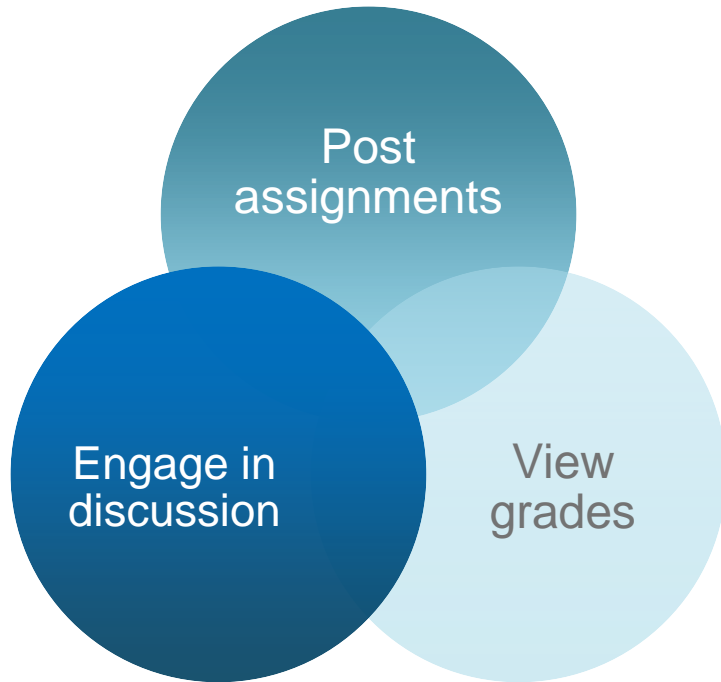


Elements Required



Discussion boards, textbook and article reading and assignments, reflection papers, group projects, community service work and a final synthesis research paper

Blackboard Interactive Program



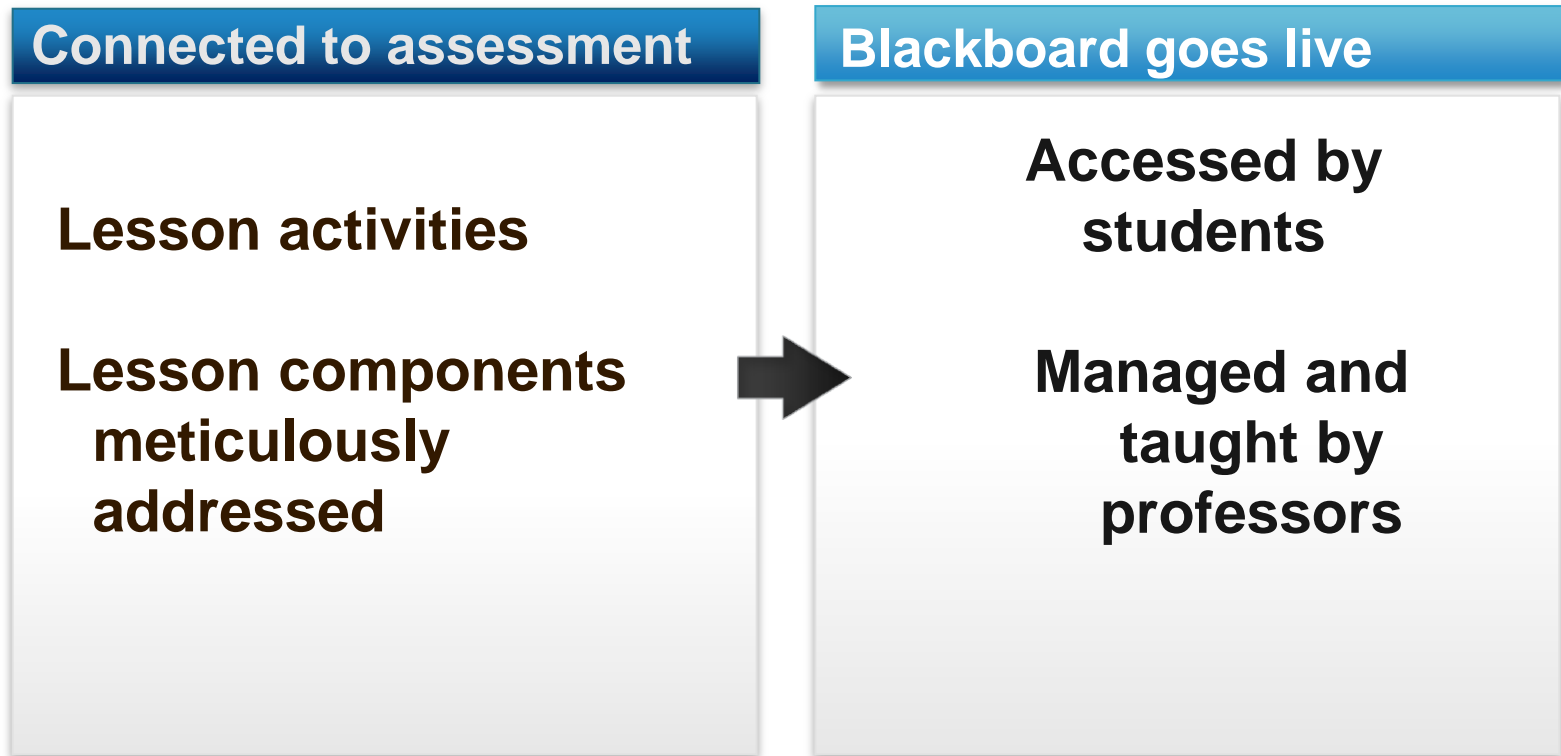
- Deeper learning with transferrable concepts
- Announcements and teacher feedback are readily accessible
- Embedded web links
- Strategic educational opportunities

Implementation Techniques

Relevant, Timely, Rigorous

- Learning objectives connected to course design pattern and map
- Sequence of learning activities supports student achievement of objectives
- Module menus address each aspect of the course and determine amount of time students are expected to devote

Rubrics relate expected outcomes



ONLINE COURSE DELIVERY

Selecting the appropriate delivery mechanism



- Specific for course content and audience
- Best available tools to assist with selected delivery mechanism
- Web assisted, blended, hybrid, asynchronous or synchronous online or accelerated courses
- Depends on content, level, technological availability, technical literacy of instructor

Delivery Platform

Burns et al. (2013)



- For an information systems course suggested that for introductory level classes, students performed better in face-to-face classes, but for more advanced courses, student performance was not impacted by the delivery mechanism.
- The Course Delivery Decision Model (CDDM) acknowledges the interdependence between course design and course delivery, and uses a backwards design approach that takes into account learning outcome goals to select the appropriate delivery mode. (Brinhaupt-2014)

Technological advancements

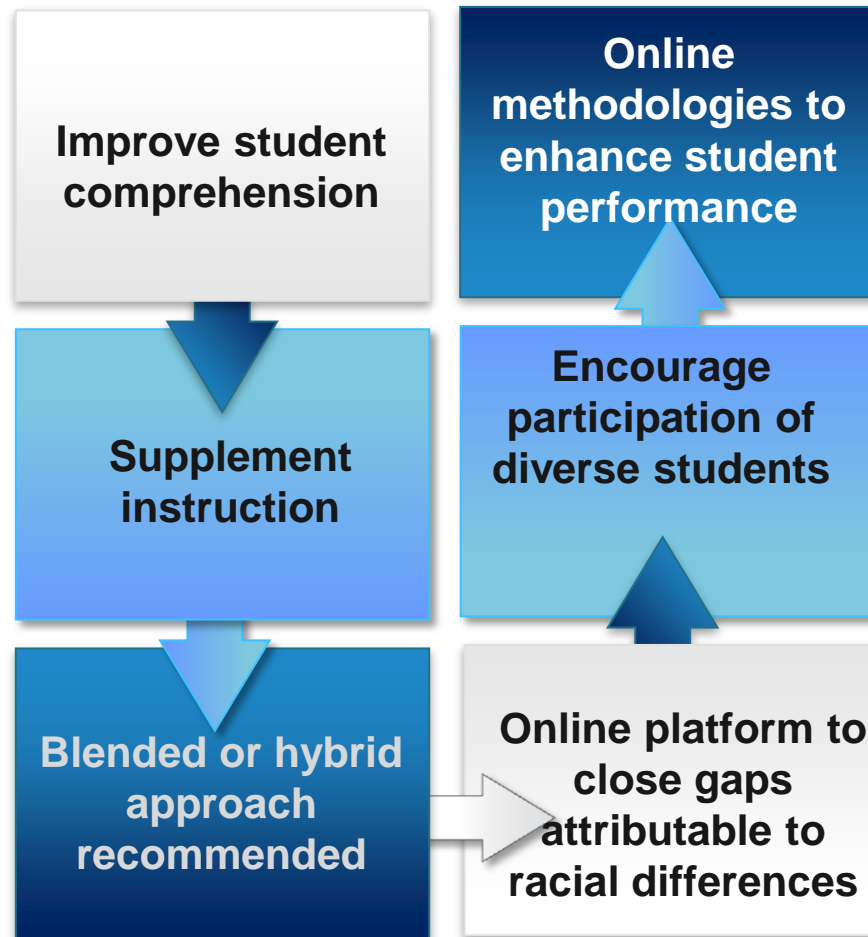
1 Validity

2 Verifiability

3 Delivery platform

- Powerful instruments for reaching students
- Require flexibility and acomodation

Online Course Delivery in the STEM Fields



Resources to Enrich Course Design

1

Text with a paired online software package

2

Online tools like Kahoot or Polleverywhere

3

Combine face-to-face instruction with online quizzes and polling

4

Create a fun, real-time response mechanism for communication

5

STEM-Simulated online lab software



Conclusion

Quality online course development is essential for students



- Digital design curriculum for English language learners can stimulate learning and provide productive engagement and learning
- Course design should be targeted toward learning outcomes and the student audience being served

Acquisition of English skills

Essential to many for building career and educational success



- Enriched through the incorporation of technological, student-focused advancements and methodologies
- The outlook for online education is strong and will continue to grow in the transglobal and transcultural educational settings of the future



21st Century educators are facing a sea-change in roles and expectations of the increasing global society.

ICT has been a significant contributor to such changes.

Further Questions:

How do we assure that those without the access to contemporary ICT systems have access to quality educational opportunities?

How do we adapt curriculum to the technologies that students have already mastered outside of the classroom?



THANK YOU