

Using Data to Guide Teacher Preparation for Online Language Instruction

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8:00-8:55 Friday, May 15

Think 4: Rm 355

Theme III : Collaborations in Language Teacher Education

International Conference on Language Teacher Education, 2015

Abstract

The Basic Online Language Design & Delivery (BOLDD) Collaboratory shares best practices and trains teachers through workshops and social media. After a presentation of BOLDD and CARLA survey data, the discussion today will target what the data mean for teacher educators and look for collaborations that best prepare us for this brave new world.

Advance Organizer

√The Surveys

√A meta-question to frame our discussions:

How does the entirely online environment differ *essentially* from F2F, blended, hybrid, & flipped classrooms? (Think, pair, share)

√Then, our three (3) discussion questions:

1. How do we prepare ourselves to teach the design of online learning?
2. How can we learn & collaborate together and with our students?
3. What should we learn from the CARLA survey respondents about what the challenges are to teaching online and what newbies *really* need to know?

√ If we have time: Questions you'd like BOLDD survey (continue to) ask?

The CARLA & BOLDD Surveys

- National data on online language education
- Marlene: the CARLA Survey of 2012
- Kathryn: the BOLDD Survey of 2013-2014
- Expectations for the upcoming MLA-ACTFL-IIE (through the Language Flagship)

Marlene - CARLA Survey

Marlene's slides

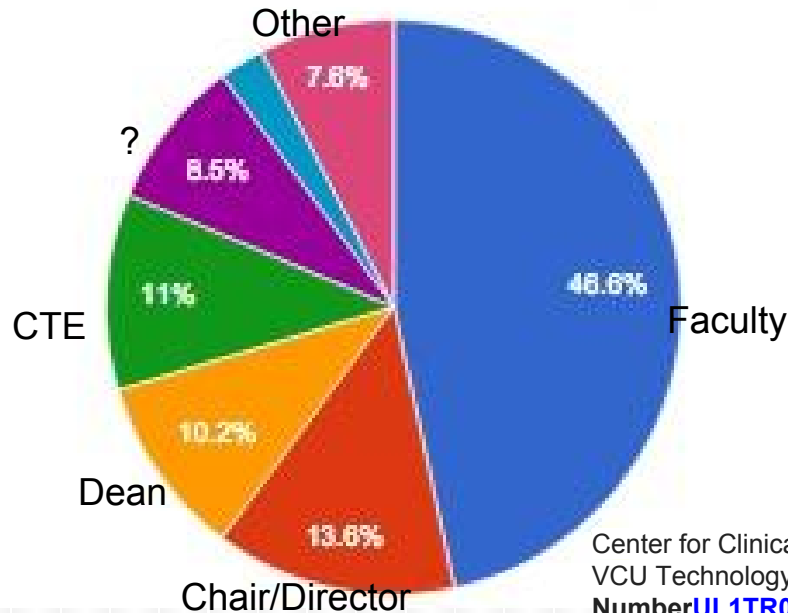
BOLDD 2014 Survey Results

- ❖ Based in RedCap, a robust survey instrument*
- ❖ 414 invitations, numerous forwards (IALLT, CARLA, COERLL, colleagues of invitees)
- ❖ 128 responses for a response rate of between 31% - 25% (if 500 hits : Pew has a 25% rate)
- ❖ The sampling bias stayed relatively low

*Center for Clinical and Translational Research (CCTR) and VCU Technology Services grant support (CTSA Award Number [UL1TR000058](#))

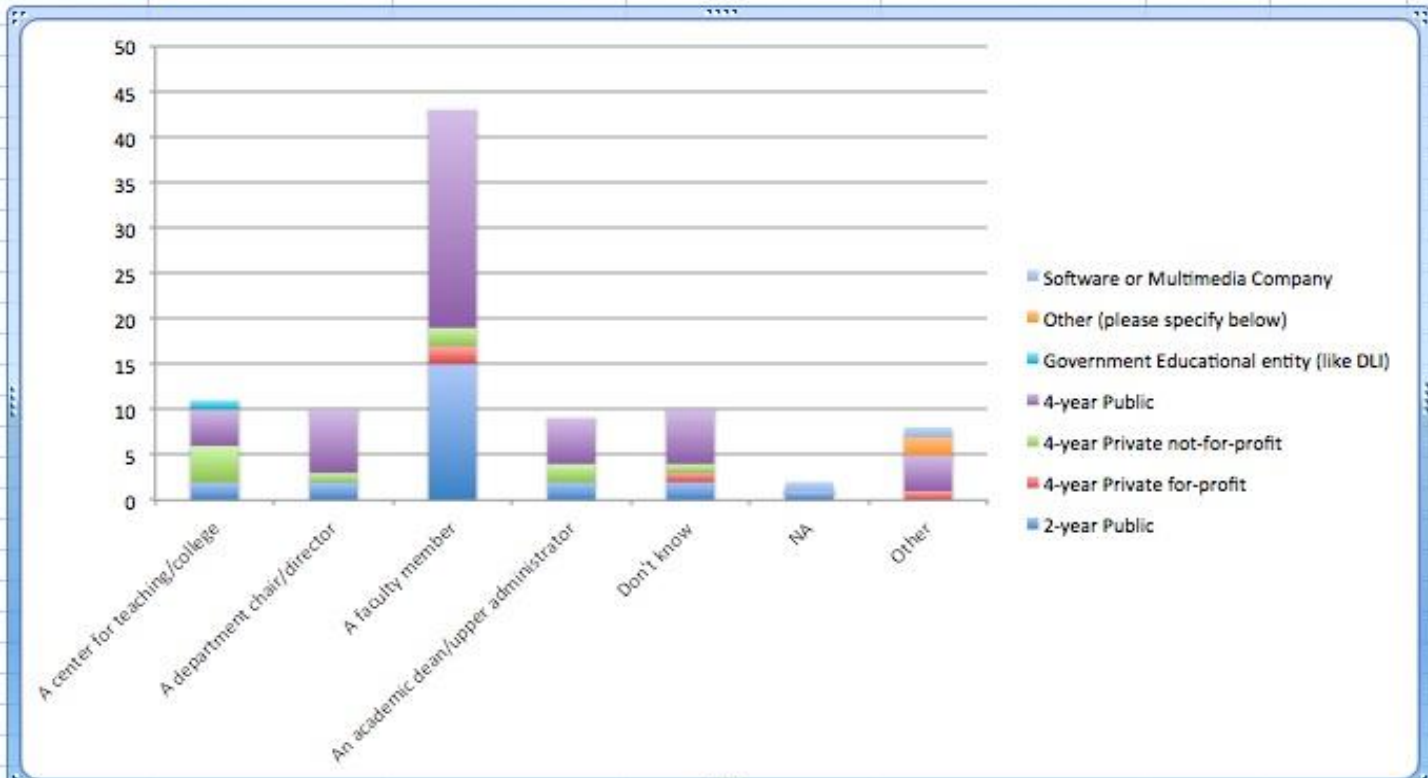
Who launched these initiatives?

Counts/frequency: A faculty member (55, 56.1%), A department chair or director (16, 16.3%), An academic dean or upper administrator (12, 12.2%), A center for teaching or an online teaching and learning center (or college) (13, 13.3%), Don't know (10, 10.2%), N/A (3, 3.1%), Other (please specify below) (9, 9.2%)



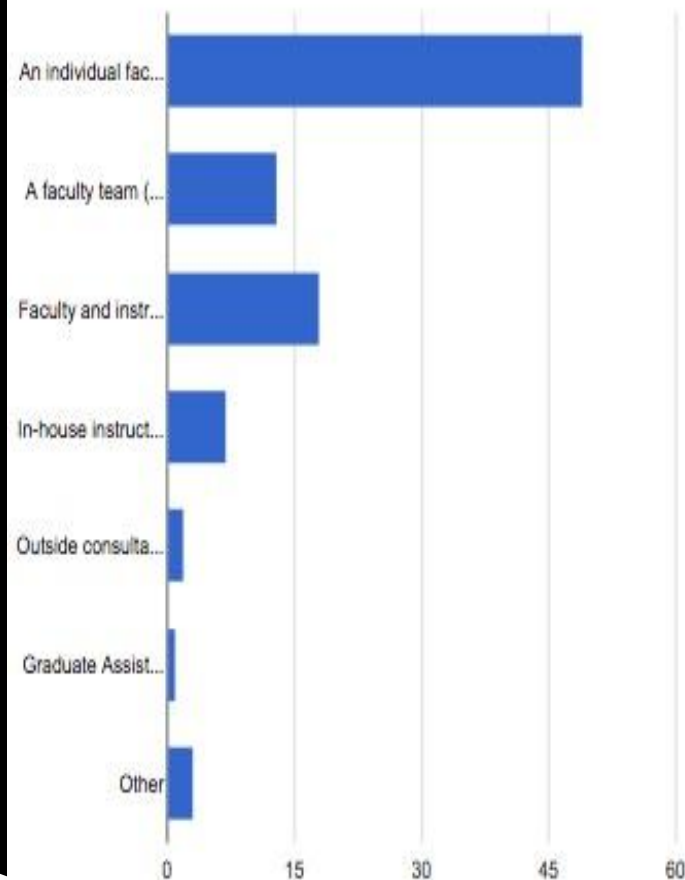
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	A center for teaching/college	A department chair/director	A faculty member	An academic dean/upper administrator	Don't know	NA	Other
2-year Public	2	2	15	2	2	1	0
4-year Private for-profit	0	0	2	0	1	0	1
4-year Private not-for-profit	4	1	2	2	1	0	0
4-year Public	4	7	24	5	6	0	4
Government Educational entity (like DLI)	1	0	0	0	0	0	0
Other (please specify below)	0	0	0	0	0	0	2
Software or Multimedia Company	0	0	0	0	0	0	1



So, who designs these courses?

Counts/frequency: An individual faculty member (49, 68.1%), A faculty team (may include graduate assistants) (13, 18.1%), Faculty and instructional designers/media specialists (18, 25%), In-house instructional designer or team (7, 9.7%), Outside consultants or designers (2, 2.8%), Graduate Assistants (1, 1.4%), Other (3, 4.2%)



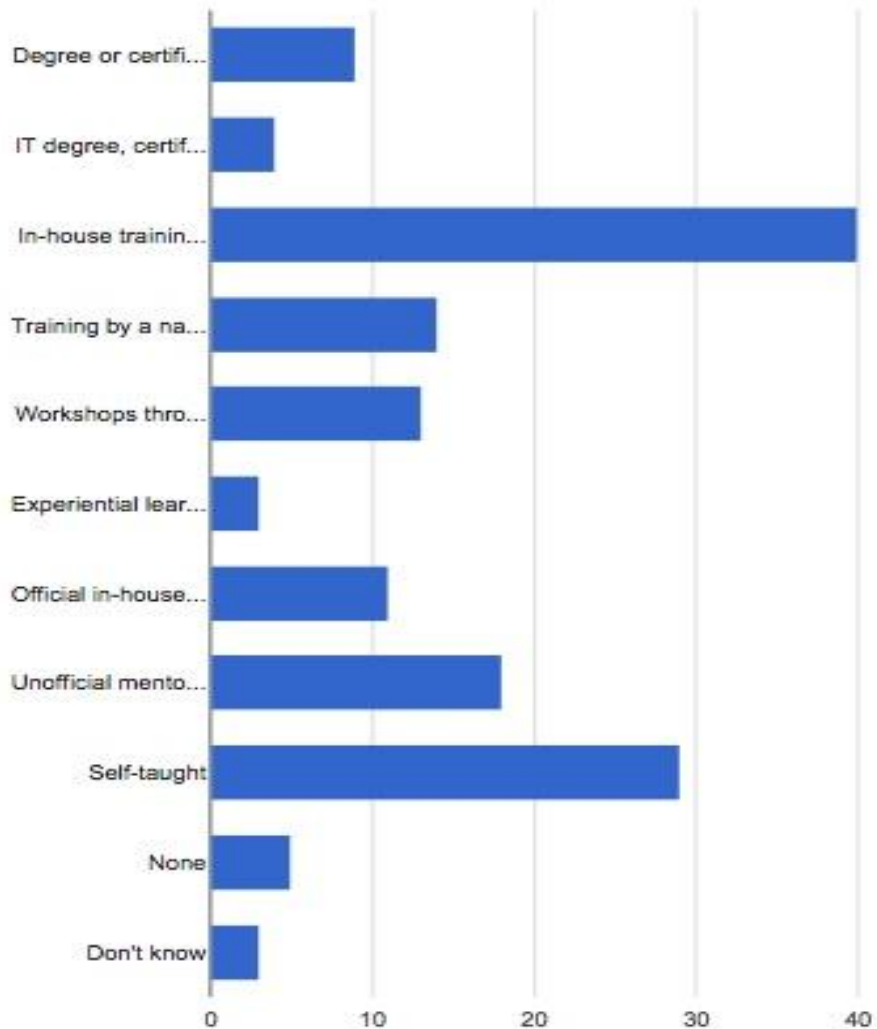
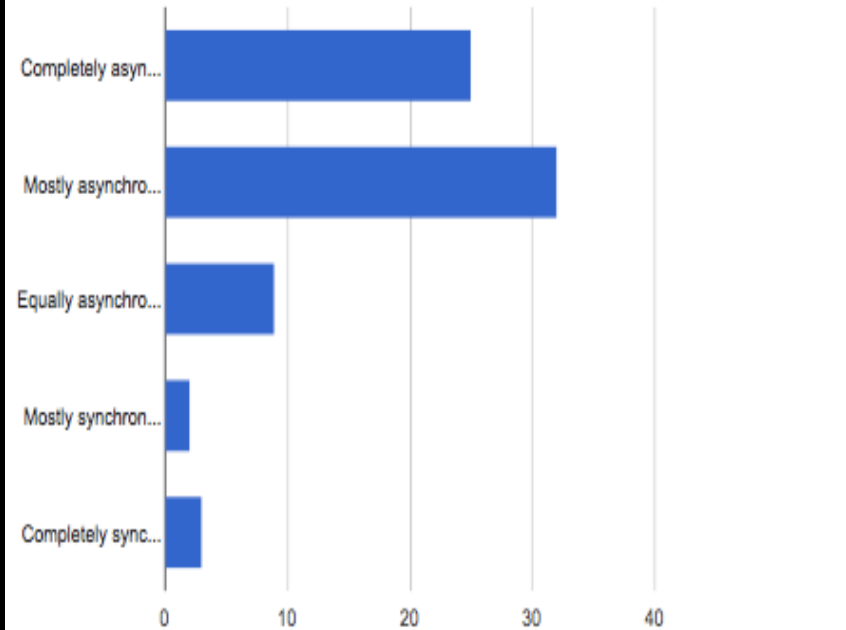


Image: <http://www.pdpics.com/photo/2364-training-magnifying-glass/>

Center for Clinical and Translational Research (CCTR) and VCU
Technology Services grant support (CTSA Award
Number **UL1TR000058**)

Now to teaching and teacher preparation

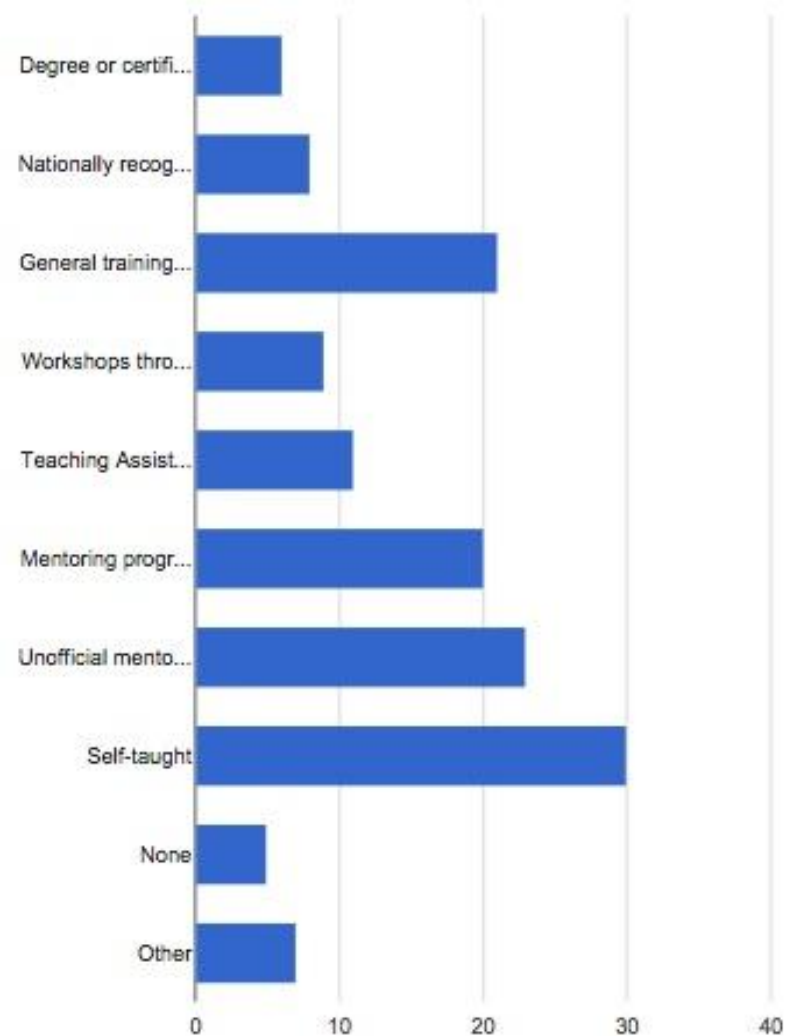
Counts/frequency: Completely asynchronous (25, 35.2%), Mostly asynchronous (32, 45.1%), Equally asynchronous & synchronous (9, 12.7%), Mostly synchronous (2, 2.8%), Completely synchronous (3, 4.2%)



What would you expect is the major mode of online teaching?

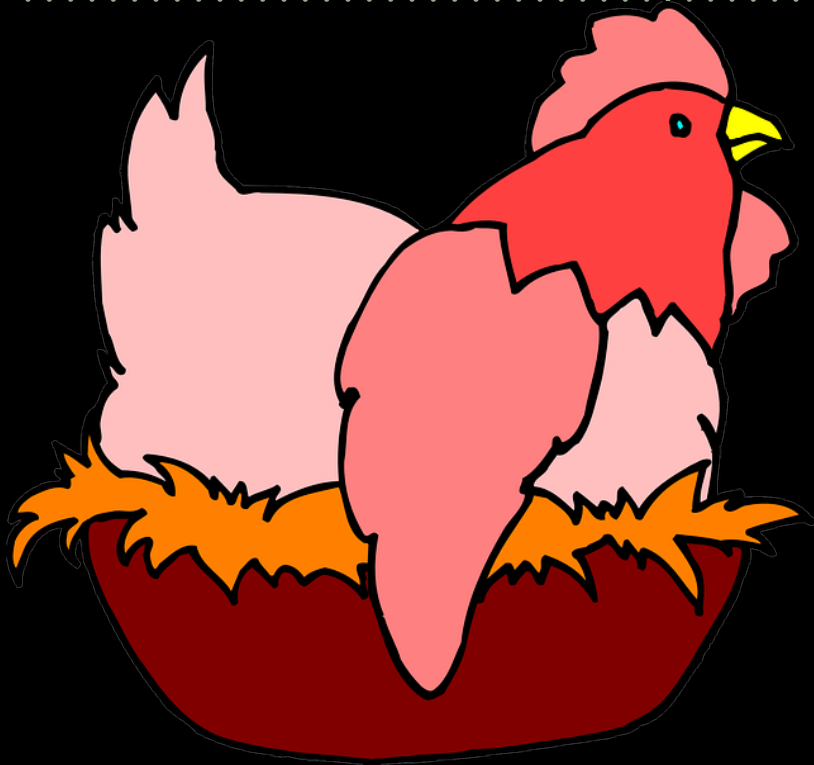
- Aynchronous
- Mostly asynchronous
- Equal parts
- Mostly synchronous
- Synchronous

And how the online teachers are trained ?



Center for Clinical and Traslational Research (CCTR) and VCU Technology Services grant support (CTSA Award Number [UL1TR000058](#))

Pondering



So, now that we have reviewed the surveys, let's ponder

The Framing Question

How does the entirely online environment differ *essentially* from F2F, blended, hybrid, & flipped classrooms? (Think, pair, share-5 minutes).

We will use a Gdoc to capture our ideas and to demonstrate how our group discussions will be supported, shared, and archived for this session.

<http://bit.ly/CARLA-BOLDD-2015>

Question 1:

How do *we* get prepared to teach designing and planning OLE?

Some 80% of online courses are designed by faculty. Based on data on how faculty-designers are trained, our discussion targets the specificity of our own preparation.

1. What are the online-specific course/program **design** elements we should be teaching to our student teachers?
2. Which blended, hybrid & flipped designs transition well to online? What, if anything, will student teachers need to take into account for the transition to work smoothly?
3. How must we prepare students to design their role as teacher in the entirely online environment?
4. What shifts in the design of online instructional planning have to take place for which we need to prepare future teachers?

Question 2:

How can we learn & collaborate together and with our students to stay current in OLE?

Over 50% of teachers delivering online courses are self-taught or have only generalized online training.

1. How do we, the teacher educators, get the training we need in CALL, TELL, and OLE to be able to prepare the next generation?
2. What are we using to create online learning communities to keep ourselves abreast of new trends in media and OLE?
3. How do we operationalize collaboration with students to integrate new affordances with the SLA theory and practices we teach?
4. How do we professionally develop our peers in OLE?

<http://bit.ly/CARLA-BOLDD-2015>

Question 3:

Marlene: your questions from the CARLA survey

1. What should we learn from the CARLA survey respondents about what works and what newbies *really* need to know?

<http://bit.ly/CARLA-BOLDD-2015?>

And if we have time:

What would you like the BOLDD survey to ask?

1. Courses & languages
2. Design issues and choices
3. Teaching
4. Learning and evaluation

<http://bit.ly/CARLA-BOLDD-2015>

Thank you!

- To access the BOLDD wiki:
<https://sites.google.com/site/bolddcollaboratory/>
- To join the BOLDD survey:
kmurphy@vcu.edu
- For training this summer:
CALICO @ Boulder (CU) May 27 9am -4pm
or contact either Marlene or Kathryn
- CARLA Online Teaching Bibliography: http://carla.umn.edu/technology/tlo/bib_search.html