Humanizing Online Courses Synchronous & Asynchronous Strategies

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Levels of Interaction

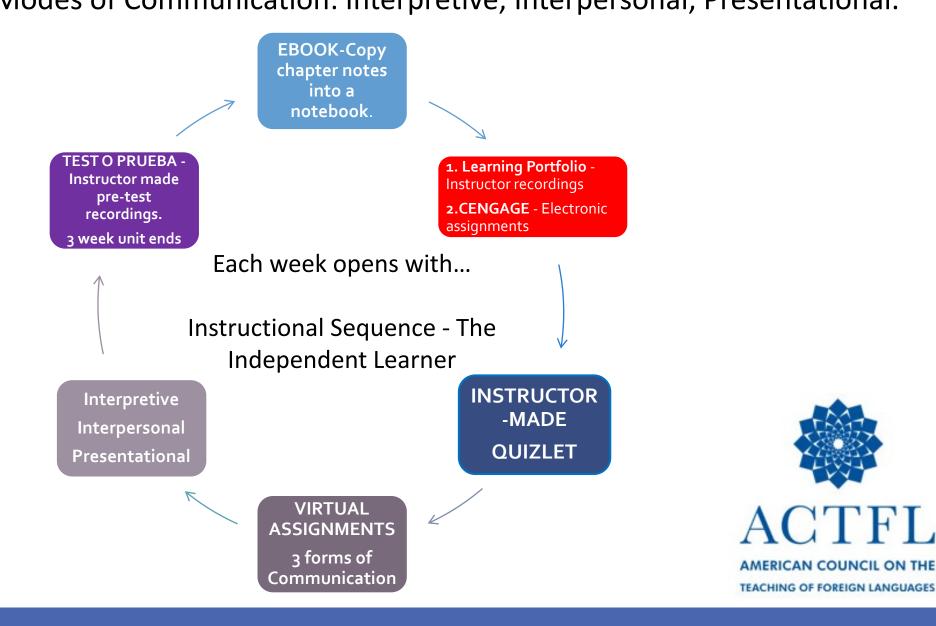
Student-to-Student

Student-to-Tutor

Instructor-to-Student

Student-to-Content

Student-to-Native Speaker (local and abroad) We depart from ACTFL-American Council on the Teaching of Foreign Languages. Focus is on the 3 Modes of Communication: Interpretive, Interpersonal, Presentational.



Create a sense of organization and Instructor presence in our courses through virtual interaction

Approximately 50 online assignments

- Instructional graphics
- Regular announcements
- Pop-in office hours
- Directions include interactive graphics
- Instructor VT examples
- Use doodle feature to correct in VT
- Assignment checklists
- Mid-term and final Google course survey
- ACTFL "Can do" statements

























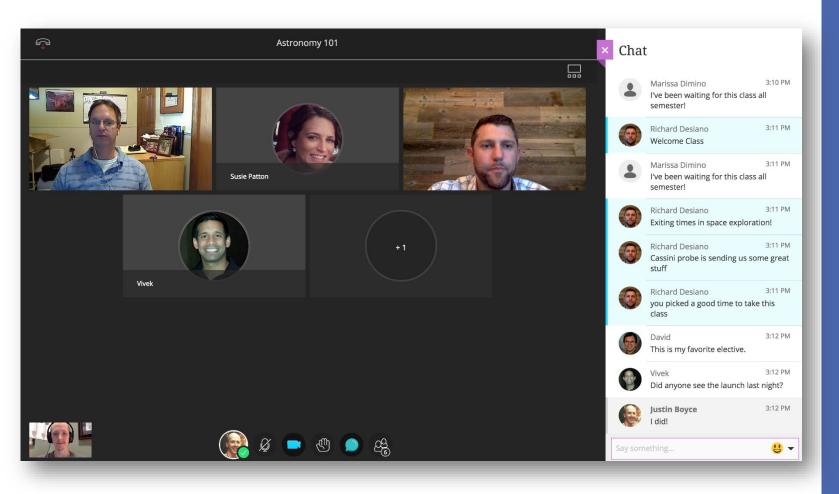


Virtual Orientations

Start course with virtual meeting

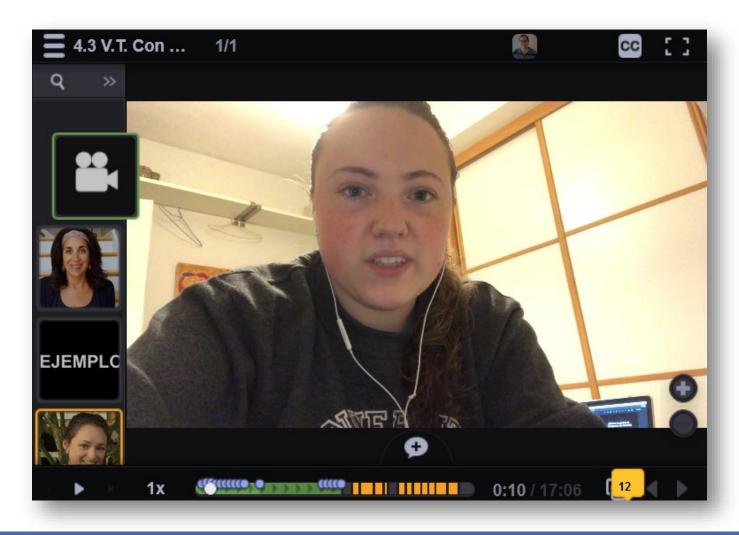
Put names with voices and faces

Calm anxieties about taking online courses



Guest Speakers & Interviews

Interaction with students from other classes, people outside the university, and from other countries (native speakers of the target language)



Partner/Tutor Activities in Collaborate

Create collaborate rooms for partners to meet **on their own schedules**.

Partners meet in these rooms **record** their interaction.

Instructor watches recordings and **grades** them.

Virtual Class-Sunday September 9 @ 8-9pm 9/9/18, 7:30 PM (available)

Room 1-Hayden & Amy 10/28/18, 7:30 PM (available)

Room 2-Caitlin & Jasmine 10/28/18, 7:30 PM (available)

Room 3- Colleen & Justus 10/28/18, 7:31 PM (available)

Room 4- Francine & Chelsea 10/28/18, 7:32 PM (available)

ASYNCHRONOUS

Discussion Board Activities

Interactive discussions about relatable **real life situations**.



¿Qué le pasó a tu carro?



You are going to write about an incident that happened to your car or a family members car. Describe the incident and what did they do to solve it.

Then read the postings of your classmates then respond to one of your classmates with a message of encouragement. Remember that everything should be in Spanish.

Students **post** using the target language and **respond** to the situations posted by their classmates.

Announcements

Use personable, casual language when sending announcements.

Try to send regular announcements, at least twice a week.

Announcements should engage and draw-in learners.

Week 12 is open!

Posted on: Sunday, November 18, 2018 9:34:06 PM EST

Hi everyone!

Week 12 is now open it runs from November 19-26!

Please read carefully and complete all your assignments, we are almost there and you are doing very good! Please remember to complete

your e-Sam assignments some of you have not completed this capítulo 11 assignments.



Posted by: Sandra Rivera Posted to: SPA 201-7101: Intermediate Spanish I - On-Line (2018 Fall)

Introductory Unit Videos

Let students hear **your voice**!

Introduces your unit using **multiple means of expression**.

Share what you have been up to, hobbies, or current events.

This **fosters community** and lessens the feeling of distance.

🔈 Objetivos: 📀

The lesson will guide the learning of this second part of the chapter. Make sure that you follow the class discussion, read, listen to videos and complete practice exercises before working with culminating activity.

Culminating activities are assignments that will be completed using everything you have learned in your module lesson and will fulfill the objectives of this section of the chapter which pertains to talking about globalization effects in our economy and the search of jobs nowadays. The culminating activities are found after completing the module and all the assignments will need to be completed before moving to the next week module. Culminating activities should be submitted using links provided and using indicated web programs.

The goal for this module is to have you be able to:

- Discutir ocupaciones
- Expresar sentimientos, dudas y deseos
- Expresar planes futuros

Read:

Capítulo 15 pp. 465-467, 484 y vocabulario general pp.488-489

Now listen to the recordings I prepared for the introduction of this module:Primer video-no presten atención a la fecha y la semana sigan la semana y fecha asignada en su capítulo. En el segundo video recuerden que Anna no es su tutora pero las mismas directrices aplican para su tutora Catherine.



VoiceThread

VoiceThread is an interactive discussion and presentation tool that facilitates rich, asynchronous conversations around images, documents, presentations, and videos.



Favorite Tool

Each Assignment has its own objective and is designed to manipulate and practice vocabulary and grammatical structures from the lesson.

Sample Assignments:

- Celebrity Look-a-like
- **Favorite Celebrity**
- Daily Balanced Diet
- Weekend Plans
- **Body Parts**
- Dream Bedroom



Balanced meals



Favorite Celebrity, Movie Scene



Celebrity look-a-like



International meals



Dream Homes

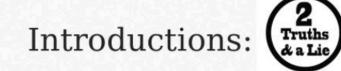


Semester in Sevilla, Spain w/ Catherine McGuiness Most popular class assignment!

Body Parts Sing Along In the Target Language



Ice Breaker Introducing Yourself >>

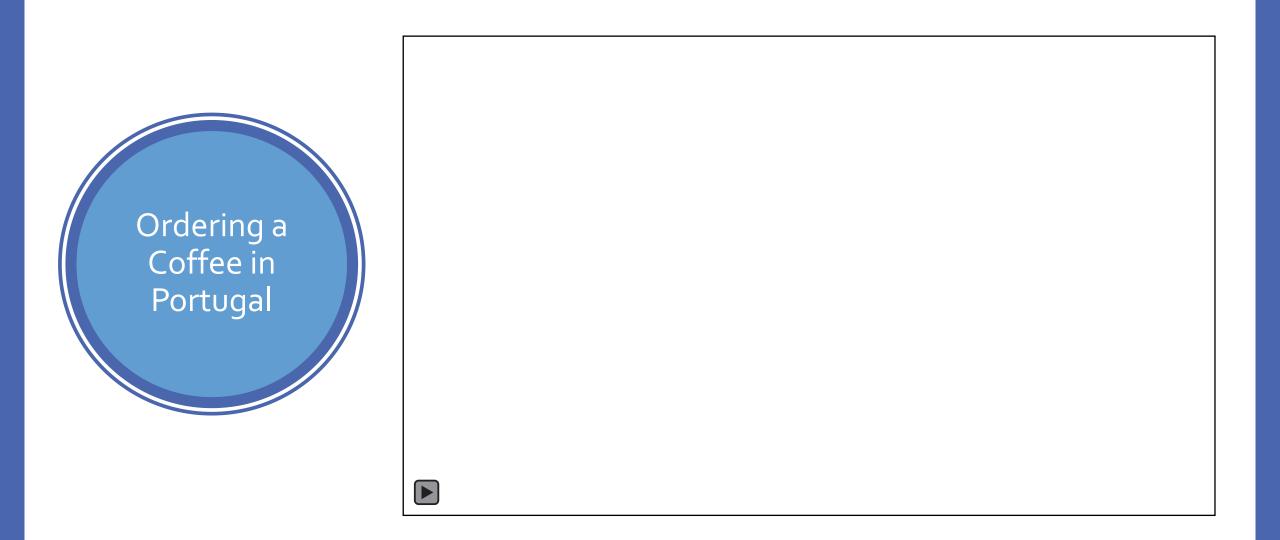


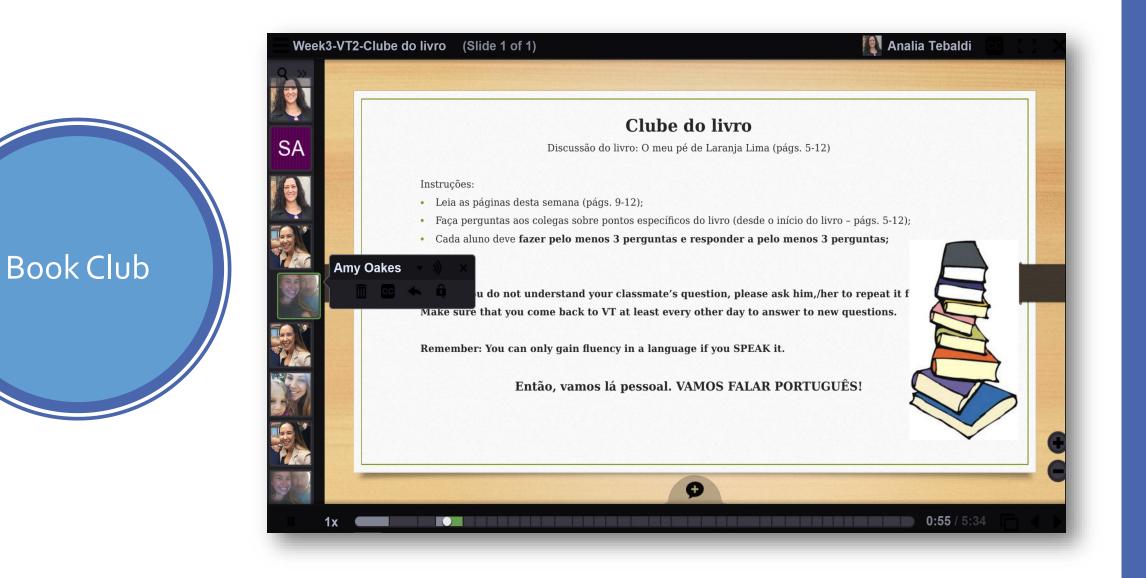
Instructions: Part 1 - Please, post ALL your comments/questions by Thursday, 07/19 Part 2 - Please, reply to the questions/comments directed to you by Saturday, 07/21 Minimum: 4 commentaries

Part 1. After watching Michelle video about things she likes to do, record a video introducing yourself to the class where you include 2 Truths & 1 Lie of things you like doing. (see my example on the VT)
1.1. Watch ALL your classmates' videos

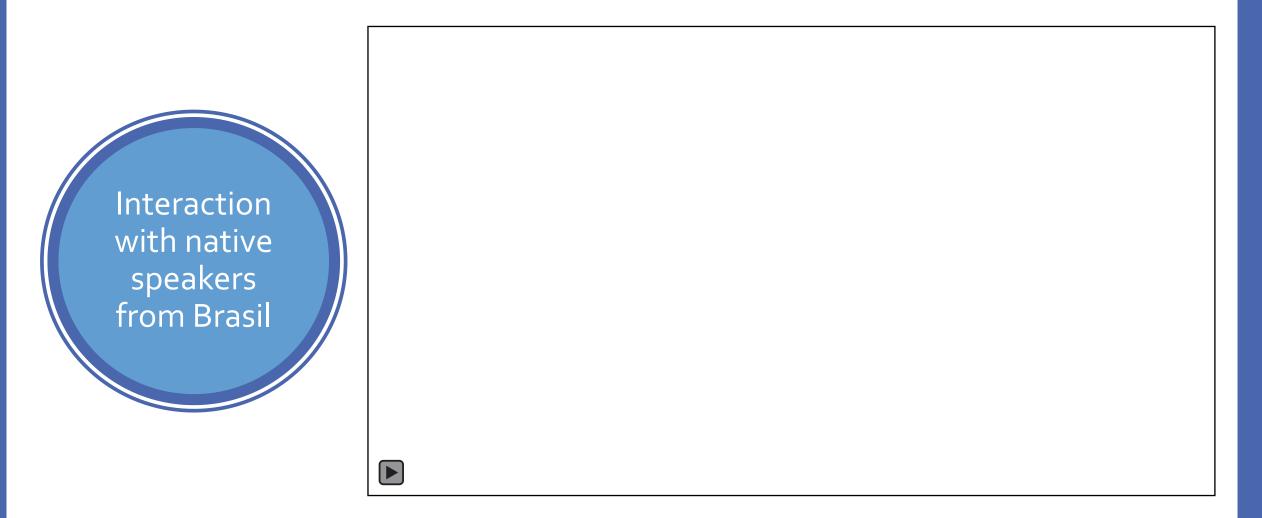
1.2. Greet your classmates and guess what they are (not) lying about. "Muito prazer, student 6" "Eu acho que é verdade que você..." (I think it is true that you...) "Eu acho que é mentira que você..." (I think it is a lie that you...)

Part 2 Answer to ALL the greetings/questions from your classmates. Don't forget to say on your reply what is the lie and what it is truth about you. "É mentira que eu...." (It is a lie that I...) "É verdade que eu...." (It is true that I...)









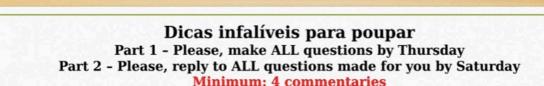
W3-VT2-Mestre na arte de pechinchar (Slide 1 of 1)

19

Jaqueline Ristau

CC

Saving Money



Instructions:

 $\mathbf{Q} \gg$

KC

Part 1 - After doing the reading and exercise on myPortugueseLab, practicing the reading vocabulary with Quizlet, reading the article "Dicas infalíveis para poupar", make **2 questions** that you think might be interesting to know about how your classmates saving strategies.

- Name each question to a different classmate.

Part 2 - Answer to the questions made for you.

i.e Jaqueline, o que você faz para economizar? (What do you do to save money?)

Symbol of being "Pão duro" tight-fisted



} ≫	Minha Vida	
	Olá. Chamo-me Bailey. Muito prazer. Sou ambiciosa, perfeccionista e moderna. Tenho 29 anos e meu aniversário é dia dez de Maio. Meu esposo se chama Steve. Ele trabalha na casa para Sophos. Tenho um cachorro se chama a-Maya. Moro em Tewksbury, mas sou de Kansas. ,mas	Jaqueline Ristau: optional: use the
	Estudo e espanhol, e português e as linguísticas. Não estou na Universidade. Tenho um curso que é Português. Ensino e espanhol as segundas-feiras até as sextas-feiras. Chego a trabalhar as	verb "fazer" eu faço um curso de Português
	sete e dez das amanhã até as duas e meia da tarde. Ensino cinco cursos do espanhol as	Jaqueline Ristau: em+ as But in this case: de à
	estudantes. Eu estudo e português todas as noites quando tenho tempo. Também eu assisto uma classe de assar as segundas-feiras. Os finais de semana, eu converso com amigos e minha	Jaqueline Ristau: de qual série? (class) Ensino médio - high school
	família. Eu gosto de comer e falar e espanhol. Também eu gosto de jogar es jogos com minha família.	Ensino fundamental - k-8 Jaqueline Ristau: em+os =
	Nós gostamos de assistir uns filmes as terças-feiras porque custa menus. Não gosto de correr	Jaqueline Ristau: cooking class? curso de culinária (?)
	Não gosto da matemática nem. Este é todo de minha vida. Obrigada.	Jaqueline Ristau: spelling
		Jaqueline Ristau: vida is feminine esta> future, something you will still mention Essa> referring to something in the past

Written

Composition Feedback