Framework for Post TESL Certificate Training (PTCT)

LearnIT2teach: Scaffolding Instructors' Online Training Skills

Outline developed by New Media Language Training, Inc.
Jim Edgar, Kathleen Johnson and Rob McBride 2011

Rationale

Just as new communications technologies are ubiquitous in daily life, they are becoming ubiquitous in all fields of learning. Language learners need to work and live in the age of online learning, which includes Web 2.0 tools like blogs and wikis, social networking tools, and opensource learning management systems like Moodle. Today, teaching makes use of the advantages of Web 2.0 tools and Internet resources in both formal and informal learning environments.[1]

As one example, in universities and colleges, laptops, wireless networks and learning management systems are one important way teachers distribute content and communicate with learners. They are also an important way that learners submit assignments, research questions, and collaborate on projects and share learning experiences with their peers.

As life and work are migrating to the Internet, so is language education. New technology and new software are multiplying in their applications to online learning daily. Cell phones become translation tools. YouTube videos become the stuff of classroom lessons. Wikis and blogs become collaboration and sharing tools for language learners. Teachers and students who take full advantage of these emerging tools will participate in more dynamic, immediate, and communicative environments that provide opportunities for meaningful experiences through social constructivist learning.[2]

Through these communication technologies, students can learn with more flexibility in and take more responsibility for their own learning process. Students with similar goals, yet separated geographically, can learn together and support each other. Many language learners have specific

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[1] Hubbard, Phillip. "An Invitation to CALL." *Stanford University*. Linguistics Department, Stanford University, 20 Feb 2011. Web. 6 Jul 2011. <http://www.stanford.edu/~efs/callcourse/CALL6.htm>.

[2] Goertler, Senta. "Blended and Open/Online Learning: Adapting to a Changing World of language Teaching." *Present and Future Promises of CALL: From Theory and Research to New Direcctions in Language Teaching*. Ed. Nike Arnold & Lara Ducate. San Marcos TX: Computer Assisted Language Instruction Consortium (CALICO), 2011. Print.

often trade-related goals; Web 2.0 tools provide the opportunity to bring them together and create high-quality, efficient, and cost-effective language learning environments.[3]

Most language teachers in the field are not online learning experts, and most did not enter language teaching because of an interest or a skill with information technology. But teachers today are facing expectations from learners that they understand and use new technologies, and that they will make use of emerging language training software, Internet tools and resources to engage and instruct using contemporary modes and means, which they will encounter in their professional and social lives as newcomers to Canada.

This project focuses on continuing to teach teachers to teach on using online learning technologies, specifically Web 2.0 tools and open-source learning management systems. We aim to continue to provide learning opportunities for teachers to develop the understanding and the skills for teaching using online tools through online professional development for Ontario LINC teachers. This project will continue to "help second language training instructors improve their knowledge and skills, enabling them to better support newcomers in obtaining language skills and to assist them in meeting their settlement and integration goals, including employment."

As the 2008 Citizenship and Immigration Call for Proposals pointed out "Recent research in the field of second language training, conference presentations, Canada Ontario Immigration Agreement (COIA) consultations, and the deliberations of the COIA Language Training Working Group have all strongly recommended the need for increased capacity and competency for instructors of second language training programs in Ontario." Increasing Ontario LINC instructors" capacity and competency in online language and settlement training is the objective of this project.

While there is a real need for this type of training, our research indicates there are limited formal training opportunities in Ontario for in-service TESL Ontario accredited teachers to become proficient in using learning technologies. Formal training in CALL methodologies is offered in some Ontario-based TESL programs for pre-service teachers; however, the LearnIT2teach Stage 4 is unique because it has been developed specifically for in-service teachers working in publicly-funded settlement language training programs.

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[3] Lord, Gillian & Lomicka, Lara. "Calling on Educators: Paving the Way for the Future of Technology and CALL." *Present and Future Promises of CALL: From Theory and Research to New Direcctions in Language Teaching*. Ed. Nike Arnold & Lara Ducate. San Marcos TX: Computer Assisted Language Instruction Consortium (CALICO), 2011. Print.

Provider Profile

New Media Language Training (NMLT) has been active in the field of immigrant settlement, language training and technology since its inception in 1984. NMLT Inc. is a registered charitable organization and operates under a seven-person volunteer Board of Directors, all of whom work as professionals in the adult immigrant language training and settlement field in Ontario. The objective of the organization is to improve opportunities to put technology to work in education.

As immigrant settlement and language training professionals, the members of the board represent the training and skills development community that the organization serves. Directors are a frequent source of expert guidance and information about the life in the field, and front line experience.

The organization focuses on two separate but closely related client groups in all its projects; adult immigrants, and adults with low literacy/numeracy or employability skills. Activities since 2007 mirror the organization‟s goals and objectives. These recent projects build on a long tradition of creating technical solutions to aid adult training and learning.

Notable projects:

- o In January 2010, New Media Language Training began a contract with CIC for development of e-learning tools and provision of face-to-face and online professional development for LINC teachers.

- o In 2009, the organization worked under contract to Algonquin College in producing the listening materials for the LINC 1 – 4 Activity Book produced for CIC.

- o In 2007, under contract to Citizenship and Immigration Canada, NMLT managed the research and development of a report on online language training, „Fast Forward: An Analysis of On and Distance Education Language Training‟.

- o NMLT developed a proposal and won a contract from the National Centre for Crime Prevention (Canada, Department of Justice) in 2002 to develop an online site to teach crime prevention and personal safety to newcomers with low English fluency. The Newcomers Guide to Security and Rights (http://www.newlanguage.ca/) site continues to draw steady traffic from teachers and newcomers.

Glossary

authoring software
a type of computer program that allows teachers to create their own web content, such as interactive ESL exercises

blog
weblog or online journal

CALL (acronym)
computer-assisted language learning

course (Moodle)
A Moodle course is a collection of learning opportunities in a virtual classroom that can be used to deliver a self-contained course or a collection of supplementary materials

courseware
software that is used to support formal language learning

Creative Commons
a system of copyright licensing that allows content creators to share their work using a flexible range of protections and freedoms

Hot Potatoes
a suite of authoring tools for creating interactive quizzes for language learners

hybrid learning
a merger of face-to-face and computer-based learning

IMS Common Cartridge
IMS Common Cartridge is set of open standards from the IMS Global Learning Consortium that is used to create and share educational digital content (or learning objects). The IMS Common Cartridge specifications are modular, interactive and are compatible with many different learning management systems.

Internet Tools
Web 2.0 tools like blogs and wikis, social networking tools, and open-source learning management systems like Moodle

JavaScript
a scripting language used to make web pages more interactive

learning management system (LMS)
a virtual classroom that is used for developing and delivering online learning

learning object
a collection of digital content items, (e.g. an image, interactive quizzes, text, video, audio, etc.) that are combined into one unit and are based on a single learning objective

LMS
learning management system; a virtual classroom that is used for developing and delivering online learning

meta tag
a meta tag is information about a (web) resource that is hidden in the programming code and used by Internet search engines during keyword searches

Moodle
an open-source learning management system that is used to deliver online learning to Ontario LINC programs

PBL
project-based learning; also problem-based learning

repository
a searchable website that stores collections of digital materials

ROLLR
Repository of Online Language Learning Resources

SCORM
Shareable Content Object Reference Model; a set of e-learning standards that specify interactivity between client side content and a run-time environment (usually found in a learning management system)

screencast
a video recording of a computer screen usually for instructional or demonstration purposes

Skype
a popular web application that allows users to synchronously communicate and make conference calls using voice, video and text

social bookmarking
a method for people and/or organizations to store, organize and manage their favorite web resources on a public web site

social media
user-created video, audio, text or multimedia that are published and shared in a social environment, such as a blog, wiki or media hosting site

TexToys
an authoring program used for language teachers to create text reconstruction activities

Twitter
a website that provides a social networking service and allows its users to send and receive short messages, called micro-blogs

Voice-over IP
Internet-based communication that allows voice transmission in real time

Web 2.0
websites that allow users to interact and collaborate with each other as consumers of usergenerated content

web portal
a web site that is a gateway to a number of different online resources

webinar
an online meeting using a web application that allows real-time screen-sharing and synchronous voice, video and text communication

webquest
an inquiry-oriented activity in which the information used by the students is drawn from the Internet and is used in a simulated real-life situation

wiki
a website that allows the creation and editing of any number of interlinked web pages via a web browser

1. Training Content:

[7.1. Training has been developed with the input of both instructors with experience teaching in government-funded language training programs, and content experts who are outside the organization/program or department which provides the training.]

● Trainees are provided with an overview of

  ○ Web 2.0 phenomena and their potential for ESL instruction (e.g., social media such as Twitter or social bookmarking)
  ○ pedagogical principles of e-learning
  ○ principles of designing effective CALL activities
  ○ project-based language learning

● Trainees acquire the technical skills to

  ○ develop original, self-correcting online student activities using CALL authoring software
  ○ create a simple SCORM 1.2 package
  ○ utilize Creative Commons licensing to acquire and publish digital content
  ○ share this content with the LINC professional community via the Repository of Online Language Learning Resources (ROLLR.ca)

2. Training Structure (modality, length, and schedule) :

[2.6. Training provides 25 to 35 hours of instructional time in order to effectively address the required outcomes and assessment. In online training, this must include some portion of time devoted to synchronous discussions where the teacher is moderator.]

LearnIT2teach Stage 4 is delivered completely online using a learning management system (LMS) and Internet communication technologies (ICT), such as email, discussion forums and Voice-over IP. These technologies provide rich opportunities for communication and consultation between the trainee and the trainer, and opportunities for the trainees to interact with the course content and with each other.

This mode of delivery enables the training to be accessed by teachers across Ontario and the activities can be completed at the trainee‟s pace and convenience. The training materials are designed for autonomous learning and the trainer is available to learners as they work through the course via email and Voice-over IP. After interacting with the training materials, trainees will use their new knowledge and skills to create e-materials for their own contexts. It is during this process that the Stage 4 trainer will become especially engaged with trainees, providing advice and support as they progress through their final project via email and Voice-over IP.

Trainers will be available for one-on-one consultation using Skype and/or a webinar for small group consultation, depending on participant needs. Once a participant enrolls in the training, they will meet online with trainer for an orientation. This will be followed up with regular communication, and another online meeting to discuss the participants‟ project. Additional consultations will be held to provide support to the participant and for project updates.

Due to the non-linear, self-directed approach of this training, the length and schedule will vary on an individual basis. It is anticipated that learners will spend six to eight hours working through the course content and another twenty to thirty hours researching and applying CALL principles and honing their computer competencies in e-materials creation.[4]

The mode of delivery of Stage 4 enables trainees to experience online learning firsthand. This experiential learning should provide them with meaningful insights that can help them understand their own students‟ challenges when facilitating online learning.

3. Pre-requisite Skills and Knowledge:

[1.1.Participants have completed a TESL Certificate from a TESL Ontario accredited institution OR have TESL Ontario Accreditation.

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[4] 2.6

1.2. Participants have a minimum of 600 hours of experience teaching adults in governmentfunded language training programs.

1.3.Participants have pre-requisite skills and knowledge specific to the content area of the training and specified in the training outline.]

- completion of a TESL Certificate from a TESL Ontario accredited institution[5]
- a minimum of one year of full-time or 600 hours part-time experience teaching adults in publicly-funded language training programs[6]
- knowledge and skills acquired in Stages 1-3 of LearnIT2teach, (or the equivalent)[7], which includes
  - the ability to use Moodle and the LINC courseware
  - an understanding of how principles of good teaching are reinforced by the various features in a learning management system

**These equivalencies will be measured using the Stage 3 Assessment tools (See Appendix1), which include a checklist of Moodle functions incorporated in the applicant‟s course and a reflection and rationalization explaining the application of these functions in the course design. Participants will be required to use this knowledge to successfully publish their final project e-activities to the publicly-funded LINC Ontario learning management system.

4. Outcomes:

[2.1. PTCT specifies a minimum of two outcomes that are assessed in graded assignments.]

Upon successful completion of this training, participants will be able to:

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[5] 1.1

[6] 1.2

[7] 1.3

- apply basic theoretical principles of e-learning and CALL, as demonstrated in the eactivity portfolio and the participant‟s reflective journal

- create online language learning activities, which may include social media, interactive, self-correcting activities using CALL authoring software, or project-based learning activities, to the extent that they provide a minimum of five instructional hours of learnercontent interaction

- compare and select appropriate e-activities for a specific language learning context, including the use of social media, behaviourist-type activities and project-based learning, as demonstrated in the trainee‟s reflective journal

- identify the development cycle in courseware creation (needs assessment; development; delivery; re-assessment, re-development) [8] as demonstrated in the participant‟s reflective journal

5. Assessment Assignments:

[2.2. Course completion includes a minimum 70% on assignments overall.

2.3. Assignments are graded according to a rubric of specified criteria.

2.4. Participants must attend a minimum of 80% of the training.

2.5. PTCT requires graded assignments of more than one type.

2.7. The number of graded assignments must be commensurate with training length, i.e., more than the minimum of two assignments when training exceeds 25 hours.

3.2. Training includes at least one graded assignment that facilitates the application of theory or current research to practice.

4.1.   At least one of the graded assignments appraises the participant‟s ability to apply knowledge and skills gained during training to classroom practice.

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[8] 2.1

4.2.   Training provides participants options that allow them to customize the graded assignment assessing the application of training to their own employment context and resources.]

Evaluation: Passing grade = 70%, with no less than 50% on any one graded assignment[9]

Attendance = Participants must complete all of the online quizzes and the autonomous learning materials, as well as all assignments.[10]

Assignment 1: "Designing Effective CALL Activities" online graded quizzes[11] (10% weighting)

Assignment 2: Project: e- Materials Development Assignment (60% weighting)[12]

This assignment will be assessed according to the following criteria:

- ○ Contains a variety of activity types; the scope and nature of which will be agreed upon in advance by trainee and trainer according to the teaching context[13]
- ○ Demonstrates adequate application of CALL (and e-learning) theory used in the e-activities
- ○ Incorporates appropriate use of learning technologies in the e-activities

Assignment 3: Reflective journal task (30% weighting)[14]

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[9] 2.2.

[10] 2.4

[11] 2.2

[12] 2.3, 2.5, 3.2, 4.1

[13] 4.2, 5.2

[14] 2.7

This assignment will be assessed according to the following criteria:

- ○ Contains a clear statement of instructional design, which should include objectives and the rationale for technologies used
- ○ Adequately describes the context of delivery
- ○ Incorporates an appropriate reference to the Canadian Language Benchmark competencies or performance indicators
- ○ Demonstrates adequate self-reflective practice through a description of the challenges, strategies and/or resources used to address these challenges, anything that would be done differently, and what the trainee learned as a result of this project
- ○ Concludes with a statement of any relevant readings or literature and how these impacted the final product

6. Training Tasks:

[5.1. Training includes tasks that require participants to engage in reflection on their professional practice and the learning experiences provided in the training.

5.2. Training includes adequate flexibility in the range of assignments and tasks to allow participants to build on and apply individual priorities and goals.

6.1.Training facilitates collaborative learning.

6.2.Training provides an opportunity for instructors to participate in a follow-up session moderated by the course trainer, either on-line or in-class.

6.3. Training includes tasks that help participants develop strategies to continue to build their own community of practice after training ends.

7. 2.Training tasks are applicable to the context of government-funded language training in Ontario.]

- Trainees read and follow links on Stage 4 course page to become familiar with Web 2.0. They then explore ways Web 2.0 can be used to enhance ESL instruction in governmentfunded language training programs in Ontario, particularly in conjunction with existing LINC resources (the LINC Curriculum Guidelines and/or the LINC Activity Books).[15]

- Trainees contribute their ideas about how to utilize social media for LINC instruction to a Stage 4 course Wiki.[16]

- Trainees read and complete interactive quizzes about general instructional design principles of CALL[17] and about developing effective CALL activities. This is based on experiential learning. As trainees complete the graded exercises on CALL principles, they become familiar with the functionality of several types of CALL authoring software.
- Trainees view screencasts that demonstrate how the various exercises on CALL principles were created.

- Trainees review a module about project-based learning (PBL)[18]. It suggests contexts for effectively integrating PBL in language learning. Trainees then share their experiences and opinions about project-based learning using a forum, a wiki and an opinion poll.

- Trainees use their Hot Potatoes quizzes to create re-usable learning objects in SCORM format.

- Trainees register at the Repository of Online Language Learning Resources (ROLLR.ca), where there are forums and other social media to facilitate opportunities to connect with other publicly-funded language professionals/ material developers from across Ontario (and Canada) interested in CALL and/or e-materials development.[19]

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[15] 7.2

[16] 6.1

[17] 3.1
[18] 3.1
[19] 6.3

- Trainees publish their e-activities online to ROLLR.ca and Moodle, in order to contribute to and benefit from the Ontario-wide community of practice on ROLLR.ca.[20]

- Trainees explore Creative Commons, a form of licensing that can be used by Stage 4 participants to publish their intellectual property or to locate digital realia that is suitable for e-materials development.

- Trainees maintain a journal to document and reflect on the development process, as well as to describe the strategies and resources they used.[21]

- Access to the learning management system and the formal course is not limited to the duration of the training. Participants will continue to have access to these resources, as well as the trainer and other participants interested in e-resource development. Participants who have completed the LearnIT2teach Stage 4 training will continue to have access to a course forum moderated by the course trainer. These participants will be encouraged to share their experiences and expertise in this forum and advise trainees who are still working on their training projects. This same forum will provide participants who have finished the training with an opportunity to get additional support in e-materials development from the trainer and other participants.[22]

7. Training Resources and Materials:

[3.1.Training draws on material that addresses theory and/or current research relevant to the content area.

5.3.Participants are provided with an annotated list of recommended resources that will allow them to pursue their areas of interest related to the content after training ends.

7.3. Training material explicitly addresses content that is relevant to the government-funded language training in Ontario.]

A variety of online resources have been provided to introduce the various concepts and to help trainees see their implications in education and language training. The required readings include

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[20] 6.3

[21] 5.1

[22] 6.2

original content written by the course developers and delivered through the various instructional tools in the learning management system, as well as external online resources.

Required Readings/ Media Resources

Learning Management System Content

Topic(s)	Description
Web 2.0/ Social Media	This section introduces participants to various types of social media that are relevant to CALL, but are not available within the Moodle learning management system (and not addressed in Stages 1, 2 and 3 of the LearnIT2teach training). These forms of social media include social networking, media sharing, micro-blogging, and social bookmarking. The readings for each of these resources include a description of the resource, along with a link to an explanatory video, examples, tips and best practices and sample activities that could be used in publicly-funded language programs in Ontario. Social media is revolutionizing online teaching and learning, and this unit helps LINC/ESL teachers embrace these changes.
Designing Effective CALL Activities	This section of the course serves several purposes. The content introduces participants to fundamental principles of designing effective CALL activities, such as assessing needs, identifying learning objectives, delivery issues, selecting appropriate technologies, the design and development

	process, as well as how to use behaviourist-type activities in CALL. All of this content is delivered using interactive, JavaScript quizzes, which serve as exemplars of the various types of Hot Potatoes quizzes that are available for their e-activities project. As participants work through these quizzes, the LMS tracks their scores for each quiz. These quiz scores are subsequently used as part of the Stage 4 assessment.
	In addition to the theoretical content, this section provides instructional videos demonstrating how each of the 16 quizzes was made. Although viewing these screencasts is not required, they are highly recommended for participants who want to produce similar activities as part of their Stage 4 portfolio.
	Many of the learning objects in the publicly-funded LINC Ontario courseware and repository were developed using these same tools. LINC/ESL teachers who are already familiar with these may be motivated to learn how to author similar courseware. This section also prepares teachers to contribute to the repository and help expand the collection of learning objects that align with the Canadian Language Benchmarks and the LINC Curriculum Guidelines.[26]
Project-based Language Learning	This section uses an interactive IMS Common Cartridge to introduce participants to project-based language learning, with a focus on webquests. It identifies the important elements of a successful webquest and highlights how this type of e-activity can be used in language learning. This module provides information for the participants to create their own webquest. It includes links to exemplar language learning webquests and links to templates, which can simplify the development process. Training resources from San Diego State University provide important theoretical and practical information, and they include an interview with Professor Bernie Dodge, the innovator of the WebQuest model.
	This section is especially relevant to teachers in publicly-funded

[26] 7.3

	occupational-specific language training (OSLT) or enhanced language training (ELT) programs looking to enhance program delivery using technology.[23]
Distributing Your Activities	This section provides participants with information they need to publish their Stage 4 project. Participants who create interactive learning objects may consider packaging their work in SCORM format before uploading them to Ontario''s publicly-funded LMS or the Repository of Online Language Learning Resources, (ROLLR). Instructional resources, including training videos, about SCORM packaging and publishing to ROLLR are provided. A brief section on Creative Commons introduces participants to open standard copyright options they may wish to explore before publishing their creative work.

Recommended Multimedia Resources

These resources are used to introduce trainees to important concepts using powerful, catchy YouTube videos.

- *Web 2.0 is here* http://www.youtube.com/watch?v=RoWKkl5nA08
  This video uses flash cards and screen shots of Web 2.0 to highlight the collective power of social media and how it is revolutionizing the web.

- *Social Media Revolution 2 (Refresh)* http://www.youtube.com/watch?v=lFZ0z5Fm-Ng
  This video uses statistics to impress upon viewers that social media is not only changing the Internet, it is changing many aspects of human behaviours at a revolutionary pace.

Recommended Readings[24]

These readings are used to help trainees see the instructional uses of various Web 2.0 tools that are not available in the LINC courseware.

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[23] 7.3

[24] 5.3.

- *100 Inspiring Ways to Use Social Media In the Classroom*
  http://www.onlineuniversities.com/blog/2010/05/100-inspiring-ways-to-use-socialmedia-in-the-classroom/
  This article provides 100 practical ideas for educators to integrate social media into the classroom. Some of these ideas would be useful for publicly-funded language training programs, such as LINC or ELT.

- *20 Social Networking Sites for Teachers*
  http://sharetheaddiction.edublogs.org/2009/08/17/20-social-networking-sites-forteachers/
  This blog article provides a list of twenty websites for teacher networking. Although these sites do not specifically target LINC/ESL teachers, they do highlight the potential for joining professional communities of practice in a global context. Some sites, such as *We the Teacher*, could be used by a group of educators to establish their own community of practice for free using social media.

- *Facebook as a resource for teaching and learning*
  http://www.teachphilosophy101.org/Default.aspx?tabid=157
  This article provides practical advice for teachers using Facebook with adults (in their college classrooms). It includes links to instructional Facebook videos on YouTube and a bibliography.

- *Opening Facebook: How to Use Facebook in the College Classroom*
  http://www46.homepage.villanova.edu/john.immerwahr/TP101/Facebook.pdf
  This research paper provides practical ideas and best practices on using Facebook in the classroom.

- *Using YouTube in the Classroom*
  http://www.teachingenglish.org.uk/blogs/martinsketchley/using-youtube-classroom
  Compiled for a teacher training workshop, many of the ideas for classroom uses of YouTube videos in this blog entry could be adapted to publicly-funded language training programs in Ontario.

- *Using YouTube in the Classroom: YouTube, They Learn*
  http://englishbabyblog.com/2008/04/30/using-youtube-in-the-classroom-youtube-theylearn/
  This article written for the TESL community advocates the use of YouTube in the

classroom and offers some interesting ideas. It also cautions teachers to establish guidelines for students to follow.

- *Using Flickr for English Language Classes*
  http://esl.about.com/od/conversationlessonplans/a/l_flickr.htm
  This article offers some very practical tips on using Flickr in the ESL classroom, and it also provides an insightful activity on using images with Creative Commons licensing.

- *Flickr for "Low Level" EFL Students* http://e-poche.net/2006/01/11/flickr-for-low-levelefl-students/
  This blog posting suggests Flickr can be appropriate and very motivating for some students with lower level language skills. A dynamic discussion about the topic follows the article.

- *Twitter as a Language Learning Tool*
  http://www.twitter.questionthequids.org/?page_id=129
  This blog posting provides a brief explanation of Twitter, then it provides sample activities for use in the classroom – organized by language skill.

- *10 Tips to Use Twitter in the EFL Classroom* http://blog.esldaily.org/2009/07/19/10-tipsto-use-twitter-in-the-efl-class.aspx
  This article provides ten activities to use Twitter in the language learning classroom.

- *A Teacher's Guide to Twitter* http://onceateacher.wordpress.com/2009/02/18/a-teachersguide-to-twitter/
  This comprehensive blog posting provides everything a teacher needs to know to get started using Twitter. It also includes recommended links for the more Twitter savvy teacher.

- *Social bookmarking - The land time forgot*
  http://www.knowthenetwork.com/2010/08/social-bookmarking-the-land-time-forgot/
  This blog advocates the use of social bookmarking as a way for people to share content. The writer compares the features of different social bookmarking sites. Readers should conclude that Diigo‟s features can be very useful to language teachers/learners looking to collaborate online.

- *Social Bookmarking in Easy English* http://edition.englishclub.com/esl-magazine/socialbookmarks/
  This easy-to-understand introduction to social bookmarking provides useful insights into this Web 2.0 tool for language teachers. It compares three popular social bookmarking sites, provides useful tips for tagging web pages, and offers reasons why this tool could be useful for language learners. It also has a simple glossary.

- *Seven Things You Should Know About Social Bookmarking* http://net.educause.edu/ir/library/pdf/ELI7001.pdf
  Although slightly dated, this article explains the benefits of social bookmarking from an educational perspective, especially the potential to organize and share reference materials using metatags.

APPENDIX ONE:

Stage 4 Equivalency Assessment

Part 1: Moodle Elements

	Used	Topic/week	Title	Complete
Assignment	Y N			
HTML Block	Y N			
Standard blocks	Y N			
Blog Menu block	Y N			
Blog Tag block	Y N			
Calendar	Y N			
Choice	Y N			
Directory (showing a)	Y N			
File Link	Y N			
Forum	Y N			
Glossary	Y N			
Glossary, Random block	Y N			
Hot Potatoes	Y N			
Label	Y N			
Quiz	Y N			
SCORM	Y N			
Tags Block	Y N			
Text Page	Y N			
Web Page	Y N			
Weblink	Y N			
Wiki	Y N			

Candidates are expected to include ten of these elements in their course.

Part 2: Reflective Statement/ Rationalization Task

Your reflective statement that is submitted to your mentor, in ".DOC" format must contain the following items.

• A title

• Your name

• The course title

• The course URL

• A brief paragraph on each of the 10 elements used to enhance your course

• Each paragraph should include: o   a reason for including the element o the name or type of element

> o   any comments you have related to adding or using this element

APPENDIX TWO:
Stages 1 – 3 of LearnIT2teach professional development

Stage 1 – General Orientation (Face-to-Face 2-hour computer lab workshop)

- An introduction to the initiatives of the LearnIT2teach project – o Web portal for LINC professionals
  - o Online repository of learning objects (teaching materials) for LINC instructors at ROLLR.ca
  - o PD and training for LINC professionals
  - o Online learning management system (Moodle courseware) for LINC instructors at edlinc.ca

  A hands-on tour of the LINC online learning management system available for LINC teachers at edlinc.ca.

Stage 2 - Introduction To The Main Features Of The Edlinc.ca Learning Management System (Online 8-hour course)

- Trainees watch a number of videos that demonstrate the salient features of the Edlinc LMS:
  - o administrative functions such as the grade book, support resources, profiles, the administrative block, calendar, people block and reports
  - o pedagogical features such as glossaries, activities block, SCORM activities, and assignments.
  - o Web.2 resources intended to foster e-connectivity and interaction between students and instructors, including blogs, forums, blog tags block, choices (online polls), forums, and wikis
- Trainees complete hands-on simulations and take quizzes to reinforce their ability to understand and manage the LMS (Moodle) features.

Teachers who complete Stage Two will be able to register their classes onto edlinc.ca and use existing online activities with their students

Stage 3 - Further Training In The Edlinc.ca Courseware (Online course; approximately 20 hours)

- Teachers select edlinc.ca courseware for a particular LINC theme (CLB levels 3-8) and then learn to customize it for their own classes. (*Customization* means the ability to <u>modify</u> or <u>create</u> the Moodle features listed in Stage Two.) Trainees must create ten different features.
- Trainees also complete a reflective task. They outline the ten types of elements they created for their courseware, provide their rationale for their selections, and comment on the process of creation or on using their selections with their students.
- Stage 3 also includes training in how to use the new LINC online repository (ROLLR.ca), so instructors can locate and download e-resources and add them to their customized courses or activities.