



Using Educational Technology in the English Language Classroom Massive Open Online Course Syllabus

[February 10 - May 4, 2020]

Course Overview

Description

This course is designed to help English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes. It will help teachers integrate pedagogical knowledge and skills with technology to enhance language learning and teaching through course readings, quizzes, and discussions. The course will not only help participants utilize technology in lesson planning, materials development, feedback, and assessment, but also for professional communication, collaboration, and efficiency improvement by participating in online discussions as well as completing the quizzes.

Learning Objectives and Learner Outcomes

The main objective of this course is to acquaint participants with technology tools and how they can integrate these tools into their own English language teaching. At the end of the course, participants should be able to:

- Define computer-assisted language learning (CALL);
- Discuss how technology affects language learning and teaching today;
- Use strategies to teach vocabulary growth through social media;
- Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce English grammar during language interactions;
- Select and adapt appropriate reading texts for specific learner groups and language learning goals;
- Demonstrate how to teach writing through CALL by selecting appropriate model texts, showcasing technology supported help options, considering the audience for writing activities, and developing writing strategies;
- Select and adapt existing listening resources on the Internet to address language learning goals and learner needs;
- Select CALL materials that teach speaking skills and focus on the sounds and accents that are relevant for their learners;
- Develop lesson plans and teaching units with one or more of the technologies learned throughout the course.

Course Expectations and Grading

Participants will be expected to

This self-paced course is composed of 5 modules and delivered over a 12-week period, from February 10 to May 4, 2020. There are no specific deadlines for the assignments. Participants are required to self-pace their work.

Grading

Participants work through the MOOC in a linear fashion: in order to advance to the next activity, a participant needs to have completed previous ones. Participants' grade in the MOOC is based on their participation in all required activities. This includes frequent follow-on quizzes throughout the course. Participants may retake quizzes to try to earn a higher score. A score of 70% or higher on each quiz is required in order to advance to the next activity. All discussion assignments are optional.

Assessment and Certification

Participants who complete all activities and earn 70% or higher on the graded quizzes, within the timeframe of the course, will receive a badge.



Netiquette

A MOOC is a very special encounter. Its participants are from diverse cultures from all over the world, and their interaction happens entirely online, without the direct supervision of an instructor. The quality of our online interactions will be much higher if everyone follows certain basic rules of etiquette – or in our case (online), *netiquette*.

1. Try to be clear and direct

Make sure that your content title reflects the content of your post and that your post is succinct and direct.

2. Make it easier for colleagues to read your comments

- Put a blank space at the beginning of a message and between paragraphs.
- Be brief and specific. This is especially important in Massive Open Online Courses which have thousands of participants.

3. Be constructive

Respond to colleagues' postings or comments in an encouraging and supportive tone. Think before you write or respond. Any criticism should be constructive—if in doubt, think about how you would feel reading a posting.

4. Be open to differences in opinion

Be open to other people's opinions and try not to get emotional if someone disagrees with you. Make your learning experience a constructive and positive one by avoiding 'flaming'. For example, capitals can be interpreted as shouting. Think before you push the 'send' button. Words are powerful and can hurt; avoid anything which could be misinterpreted in any way.

5. Accept others

Accept your peers' differences, e.g., cultural and language differences. You are part of a community which means caring about your own progress and that of your colleagues'.

6. Cite other people's work

If you use a quote or reference in your post; make sure that you cite it or provide a link to it.

7. No spamming

Please don't send advertisements to your peers or use your peers' emails in any way other than how they intend it to be used.



Course Schedule

Module	Topic	Learning Objectives	Resources <i>(For all videos, transcripts are provided)</i>	Activity and Assignments	Time Needed
1	Introduction	<ul style="list-style-type: none"> Meet the course instructors and teaching assistants Understand the goals and tasks for Module 1 Get information on participants' previous knowledge and experience in course topics Establish a positive learning community Explore the connection between technology and English language learning Explore possible ways in which technology can be used in the classroom Learn from other people's experience with using technology for language teaching Evaluate your participation in Module 1 Consolidate learning from Module 1 	<ul style="list-style-type: none"> "Welcome from Iowa State University!" videos Module Overview Background Diagnostic (optional) "Let's Introduce Ourselves" discussion forum (optional) "Introduction to Technology for English Language Learning" lecture videos and follow-on quiz "Experts Using Technology in the English Language Classroom" videos and follow-on quiz "Experience with Technology in Language Teaching" discussion forum (optional) Self-assessment quiz Module 1 summary 	<ul style="list-style-type: none"> Welcome from Iowa State University Read Module 1 Overview Complete pre-course survey(optional) Introduce yourself to others online (optional) Read other people's introductions (optional) Watch "Introduction to Technology for English Language Learning" lecture videos and complete follow-on quiz Watch "Experts Using Technology in the English Language Classroom" videos and complete follow-on quiz Share your experience using technology for language learning (optional) Complete the self-assessment quiz Read Module 1 summary 	10 minutes 5 minutes 20 minutes 10 minutes 20 minutes 90 minutes 50 minutes 30 minutes 20 minutes 30 minutes
2	Technology for Teaching Reading and Writing	<ul style="list-style-type: none"> Understand the overarching goal and tasks for Module 2 Understand the goals for the Reading and Technology section of the unit Consider the importance of selecting authentic reading texts and ways in which to engage students in the reading topic 	<ul style="list-style-type: none"> Module Overview Reading and Technology section goals "Introduction to Reading and Technology" lecture videos and follow-on quiz "Text Readability Tools" tutorial video and follow-on quiz 	<ul style="list-style-type: none"> Read Module 2 Overview Read the Reading and Technology section goals Watch "Introduction to Reading and Technology" lecture videos and complete follow-on quiz Watch "Text Readability Tools" tutorial video and complete follow-on quiz 	5 minutes 5 minutes 60 minutes 15 minutes



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		<ul style="list-style-type: none"> Explore the function of text readability tools for selecting appropriate reading texts Reflect on selecting reading texts practices Explore possible ways in which Fanfiction can be used to connect reading and writing Understand the goals for the Writing and Technology section of the unit Explore the technology and writing connection Explore how technology can help both language teachers and learners with writing Explore the capabilities of word processing applications that are great tools for teachers Determine which technological resources for writing are suitable for your particular context and possible issues that may arise Evaluate your participation in Module 2 Consolidate learning from Module 2 	<ul style="list-style-type: none"> "Reflecting on How to Find Reading Texts" discussion forum (optional) "Connecting Reading and Writing Using Fanfiction" lecture videos and follow-on quiz Writing and Technology section goals "What is the Technology-Writing Connection?" lecture videos and follow-on quiz "How Can Technology Help?" lecture videos and follow-on quiz "Learn More About Useful Word Processing Features" tutorial video and self-assessment quiz "Share How You Use Technology for Teaching Writing" discussion forum (optional) Self-assessment quiz Module 2 summary 	<ul style="list-style-type: none"> Share your experience selecting reading texts for your teaching Watch "Connecting Reading and Writing Using Fanfiction" lecture videos and complete follow-on quiz Read the Writing and Technology section goals Watch "What is the Technology-Writing Connection" lecture videos and complete follow-on quiz Watch "How Can Technology Help?" lecture videos and complete follow-on quiz Watch "Learn More About Useful Word Processing Features" tutorial video and complete self-assessment quiz Share your experience using technology for teaching writing Complete the self-assessment quiz Read Module 2 summary 	30 minutes 30 minutes 5 minutes 40 minutes 30 minutes 20 minutes 30 minutes 20 minutes 20 minutes
3	Technology for Teaching Listening and Speaking	<ul style="list-style-type: none"> Understand the overarching goal and tasks for Module 3 Understand the goals for the Listening and Technology section of the module Explore the connection between technology and listening Understand the goals for the Speaking and Technology section of the module 	<ul style="list-style-type: none"> Module Overview Listening and Technology section goals "Introduction to Listening and Technology" lecture videos and follow-on quiz Speaking and Technology section goals 	<ul style="list-style-type: none"> Read Module 3 Overview Read the Listening and Technology section goals Watch "Introduction to Listening and Technology" lecture videos and complete follow-on quiz Read the Speaking and Technology section goals 	5 minutes 5 minutes 40 minutes 5 minutes



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		<ul style="list-style-type: none"> Explore the connection between technology and speaking Explore which technological resources for teaching listening are suitable for your particular context Learn from other people's ideas on how to teach speaking in large classes using technology Evaluate your participation in Module 3 Consolidate learning from Module 3 	<ul style="list-style-type: none"> "Introduction to Speaking and Technology" lecture videos and follow-on quiz List of technology tools for pronunciation, audio/video conferencing, messaging, and presentation and self-assessment quiz "Teaching Speaking in Large Classes" discussion forum (optional) Self-assessment quiz Module 3 summary 	<ul style="list-style-type: none"> Watch "Introduction to Speaking and Technology" lecture videos and complete follow-on quiz Explore the technology tools from the list that are accessible in your country and complete self-assessment quiz Share your experience teaching speaking and some possible ideas on how to teach speaking in large classes (optional) Complete the self-assessment quiz Read Module 3 summary 	40 minutes 40 minutes 30 minutes 20 minutes 20 minutes
4	Technology for Teaching Vocabulary and Grammar	<ul style="list-style-type: none"> Understand the overarching goal and tasks for Module 4 Understand the goals for the Vocabulary and Technology section of the module Explore the connection between technology and vocabulary Explore which technological resources for teaching vocabulary are suitable for your particular context Learn from other people's experience teaching vocabulary and the technology tools that they use Understand the goals for the Grammar and Technology section of the module Explore ways in which technology can be used to teach grammar Explore which technological resources for teaching 	<ul style="list-style-type: none"> Module Overview Vocabulary and Technology section goals "Introduction to Vocabulary and Technology" lecture videos and follow-on quiz List of technology tools for vocabulary learning and suggestions on how to use technology for spell-checking and self-assessment quiz "Using Technology to Teach Vocabulary" discussion forum (optional) Grammar and Technology section goals "Teaching Grammar Using Technology" lecture videos and follow-on quiz List of technology tools for grammar learning 	<ul style="list-style-type: none"> Read Module 4 Overview Read the Vocabulary and Technology section goals Watch "Introduction to Listening and Technology" lecture videos and complete follow-on quiz Explore the technology tools and suggestions from the list that are accessible in your country and complete self-assessment quiz Share your experience teaching vocabulary and the technology tools that you used (optional) Read the Grammar and Technology section goals Watch "Teaching Grammar Using Technology" lecture videos and complete follow-on quiz Explore the technology tools from the list that are accessible in your country 	5 minutes 5 minutes 40 minutes 55 minutes 30 minutes 5 minutes 60 minutes 40 minutes



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		<p>grammar are suitable for your particular context</p> <ul style="list-style-type: none"> Explore the functions in the Corpus of Contemporary American English that can be used for grammar teaching Evaluate your participation in Module 4 Consolidate learning from Module 4 	<ul style="list-style-type: none"> "Using the Corpus of Contemporary American English" tutorial videos and self-assessment quiz Self-assessment quiz Module 4 summary 	<ul style="list-style-type: none"> Watch the "Using the Corpus of Contemporary American English" tutorial videos and complete self-assessment quiz Complete the self-assessment quiz Read Module 4 summary 	<p>30 minutes</p> <p>20 minutes</p> <p>20 minutes</p>
5	Technology Integration	<ul style="list-style-type: none"> Understand the goals and tasks for Module 5 Understand the process for teachers to create new materials and activities through technology integration Understand a ten-step process for developing teaching units Learn from a sample lesson plan on how to integrate technology into your English language teaching Explore which technological resources in the technology integration lecture are suitable for your students' needs Explore topics covered in the course more deeply through supplemental readings Consolidate learning Formulate the next steps you want to take towards implementing these ideas into your teaching practice 	<ul style="list-style-type: none"> Module overview "Integrating Technology into the Curriculum" lecture videos and follow-on quiz "A Ten-Step Process for Developing Teaching Units (Butler et al., 2015)" reading Sample lesson plan List of technology tools to address specific student needs List of supplemental readings "Next Steps and Farewells" discussion forum (optional) 	<ul style="list-style-type: none"> Read Module 5 overview Watch "Integrating Technology into the Curriculum" lecture videos and complete follow-on quiz Read "A Ten-Step Process for Developing Teaching Units (Butler et al., 2015) article Read the sample lesson plan Explore the technology tools from the list that are accessible in your country Read articles from the list of topics that you are interested in learning more about Send goodbyes to your fellow participants and discuss next steps (optional) 	<p>5 minutes</p> <p>60 minutes</p> <p>50 minutes</p> <p>50 minutes</p> <p>30 minutes</p> <p>40 minutes</p> <p>50 minutes</p>