NATIONAL GEOGRAPHIC LEARNING

Breaking Through the Screen

A Dozen Tips for Engaging Students in Online English Language Learning

Dr. Joan Kang Shin
Email: jshin23@gmu.edu

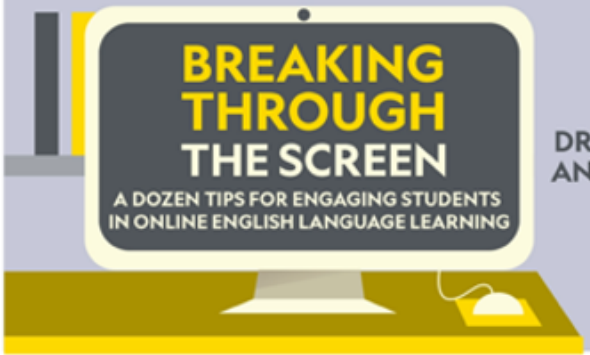
Dr. Jered Borup
Email: jborup@gmu.edu

GEORGE MASON UNIVERSITY

Children exploring and learning science through large bubble makers, electrostatic and motion, Catavento Museum, Brazil.

BREAKING THROUGH THE SCREEN

A DOZEN TIPS FOR ENGAGING STUDENTS IN ONLINE ENGLISH LANGUAGE LEARNING



NATIONAL GEOGRAPHIC LEARNING

DR. JOAN KANG SHIN AND DR. JERED BORUP

GEORGE MASON UNIVERSITY

1. TEACH DIFFERENTLY

2. ENGAGE STUDENTS IN MULTIPLE WAYS

3. REEXAMINE YOUR EXAMS

4. FOCUS ON FEEDBACK

5. PROVIDE ENGAGING VIDEOS

6. BE CRYSTAL CLEAR

7. BE HUMAN

8. START WITH WHAT YOU HAVE

9. BE AWARE WHILE YOU'RE THERE

10. PROVIDE TARGETED SUPPORT AND FEEDBACK

11. PROVIDE STRUCTURE AND A RHYTHM

12. LEVERAGE THE POWER OF ONLINE DISCUSSIONS

BONUS TIP

13. DON'T DO IT ALONE

Webinar #3:

Building a Supportive Online Community

Poll: Which of the previous webinars did you attend?

a. I attended both of the previous webinars (tips 1-9)
b. I only attended Webinar 1 (tips 1-6)
c. I only attended Webinar 2 (tips 7-9)
d. I didn't attend either of the first webinars

Poll: How often do your students ask you for technological support?

a. Never
b. Rarely
c. Occasionally
d. A moderate amount
e. A great deal

Poll: Do you regularly provide students with **optional** online office hours?

a. Yes
b. No

Tip #10 Provide Targeted Support and Feedback

Learning online for the first time can be challenging because students have to:

- Learn the material
- Learn how to learn online

Helping students to help themselves

3 B4 ME!

STUCK? TRY THESE 3 THINGS BEFORE ASKING ME FOR HELP.

1. PLAY	2. SEARCH	3. ASK
Take some time to just play around with the tool. Click on things that look like they could help. Don't worry, you will not break your computer. Try switching Internet browsers or restarting the program.	Do an internet search for the issue that you are experiencing. You'd be surprised how often you will find a video tutorial or discussion forum that has the answer you're looking for.	If playing and searching doesn't do the trick, ask a friend, parent, or family member for help.

4. ME

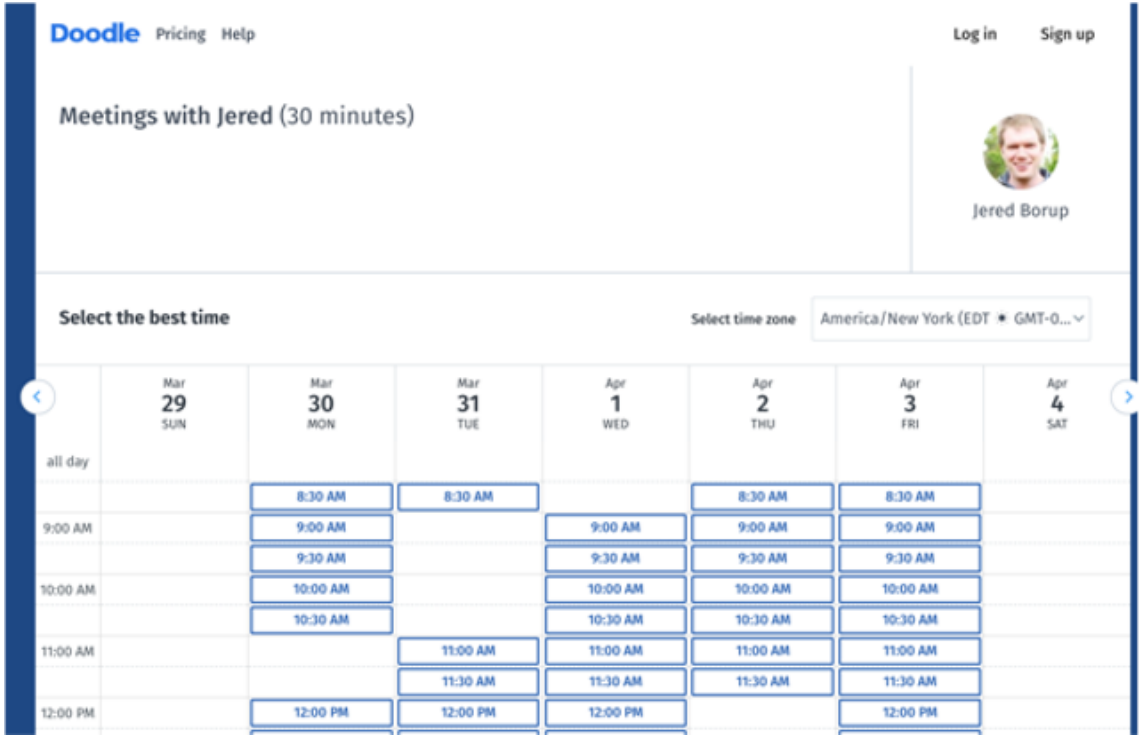
Once you played with the tool, searched online, and asked someone close to you for your help and you're still stuck—email or call me.

Virtual Office Hours

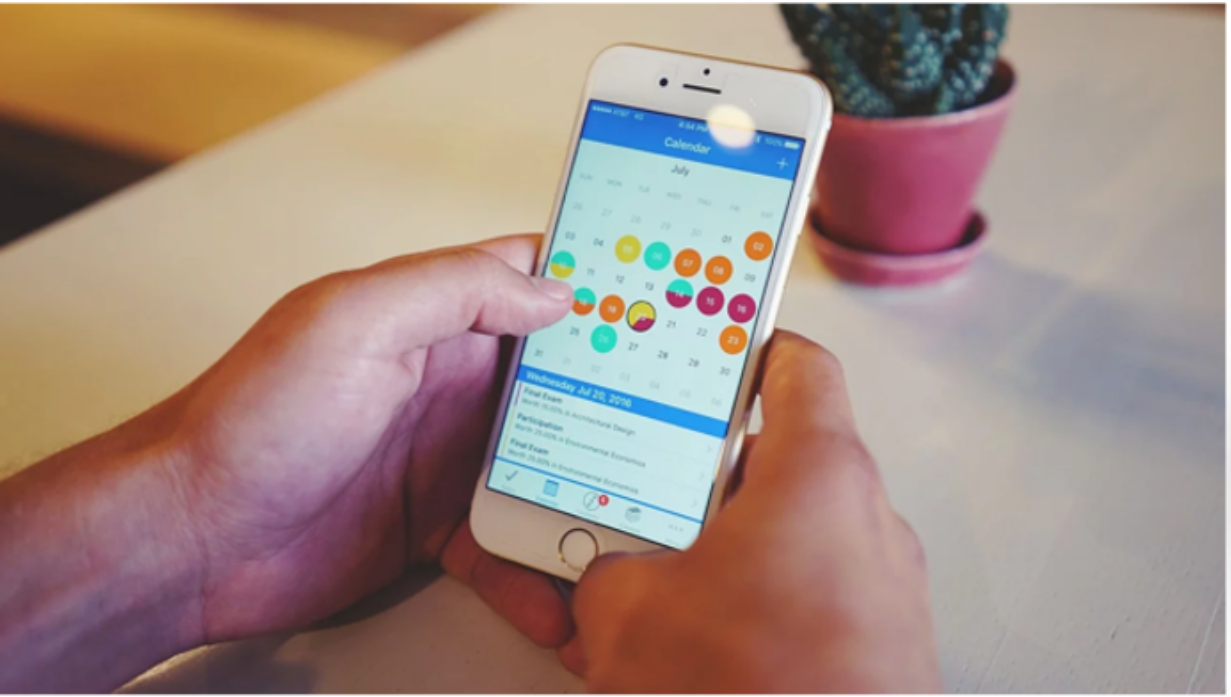
Virtual Office Hours By Appointment

Doodle

https://doodle.com



Virtual Office Hours Open Door



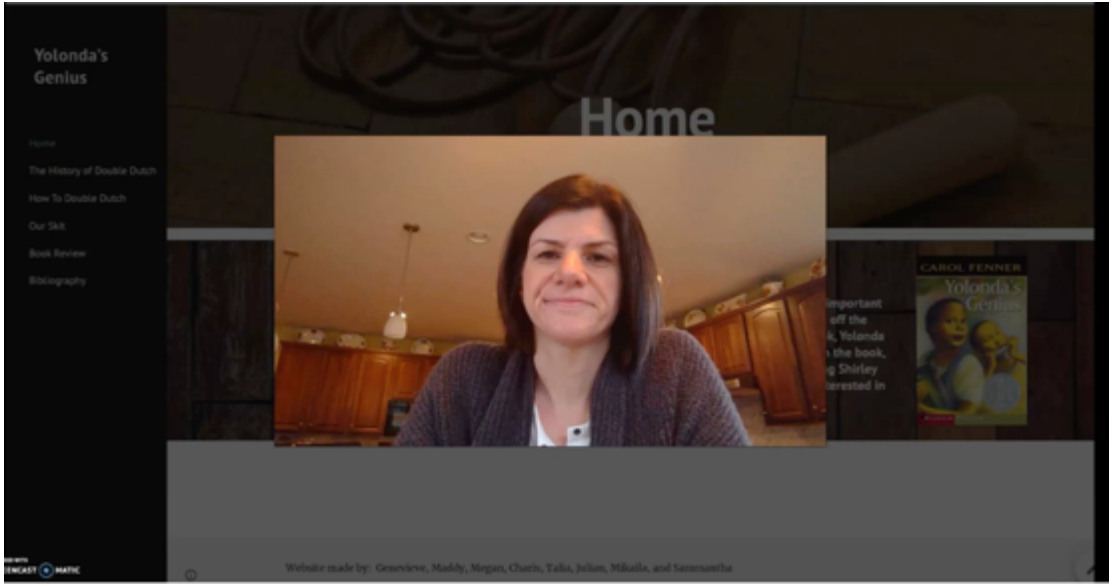
The Feedback Burger

1. Bun — Relationship Building
2. Cheese — Specific Praise
3. Meat — Needed Corrections
4. Lettuce — General Praise
5. Bun — Support

The Feedback Burger

loom

SCREENCAST MATIC



1. Bun — Relationship Building
2. Cheese — Specific Praise
3. Meat — Needed Corrections
4. Lettuce — General Praise
5. Bun — Support

Peer Feedback through P-Q-P

P - Praise: First, tell your classmate at least one thing you liked about his/her piece.

Q - Question: Then, ask your classmate a question about something you didn't understand in his/her piece.

P - Polish: Last, give your classmate one suggestion for "polishing" or making the piece even better.

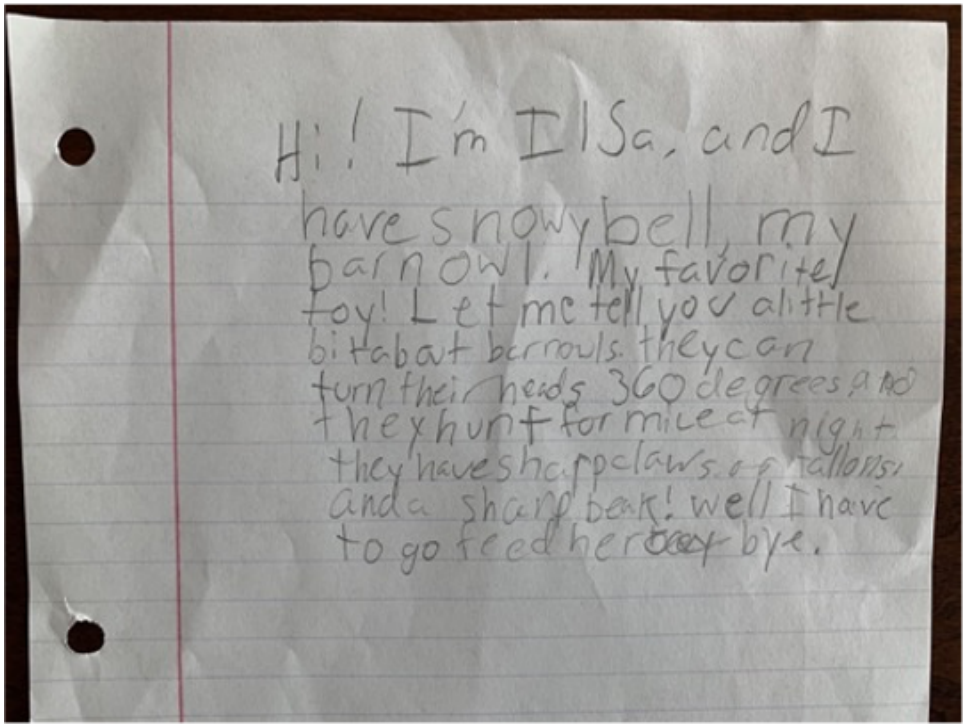
**piece - writing, project, presentation, poem, etc.*

Modeling Peer Feedback (Young Learners)

P - I liked your choice of animal. You had interesting details about barn owls.

Q - Why did you name your barn owl Snowy Bell?

P - Do barn owls only eat mice? **How about adding** other things barn owls eat?



Modeling Peer Feedback (Older Learners)

Dear Anastasia,

PRAISE: This is a very well thought out plan of action! The objectives are quite clear and concise. I really like your detailed description of your context in Georgia and why children and youth need to learn how to develop projects. Nice work with this!

QUESTION: I am unclear as to why you targeted the youth in your community instead of the teachers? It's not a bad idea...I just thought that maybe by targeting teachers with your plan's goals in mind that you could end up in the long run reaching more youth through the teachers you trained. Do you see what I mean?

POLISH: At the end of the session, you could include a follow-up survey rather than simply asking the participants questions. You may not get as much feedback or even the kind of feedback you really need to make improvements. At the end of our training sessions where I work, we use Google Forms and send the link to all participants for them to answer both open-ended and closed questions targeting specific areas of the training as well as teacher efficacy...and it has helped tremendously!

I hope my suggestion is helpful. I learned a lot from reading your action plan, and I hope you get a chance to do it.

Gustavo

Modeling Peer Feedback (Older Learners)

Dear Anastasia,

PRAISE: I really like… Nice work… Good job…

QUESTION: I am unclear as to why you targeted the youth in your community instead of the teachers? It's not a bad idea…I just thought that maybe by targeting teachers with your plan's goals in mind that you could end up in the long run reaching more youth through the teachers you trained. Do you see what I mean?

POLISH: At the end of the session, you could include a follow-up survey rather than simply asking the participants questions. You may not get as much feedback or even the kind of feedback you really need to make improvements. At the end of our training sessions where I work, we use Google Forms and send the link to all participants for them to answer both open-ended and closed questions targeting specific areas of the training as well as teacher efficacy…and it has helped tremendously!

I hope my suggestion is helpful. I learned a lot from reading your action plan, and I hope you get a chance to do it.

Gustavo

Modeling Peer Feedback (Older Learners)

Dear Anastasia,

PRAISE: I really like… Nice work… Good job…

QUESTION: I am unclear… Why… Do you see what I mean?

POLISH: At the end of the session, you could include a follow-up survey rather than simply asking the participants questions. You may not get as much feedback or even the kind of feedback you really need to make improvements. At the end of our training sessions where I work, we use Google Forms and send the link to all participants for them to answer both open-ended and closed questions targeting specific areas of the training as well as teacher efficacy…and it has helped tremendously!

I hope my suggestion is helpful. I learned a lot from reading your action plan, and I hope you get a chance to do it.

Gustavo

Modeling Peer Feedback (Older Learners)

Dear Anastasia,

PRAISE: I really like… Nice work… Good job…

QUESTION: I am unclear… Why… Do you see what I mean?

POLISH: You could include… You may not… I learned a lot… I hope my suggestions is helpful.

I hope my suggestion is helpful. I learned a lot from reading your action plan, and I hope you get a chance to do it.

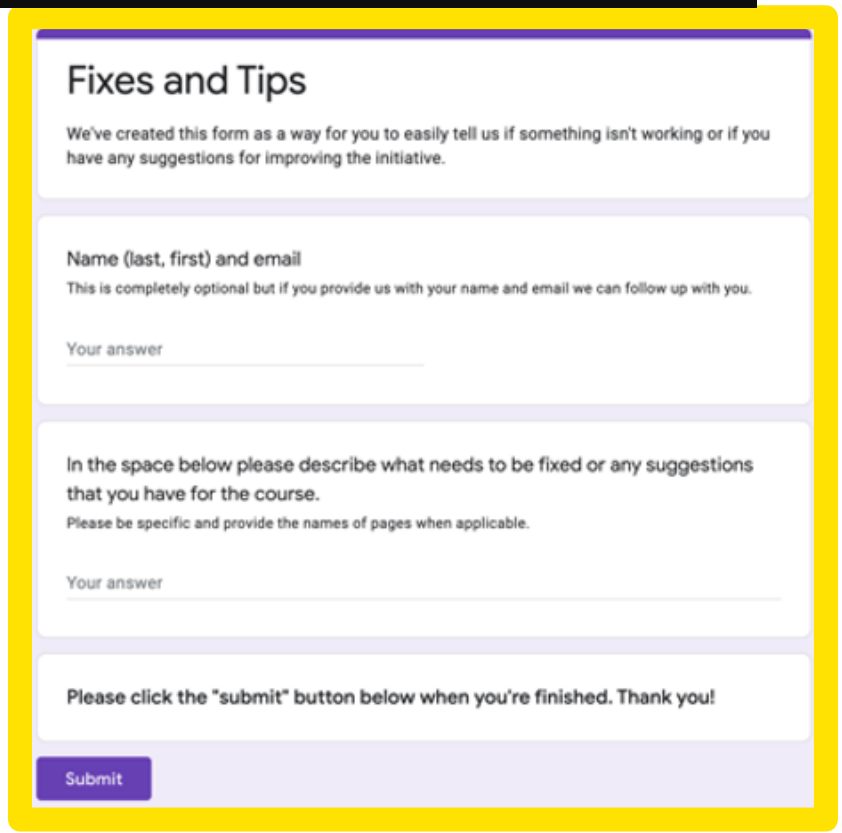
Gustavo

Allow Students to Provide Feedback

Photo by Greg Mowbray http://gregmowbray.com/ikeas-approach-measuring-performance/

Allow Students to Provide Feedback

- Announcements
- Syllabus
- Meet Your Instructor
- **Fixes and Tips**
- Grades

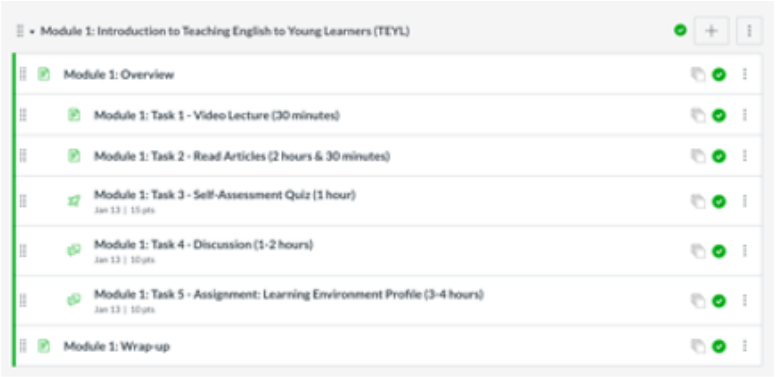


Tip #11 Provide Structure and a Rhythm

Synchronous (live)

https://zoom.us/

Asynchronous (on-demand)



Synchronous (live)

Classroom management

ROUTINE CHART

ROUTINE CHART		
ATTENDANCE		
GREETING		
THE LESSON		ATTENTION GETTERS
		BRAIN BREAKS
EXIT TICKET		
FAREWELL		

Start each class with *“How are you?”*

The Feel Wheel

https://imgur.com/gallery/tCWChf6

One Word Share

One Sentence Share

One Object Share

One Picture Share

Hello Song

Hello, how are you?
Hello, how are you?
Hello hello, how are you?
I'm very good ~ yeah!
I'm very good ~ yeah!
Thank you very much. And you?

From *Welcome to Our World* published by National Geographic Learning

Attention Getters

Call and Response:

Teacher: 1-2-3 eyes on me!
Students: 1-2 eyes on you!

Signals:

- Bells
- Whistles
- Knocks
- Instruments

Brain Breaks

- **Shake Shakes:** Shake one hand (or foot) for 3 seconds then the other. (Repeat 5x)
- **Arm and Leg Stretch:** Stretch arms and legs standing up or sitting down. Close your eyes and breathe in, breathe out (5x)
- **Nosey Ear:** Get your left hand to touch your right ear lobe and then get your right hand to touch the tip of your nose. Then swap positions. (Repeat 5x)

Exit Tickets

- Easy assessment routine
- Teachers use it at the end of each class before students “exit” the class.
- Students can show what they learned before they leave class.

Examples:

- ★ Submit your paper and receive exit ticket.
- ★ Answer one question about story in chatbox.
- ★ Look at a picture card and say the correct vocabulary word.

After you get your exit ticket, then you can log off!

Farewell

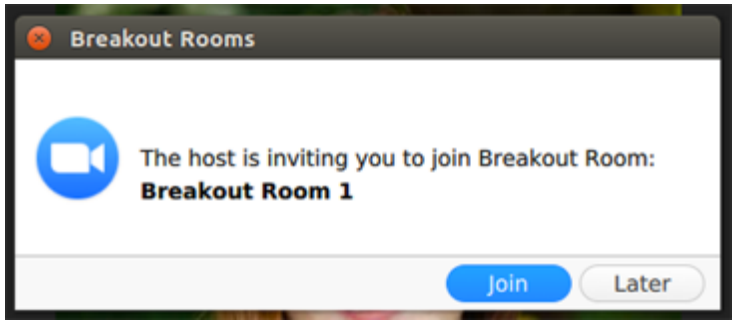
SEE YOU NEXT CLASS! - BY JSHIN2
WWW.TOONDOO.COM
YOU WERE WONDERFUL!
YOU WERE GREAT!
SEE YOU NEXT CLASS!
AND DON'T BE LATE!
I LOVE ENGLISH!

Frequent checks and student participation

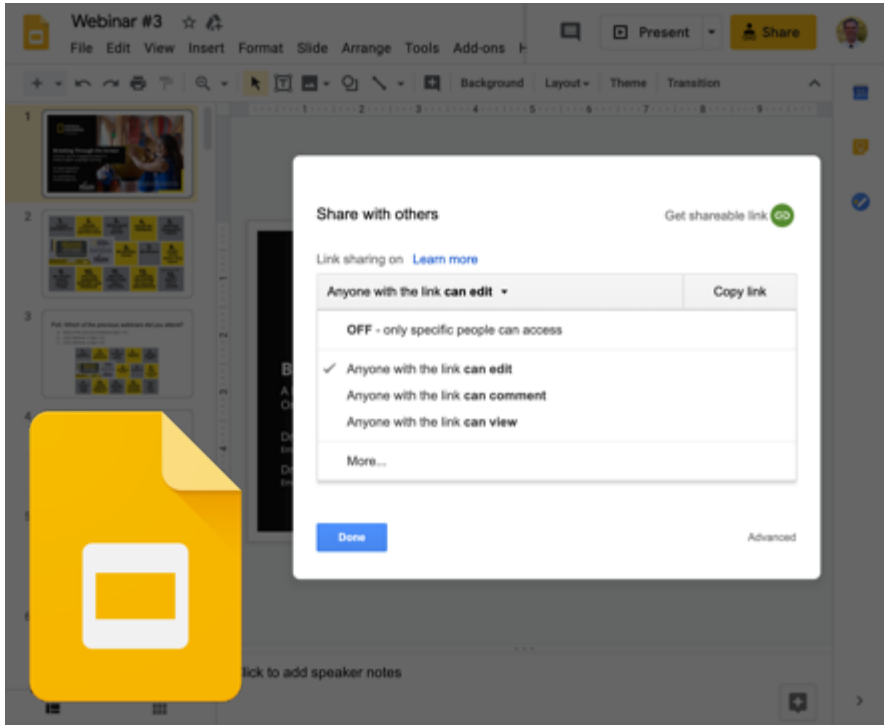
Mentimeter

https://www.mentimeter.com/

Breakout Rooms



Frequent checks and student participation



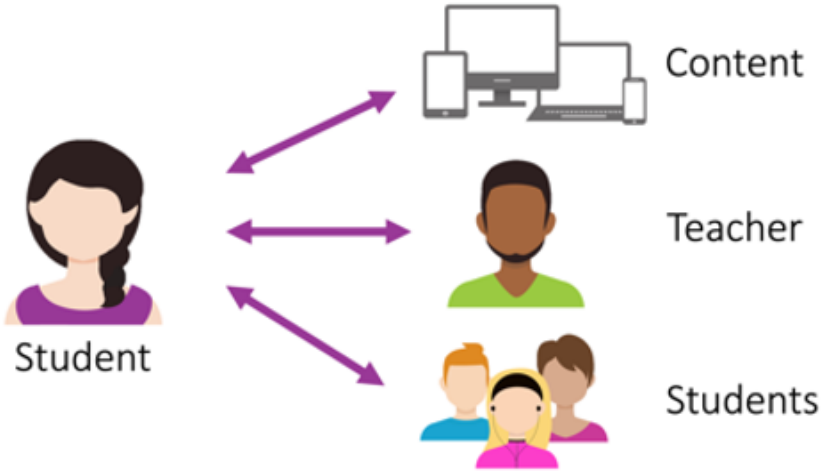
Google Slides

Asynchronous (on-demand)

Learning Platforms

Assessments and Grades

Interactions



Asynchronous (on-demand)

Learning Platforms

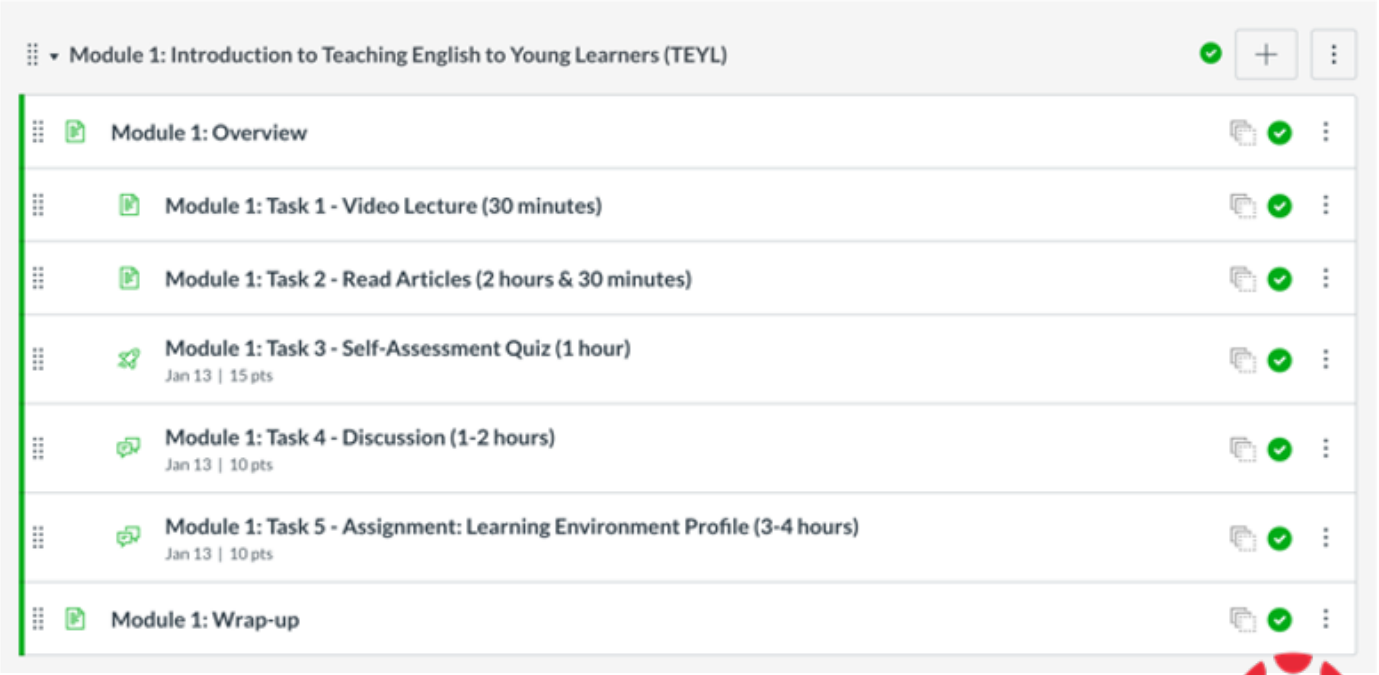
canvas
FREE FOR TEACHER

https://bit.ly/canvas4teachers

COURSEsites by Blackboard

https://coursesites.com/

Consistent module structure



canvas
FREE FOR TEACHER

Consistent module structure

Module 1: Wrap-up

This is the end of Module 1! I hope this was a good introduction to TEYL. I am sure you learned a lot about the characteristics of young learners and how children learn. Look at the checklist below, and make sure you completed all of the assignments for this week.

Checklist:

- ☐ I watched three videos.
- ☐ I read two articles.
- ☐ I took a quiz.
- ☐ I posted 2 (or more) messages in the discussion.
- ☐ I submitted my assignment called "Learning Environment Profile."

In Module 2, you will learn about classroom management. Now that you know about the characteristics of young learners, you can apply this knowledge to managing the classroom. Get ready for another exciting module!

canvas
FREE FOR TEACHER

Module 3: Task 1 - Video Lecture (30 minutes)

The video lecture has been divided into 2 parts:

- Video 1: Keep Listening Active
  This video will help you understand the listening process and importance of keeping listening active. It will give you ideas for listening tasks to keep your young learners active while listening.

- Video 2: Get Young Learners Talking
  This video will give you some useful suggestions for encouraging your young learners to talk more in class. These include avoiding explicit error correction and teaching them to use classroom language.

Video 1: Keep Listening Active

Link to YouTube

canvas
FREE FOR TEACHER

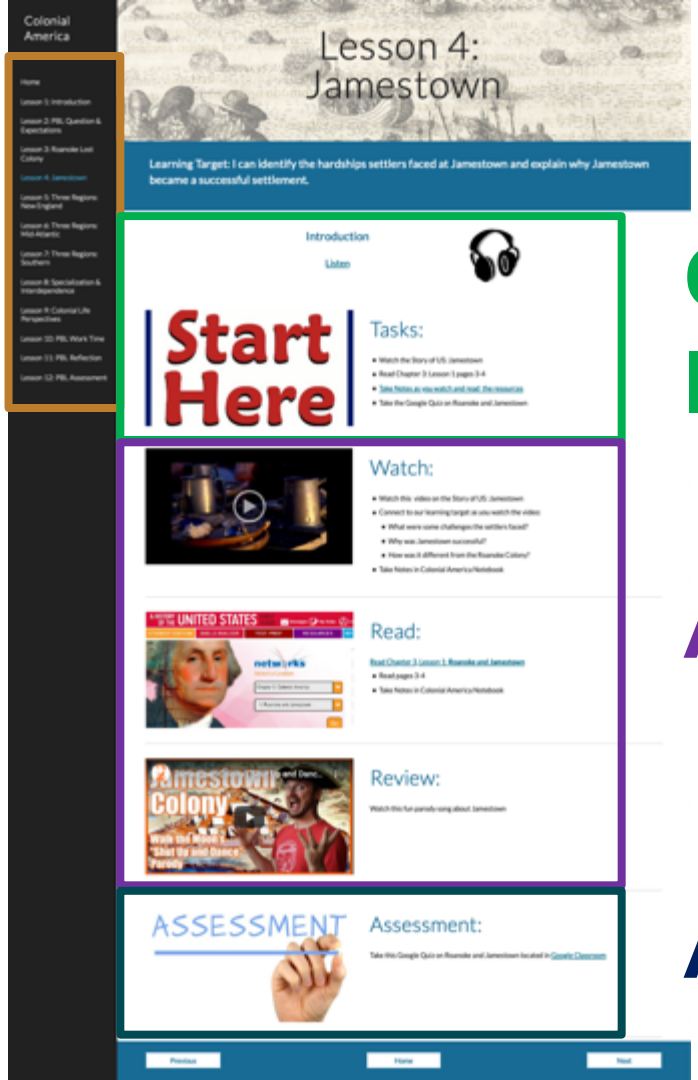
Asynchronous (on-demand)

Learning Platforms

Google Classroom

Google Drive

Lessons



Orientation and Introduction

Activities

Assessment

Katie Bruechert

@MrsB_reads

Course Example

Lessons 9-12: OREO Method Playlist

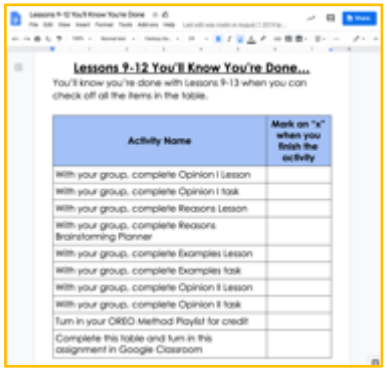
Lessons 9-12 Overview — Edited Aug 7, 2019

Watch this video to see about what you will accomplish in today's lesson.

Lessons 9 12 Overview
YouTube video 2 minutes

View material

- WATCH THIS FIRST! — Posted Aug 6, 2019
- OREO Method Infographics — Posted Jul 20, 2019
- OREO Method Playlist — Edited Aug 7, 2019
- Reasons Brainstorming Planner — Due Jul 26, 2019
- OREO Playlist Conferencing — Edited Aug 7, 2019
- Lessons 9-12 You'll Know You're Done — Edited Aug 7, 2019



Google Classroom

Course by Corey Teitsma

Asynchronous (on-demand)

Start and End the Week

1. Announcement and Orientation

2. Reminders/ Encouragement

3. Deadline

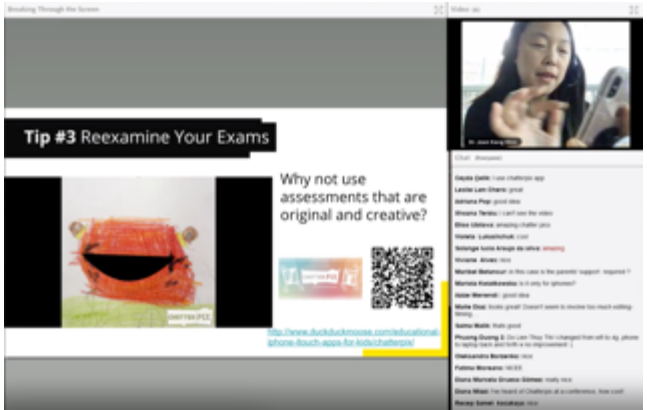
Tip #12 Leverage the power of online discussions

U.S. Air Force photo by Senior Airman Sivan Veazie. Located at https://www.dm.af.mil/Media/Photos/igphoto/2000854595/

U.S. Air Force photo by Senior Airman Sivan Veazie. Located at https://www.dm.af.mil/Media/Photos/igphoto/2000854595/

U.S. Air Force photo by Senior Airman Sivan Veazie. Located at https://www.dm.af.mil/Media/Photos/igphoto/2000854595/

Synchronous (live)



Asynchronous (on-demand)

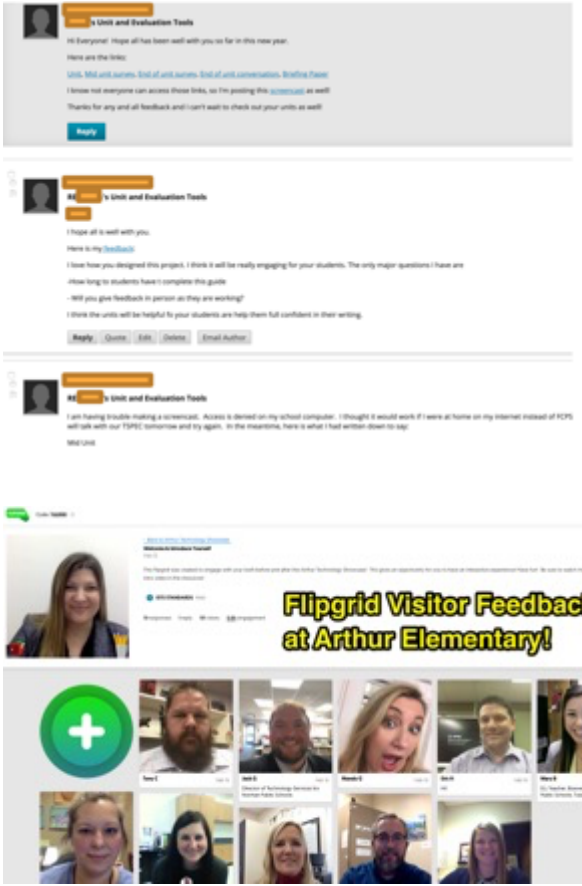
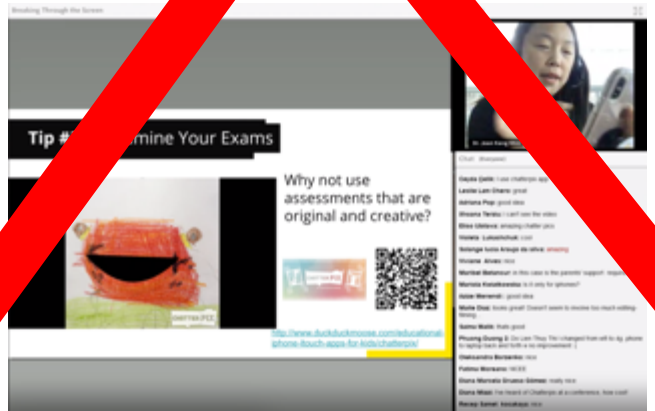


Photo by Wesley Fryer CC BY 2.0
https://www.flickr.com/photos/wfryer/40304531801

Synchronous (live)



Asynchronous (on-demand)

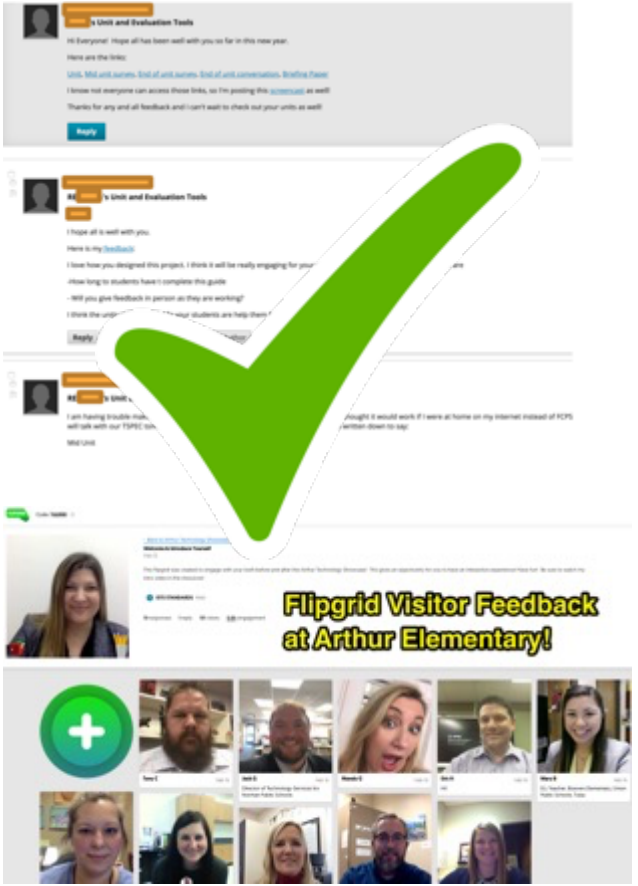


Photo by Wesley Fryer CC BY 2.0
https://www.flickr.com/photos/wfryer/40304531801

On-Demand Discussion: Isn’t It About Time?

Being able to post comments anytime and anywhere allows for:

- More equitable participation
- More reflective comments

Poll: Do you require your students to regularly post comments for other students to read on their own time?.

a. Yes
b. No

Poll: When your students post comments to on-demand discussions, is it...? (check all that apply)

a. Text
b. Audio only
c. Video
d. My students don’t post comments for others

Writing Good Discussion Questions

Writing Good Discussion Questions		
Convergent Thinking	**Divergent Thinking**	**Evaluative Thinking**
Usually begin with: • Why • How • In what ways...	Usually begin with: • Imagine • Suppose • Predict... • If..., then... • How might... • Can you create... • What are some possible consequences...	Usually begin with these words or phrases: • Defend • Judge • Justify... • What do you think about... • What is your opinion about...

University of Oregon: https://tep.uoregon.edu/technology/blackboard/docs/discussionboard.pdf

STARTER

Starter begins discussion on **Thursday** and keeps it going through **Monday**.

U.S. Air Force photo by Kemberly Groue
https://bit.ly/3drXr4M

WRAPPER

STARTER

U.S. Air Force photo by Kemberly Groue
https://bit.ly/3drXr4M

WRAPPER

Wrapper picks up the discussion on **Monday** and keeps it going through **Wednesday**.

Modeling Starter Role Post

Hello, Ahmed!

I loved it when you said... *I believe that the ideal teacher training program is the one that helps the teacher to know "how to do it", "why you do it", and "when to do it".*

I agree, and I think that training programs should send teachers out with the ability to make decisions on their own about what they do, when they do it, and how they do it. All of this is contingent on a deep understanding of why.

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "how to do it"... If we want to create an environment like learner's native language environment, is this a necessity for the "how to do it?"

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Modeling Starter Role Post

Hello, Ahmed! ← *Salutation (using name)*

I loved it when you said... *I believe that the ideal teacher training program is the one that helps the teacher to know "how to do it", "why you do it", and "when to do it".*

I agree, and I think that training programs should send teachers out with the ability to make decisions on their own about what they do, when they do it, and how they do it. All of this is contingent on a deep understanding of why.

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "how to do it"... If we want to create an environment like learner's native language environment, is this a necessity for the "how to do it?"

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Modeling Starter Role Post

Hello, Ahmed!

Salutation (using name)

I loved it when you said... *I believe that the ideal teacher training program is the one that helps the teacher to know "how to do it", "w[illegible]when to do it".*

Compliment

I agree, and I think that training programs should send teachers out with the ability to make decisions on their own about what they do, when they do it, and how they do it. All of this is contingent on a deep understanding of why.

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "how to do it"... If we want to create an environment like learner's native language environment, is this a necessity for the "how to do it?"

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Modeling Starter Role Post

Hello, Ahmed!

Salutation (using name)

Direct quote

I loved it when you said... ***I believe that the ideal teacher training program is the one that helps the teacher to know "how to do it", "why you do it", and "when to do it".***

Compliment

I agree, and [illegible]g programs should send teachers out with the ability to make decisions on their own about what they do, when they do it, and how they do it. All of this is contingent on a deep understanding of why.

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "how to do it"... If we want to create an environment like learner's native language environment, is this a necessity for the "how to do it?"

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Modeling Starter Role Post

Hello, Ahmed!

Salutation (using name)

Direct quote

I loved it when you said... *I believe that the ideal teacher training program is the one that helps the teacher to kno[illegible]y you do it", and "when to do it".*

Compliment

I agree, and I think that training programs should send teachers out with the ability to make decision[illegible]ut what they do, when they do it, and how they do it. All of this is continge[illegible]rstanding of why.

Agreement

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "how to do it"... If we want to create an environment like learner's native language environment, is this a necessity for the "how to do it?"

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Modeling Starter Role Post

Hello, Ahmed!

Salutation (using name)

Direct quote

I loved it when you said... *I believe that the ideal teacher training program is the one that helps the teacher to kno[illegible]y you do it", and "when to do it".*

Compliment

I agree, and I think that training programs should send teachers out with the ability to make decision[illegible]ut what they do, when they do it, and how they do it. All of this is continge[illegible]rstanding of why.

Agreement

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "h[illegible]create an environment like learner's native language environment, is th[illegible]o do it?"

Asking question

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Modeling Starter Role Post

Hello, Ahmed!

Salutation (using name)

Direct quote

I loved it when you said... *I believe that the ideal teacher training program is the one that helps the teacher to kno[illegible]y you do it", and "when to do it".*

Compliment

I agree, and I think that training programs should send teachers out with the ability to make decision[illegible]ut what they do, when they do it, and how they do it. All of this is continge[illegible]rstanding of why.

Agreement

Here is a question... How important is the teacher's fluency in English for teaching young learners? This is a part of "h[illegible]cr[illegible]ative language environment, is th[illegible]o [illegible]

Asking question

Inviting responses

I can't wait to hear your answers to this question. Please share your ideas!
Dr. Shin

Transform, create, and share!

Warm Up: Your Choice Activity

Reflect on this question: **What does it mean to be inclusive of and responsive to our CLD students?**

Respond in **one** of the following ways **before you watch the videos and do the reading**:

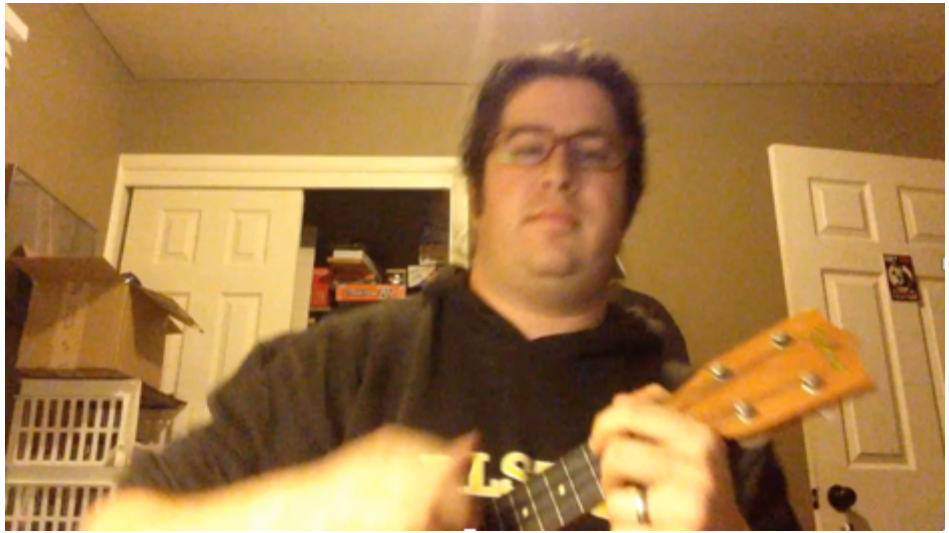
- Visual (photo, illustration, cartoon, graphic organizer, etc.)
- Poem (haiku, acrostic, etc.)
- Tweet-like expression (140 characters, six words, etc.)
- One-minute Media (audio clip, video recording, song/rap, etc.)
- Other (any other creative way that is not a paper or essay response)

Module 14 Discussion

Discussion Board Post #1 (due Saturday)

1. Complete the Your Choice Activity.
2. Post the results of the activity **with a brief reflection on your experience** on the Discussion Board **by Saturday.**
3. For your brief reflection, remember: Good posts tend to be around **150 - 250 words** per post.

Choice Activity Examples



Written and sung by Harry Althoff

piktochart.com

Created by Amenah Zrebeet

Video Messaging Tools

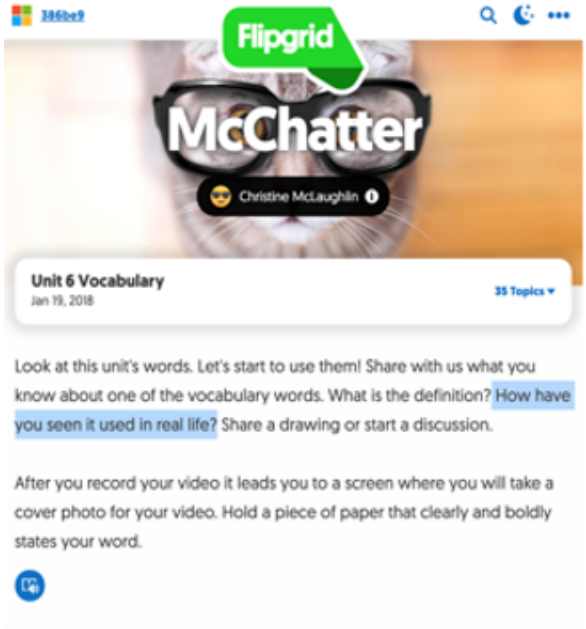
https://flipgrid.com/

https://voicethread.com/

https://www.edconnect.app/

voicethread

https://voicethread.com/about/library/comparethem/


386be9
Flipgrid
McChatter
Christine McLaughlin
Unit 6 Vocabulary
Jan 19, 2018
35 Topics
Look at this unit's words. Let's start to use them! Share with us what you know about one of the vocabulary words. What is the definition? How have you seen it used in real life? Share a drawing or start a discussion.
After you record your video it leads you to a screen where you will take a cover photo for your video. Hold a piece of paper that clearly and boldly states your word.

Ice Breakers

- Students become more comfortable
- You become more familiar

Ice Breakers

- Students become more comfortable
- You become more familiar

Tip #13 DON’T DO IT ALONE

Avengers Cosplay by Gabriel Saldana CC BY-SA
https://www.flickr.com/photos/gabrielsaldana/7441715184/

Tip #13 DON’T DO IT ALONE

Tip #13 DON’T DO IT ALONE

PARENTING DURING THE CORONAVIRUS SHUTDOWN:

DAY 1:

DAY 3:

STAY CONNECTED

Facebook | LinkedIn | WeChat | YouTube

We encourage educators to share their experiences with us and the world through social engagement, video, and special projects.

Join National Geographic Learning!

webinars

ELTNGL.com/webinars

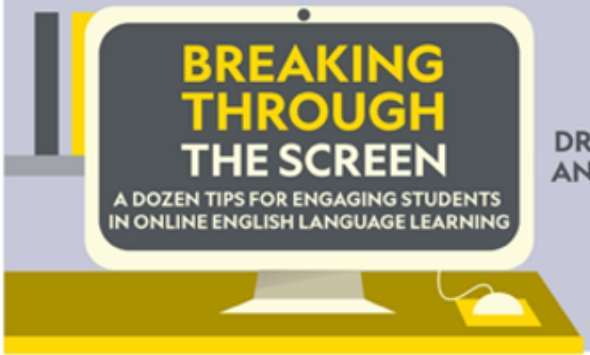
in focus

ELTNGL.com/infocus

NATIONAL GEOGRAPHIC LEARNING

BREAKING THROUGH THE SCREEN

A DOZEN TIPS FOR ENGAGING STUDENTS IN ONLINE ENGLISH LANGUAGE LEARNING



NATIONAL GEOGRAPHIC LEARNING

DR. JOAN KANG SHIN AND DR. JERED BORUP

GEORGE MASON UNIVERSITY

1. TEACH DIFFERENTLY

2. ENGAGE STUDENTS IN MULTIPLE WAYS

3. REEXAMINE YOUR EXAMS

4. FOCUS ON FEEDBACK

5. PROVIDE ENGAGING VIDEOS

6. BE CRYSTAL CLEAR

7. BE HUMAN

8. START WITH WHAT YOU HAVE

9. BE AWARE WHILE YOU'RE THERE

10. PROVIDE TARGETED SUPPORT AND FEEDBACK

11. PROVIDE STRUCTURE AND A RHYTHM

12. LEVERAGE THE POWER OF ONLINE DISCUSSIONS

BONUS TIP

13. DON'T DO IT ALONE

NATIONAL GEOGRAPHIC LEARNING

Breaking Through the Screen

A Dozen Tips for Engaging Students in Online English Language Learning

Joan Kang Shin
Email: jshin23@gmu.edu

Jered Borup
Email: jborup@gmu.edu

George Mason University

Children exploring and learning science through large bubble makers, electrostatic and motion, Catavento Museum, Brazil.