

Transformative practices in an online course



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Types of instruction	Acquisitions of knowledge	Role of the technology
Expository instruction	Digital devices transmit knowledge	Delivers the content
Active learning	Learner builds knowledge through inquiry-based manipulation of digital artifacts such as online simulations, games, etc.	Allows learners to control digital artifacts to explore information or problem
Interactive learning	Learner builds knowledge through inquiry-based collaborative interaction with other learners	Mediates

Creating an Online Collaborative Community

- Palloff and Pratt (2005) identify specific pedagogical benefits of online collaborative learning, to include development of critical thinking skills, co-creation of knowledge and meaning, reflection, and transformative learning

Sense of Community Variables	Key Course Factors
Connection	Video introduction by instructor Letter of introduction: Submit to discussion board: <ol style="list-style-type: none">1. Submit a letter of introduction with a photo, or a video2. Reply to at least 2 people whose letters interest you
Participation	Reading (instructor or self directed) Discussion board response and replies
Safety	Consistent learning cycle
Support	Classroom practice Instructor-led introductory session
Belonging	Peer sharing and responding Students participate in small group discussions
Empowerment	Writing about learning activity Students discuss, share, present work (key curriculum issues in modules)

ENL/Bilingual Endorsements



- ED-LLC 503 Applied Theoretical Foundations of Bilingual Education/ENL and Multiculturalism
- ED-LLC 505 Applied Linguistics: From Theory to Practice
- ED-LLC 502 Methods of Teaching English as a New Language
- ED-LLC 531 Advanced Assessment of Learners in the Bilingual/ENL Classroom
- ED-LLC 510 Field experience in the ENL Classroom
- ED-LLC 509 Field experience in the Bilingual Classroom
- ED-LLC 501 Culturally Diverse Learners*
- Modern Language

The learning cycle includes a:



- Video introduction in which the instructor presents key concepts of the module and makes the connection to classroom teaching and learning
- Thinking activity that prompts teachers to consider the experiences and knowledge they already have relating to the content of the module
- Reading activity that may be instructor- or self-directed
- Video activity that has students analyze an unfamiliar classroom and apply a key piece of learning from the module

The learning cycle includes a (Cont.)



- School/classroom activity where the students carry out an assignment in their own classrooms (may be the same as the activity they carried out in the video analysis)
- Writing activity (Discussion Board Response or Paper) in which students write about their learning through the module following a writing prompt
- Peer sharing activity (Discussion Board Reply) where students share and respond to the work of a colleague in the class following a set protocol

Module/Description



- **Topic: Introduction to the course and the nature of language**

Week 1: 8/24

SYNCHRONOUS MEETINGS

- Course syllabus
- What special about language?
- What do teachers need to know about language?
- Approaches to study language

Reading Assignment:

- Freeman, D., E. and Freeman, Y., S. (2014). Chapter 1: How linguists study language. In *Essential linguistics: What teachers need to know to teach ESL, reading, spelling and grammar* (pp. 21-52).

- **Watch:**

- **Due:**

- Letter of introduction: Submit to discussion board:
 1. Submit a letter of introduction with a photo, or a video by Tuesday (8/25).
 2. Reply to at least 2 people whose letters interest you by Saturday (8/27).
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