

BEST PRACTICES IN ONLINE TEACHING AND LEARNING

SCHEDULE:

START: 9:00 AM

COFFEE BREAK 1: 10:30 AM

LUNCH: 12:00-1:00 PM

COFFEE BREAK 2: 2:00

END: 3:00 PM

LOCATION: DIAMOND 1

Facilitator Background:

Justin Shewell has a Ph.D. in Educational Technology from Arizona State University and an M.A. in TESOL from Brigham Young University. He is the co-designer of the award-winning Teach English Now! (<https://teachenglish.asu.edu/>), the world's largest online TESOL certificate program, and co-designer of the popular Learning How to Learn a Language MOOC (<https://language-warriors.com>). He is the author of several books and book chapters, including 50 Ways to Teach Online (<https://jshewell.com>) and 50 Ways to Learn a Language (<https://jshewell.com>). He is the creator of the Perception of Spoken English (POSE) Test (<https://posetest.com>) and ESL Activities (<https://eslactivities.com>). He is a member of the Board of Directors for the TESOL International Association (<https://tesol.org>), the premiere international association for teachers of English to speakers of other languages. He has lived and worked in the UAE, Korea, and Utah, and Hawaii in the United States. He currently lives in Arizona with his family.

OVERVIEW

This development course will train attendees to design and teach online content effectively in wholly online and blended learning settings. Attendees will learn best practices in online content and course design, and tips and tricks for increasing their effectiveness while decreasing their online workload. Time will be given for attendees to work on courses they are actually teaching with the trainer and in small groups.

INSTRUCTIONAL PLAN

The course will be divided into six modules, focusing on designing online instructional content, creating online communities of learning, encouraging interaction, discussion boards, supporting students, and creating engaging instructional videos. Each module will encompass roughly one hour of instruction and hands-on training.

DESIGNING ONLINE INSTRUCTIONAL CONTENT

This module will focus on designing with the learner in mind through the use of learner stories and proper selection of a Learning Management System (LMS). This module will also focus on proper alignment of instructional activities to course objectives and assessments, and the Quality Matters (QM) evaluation rubric, which is the industry standard for quality control in online education.

CREATING ONLINE COMMUNITIES OF LEARNING

This module will focus on helping students connect to the course, the teacher, and their “classmates” to improve performance, motivation, and retention of learning. More specifically, this module will focus on the concept of “presence” in three areas: social presence, teacher presence, and cognitive presence.

ENCOURAGING INTERACTION

This module will focus on three types of interaction in an online course:

- Student-to-Student Interaction – the training will introduce online activities to help students get to know each other and interact in ways similar to face-to-face classrooms
- Student-to-Content Interaction – the training will discuss techniques and strategies for increasing students interaction with content for improved learning
- Student-to-Instructor Interaction – the training will discuss strategies for increasing opportunities for student-instructor interaction to help improve course delivery

DISCUSSION BOARDS

Discussion boards are a very common online educational tool. This module will discuss tips and strategies for improving the effectiveness of discussion boards. Attendees will learn how to write better discussion questions and provide students with guidelines for responding to other students, as well as ideas for evaluating students’ participation in discussion boards.

SUPPORTING STUDENTS

Several studies have shown that a lack of support in online courses leaves students feeling isolated and demotivated. This module will focus on ways attendees can provide their students with the support they need for online learning. Topics will include setting up routines, providing clear instructions, controlling the pace of the course, providing instructions for the technology tools in the course, and scaffolding assignments appropriately.

CREATING ENGAGING INSTRUCTIONAL VIDEOS

More and more, video is becoming an integral part of online education, and studies have shown that student engagement is key to effective learning. This module will focus on research-based strategies for creating engaging instructional videos. Topics will include appropriate length, engaging content, and recording and editing techniques.

Development Course Title:

New Directions in Leadership Development: Strategies for Emotional Intelligence, Positivity, Self-care, and Wellbeing

Presenters: Lana Hiasat and Christine Coombe

Schedule:

Start: 9:00 AM

Coffee Break 1: 10:30 AM

Lunch: 12:00-1:00 PM

Coffee Break 2: 2:00

End: 3:00 PM

Location: Pearl 3

Abstract:

Leadership development is an important theme for today's teacher leaders. In most leadership courses, participants learn about leadership styles and various skills to make them a better leader like communication skills, time management, running effective meetings, and teamwork, etc. This development course run by two specialists in emotional intelligence, positivity, self-care and wellbeing will go beyond the traditional leadership skills mentioned above and introduce modern teacher leaders to skills that are recognized as being a crucial part for today's teacher leader. They include emotional intelligence which has been found to be a more important metric in teacher success than IQ. Another area that will be of prime focus is positivity and happiness which are now essential elements in success. The last two concepts that will be presented and shared are self-care and wellbeing which are especially important during the COVID era and are anticipated to be even more important in the post COVID era. This will not be simply a lecture by the course facilitators, interaction, and engagement on the part of the participants is necessary for complete understanding and application of these important concepts. So, bring your laptops and/or devices so you can participate fully in the interactive activities that we have planned for you.

Multiple Languages in English Language Teaching

Program overview:

Two workshops of 90-120 minutes each, with a short coffee break halfway between the morning and afternoon workshops, as well as a lunch break.

Schedule:

Start: 9:00 AM

Coffee Break 1: 10:30 AM

Lunch: 12:00-1:00 PM

Coffee Break 2: 2:00

End: 3:00 PM

Location: Pearl 1-2

Workshop 1

Title:

Covid-19, Social Distancing, Mobile Reports, and Health Awareness Messages: The Case of Linguistics Creativity in Saudi Arabia.

Abstract:

Researchers have suggested that as global communities respond to the COVID-19 pandemic there has been an increasing emphasis on the role of public health in disseminating health warnings and/or amplifying health messages through social media platforms and smart phones. Reports show that COVID-19 cases vary from one country to another. These variations may be associated with the socioeconomic indicators of these countries, and each country's response towards social distancing guidance, and other public health messages. Research indicated that the countries with the highest socioeconomic status were most affected compared to countries with the lowest socioeconomic status. In this workshop, we use data from the Google Community Mobility Reports, COVID-19 country case reports, and health awareness messages in the Middle East to: 1) examine the linguistic diversity and strategies among countries in Saudi Arabia during the COVID-19 pandemic; 2) describe the linguistic features and strategies of health messages broadcasted by official health services organizations; 3) and assess how these features and strategies may have impacted the number of cases or deaths; 4) examine the Google Community Mobility report(s) for major countries/cities in Saudi Arabia during the COVID-19 pandemic and evaluate their association with COVID-19 morbidity and mortality data.

Facilitator Background:

Prof. Tariq Elyas is a Full Professor of Applied Linguistics at King Abdulaziz University-KAU (Saudi Arabia). He holds an MA in English Literature (USA) and a PhD in Applied Linguistics (Australia). Prof. Elyas was awarded the British Chevening Fellowship in International Law & Human Rights (UK) as well as a Post-Doctorate in Applied Linguistics from the British Commonwealth Council (UK). Prof. Elyas's areas of interests include Global English, Teacher Identity, Policy Reform, Media Studies, and Women Studies in the Middle East. His research papers have appeared in leading international journals such as British Journal of Middle Eastern Studies, Digest of Middle East Studies, Contemporary Review of the Middle East, Contemporary Middle Eastern Issues, Journal of Arab & Muslim Media Research, World Englishes, Asian Englishes, ELT Journal, as well as a contribution to the (2018) TESOL Encyclopedia of English Language Teaching. Prof. Elyas has been awarded the Bunday Prize for English Verse (Australia); Travel Writing Fellowship (USA); Cambridge Gulf Research Award (UK); Reviewer of the Year-Emerald Publisher (UK); EU-GCC Relations Project Award (Belgium); and the Best Supervisor Award in the Humanities & Social Sciences Track-KAU in 2018 and 2020 (Saudi Arabia). Prof. Elyas has guest-edited three special issues: 1) 'World Englishes in MENA' (with Ahmar Mahboob) in World Englishes; and 2) 'Gender in Language Education' (with Handoyo Puji Widodo) in Sexuality & Culture; 3) 'English Language Education: A Critical Global Englishes Perspective' (with Fan Fang and Handoyo Puji Widodo) in Asian Englishes. His latest book was an edited volume (co-edited with Dr Ahmar Mahboob) entitled Educational Challenges during the GCC in the 21st Century (Cambridge Scholars Publisher). Prof. Elyas has been the most highly cited author in Saudi Arabia in the fields of Education and Applied Linguistics since 2012. Prof. Elyas has served as an external examiner for (23) PhD students from Australia, Malaysia, UAE, UK, and Saudi Arabia. Also, Prof. Elyas has worked in numerous educational posts in Australia, UK, USA and Saudi Arabia. Currently, Prof. Elyas has been assigned as the Associate Editor for Wiley Encyclopedia of World Englishes- MENA region.

Workshop 2

Title:

Modelling Dynamic Linguistic Repertoires in the Gulf

Abstract:

This interactive workshop introduces several models of linguistic variation and gives participants an opportunity to describe their own situated language practices. One aim of this session is to identify where, when and with whom language mixing occurs, and,

ultimately, understand how ‘translanguaging’ can serve strategic purposes in linguistically diverse societies.

Research into Gulf student experiences of Arabic-English bilingualism, Arabic diglossia, and other hybridised practices of English and Arabic shows growing awareness of translanguaging practices. Emergent findings report that students across the Arabian Gulf embrace translanguaging practices but have clear ideas about when and how they should use the languages they know. Meanwhile, other studies indicate that bilingual educators report feeling insecure about speaking openly about the use of hybridised conversational activity in the classroom. This workshop acknowledges the powerful sway of ‘subtractive bilingualism’ and ‘language purity’ within the regional literature base, but aims to provide a safe, interactive space to discuss the agency of language users. This interactive session draws attention to the ways language users can shift up and down ‘registers’ and draw on resources from other languages and language varieties. This session invites participants to shed ‘English versus Arabic’ orientations via an introduction to several visual models of linguistic variation. Participants will then be asked to visualise their own linguistic repertoires and describe their own translanguaging practices. This workshop aims to provide an open social platform to showcase individual practices of societal bilingualism, including individual practices of language mixing or language play, within a region which recognizes Arabic as an official language.

Facilitator Background:

Dr Melanie van den Hoven is interested in how people use the languages they know, with whom and under what conditions. She has published research on English-medium policies and translanguaging practices in the United Arab Emirates (UAE), multilingualism and interculturality, and linguistic landscaping. Her articles have appeared in journals such as *World Englishes* and *Multilingua* as well as in many edited volumes. Melanie has a PhD in intercultural Education from the University of Durham, England. She was a TIRF Sheikh Nahayan Fellowship recipient in 2010. When living in South Korea she taught Intercultural Communication in a graduate school at Sookmyung Women’s University in Seoul. She then taught in the department of Culture, Society and Language Education at Emirates College for Advanced Education in Abu Dhabi. Melanie is currently leading a team of Korean-English interpreters as a Lead Cross Cultural Communications specialist at the Barakah Nuclear Power Plant in the UAE.

Transformational Educational Leadership in the UAE

In this *Transformational Educational Leadership in the UAE* development course participants will examine the concept of transformational management, its supporting theories and history, and its application to pre-tertiary education in the United Arab Emirates. Special attention will be given to exploring how transformational educational management can initiate and help manage education reform in the context of the UAE. After completing the course, participants will be prepared to utilize transformational leadership to evaluate and recommend appropriate solutions to a range of educational and educational policy issues within the context of their educational institutions.

Schedule:

Start: 9:00 AM

Coffee Break 1: 10:30 AM

Lunch: 12:00-1:00 PM

Coffee Break 2: 2:00

End: 3:00 PM

Location: Diamond 2

Facilitator Background:

Dr. Patrick Dougherty is the Dean of the Faculty of International Liberal Arts, Head of the English for Academic Purposes Program, Director of the Active Learning and Assessment Center, and a tenured full professor of International Liberal Arts at Akita International University in Akita, Japan. He has been an educator for over thirty years, active in the United States, Japan, and the United Arab Emirates at the secondary, undergraduate, and graduate levels. While working in the UAE he supervised graduate programs in education, with one of the programs being dedicated to educational leadership. He holds graduate degrees in educational leadership, education, history, and applied linguistics. Among his list of publications are numerous works that have their focus on the United Arab Emirates. These include four edited books that deal with education in the United Arab Emirates and a fifth that is a biography of an Emirati luminary rewritten for classroom use at the junior high and high school levels.

Program overview:

Four sessions of 60 minutes each, with short breaks between the two morning and two afternoon sessions as well as a lunch break.

Session 1: *Identifying Needs: Educational Reform in the UAE Context*

In this first session of the program, after introductions and an overview, participants will be encouraged to join together in “Vision Teams” to identify management concerns, needs for reform, and other issues in their schools and local contexts.

Session 2: *Transformational Educational Leadership*

In this second session of the program, participants will be given a practical overview of the concept of Transformational Educational Leadership with a special focus on how it might apply to the fostering of leadership among all stakeholders in their educational contexts. This would involve school administrators, faculty, staff, and even students and parents.

[Lunch Break]

Session 3: *Meeting Needs and Solving problems*

Using the sets of management concerns, needs for reform, and other issues that were identified by the Vision Teams during the first session, the Vision Teams will begin the process of identifying transformational leadership opportunities that they might lead or foster within their schools and contexts to help bring resolution and reform to their institutions. Vision Teams will prepare short presentations on the management concerns, needs for reform, and other issues and how they might foster Transformational Educational Leadership initiatives to address these issues.

Session 4: *Presenting Plans, Discussion, Conclusions, and the Future*

Vision Teams will have the opportunity to give short interactive presentations on their discussions from Session 3. The facilitator and other program attendees will offer supportive comments, ask questions, and help teams reflect on their presentations. Program attendees will be invited to join a voluntary chat group that will serve the purpose of helping to maintain connections and offer support going forward.