

Course Identifier: (e.g. TLC801) LLT 346

Course Name: Pedagogical Grammar

Department: Second Language Studies College: Arts & Letters

Primary contact name, phone number, and email (*normally this will be the lead instructor*)

Elizabeth Lavolette, 808-224-0949, betsy@msu.edu

Faculty and Staff Involved in Developing and Offering the Course *please list full name, position at MSU, email address, and project role for each person*

<u>Name & email</u>	<u>MSU Affiliation</u>	<u>Project role</u>
Charlene Polio, polio@msu.edu	Professor, Linguistics & Germanic, Slavic, Asian & African Languages	Course development advisor
Jimin Kahng, kahngji@msu.edu	PhD Candidate, Second Language Studies	Co-teacher
Debra Hardison, hardiso2@msu.edu	Associate Professor, Linguistics & Germanic, Slavic, Asian & African Languages	Course teaching advisor

Which Competition Are You Entering (select one):

X FULLY ONLINE COURSE (no required face to face component)

 BLENDED/HYBRID OR FLIPPED COURSE (some face to face learning is replaced by online learning)

 TECHNOLOGY-ENHANCED LEARNING INNOVATION (one specific technology innovation in a face-to-face, blended, flipped, or online course)

Semester(s) offered in 2013-2014 and number of students enrolled:

SEMESTER First Summer Session, 2013 # STUDENTS 34 (two sections of 19 and 15)

Please address these categories:

I. Course Description (400 word limit)

(broadly, what does the course teach, how is student performance assessed, what aspects of the course are online or technology-enhanced)

The course is fully online. It covers the grammar of English for pedagogical purposes and is primarily for prospective or current teachers of English as a Second Language (ESL). It focuses

on topics that teachers are most likely to encounter when teaching English to children, adolescents, or adults at the beginning to intermediate levels. It also includes some activities and materials for teaching grammar.

Students are assessed based on completion of the course modules, appropriate responses to quizzes and tests, and completion of projects.

II. Learning and Interaction Goals of the Course or Technology-enhanced Innovation

(what learning and interaction outcomes did you hope to achieve in your use of technology, why is this an award-worthy course or technology-enhanced learning innovation)

The course goals are as follows:

By the end of the course, students will be able to teach English grammar to ESL students (children, adolescents, adults) and help them understand their errors. Specifically, they will be able to

- Explain the grammar of English using primary concepts and technical vocabulary.
- Understand how grammar is presented in the instructional materials that are used to teach ESL.
- Demonstrate an understanding of the practical aspects of teaching grammar in the ESL classroom by
 - developing and teaching grammar lesson plans using various approaches to teaching grammar.
 - developing and evaluating grammar activities and materials.
 - explaining how they would help students understand particular errors.

The course was developed based on a long-standing face-to-face course, and the course goals differ little from the goals of the face-to-face version. However, technology was used to enhance learning by providing learning objects and projects that catered to varied learning styles and paces. For example, content is provided in both text format and engaging interactive presentations with audio and animated images, and hands-on exercises are used to practice applying the content. The students can review the presentations as many times as necessary. In addition, a social networking site is used to promote engagement in the class discussions, and Google Hangouts (video conferencing) are used to promote a sense of community with the instructors and among the students.

III. Points of Interest and Innovation

(Please discuss course highlights and including URLs and/or screen shots of key components of the course or technology-enhanced learning innovation you want to bring to the attention of the judges. Possible outstanding aspects of the course might include student interaction, rich media content elements, interactive learning objects, assessment, effective incorporation of polling and surveys, facilitated teamwork, peer review, portfolio creation, etc.)

The entire course can be accessed at <http://courses.cal.msu.edu/11t346/> (username: “student”, password: “weHeart11t346”). One overarching aspect of the course that influenced its design was the fact that I did not know who would be teaching it, either the first time or in the future.

Therefore, I designed the course to be reusable by any future instructor and easy to update for someone with minimal tech expertise.

Welcome!



I'm Ana Phora, and I'll be your guide through this online course. We have a lot to learn together, but your instructor and I will be here to help.

To get started, do the following:

1. Watch [Ana's presentation introducing the course](#).
[Download [presentation transcript \(PDF\)](#)]
2. Read the [syllabus](#) and get the textbook and other required materials.
3. Get familiar with the course [due dates](#).
4. Explore the rest of the course site.
5. Meet your instructors, [Betsy](#) and [Jimin](#) (click on their names to watch their short videos!).
6. After you are familiar with the course and the syllabus, do the [introductory self-check](#).
7. Begin [Module 1](#). Do each part in order!



1 Welcome page.

As soon as you log into the course, what immediately stands out is its clean, consistent design and clear organization. This makes it easy for students (and the instructor) to find everything. The Welcome page above is what the student sees immediately upon logging in, and it shows him or her exactly what to do to begin the course.



2 Introductory presentation

To further clarify the process of beginning the course, the first task for a student is to watch a presentation introducing the course, which leads the student through the various types of content. This introductory presentation, which I created using Adobe Captivate, also introduces the avatar, Ana Phora, who is the guide through the course, including all interactive presentations. Using an avatar, rather than the course instructor, to introduce the course is another accommodation to the fact that the course is intended to be taught by various instructors. In other words, because no instructor is in the presentations, any instructor can use them. At the same time, using the avatar means that content is not presented by a disembodied voice.

Module 8

1 Intro 2 Read 3 AT 4 Do it 5 Read 6 Discuss 7 Quiz 8 Outro 9 Extra

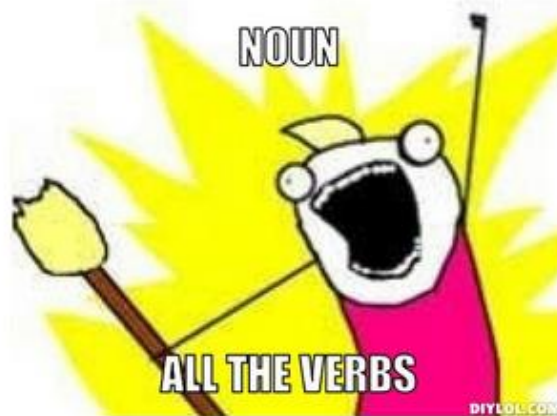
Module 8: Nouns

This module is due: **June 6**



Learning objectives

- Be able to explain the difference between countable and uncountable nouns.
- Be able to explain other ways of categorizing nouns, such as concrete vs. abstract, proper vs. common, package nouns, quantifying nouns, and species nouns.
- Be able to explain how regular and irregular plural nouns are formed.
- Be able to explain how to use the different forms of the genitive.



[2 Read >>](#)

[Print Friendly](#)

3 Module 8: Intro

The content modules themselves, like the overall course, are clearly organized. Each module starts with an intro, which lists the learning objectives and includes a related meme or cartoon. As an example, the intro page from Module 8 is shown above. To proceed through the module, the student can either click the link at the bottom of the page or the next tab at the top. For the instructor's convenience, each tab has its own web address. This means that to direct students to a particular tab, the instructor only needs to copy the web address from the browser and send it to the students, rather than describing how to navigate there.

Ana's Thoughts: Countable & uncountable nouns



Think about it

You already read about countable and uncountable nouns in your textbook. Let's concentrate on this distinction in the following presentation. Think about the questions below before you watch the presentation.

- What does it mean for nouns to be countable or uncountable?
- What are some examples of countable and uncountable nouns?
- Why might learners have difficult with countable/uncountable distinctions?



Presentation

While you watch the presentation, look for the answer to the questions above.

- [Countable & uncountable nouns](#)
- [[Download presentation transcript \(PDF\)](#)]



Self-check

Now, try the self-check below. You'll get points for doing it, but it's not graded right or wrong. Just try your best. If you don't know the answers, review the presentation above.

- [AT self-check](#)

[<< 2 Read](#)

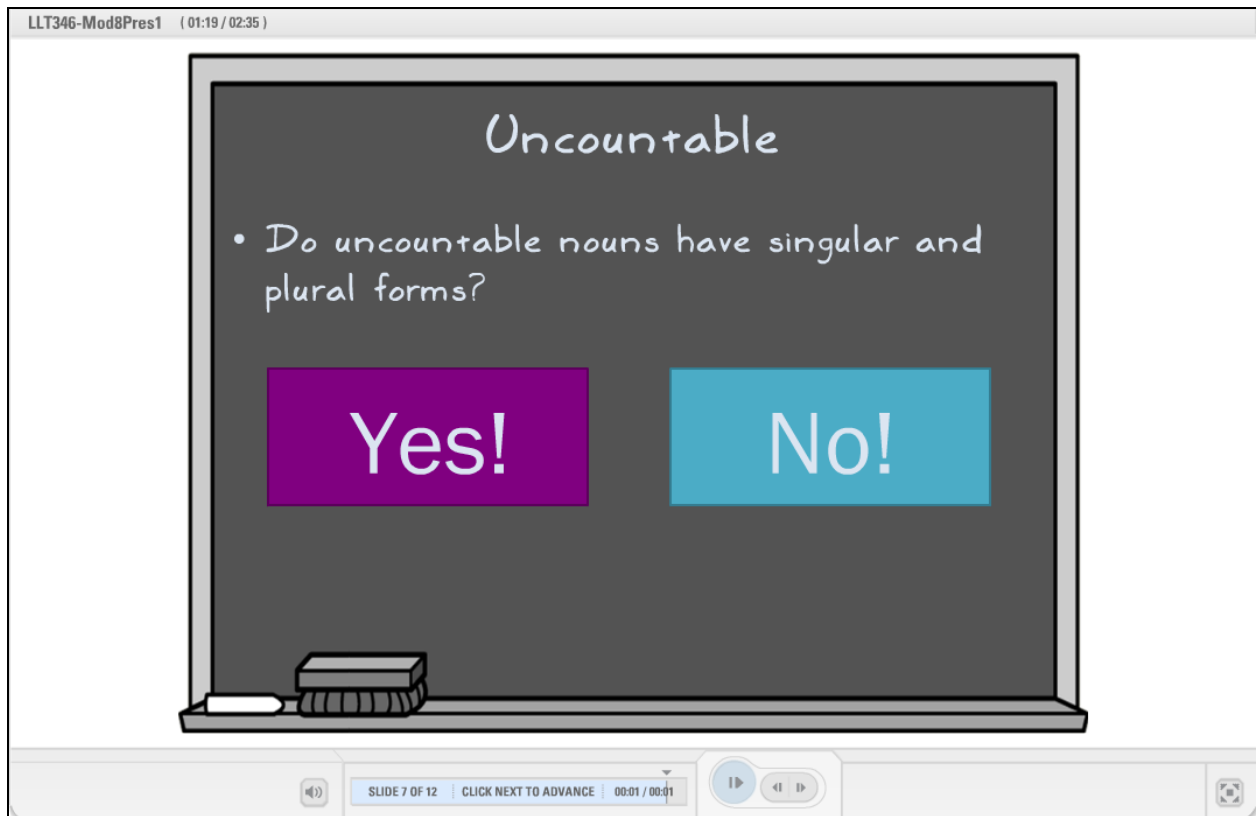
[4 Do it >>](#)



[Print Friendly](#)

4 Gray highlight delimiting top section of page

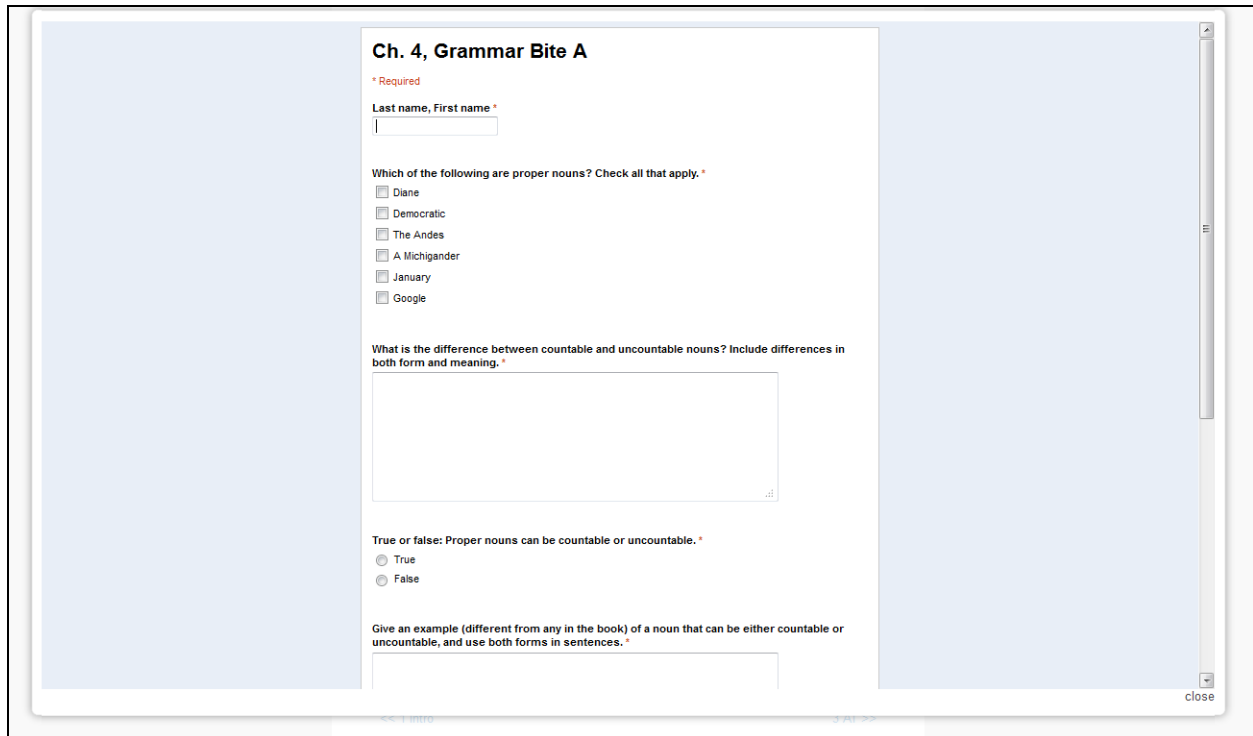
To help students better understand the structure of each module page, a gray highlight delimits the section where the mouse is currently hovering. This gray highlight only appears on pages that have multiple sections. In the screenshot above, the mouse is hovering over the top section of the page, where the gray highlight appears. Two more sections are on this page and are not currently highlighted.



5 Module 8: Interactive presentation

Each module contains at least one interactive presentation, and a screenshot from one example is shown above. The presenter is the course guide/avatar, and she is voiced by me. In addition to the audio presentation of the content and examples, images and animations help to clarify the meaning. Plus, the students are sometimes asked to respond to a question to advance the presentation.

To aid students in focusing on the important information in the presentations, “Think about it” questions are provided to answer before watching the presentation, and a self-check is provided to answer after the presentation. These self-checks and many other practice exercises are delivered using Google Forms.



6 Google Form displayed in a Lightbox

Both the interactive presentations and the Google Forms appear on top of the current page in a Lightbox, rather than opening in either the current window or in a new window. This allows the students to easily return to the point in the module where they encountered the multimedia object, simply by clicking “close” in the Lightbox. An example of a Google Form in a Lightbox is shown in the screenshot above.

Interactivity between the students and with the instructor was encouraged through the use of two technologies outside the course webpage: Google Hangouts and Facebook groups. First, Google Hangouts were used to hold virtual office hours. A Google Hangout is a video conference that allows up to 10 people to share their videos at the same time. At the beginning of the course, each student was required to schedule a 5-minute conference with one of the instructors to get familiar with using the technology, meet their instructor and some of their peers, and ask any initial questions about the course. Students were able to schedule a Google Hangout with the instructors throughout the semester when they wanted to attend office hours.

Second, each student joined two Facebook groups. One large group included all of the students, and this space was used for the instructors to make course announcements and for the students to ask questions about the course. Each student also joined a smaller group that included only five or six students, and discussions of course content took place in these groups. These groups were also where students posted work for peer feedback.



7 Facebook group interactivity

One project that students posted to these smaller groups was a grammar lesson that they developed. While students had the option of creating a lesson plan in a traditional format, most of them opted to use one of the recommended technology tools, such as Lingt Classroom (a language-focused online lesson builder). The screenshot above shows that students have posted links to their projects, and other students have given feedback. Note the large number of comments, which attests to how engaged the students were in the discussions.

IV. Accessibility

(It is not a requirement that winning entries be accessible to learners with visual, auditory, mobility, and cognitive disabilities. However, if your course content or technology-enhanced learning innovation is accessible, or if it incorporates an innovative approach to accessibility, please describe.)

The course was made accessible in several ways. First, transcripts are included for the interactive presentations. These transcripts include still images as well as text to make them useful not only for accessibility purposes, but also for students who prefer to learn in a different modality. Second, a button added to each page allows students to print out all website content if they prefer to learn on paper, rather than on the screen.

V. Evidence of Effectiveness with Students

(Please include evidence such as comparative test scores, SIRs results, short student letters of support, your own observations of project or group performance, etc.)

An letter of support from a student is attached to this application. In addition, some comments from the SIRs results are included below.

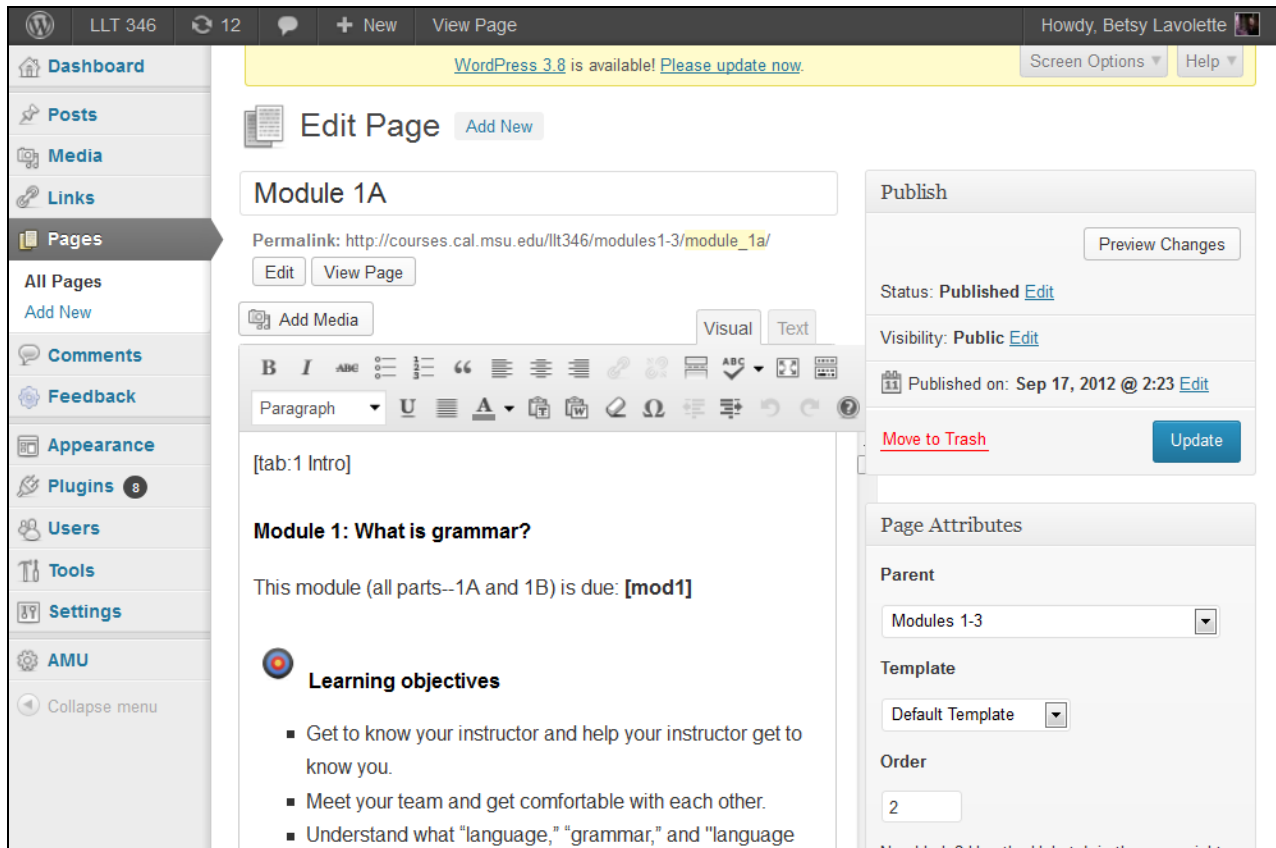
“I enjoyed the ‘Ana’s Thoughts’ [interactive presentations] within each module. During these presentations was where I learned the most, but the presentations were usually pretty short. I wish they went over all of the materials with more examples so that I would know that I was understanding the material correctly.”

“This class was well organized! The way it was set up for discussions, etc. was a great new way to keep us engaged. Very interactive!”

VI. Plans for Sustainability

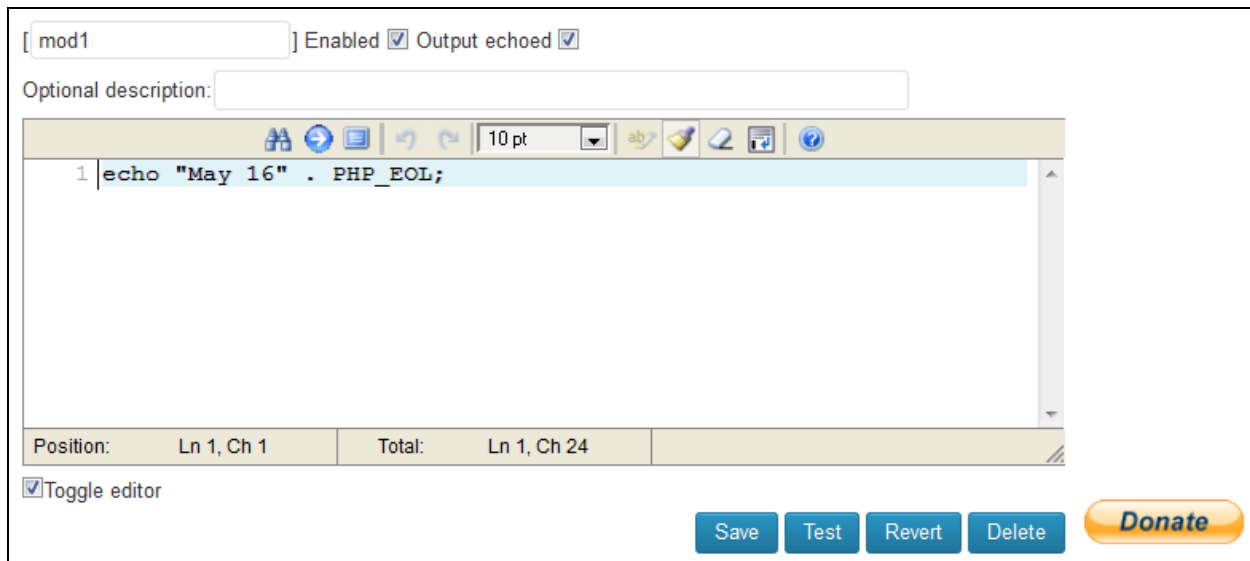
(Describe future plans for your course or technology-enhanced learning innovation.)

As described above, this course was designed to be reused by future instructors. Several features make this possible. First, an avatar delivers the content in the interactive presentations, which means that the course is not tied to a specific person. This has already been described in detail above.



8 WordPress content editor

Second, the course website is a WordPress site, which means that updating the text is easy, even for someone without a technical background. An example of the content editor is shown above. This editor is not accessible to students, so only the instructor can make changes to the content.



9 Example from shortcodes editor

Another useful WordPress feature is the ability to add plugins that simplify various operations, such as replacing text. As anyone who has reused a course website knows, it can be difficult to hunt down and update all of the due dates, and a single wrong date can cause endless confusion to students. To allow the next instructor of my course to easily update these important course dates without accidentally missing any, I used a WordPress plugin that lets you create shortcodes, an example of which is shown in the screenshot above. What is shown in the screenshot is not something that the students see. Instead, the instructor can access this screen to change “May 16” to a different date, and the due date listed for Module 1 anywhere in the entire course web page will update.

Several changes will be made to this course in the future. First, because the interactive presentations were greatly appreciated by most students as a multimodal approach to content delivery, I intend to add more of these. Of course, creating them is very time consuming, so it was not initially possible to make as many as I would have liked. As I continue development on this course, adding presentations is a priority.

I also intend to change the tool used for discussions. The Facebook group worked well for the entire class to ask questions and for the instructors to post announcements. However, the smaller Facebook groups where the students discussed the course content were somewhat problematic. A point in their favor was the fact that the students deeply engaged in the discussions and posted many comments. On the other hand, there are several points against them. First, the students wrote comments expressing their dislike of these Facebook groups in their midterm and end-of-course evaluations. For example, some students believed that they could not learn anything from these discussions because to them, Facebook was for social purposes only. Other students simply wanted to keep their academic and social lives separate. Second, the format of the groups made it difficult for both students and the instructors to keep track of who had made their required posts and comments for a given discussion assignment. For a replacement for these groups, I am considering using the discussion forum in Desire2Learn or forum that can be embedded in the course website.