Teaching Courses in Languages Other than English

CCAS Faculty Workshop
July 29, 2020
1:00pm-2:30pm
Agenda

**Introduction:** This workshop is what we make of it! (5 minutes)

**Survey results** (5 minutes)

**Breakout groups:** Online class management (30 minutes)

**Presentations** (40 minutes)

- Sarah-Kay Hurst (French)  Blackboard Collaborate
- Manuel Cuellar (Spanish)  Voicethread
- Mary Beth Stein (German)  Edpuzzle
- Francesco Sinatoria (Arabic)  Tips for student engagement online

**Concluding discussion:** What further support do we need from CCAS? (10 minutes)
Resources in Blackboard

Homepage > My Communities > CCAS Workshops > Workshops > “Teaching Courses in Languages Other than English” Folder
Pre-workshop survey results (1 of 4)

I most often held class on:
25 responses

Blackboard Collaborate Ultra: 22 (88%)
Zoom: 5 (20%)
Webex: 2 (8%)
skype, whatsapp (private oral exam), al…: 1 (4%)
I never held an online class: 1 (4%)
Pre-workshop survey results (2 of 4)

I held classes:
25 responses

- Synchronously: 14 (56%)
- Asynchronously: 2 (8%)
- Both synchronously and asynchronously: 9 (36%)
Pre-workshop survey results (3 of 4)

I had some trouble with:
25 responses

- Course design (e.g. class activities, a…): 10 (40%)
- Technical difficulties (e.g. internet c…): 13 (52%)
- Getting -and keeping- students' attenti…: 13 (52%)
- "It's all about moderation" aka large/s…: 13 (52%)
- No other: 1 (4%)
Pre-workshop survey results (4 of 4)

Going into the Fall 2020 semester, I still have questions about:

25 responses

Course design (e.g. class activities, a…)
- 13 (52%)

Technical difficulties (e.g. internet c…)
- 10 (40%)

Getting -and keeping- students' attenti…
- 12 (48%)

"It's all about moderation" aka large/s…
- 11 (44%)

On blackboard ultra I can see only 4 st…
- 1 (4%)

Effectively managing group work in hyfi…
- 1 (4%)
Breakout groups

Part 1.

*Brainstorm (no writing). Please make sure everyone gets a chance to speak.*

As a group, make a “Top 3” list of your most pressing concerns regarding online teaching. Choose from the list of possible topics below, create your own, or a mix of both!

Possible topics:

- Maintaining a variety of class activities. (e.g. coming up with warm-up exercises, interactive activities apart from groups)

- Assessment. (e.g. how to maintain academic honesty?)

- Integrating content teaching with language practice. (e.g. correct students in large or breakout groups?)

- Providing feedback to students (e.g. on writing assignments, when they make an error while speaking the course language)

- Synchronous vs. asynchronous balance. (e.g. is the entire class period synchronous?)

- Checking in with breakout groups. (e.g. budgeting your time with each group)
Breakout groups (cont.)

Part 2.

Now, write your group’s “Top 3” list along with suggestions for how to address your most pressing concern(s) here.
Presentations

Sarah-Kay Hurst (French)  Blackboard Collaborate
Manuel Cuellar (Spanish)  Voicethread
Mary Beth Stein (German)  Edpuzzle
Francesco Sinatoria (Arabic)  Tips for student engagement online
That said...

...what further support do we need from CCAS?