

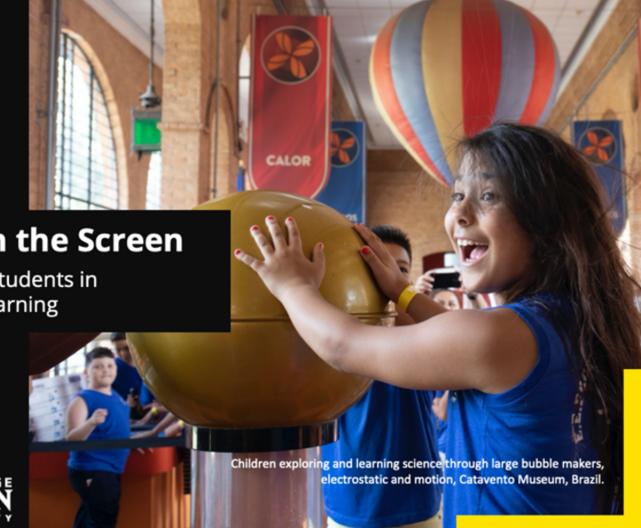


A Dozen Tips for Engaging Students in Online English Language Learning

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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

PROVIDE STRUCTURE AND A RHYTHM

12.
LEVERAGE
THE POWER
OF ONLINE
DISCUSSIONS

13.
DON'T
DO IT
ALONE



Poll: How would you rate your internet connection?

- a. I can easily access the internet whenever I need to.
- b. I can usually access the internet when I need to, with occasional problems.
- c. I frequently have problems accessing the internet.
- d. Accessing the internet is extremely difficult for me.

Poll: What do you commonly use to communicate with your students? (check all that apply)

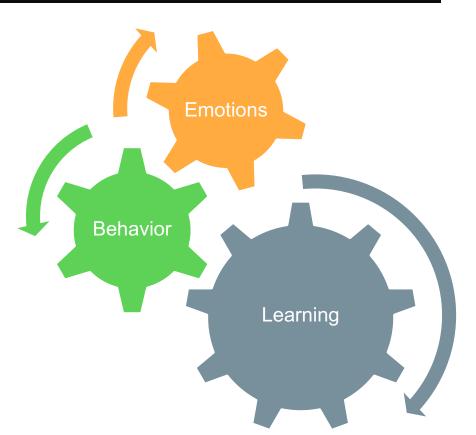
- a. Email
- b. Social Media
- c. Video Recordings
- d. Live Video Webinars
- e. Conference Phone Calls (audio only)
- f. Group webchats (text only)

Poll: About how many students attend each of your live video webinars?

- a. 10 or less
- b. 11 20
- c. 21 30
- d. 31-40
- e. 41 or more

Poll: How frequently do you hold live video webinars with your students?

- a. Daily
- b. Weekly
- c. Twice a month
- d. Once a month
- e. Never



Learning is Social



How can we be social while social distancing?

Social Distancing



Roma, mercato testaccio.

#coronavirus #coronavirusitalia #11Marzo #iorestoacasa #restoacasa #chiuderetutto #COVID19 #roma #testaccio

Translate Tweet



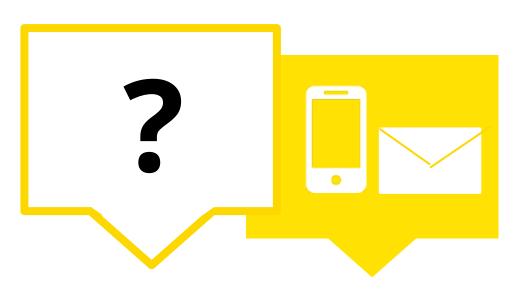
10:24 AM - Mar 11, 2020 - Twitter Web App

269 Retweets 526 Likes

Social Distancing

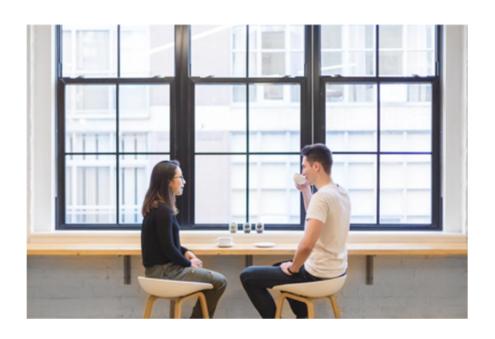


How can we be social while social distancing?



Respond to questions or

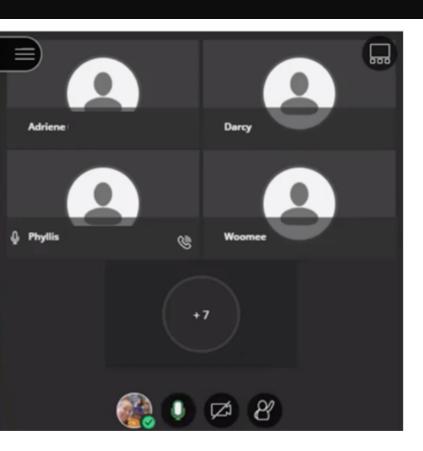
requests promptly.



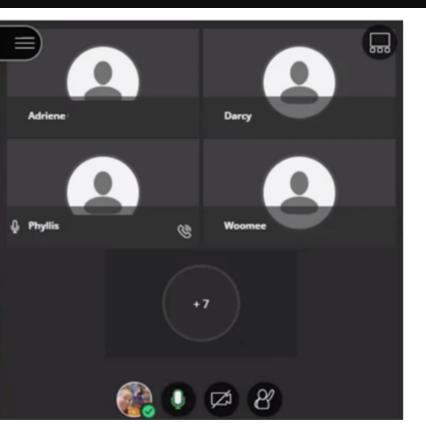
Remember to bring your social skills online.

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"It feels like you're talking to a robot."



Show yourself



Show yourself



Idea from:

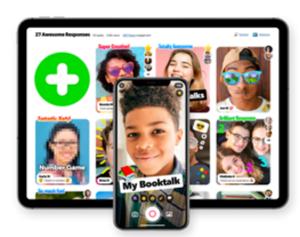




Don't be perfect, **BE YOU.**







https://info.flipgrid.com/



Internet and Higher Education 33 (2017) 61-75



Contents lists available at ScienceDirect Internet and Higher Education



An analysis of instructor social presence in online text and asynchronous video feedback comments



Rebecca A, Thomas A*, Richard E, West *, Jered Borup b

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ARTICLE INFO

Article history: Received 3 Newember 2015 Received 3 Newember 2015 Received 30 January 2017 Available online 36 January 2017

Represents:
Vales instruction:
Asynchronous vales feedback
Online insensing
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Social presence
Distance insensing

Obline and blanched contractors are increasingly providing marked feedback via psychiatrones relate, and stateback have requested in previous remarks that they are bester disk in province their increasins's void personant in an extractive marked that the requested on texts. However, concern to it knick the restrictions which includes the second of the design that the state of the city previous. We addressed this page by coding the indications of their city previous. We addressed this page by coding the indications of void personant includes and enables consensed provided to previous relatedars in their better that and 250 series and differences were found in the frequency of section of personant indications in their enables with a visit of personant indications in the enables of the consense and of their indications in which indications in which indications are placed in order to understand them noted and visit of their influences of the indications in which indications is related in their contraction.

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1. Importance of fredback in ceiline and blended education

Other course enrollments have grown distractivally in higher education (Allen, Soman, Poulin, B. Edyn, 2006; Pareal dis Levin, 2006) disspite attrition rates believed to be higher than those in face-to-face environments. (Caprenter, Brown, B. Bickman, 2006). Fatherson & Mariadórn, 2009). Although the causes of the higher attrition tenter are complex (Prociona, 2006). Capital, 2015) equilibred that a require contributor is the quality of internations and feetflack that students receive from their lemman experiences. British (Brown), Enrollia, Salema, and Devenien them their lemman experiences and the students of the students receive from their lemman experiences. British (Brown), Enrollia, Salema, and Devenien tion their lemman experiences and british and their students received and their students are students. In the complex control of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and feedback is done developed and the majority of communication and the second of t

Some have argued that blending face-to-face and online communication can help to retain students who would otherwise fail to penist in fully-online courses (Picciann, 2006). However, by adding face-toface class sessions, iostivators remove some of the flexibility that online

students require as well as other advantages of asynchronous learning (e.g. time to reflect between exchanges, more personalized communication, and a high level of student participation) (Craham, 2006). By improving the quality of online feedback that they provide their students, blended course instructors may be able to minimize their face-to-face contact with students and maintain a high-degree of firstbility. As a result some blended instructors are providing feedback via arynchronous, one-to-one, video as a way to more easily establish their social presence while simultaneously providing detailed feedback to students (Borup, West, & Graham, 2012; Borup, West, Thomas, & Graham, 2014; Griffishs & Graham, 2009; Thompson & Lee, 2012), Research examining video fordback's impact on instructor social presence has largely relied on self-reported data; additional research is needed that analyzes actual feedback content. In our study, we attempted to meet this need by reviewing 422 pieces of text and asynchronous video feedback given by six instructors in a preservice instructional technology course. In this article, we first review the literature on social presence and audio/video feedback, and present the findings from our

2. Literature review

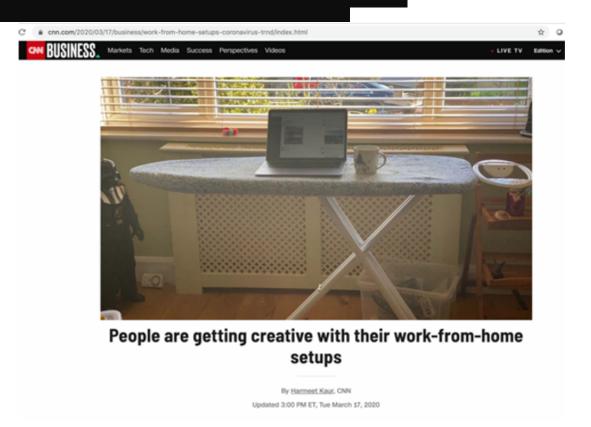
2.1. Social presence

Short, Williams, and Christie (1976) originally defined social presence as "the degree of salience of the other person" (p. 63) in mediated

http://dx.doi.org/10.1016/j.beduc.2011.01.005 1096-7516/0-2017 (banker loc. All rights reserved.

^{*} Corresponding author

if mail address: becarbonae ("Tribpealcon (E.A. Thomas), richerotiffquario (E.E. Wort), (horspitymanio (j. Bengi).



https://www.cnn.com/2020/03/17/business/work-from-home-setups-coronavirus-trnd/index.html



"Not pictured is my son, who was laying at the door whispering (loudly), 'MAMA don't step on my legos! MAMA!!" Heidi Floyd



"Having a dedicated space is important so that I can work efficiently to support my students and their families while also caring for my 4-month-old daughter."

Bree Bosse Mavity, An elementary school teacher





Use humor and have fun!







Poll: I enjoy getting to know my students online (e.g. their interests, background, experiences).

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

Poll: I feel comfortable sharing things about myself with my students (e.g. interests, background, experience

- a. Strongly disagree
- b. Disagree
- c. Agree
- d. Strongly Agree

Successes and Celebrations in professional or personal lives (please include your name; photos encouraged)

I am home with my husband for 2 weeks. I normally work away from him during the week.

I'm celebrating completing my first round of gifted screening meetings as a 1st year teacher for the gifted.

I'm here at Bishop O'Connell, excited to learn about distance learning! I'm here by myself Can you hear me?

> Celebrating my wife's Birthday. Gareth



I am at

home

with my

family

today

I'm celebrating learning something new! <u>Dstance</u> learning. And I'm thankful for health. I'm from Bishop O'Connell, too!

I'm celebrating my son getting into his first choice for college. I'm also excited to be home with my family.

Learning online

I am celebrating good health and quality time with my family:) I learned how to create ed edit and upload a video to youtube this week! -Theresa



Proud of my team for the commitment we've made to making learning accessible while we're out.



Theresa Wills

@theresawills

Think about what resources you have in your home!

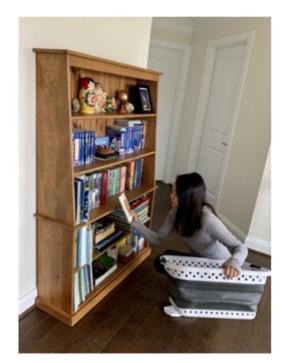
- Food
- Clothes
- Toys
- Tools
- Plates, cups, utensils
- Pictures and photos
- Books and magazines
- Recycled materials

Treasure Hunt

Step 1: Look at your lesson content and objectives.

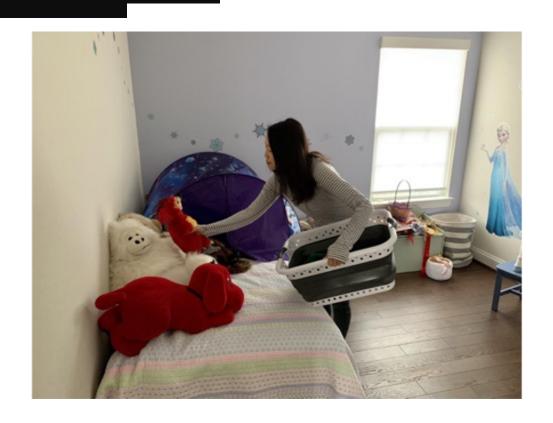
Step 2: Go room to room in your home and look for objects to support your lesson.
(Don't forget closets!)

Step 3: Collect objects to use for your next lesson.





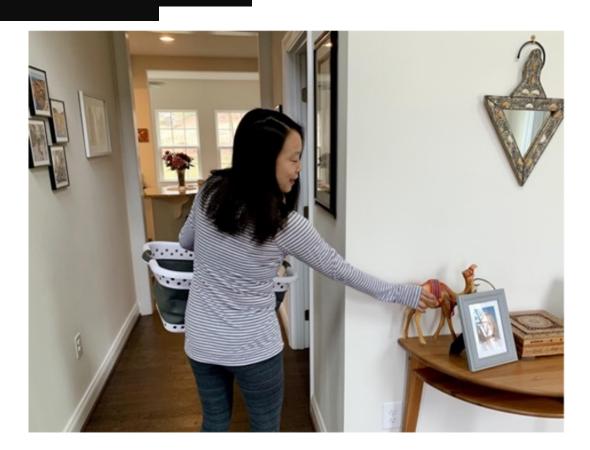
For a unit on toys or animals, look for toys in your kids' rooms!



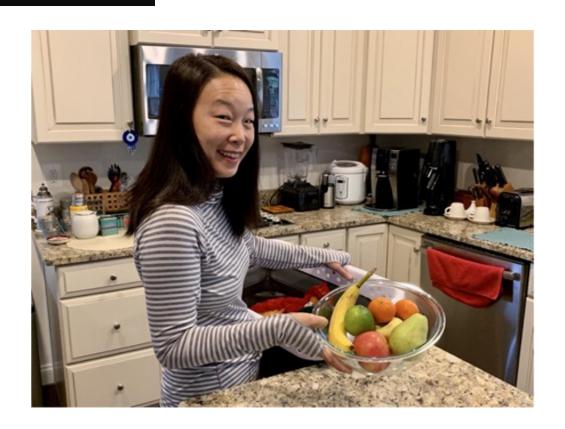
For a unit on toys or animals, look for toys in your kids' rooms!



Random items around the house!



For a unit on food, look for food items in the kitchen!



Remember that students can use what they have at home too.

Do a Show and Tell! Ask them to show and tell you about their favorite belongings.

What about a unit on pets...?



Maybe using photos are another good option!





The Story of Sherlock

By Joan Kang Shin



Once upon a time, there was a puppy named Sherlock. His mommy loved him very much.





They played together.

They worked together.





Then one day, his mommy got married. Now he was a part of a family.

The children loved him. And he loved the children.





But one day, the family adopted another puppy. Her name was Penelope.





Sherlock was **not** very excited about this new puppy.



Penelope loved Sherlock.

But Sherlock did **not** like the new puppy.

She kept following him around.

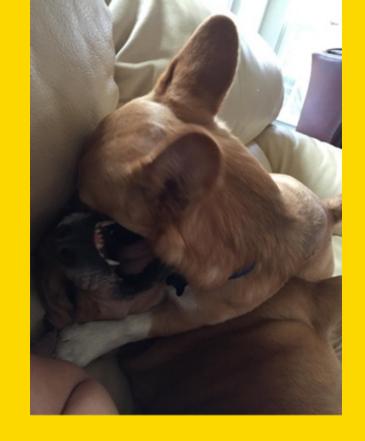
She took up all his space.





Then one day,
Penelope wanted to play.



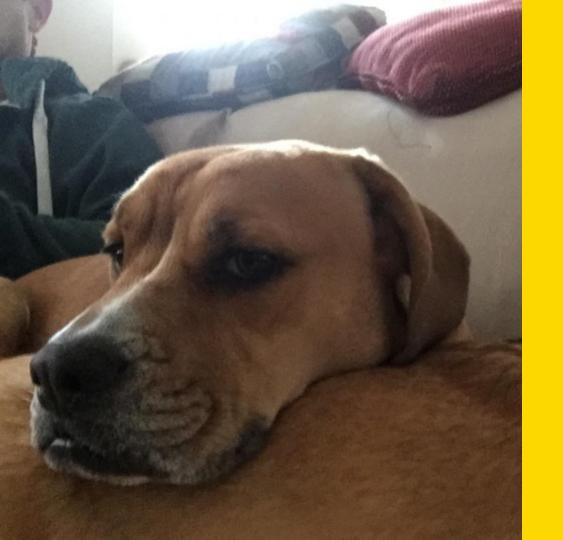


Sherlock got angry!

They fought and fought.

Until Sherlock realized... this was fun!



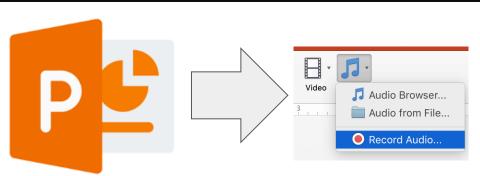


And now they are best friends.

The Story of Sherlock and Penelope



Help students create their own digital stories.







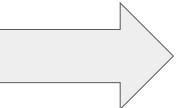


https://screencast-o-matic.com/

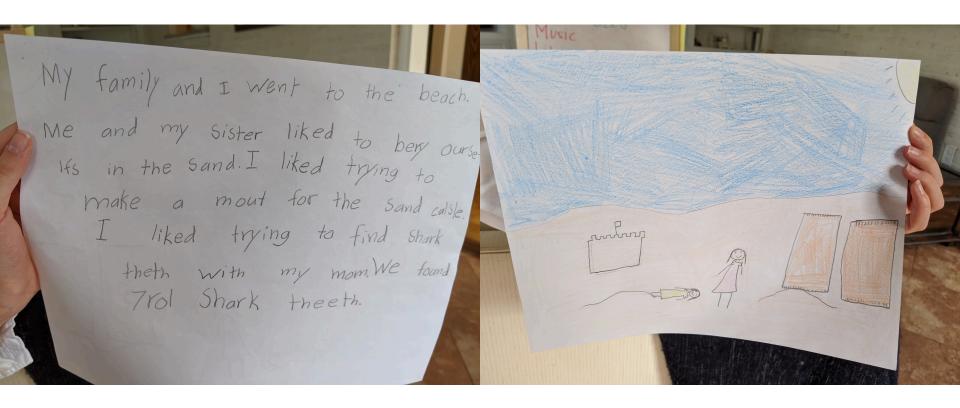












Help students create their own digital stories.





https://vocaroo.com/

Technology Inventory



http://bit.ly/tech4covid



Free Online Learning Resources For Schools Affected by Coronavirus/COVID-19

By TL Editors 3 days ago

Hundreds of free elearning resources for schools worldwide, especially those affected by coronavirus/COVID-19 closures.



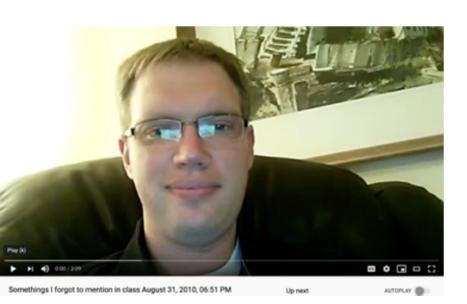


(Image credit: iStock/graphicnoi)

Think about what students are seeing on their screens.

- What do you look like?
- What are the expressions on your face?
- What gestures are you using?
- What is in the background?
- What can you hold up and show?
- What can you keep around you to grab every class? (Attention getters, small white board)

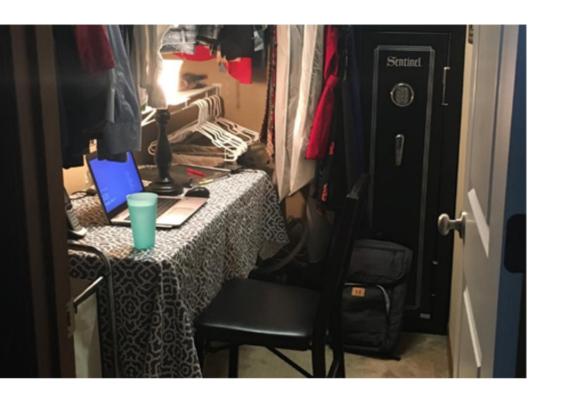












"The best part? I've even hung a picture behind the desk so that my video conference calls don't look like I'm in my closet!" Jessica Fleming



Tracy Williams, works in an elementary school library.

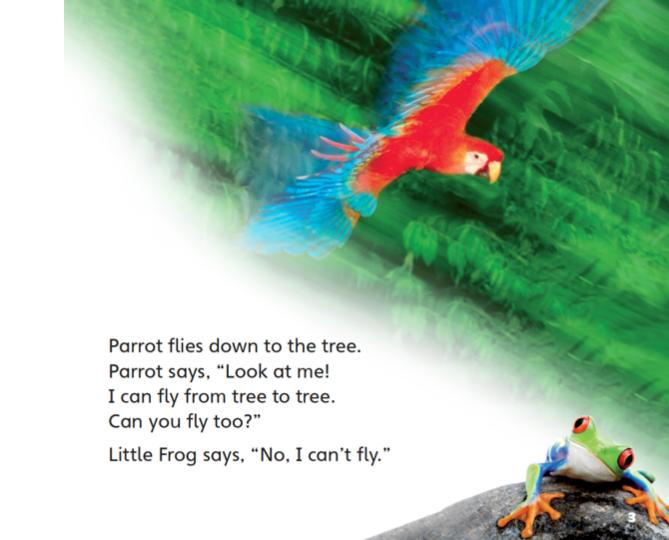
- Big book
- Little book
- Slide presentation
- Video storytelling

Slide presentation









Video storytelling



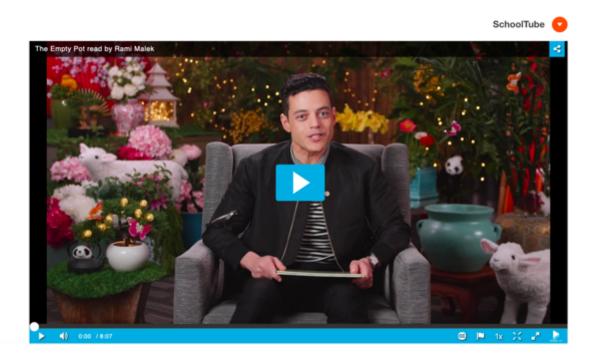
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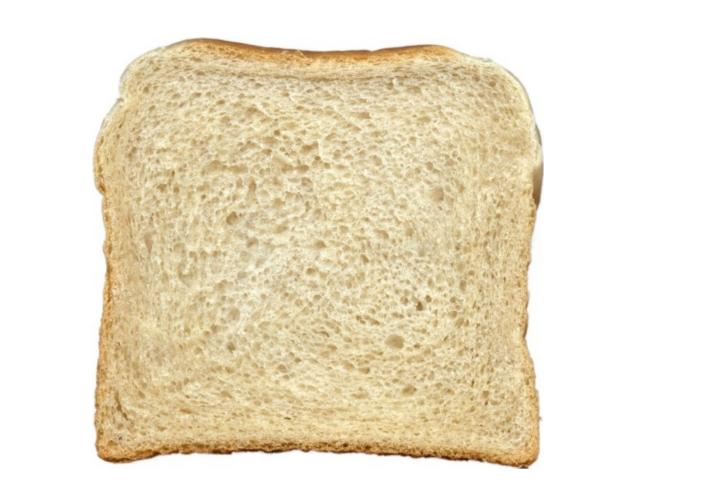
Peanut Butter & Jelly Song

Peanut, peanut butter ~ and jelly! Peanut, peanut butter ~ and jelly! First, you take the **peanuts** and you crunch 'em, you crunch 'em. Then you take the **grapes** and you squish 'em, you squish 'em. Then you take the **bread** and you spread it, you spread it. Then you take the **sandwich** and you eat it, you eat it.











Peanut Butter & Jelly Song

Peanut, peanut butter ~ and jelly! Peanut, peanut butter ~ and jelly! First, you take the **peanuts** and you crunch 'em, you crunch 'em. Then you take the grapes and you squish 'em, you squish 'em. Then you take the **bread** and you spread it, you spread it. Then you take the **sandwich** and you eat it, you eat it.



Which one do you think will engage your students the most?

- Pictures in the students' textbook.
- Picture cards that you hold up in the webcam.
- PPT presentation with pictures of food from the internet.
- Realia or real food from your kitchen.

Which one do you think will engage your students the most?

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TEACH DIFFERENTLY

ENGAGE STUDENTS IN MULTIPLE WAYS

REEXAMINE YOUR **EXAMS**

FOCUS ON FEEDBACK

PROVIDE ENGAGING **VIDEOS**







BE CRYSTAL CLEAR

BE HUMAN

START WITH WHAT YOU HAVE

BE AWARE WHILE YOU'RE THERE

PROVIDE TARGETED SUPPORT AND **FEEDBACK**

PROVIDE STRUCTURE ANDA RHYTHM

LEVERAGE THE POWER OF ONLINE DISCUSSIONS **BONUS TIP** DON'T DO IT **ALONE**



THANK YOU

QUESTIONS?

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Building a supportive learning environment Wednesday, April 1 at 8 am EDT and 5 pm EDT

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George Mason University







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