Central Issues:

1. Equity
2. Student Learning and Support
3. Faculty Support
Discovering A New Joy
Overcoming Apprehensions
Learning New Pedagogical Approaches
Lessons Learned Thus Far
Building a Powerful Community of Online Learners
50 min lesson plan vs. 100 hrs of instruction (50 each course) + assessment has to be spelled out almost word-by-word and be ready to go from day one!
I admit I had my “yikes” moment but then I thought. So, ...
HOW WILL I TRANSITION INTO TEACHING LANGUAGES ONLINE?

Create a learning experience for myself

Be an online learner first and observe…

After all, putting yourself in other’s shoes always helps!
3 week intensive, 6-8 hrs daily

2 deadlines per day for turning in assignments including:
- reading books and articles,
- posting on discussion boards,
- responding to comments,
- learning some Spanish,
- creating lesson plans and delivery methods,
- collaborating on projects in various formats,
- unit reflections

120 hrs

AUDITED – 20 hrs

120 hrs + Series of appointments with Pat Fellows and Karen Matson, my CMET heroines!

200 + hrs of learning / input

ci. 25 hrs
How to Transform that Input into Meaningful Output, i.e. a fun, engaging, rigorous and thought provoking learning experience to help the students meet the projected proficiency level in the language and culture

- Redesign the entire series to be delivered online with everything ready to go
- Know my technology well. Learn more!
  - Various Canvas features I have not used before
  - Screencasting – Camtasia
  - Tele conferencing – Zoom
  - Twitter, Instagram, Padlet, Flipgrid, etc.

- Create an active and respectful online learning community
- Test the course on others
- Key take-aways
  - Be ok with what you can do as a beginner, learn from it, and do better next time...
  - Enjoy the creative process
  - Allow yourself time - apply for a term long sabbatical or course release...
“In a **Powerful Learning Community**, there is an ongoing interplay and collaboration among the community’s members as they strive for specified common learning goals, .... The members of the group express mutual trust and loyalty, share ideas, and support one another.... *Success of the group depends on effective facilitation, special team building activities, an emphasis on participants being actively involved in learning, and collaboration that promotes learning of the group and the individual group members.*” (Lenning, Hill, Saunders, Solan, & Stokes, 2013, p. 8-9)
metasynthesis!

Developing interest in a topic and motivation to write on an issue happen through conversation. Good conversations involve engaged participants who listen respectfully to each other, respond thoughtfully, and ask questions to keep the conversation going. We'll continue this work of "listening" to what others are saying about scientific knowledge and innovation this week, but add more voices into the conversation.

Your goal is to create a lively and insightful conversation between one of the writers we've read, one of your peers, and you.

instructions: Synthesize the points of view of deGrasse Tyson, Feynman, Thoreau, Whitman, Frank, Meyer, or Williams and one of your peers (from their Week 1, 2, or 3 discussion board post) into a conversation on a question about scientific knowledge or innovation. This means you identify an interesting question or issue connected to defining science or scientific knowledge/innovation and have the two writers “talk” to each other about it. Then you enter the conversation by responding to their views.

1. Paragraph 1: Synthesis (“They Say”)

- an introductory sentence or two that states what the concept is you want to define and the specific question or point being debated or analyzed
- a well-developed, thoughtful discussion on the point that deepens the reader's understanding of the issue by putting together and summarizing two different points of view
- clear indicators of the different points of view; consider using one of these templates:
  - Template for introducing common ground: “In their texts, X and Y share the belief that...”
  - Template for introducing points of contention: “In their texts, X and Y disagree on the...”
The rapid rate at which scientific innovation is advancing raises the question of whether or not science could potentially do more harm than good in the future. Innovation pushes society to continue to change and adapt every day, and people are not always comfortable with change. In the article “Will Robots Take Our Children’s Jobs?” Alex Williams analyzes scientific innovation through the lens of robot technology and concludes that he will eventually have to “robot-proof” his children’s careers (Williams). On of the most striking points Williams makes in this article is that there could potentially be a “cataclysmic point at which machine intelligence catches up to human intelligence, and likely blows right past it (Williams). In other words, Williams is pointing out that robots have the potential to become so intelligent that human intelligence is insignificant in comparison, and therefore our jobs become insignificant as well. On the other hand, it can be argued that humans ultimately have the last say in all technological advancements. In the week 3 discussion Summi Smith brought up the point that “scientific innovation is at our fingertips and no matter how fast the field is growing it is ultimately controlled by human beings” (Smith). This point is important because it shows that no matter how intelligent our creations become, humans will always have the upper hand. It is also important to point out that scientific innovation creates jobs at the same time it takes them away. Both Smith and Williams would agree that innovation in the future would be beneficial if it is able to eliminate old-fashioned labor. Smith states that although scientific innovation “is rapidly growing, it will continue to create greater opportunities for the human race” (Smith). Williams uses the
Recommendations

1. Equity

- Reevaluation of the intellectual property policy
  - Bring it into alignment with the current environment of online course development
- Equivalent GE support in accordance with workload across units
  - Develop a modality blind policy for support based on class size, workload, and other resources
- All faculty should have equal access to resources and responsibility in teaching online courses
Recommendations

2. Student Learning and Support (Pedagogy)

- Tutoring and development of successful online learners
- Ongoing assessment of technology needs and financial considerations
3. Faculty support

- Course release and stipend for developing an online course
  - Workload considerations

- Pedagogical support
  - Shared resources
  - GE support

- Centralized support:
  - Development training and onboarding of first time online instructors
  - Accessibility compliance by central units
Chair: Anita Chari, Associate Professor of Political Science
TEP Facilitator: Robert Voelker-Morris, Educational Technology Consultant

Fellows:
  Jagdeep Bala, Senior Instructor, Psychology
  Kathie Carpenter, Associate Professor and Head of International Studies
  Kara Clevinger, Instructor, English
  Aaron Gullickson, Associate Professor, Sociology
  Harinder Khalsa, Senior Instructor II, Italian
  Robert Elliott, Senior Research Assistant, Northwest Indian Language Institute
  Leslie Opp-Beckman, Senior Instructor II, Director of Innovative Programming, American English Institute