BUILDING TEACHING SKILLS THROUGH THE INTERACTIVE WEB (WEB SKILLS)

U.S. DEPARTMENT OF STATE - E-TEACHER SCHOLARSHIP PROGRAM
UNIVERSITY OF OREGON, DEPARTMENT OF LINGUISTICS, AMERICAN ENGLISH INSTITUTE

Course Overview

Participants in this course deepen their understanding of computer-assisted language learning (CALL) theories, principles, and practices in the English as a Foreign Language (EFL) classroom. The course models innovative online teaching practices, enables participants to understand and use appropriate technology to enhance learning outcomes for their students, and offers opportunities to share real-world applications of technology tools and practices. The course provides educators with support and problem-solving mechanisms as they implement technology in their local contexts and uses a "train-the-trainer" model in which participants develop plans to locally disseminate knowledge they have gained.

Special requirements: None; appropriate for teachers of all audiences.

Learning Objectives

By the end of this course, participants will be able to

- discuss behavior-based learning objectives, learning styles, learner autonomy, how to teach large classes or the one-computer classroom, and a variety of assessment techniques, then explain how they could apply or adapt these concepts to meet their own needs
- use search tools, skill-building websites, project-based learning, and online teacher resources, then explain how they could adapt these for their own purposes
- develop a formal action plan for incorporating technology into their teaching or class preparation in at least one new way and share their project reports with the group

Course Scope and Sequence

Week 1: Introductions and orientation to the course; creating an academic blog

Week 2: Writing clear behavioral learning objectives

Week 3: Oral-aural skill-building websites; search tools and effective web searching

Week 4: Reading-writing websites and technology-enhanced lesson plans

Week 5: Project-based learning with Web Quests; rubrics for assessment

Week 6: Student-centered large classes; differentiated instruction; formative assessment

Week 7: Learner autonomy and the one-computer classroom; innovative use of PowerPoint

Week 8: Teacher resources online; technology-enhanced research project draft reports to peer reviewers for feedback

Week 9: Online teacher resources such as templates, grade books, puzzle and game-makers; final technology-enhanced research project report due

Week 10: *LOTI* (Levels of Technology Integration) digital age framework; course wrap-up

Course Requirements for Certificate of Completion

Course participants will be required to

- read assigned texts and submit at least two posts a week on the topics that demonstrate understanding of key concepts
- complete weekly assignments to practice and apply course information to the creation of teaching plans and classroom activities
- create weekly blog posts to record reflections about the course and how the information can be used in participants' own classrooms
- create a capstone technology-enhanced research project or plan in which participants meet a need in their courses with a new technology tool, use the new technology tool, reflect on the results, and create a project report
- give constructive feedback on peers' final project or final plan

This class is pass/no pass. Participants receive a final score (maximum = 100 percent) at the end of the course. Participants with a final score of 70 percent or higher will pass the course.

Participants each receive an overall percentage score and grade for this class based on work in three areas: online discussions (25 percent of the total grade), weekly tasks (50 percent of the total grade), and final project (25 percent). The instructors provide feedback in a combination of points and written comments.

Weekly Online Group Discussions (25 percent of total score). Participants individually contribute (post) substantive comments to a minimum of one discussion per week. A variety of discussion topics will be available each week on pedagogical issues, and practical teaching tips and techniques.

Weekly Tasks (50 percent of total score). Participants will complete a series of tasks that enhance comprehension of course topics and materials along with application in local classrooms. The work will be cumulative in the sense that it is all part of a term-long process, building toward the final project.

Final Project (25 percent of total score). The final project consists of three components (lesson plan, unit plan, action plan), which are developed and refined in the weekly tasks. After receiving peer and instructor feedback, the three components will be revised and submitted as the final project at the end of the course.

Sample Materials and Resources

- Articles from the *English Teaching Forum* journal, http://americanenglish.state.gov/english-teaching-forum
- *Blogger* (blog tool), *Delicious* (social bookmarking tool), *Rubistar* (rubric creation tool), *Google Sites* (class website), *Hot Potatoes* (authoring tool), and other web-based tools
- *Using Technology in Teaching Large Classes*, by the Teaching Effectiveness Program, University of Oregon
- *EFL Activities for the One-Computer Classroom*, by Susan Gaer
- *LOTI (Levels of Technology Integration): Digital Age Framework*, by Christopher Moersch
- *TESOL Technology Standards*, www.tesol.org/advance-the-field/standards/technology-standards