



Breaking Through the Screen

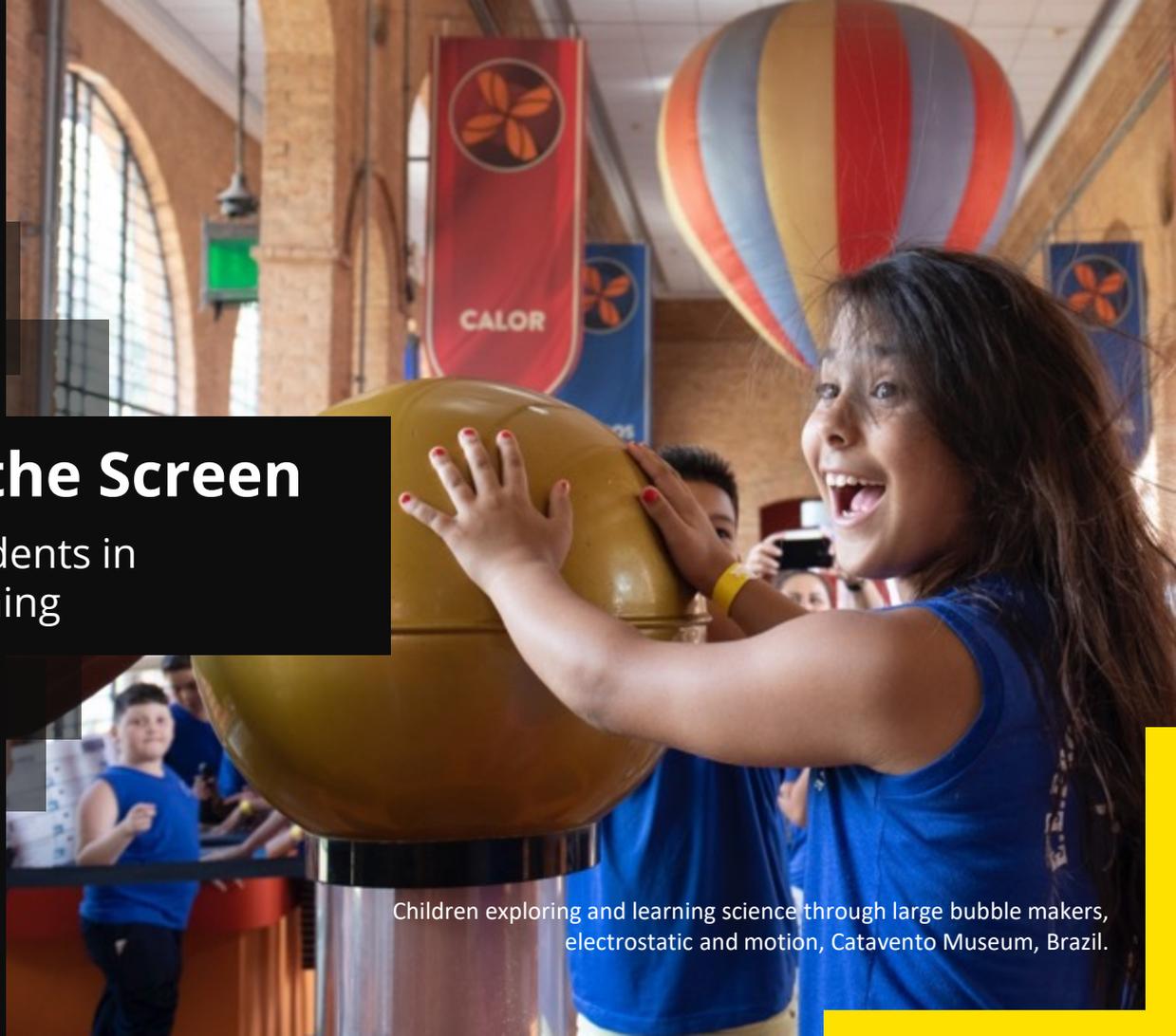
A Dozen Tips for Engaging Students in
Online English Language Learning

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Dr. Jered Borup

Email: jborup@gmu.edu



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

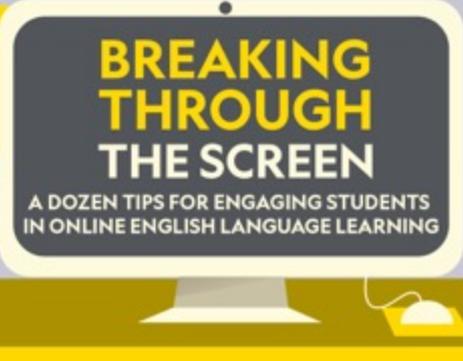
1.
**TEACH
DIFFERENTLY**

2.
**ENGAGE
STUDENTS IN
MULTIPLE WAYS**

3.
**REEXAMINE
YOUR
EXAMS**

4.
**FOCUS ON
FEEDBACK**

5.
**PROVIDE
ENGAGING
VIDEOS**



**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

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 #1:

Engaging Students
in Meaningful
Learning Activities



Poll: I teach learners in...

- a. Elementary school
- b. Middle school
- c. High school
- d. University
- e. Other

Poll: I am currently teaching my students online.

- a. Yes, I am an online teacher.
- b. Yes, but only because Coronavirus closed my school.
- c. No, but I anticipate I will.

[INTERNET](#) / [NEWS](#)

Tracy Qu · 17d ago · 3 min read

China's schools embrace online learning as new virus forces students to stay at home

“Although my school tried online teaching a few years ago, we haven’t done it on this scale before. All of our teachers and students are now involved,” said Zheng Jinhong, a high school English teacher in Zhejiang province.

[INTERNET](#) / [NEWS](#)

Tracy Qu · 17d ago · 3 min read

China's schools embrace online learning as new virus forces students to stay at home

"There's no choice," said Jessie Xie, a 24-year-old high school teacher living in Chengdu City.

INTERNET / NEWS

Tracy Qu · 17d ago · 3 min read

China's schools embrace online learning as new virus forces students to stay at home

"I like online teaching because **I have more freedom at home,**" said Xu, who began her all-day courses via DingTalk this week.

[INTERNET](#) / [NEWS](#)

Tracy Qu · 17d ago · 3 min read

China's schools embrace online learning as new virus forces students to stay at home

"My motivation to study is stronger when my classmates are around me and all working very hard. **Sometimes I zone out.**"

NEWS > WORLD

Parents grapple with e-learning as schools stay closed in China

Daniela Wei and Jinshan Hong

Bloomberg

Hong Kong / Sat, February 22, 2020 / 02:01 pm



Illustration of e-learning (Shutterstock/File)

Working mom Chen Yan has taken to installing a surveillance camera at home to see what her 12-year-old son is up to during the day while she's at the office in the mainland city of Shaoguan, in Guangdong province.

So far, she's **caught him doing everything but studying, including napping while live-streamed lessons play in the background.** "We can't hear a single sentence from the teacher smoothly given the **slow Internet**," she said. "And I'm sure the teacher won't notice if my son is listening in a 60-student class."

Poll

What have you found the most challenging teaching online?

Tip #1 Teach Differently



Knallerfrauen: <https://www.youtube.com/user/Knallerfrauen/featured>

Tip #1 Teach Differently

TEACHER'S USE OF TECH _____ TRADITIONAL PRACTICE

REPLACES

AMPLIFIES

TRANSFORMS

R

A

T

Kimmons, R., Graham, C., & West, R. (2020). The PICRAT model for technology integration in teacher preparation. *Contemporary Issues in Technology and Teacher Education*, 20(1).

Tip #1 Teach Differently

REPLACES

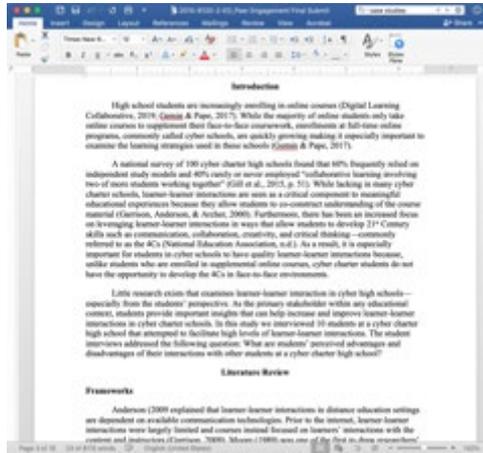
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Tip #1 Teach Differently

REPLACES

R

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Introduction

High school students are increasingly enrolling in online courses (Digital Learning Collaborative, 2016; Quinn & Page, 2017). While the majority of online students only take online courses to supplement their face-to-face coursework, institutions at full-time online programs, commonly called cyber schools, are quickly growing making it especially important to examine the learning strategies used in these schools (Kemp & Page, 2017).

A national survey of 199 cyber charter high schools found that 50% frequently asked an independent study model and 40% rarely or never employed "collaborative learning involving two or more students working together" (Kell et al., 2015, p. 51). While lacking in many cyber charter schools, learner-learner interactions are seen as a critical component to meaningful educational experiences because they allow students to co-construct understanding of the course material (Kearney, Anderson, & Archer, 2006). Furthermore, there has been an increased focus on leveraging learner-learner interactions to ways that allow students to develop 21st Century skills such as communication, collaboration, creativity, and critical thinking – commonly referred to as the 4Cs (National Education Association, n.d.). To a result, it is especially important for students in cyber schools to have quality learner-learner interactions because, unlike students who are enrolled in supplemental online courses, cyber charter students do not have the opportunity to develop the 4Cs in face-to-face environments.

Little research exists that examines learner-learner interactions in cyber high schools—especially from the students' perspective. As the primary stabilizer within any educational context, students provide important insights that can help increase and improve learner-learner interactions in cyber charter schools. In this study we interviewed 10 students at a cyber charter high school that attempted to facilitate high levels of learner-learner interactions. The student interviews addressed the following questions: "What are students' perceived advantages and disadvantages of their interactions with other students at a cyber charter high school?"

Literature Review

Frameworks

Anderson (2009) explained that learner-learner interactions in distance education settings are dependent on available communication technology. Prior to the internet, learner-learner interactions were largely limited and courses instead focused on learners' interactions with the system and instructors (Lerman, 2000). Moore (1996) was one of the first to draw connections

BOLS BORUP

Here's a little more about myself:

- I grew up in a small town town with about 2,000 people and no straight 198 students came to my graduating class. **BORUP** was actually filmed pretty close to where I lived.
- My wife, Pam, is a vegetarian so if you ever see me eating out, there's a good chance that I will be eating a hamburger. However, recently she started eating chicken so there's hope!
- There are a lot of teachers in my family. My grandmother taught in a one-room schoolhouse, my mom taught high school English, my dad taught sociology and statistics at Weber State University, my mother-in-law teaches 2nd grade, and my brother teaches 9th grade English. Education is very important to my family and I always knew that I wanted to be a teacher.
- Do 40% of two standard deviations from the mean for any statistic falls out there. As a result, I've either played or coached basketball most of my life. It's funny because here people associate being tall with playing basketball. However, I lived in Portugal for a while and there they associate being tall with picking figs. I have to say I would rather have people telling me "I bet you're good at basketball" than "I bet you're a great fig picker." Although there are benefits to being tall, this video highlights a few drawbacks.

LOTHES HOPPIN'

Tip #1 Teach Differently

REPLACES

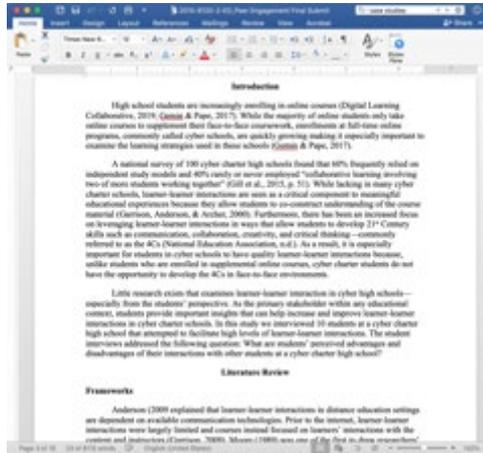
R

AMPLIFIES

A

TRANSFORMS

T



Tip #2 Engage Students in Multiple Ways

PASSIVE

P

INTERACTIVE

I

CREATIVE

C

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Tip #2 Engage Students in Multiple Ways

PASSIVE

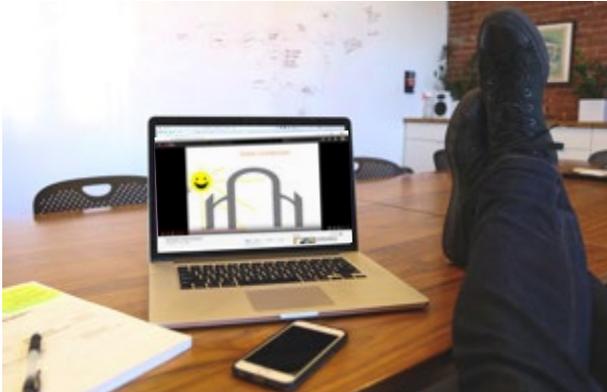
P

INTERACTIVE

I

CREATIVE

C



Tip #2 Engage Students in Multiple Ways

PASSIVE

P

INTERACTIVE

I

CREATIVE

C



Tip #2 Engage Students in Multiple Ways

PASSIVE

P



INTERACTIVE

I



CREATIVE

C



PIC-RAT Framework

C CREATIVE	CR	CA	CT
	IR	IA	IT
	PR	PA	PT
	REPLACES R	AMPLIFIES A	TRANSFORMS T

Ottenbreit-Leftwich, A. & Kimmons, R. (2018). The K-12 Educational Technology Handbook (1st ed.). EdTech Books. Retrieved from <https://edtechbooks.org/k12handbook>

PIC-RAT Framework

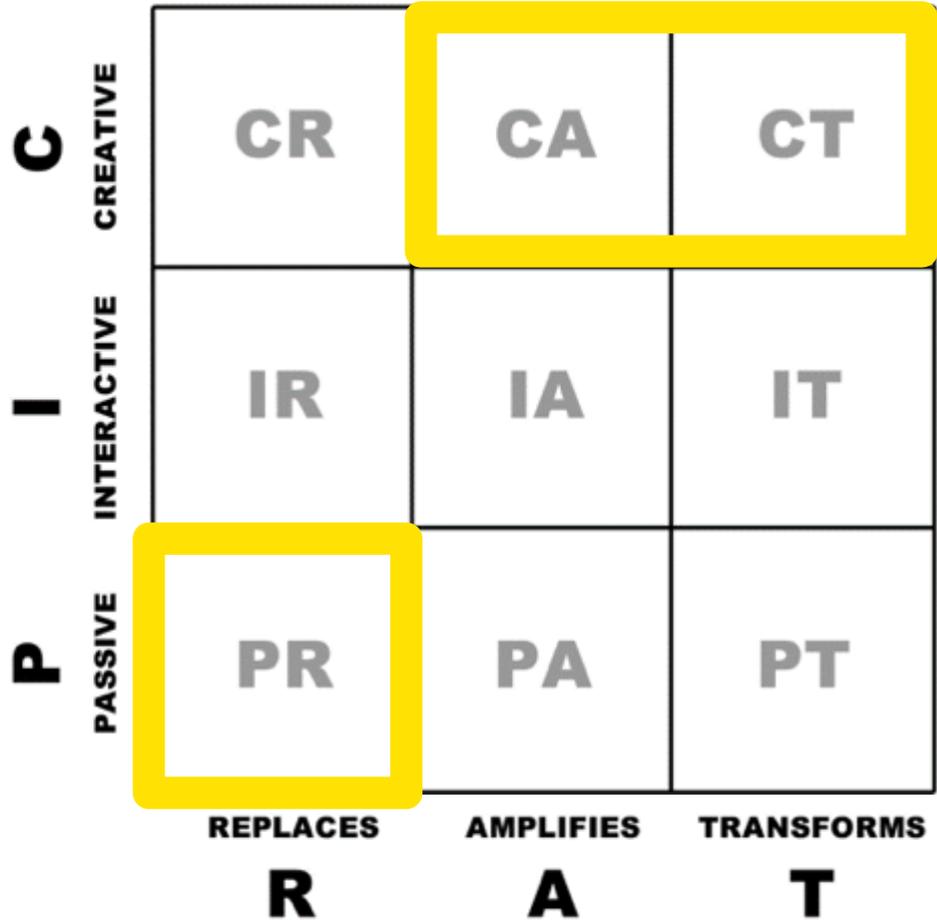
All can be valuable including **PR**.

C CREATIVE	CR	CA	CT
I INTERACTIVE	IR	IA	IT
P PASSIVE	PR	PA	PT
	REPLACES R	AMPLIFIES A	TRANSFORMS T

Ottenbreit-Leftwich, A. & Kimmons, R. (2018). The K-12 Educational Technology Handbook (1st ed.). EdTech Books. Retrieved from <https://edtechbooks.org/k12handbook>

PIC-RAT Framework

All can be valuable including **PR** but we should also aim for others such as **CT** activities.



CREATE and AMPLIFY : Make a brochure or a web page.

PROJECT
Plan an extreme sports camp.

1 Work in groups. Use the word web to help you describe your camp.

Our summer camp is super fun! You can try all kinds of extreme sports, and you'll be near the mountains and the ocean!

2 Make a brochure or a web page about the camp.

- Write a short summary about the camp. Why is it a great place for visitors or for people to spend their vacation?
- Add photos, pictures, and a map.

Now I can . . .

- talk about extreme sports.
- talk about safety in sports.
- describe people and actions.
- write a short biography.

20 Unit 1 21

P I C	CREATIVE	CR	CA	CT
	INTERACTIVE	IR	IA	IT
	PASSIVE	PR	PA	PT
		REPLACES R	AMPLIFIES A	TRANSFORMS T

CREATE and **TRANSFORM** : Allow creative work by students that still meets learning objectives.

Anastasia
Metallinou ©



Highlining is an extreme sport. People walk across the rope tens of meters above the ground or the water.

P PASSIVE	CR	CA	CT
	IR	IA	IT
	PR	PA	PT
	REPLACES	AMPLIFIES	TRANSFORMS
	R	A	T



CREATE and **TRANSFORM** : Allow creative work by students that still meets learning objectives.

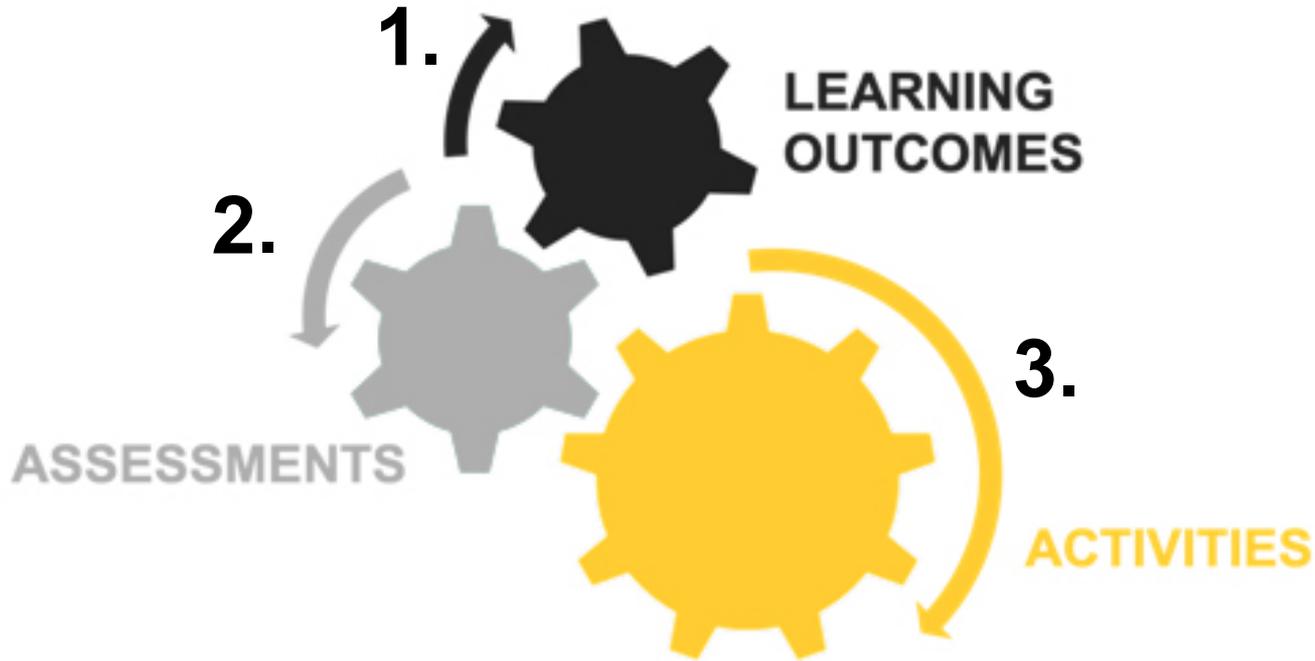


P I C P I C P I C	CREATIVE	CR	CA	CT
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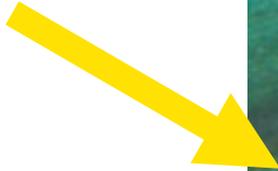
<https://infocus.eltngl.com/2019/06/19/use-projects-and-let-your-young-learners-surprise-you/>

Tip #3 Reexamine Your Exams



Tip #3 Reexamine Your Exams

Learning Outcomes



Unit 7
Awesome Animals

East African River Hippopotamus mother and calf

In this unit, I will ...

- name animals.
- describe animals.
- talk about what animals can and can't do.

Look and check.

This animal is a	This animal can
<input type="radio"/> fish.	<input type="radio"/> swim.
<input type="radio"/> hippo.	<input type="radio"/> climb.
<input type="radio"/> elephant.	<input type="radio"/> fly.

114 115

From *Our World* published by National Geographic Learning

Tip #3 Reexamine Your Exams

Assessment:
This was your original project for your face-to-face class.

PROJECT
Make a class set of animal cards.

1 Choose an animal.

2 Do research.

3 Make a card. Use pictures.

4 Describe your animal.

128 Unit 7

Now I can . . .

- name animals.
- describe animals.
- talk about what animals can and can't do.

Penguins are my favorite bird. They have black and white feathers. They live in the ice and snow. They can swim but they can't fly. Carla

My card is about penguins. They're really cool!

129

Tip #3 Reexamine Your Exams

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2 Do research.

Now I can . . .

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- talk about what animals can and can't do.

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My card is about penguins. They're really cool!

129



Project Rubric

- ✓ Did students do research?
- ✓ Did students use pictures?
- ✓ Did students describe their animals?
- ✓ Did students write in sentences?

From *Our World* published by National Geographic Learning

Tip #3 Reexamine Your Exams



Why not use assessments that are original and creative?



<http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/>

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Tip #3 Reexamine Your Exams



Can you still assess students using the same rubric?

Project Rubric

- ✓ Did students do research?
- ✓ Did students use pictures?
- ✓ Did students describe their animals?
- ✓ Did students write in sentences?

Tip #3 Reexamine Your Exams

Which video meets your learning objectives the best?

Project Rubric

- ✓ Did students do research?
- ✓ Did students use pictures?
- ✓ Did students describe their animals?
- ✓ Did students write in sentences?

1.



2.



Tip #4 Focus on Feedback

GOOD FEEDBACK IS

TIMELY



FRIENDLY



SPECIFIC



Tip #4 Focus on Feedback

Carla:

- 😊 **Excellent** research on penguins!
 - 😊 **Excellent** pictures of penguins!
 - 😊 **Excellent** description!
 - 😊 **Good** sentences about penguins!
- Add a comma here:**
"They can swim, but they can't fly."

Project Rubric

- ✓ Did students do research?
- ✓ Did students use pictures?
- ✓ Did students describe their animals?
- ✓ Did students write in sentences?

1.



2.



Tip #5 Provide Engaging Videos

SELECTING VIDEOS: When selecting a video, ask the following:

- C Comprehensible:** Is the language comprehensible for your students?
- A Age appropriate:** Is the video content appropriate for your students' age?
- M Meaningful:** Is language in a meaningful context? (Meaningful to students?)
- E Engaging:** Is it engaging and interesting for your students?
- O Objectives:** Is it aligned with the learning objectives in my lesson?
- S Supportive:** Does it support students' comprehension of language?
Are there useful visuals? text or subtitles?

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Tip #5 Provide Engaging Videos

C A M E O S



How can you use
this video with
your students?

- C** Comprehensible
- A** Age appropriate
- M** Meaningful
- E** Engaging
- O** Objectives
- S** Supportive



NATIONAL
GEOGRAPHIC
LEARNING

Tip #5 Provide Engaging Videos

C A M E O S



How can you use this video with your students?

<https://video.nationalgeographic.com/video/magazine/00000144-0a2f-d3cb-a96c-7b2fa22c0000?gc=%2Fvideo%2Fanimals&source=relatedvideo>

- C** Comprehensible
- A** Age appropriate
- M** Meaningful
- E** Engaging
- O** Objectives
- S** Supportive



Poll: Have you ever created a video for your students to watch later?

- a. Yes
- b. No

Tip #5 Provide Engaging Videos



Tip #5 Provide Engaging Videos



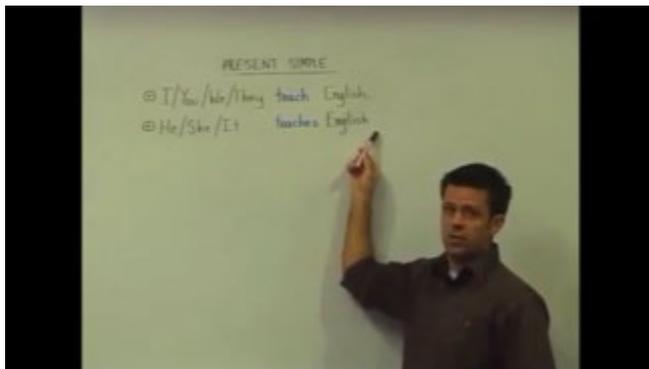
You don't need a studio to make quality videos

Tip #5 Provide Engaging Videos



Poll: Which video would you find the most engaging to watch?

a.



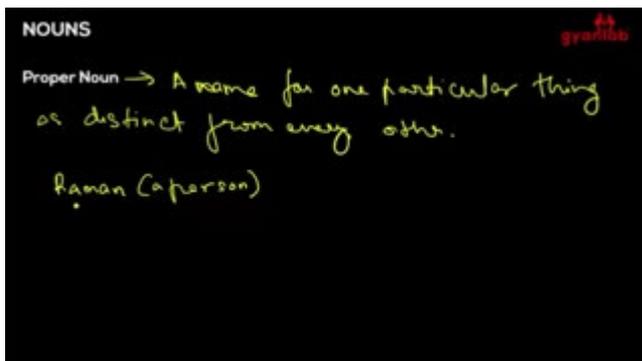
"English Grammar" by YouTube user Teacher Riza, CC BY

b.



"How to Speak Fluent English" by YouTube User Espresso English

c.



"Parts of Speech – Nouns #1" by YouTube user Future of Learning Unconference, CC BY

d.



"Skype English Lessons with Ana" by YouTube user ENGLIS-891, CC BY

How Video Production Affects Student Engagement: An Empirical Study of MOOC Videos

Philip J. Guo

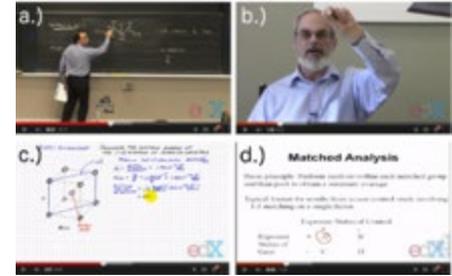
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<https://www.researchgate.net/publication/262393281> How video production affects student engagement An empirical study of MOOC videos

- Keep it short (around 6-10 minutes)
- Combine video of the instructor with slides
- Show the instructor in personal settings
- Show the instructor writing and drawing
- Speak with enthusiasm

Tip #5 Provide Engaging Videos

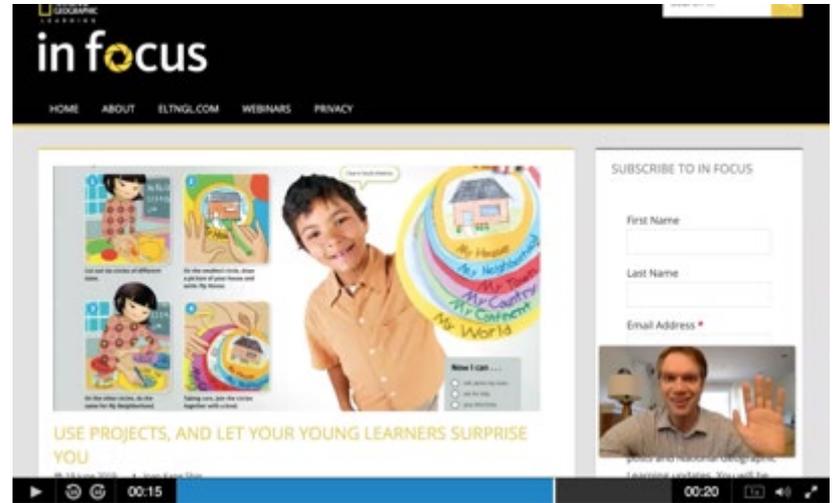
SCREENCAST  MATIC

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



 loom

<https://www.loom.com/>



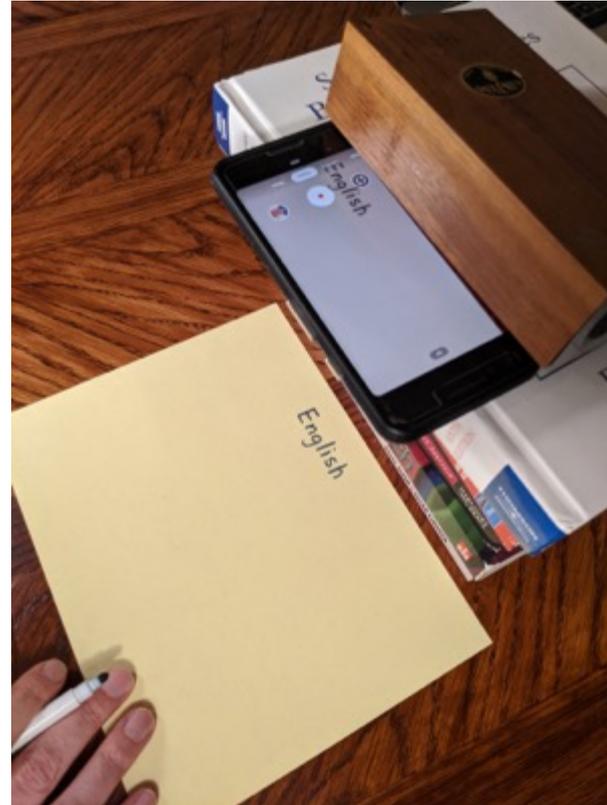
Tip #5 Provide Engaging Videos

NOUNS

gyanlibb

Proper Noun → A name for one particular thing
as distinct from every other.

Raman (a person)



Tip #5 Provide Engaging Videos



Tell students what they should learn and do during the video.

Tip #5 Provide Engaging Videos

What did you learn from the video?

* Required

Please write three things that you learned from the video. Be sure to write in complete sentences. *

Your answer

Submit

Tell students what they should learn and do during the video.

Tip #5 Provide Engaging Videos



edpuzzle



<https://edpuzzle.com/>

A screenshot of the Edpuzzle website interface. The video player shows a lesson titled "Chromosome Numbers During Division: Demystified!". The video content features a green chalkboard with a diagram of a cell containing DNA and proteins. The diagram shows a blue cell with two chromosomes, an equals sign, a DNA double helix labeled "DNA", a plus sign, and three blue circles labeled "PROTEINS". A pink cartoon character is visible in the bottom right corner of the video frame. To the right of the video player, there is a quiz section with the question "Select all that would be TRUE about genetics (NOTE: There is more than one answer!)". The options are: "In humans, they contain 23 chromosomes." (checked), "These would include sperm and egg cells." (checked), "In humans, they contain 46 chromosomes." (selected with a mouse cursor), and "These would include body cells." (unchecked). There are "Submit" and "Reveal" buttons at the bottom of the quiz section. The video player has a progress bar at the bottom showing 01:54 / 05:47.

Use assessments to hold students accountable

Tip #6 Be Crystal Clear



Tip #6 Be Crystal Clear



Tip #6 Be Crystal Clear



Tip #6 Be Crystal Clear

Important Landmarks in Texas

TEKS 4.16A Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions

	<h3>Connection/Hook</h3> <ul style="list-style-type: none">Click on this link to view a video about Texas Symbols.
	<h3>Engagement Activity</h3> <ul style="list-style-type: none">As a class, you are going to create a collaborative Google Map that identifies important locations and symbols of Texas. Use this spreadsheet to create a list of who is responsible for researching and creating the placemark that will be added.
	<h3>Teach/Learn</h3> <ul style="list-style-type: none">Use the Library Portal and <i>Texas Studies Weekly - Week 31 Texas Pride</i> as your resource for finding information about your landmark or symbol.Six Flags of Texas ResourceUse the printed document as your planning guide.
	<h3>Show What You Know</h3> <ul style="list-style-type: none">Create a placemark describing your symbol or location on this Interactive Google Map. Make sure to include an image and/or video.

Resources were created by Lee Highfill, Sarah Lando & Kelly Hilton

Tip #6 Be Crystal Clear

SCREENCAST  MATIC

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



 loom

<https://www.loom.com/>



The screenshot shows the 'in focus' website interface. At the top, there is a navigation bar with links for HOME, ABOUT, ELTNGL.COM, WEBINARS, and PRIVACY. The main content area features a grid of educational project ideas, including 'My Neighborhood', 'My Country', and 'My World'. A large image of a smiling boy is prominently displayed. To the right, there is a 'SUBSCRIBE TO IN FOCUS' form with fields for First Name, Last Name, and Email Address. Below the form is a video player showing a man waving. The video player controls at the bottom indicate a current time of 00:15 and a total duration of 00:20.

Tip #6 Be Crystal Clear

1 Cut out six circles of different sizes.

2 On the smallest circle, draw a picture of your house and write *My House*.

3 On the other circles, do the same for *My Neighborhood*.

4 Taking care, join the circles together with a brad.

I live in South America.

My House
My Neighborhood
My Town
My Country
My Continent
My World

Now I can ...

- talk about my town.
- ask for help.
- give directions.

- Break into smaller steps
- Include visuals
- Provide example of final product

Tip #6 Be Crystal Clear

Book Review

- Great independent activity your students can do at home!
- Be sure to give explicit instructions for this genre.
- Give an example, and help students “notice” the words and expressions needed for their review.
- Students can post the written review online with a video or audio recording.

WRITING

Reviews When you write a review, you tell the reader about a story and give your opinions. Use words like *in my opinion*, *I think*, and *I believe*. Use descriptive words like *interesting*, *exciting*, and *boring*. When you give your opinions, you can give a reason, too.

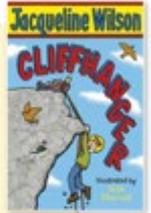
- 1 **Read.** Read the book review. How does the writer express her opinion? Underline the words and expressions.

This wonderful book is called Cliffhanger. It's by Jacqueline Wilson. In my opinion, she is one of the best writers in the world.

Cliffhanger is about a boy called Tim. He likes TV shows and puzzles. He's very smart, and he's the best student in most school subjects. But he's the worst student at sports!

When Tim's parents send him to a sports camp, he's unhappy. He hates sports. Then one day he has a smart idea on how to win the game, and he helps his team win! After that he's the most popular person at camp. He doesn't want to leave!

I loved this book. I think Jacqueline Wilson helps us remember some important things. First we're all different. Second you shouldn't feel bad if you're not handsome or popular because everyone is talented in some way. Finally Keep trying!



- 2 **Write.** Write about a book or movie. Tell the story and say why you liked it.
- 3 **Share.** Share your writing in a small group. Listen and take notes.

Name	Book or movie	Why he or she liked it
Julie	Sleeping Beauty	Great songs and a happy ending.

Tip #6 Be Crystal Clear

Create online group for your students using mobile chatting group (like WeChat!):

1. Post writing
2. Record and send audio message.

BE SURE TO PROVIDE A MODEL



WRITING

Reviews When you write a review, you tell the reader about a story and give your opinions. Use words like *in my opinion*, *I think*, and *I believe*. Use descriptive words like *interesting*, *exciting*, and *boring*. When you give your opinions, you can give a reason, too.

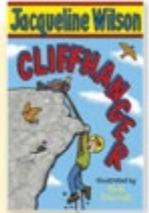
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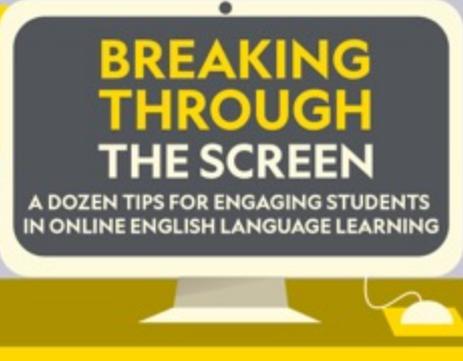
1.
**TEACH
DIFFERENTLY**

2.
**ENGAGE
STUDENTS IN
MULTIPLE WAYS**

3.
**REEXAMINE
YOUR
EXAMS**

4.
**FOCUS ON
FEEDBACK**

5.
**PROVIDE
ENGAGING
VIDEOS**



**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

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**

THANK YOU QUESTIONS?

Dr. Joan Kang Shin
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Dr. Jered Borup
Email: jborup@gmu.edu



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

ONLINE TEACHING SERIES FOR ENGLISH TEACHERS

Part 1: Engaging Students in Meaningful Learning Activities

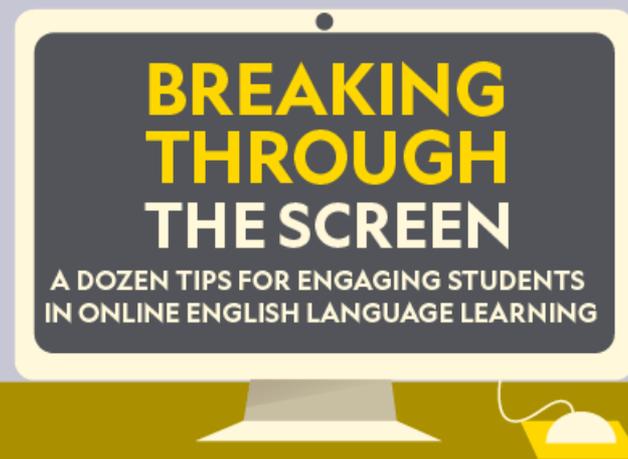
March 18, 2020 | Session 1 - 8AM EDT | Session 2 - 5PM EDT

Part 2: Making Your Screen Come Alive

March 25, 2020 | Session 1 - 8AM EDT | Session 2 - 5PM EDT

Part 3: Building a Supportive Learning Environment

April 1, 2020 | Session 1 - 8AM EDT | Session 2 - 5PM EDT



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AND DR. JERED BORUP



Breaking Through the Screen

A Dozen Tips for Engaging Students in
Online English Language Learning

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