



**Language Learning with Certified Live Online Language
Teachers**



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Course Handbook



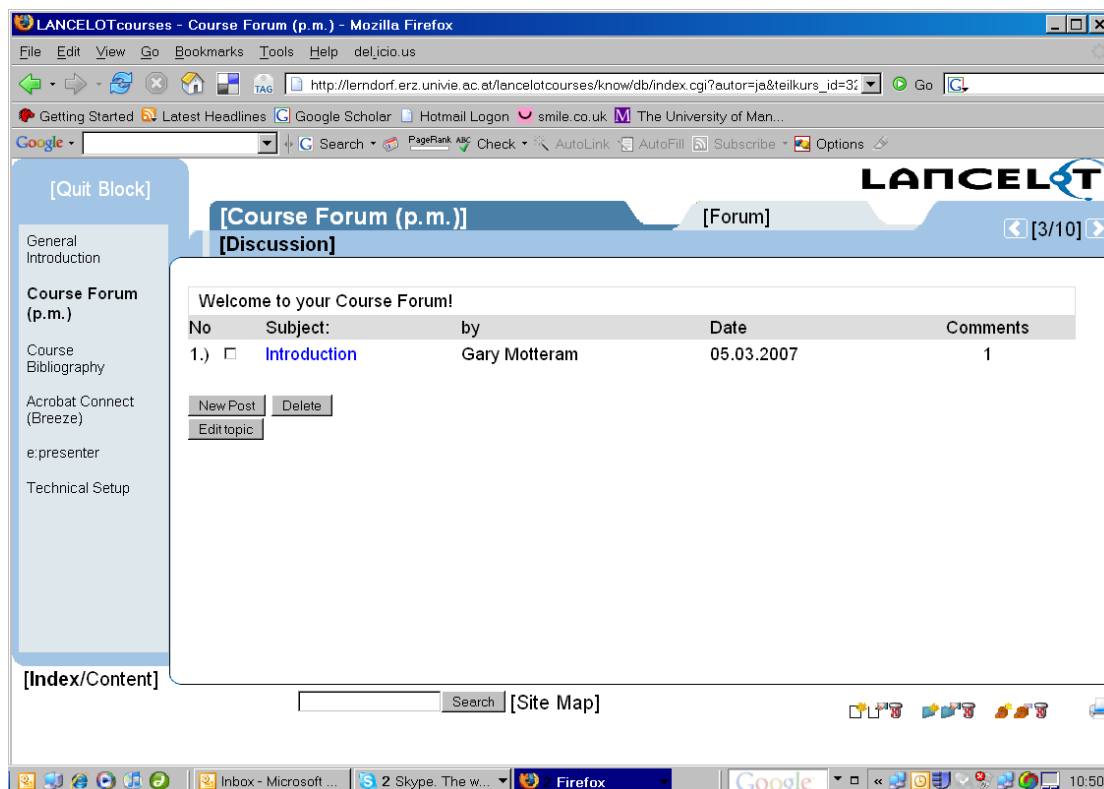
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Introduction

Welcome to the LANCELOT *Certificate in Live Online Language Teaching*. The course will introduce you to the potential of the live online environment for language teaching and learning, and provide instruction and guidance in methodology, intercultural communicative competence and the range of technologies available.

Your trainer will be available throughout the course asynchronously via email and at certain times synchronously via Instant Messenger if you have any concerns or problems. There is also a general **Course Discussion Forum**, which you access by clicking on the link in the left-hand menu in the InLearn. You should read the **Introduction to the InLearn** before you start the course. The trainer will access the **course discussion forum** at regular intervals, and you are encouraged to do the same, as there may well be matters of general interest to you under discussion.



LANCELOTcourses - Course Forum (p.m.) - Mozilla Firefox

File Edit View Go Bookmarks Tools Help del.icio.us

http://lerndorf.erz.univie.ac.at/lancelotcourses/know/db/index.cgi?autor=ja&teilkurs_id=3

Getting Started Latest Headlines Google Scholar Hotmail Logon smile.co.uk The University of Man...

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LANCELOT

[Course Forum (p.m.)] [Forum] [3/10]

[Discussion]

Welcome to your Course Forum!

No	Subject:	by	Date	Comments
1.) <input type="checkbox"/>	Introduction	Gary Motteram	05.03.2007	1

New Post Delete

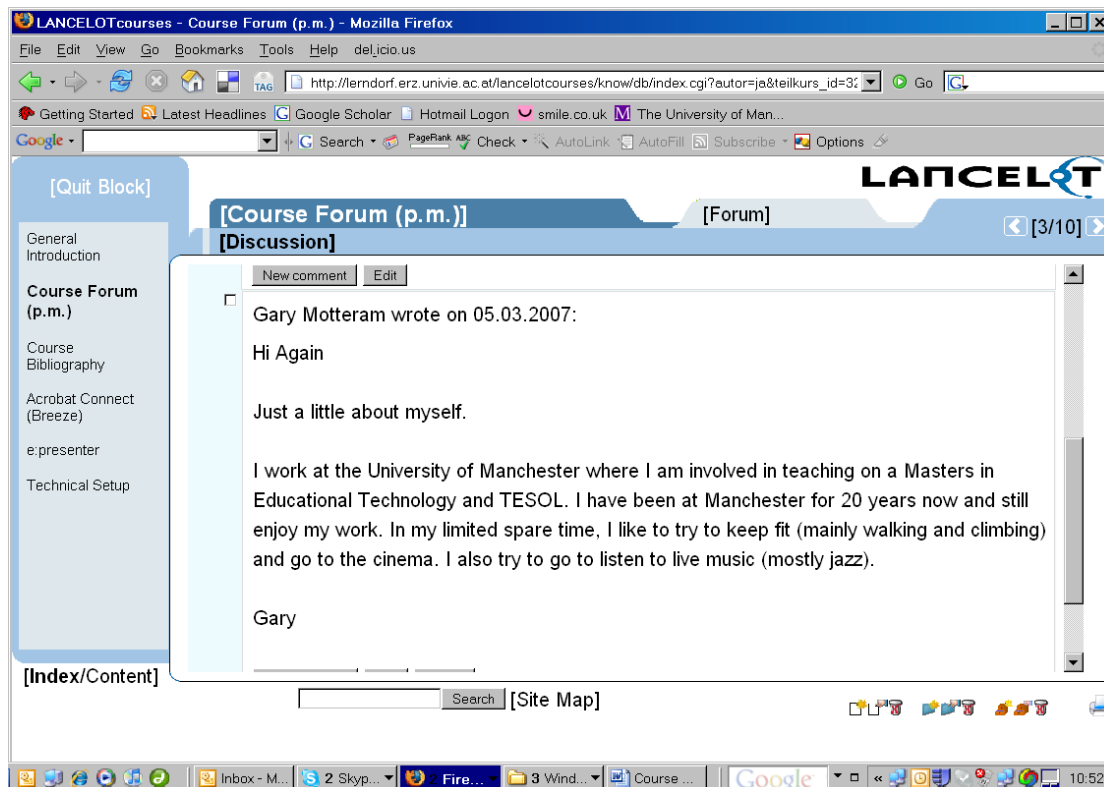
Edit topic

[Index/Content]

Search [Site Map]

Screenshot 1

If you wish to start a new thread (ie start a new topic for discussion), click on 'new post' (see screenshot 1). If you wish to contribute to an existing thread, click on the subject (in *screenshot 1* the subject is '**Introduction**') and you will be taken to a new screen (*screenshot 2*). Click on 'new comment' to add your contribution, comment or question.



Screenshot 2

Before we begin the training course, there are several things you will have to do and these are detailed here in this Handbook.

Planning your study time

Each Learning Block (LB) has three elements. Before you start work on an LB, read through the **Introduction** to find out what the key activities are. This will give you an overview of the content and activity within each LB, and will help you plan your study time. Each LB is approximately 10 hours study time, of which 2 hours will be spent live online with the trainer and a further two hours is spent exploring methodology and technology with other participants, or independently. There are 12 LBs in total, amounting to 120 hours of learning block study time. 10 blocks have input and trainer-managed activity and 2 blocks are for trainee-led presentations at the end of the course, which will be assessed by the trainer. You should also plan for an additional maximum 30 hours for assessment activities, bringing the total study time for this training course to 150 hours over 12 weeks.

Element 1 of each LB comprises some of the following activities to be undertaken asynchronously, and you should allocate approximately six hours a week study time to this:

- Reading and reacting to the written input material
- Following up references and looking at websites and online software
- Viewing and reacting to live online teaching scenarios
- Making comments and asking questions on the Course Forum
- Practising skills and preparing online learning materials

Element 2 of each LB comprises working with other participants online, rehearsing activities, practising with software and preparing materials.

Element 3 of each LB is a 2-hour live online session with the trainer, who will give you details of any pre-session requirements.

Course Outline

Course Overview & Aims

The LANCELOT Certificate in Live Online Language Teaching aims to train experienced, qualified face-to-face language teachers for synchronous online language instruction. It seeks to build upon language teachers' existing professional knowledge and experience, and to develop their practice in the live online classroom.

The programme of study rests on three main strands: online language teaching methodology, technology and intercultural communicative competence (ICC), aiming to develop teachers' knowledge and understanding of the role of the language teacher in the online classroom. The programme comprises a blend of theory and practice, combining both synchronous and asynchronous study, and provides participants with a grounded introduction to the potential of new communication technologies for language teaching and learning.

Intended Learning Outcomes:

On completion of the LANCELOT training programme, trainees should be able to:

- Demonstrate an understanding of the role of the online language teacher, and situate themselves within that role
- Manage a range of technologies afforded by internet-based synchronous learning environments or tools, and show how these support effective language teaching and learning
- Demonstrate a critical understanding on issues relating to intercultural communicative competence, and how this informs effective language teaching
- Reflect on ways in which their beginning practice as online language teachers may be developed
- Plan, prepare for, and conduct appropriate synchronous online language lessons in a variety of scenarios, with a variety of language learners, for a variety of purposes

Teaching and Assessment

The LANCELOT training programme comprises:

- Synchronous training sessions
- Asynchronous online discussion forum
- Directed and non-directed self-study
- Synchronous and asynchronous peer-to-peer collaboration

Assessment is conducted via:

- A Development Portfolio
- Observed synchronous online teaching practice (Weeks 11 & 12)
- A written reflection on progress in learning throughout the course, and implications for further professional development

Duration of Programme and Overall Study Time

12 weeks in total, 150 hours study time

Trainees who are unable to attend a session may be excused by the trainer. However, where a trainee is absent from more than 3 synchronous sessions, this will be deemed insufficient live online input to meet the requirements of the course

Weekly Structure

Weeks 1-10

2 hours synchronous contact time online with trainer

8 hours self-study, combining both asynchronous and synchronous [peer-2-peer or group work] elements and preparation for the following session

100 hours

Weeks 11 and 12

Trainee-led sessions; trainees will plan, prepare and conduct a teaching scenario during the synchronous sessions for assessment purposes. The duration of the scenario will depend on the number of trainees per course. Peers will be invited to give feedback on the individual scenarios, though this will not form part of the formal assessment

20 hours

Learning and Assessment Preparation

A nominal additional 30 hours are calculated for trainees to informally research areas of interest to them, and to prepare teaching and learning activities which will form part of their final teaching scenario to be conducted during the synchronous sessions of Weeks 11 & 12

30 hours

Assessment

There are two key assessment tools:

- **Development Portfolio (40%)**
- **Observed Live Online Teaching Practice (60%)**

The **Development Portfolio** (DP) is 40% of your overall final mark, and provides both you and the trainer with a record of your learning throughout the course. It is essentially a collection of work you undertake, with two additional pieces of reflective writing you will be required to produce at the end of Learning Block 5, and again at the end of Learning Block 10. For assessment criteria, please refer to Page 10. Each LB contains a summary of the

work to be included in the DP as a reference guide. You must complete at least 80% of the work in order to fulfil the minimum submission requirement.

Your **Observed Live Online Teaching Practice** represents 60% of your final mark and be will be assessed according to the rubric given overleaf:

Observation Criteria

Area of Competence	Criteria	Comments	Good Pass	Pass	Fail
Professional Values and Practice	<ul style="list-style-type: none"> • respect and consideration for all learners • appropriate behaviour and language • reasonable expectations 				
Language Subject Knowledge and Understanding	<ul style="list-style-type: none"> • demonstrates sound knowledge of target language • demonstrates understanding of, and competence in, language teaching and learning strategies with particular reference to the live online environment • demonstrates appropriate linguistic analyses in teaching content 				
ICC Subject Knowledge and Understanding	<ul style="list-style-type: none"> • demonstrates a broad understanding of the key issues in ICC in teaching and learning 				
Technology Subject Knowledge and Understanding	<ul style="list-style-type: none"> • demonstrates ability to manage the learning environment appropriately • manages the tools and teaching materials effectively • demonstrates appropriate level of technological know-how 				
Lesson Planning and Target Setting	<ul style="list-style-type: none"> • demonstrates effective lesson planning with appropriate aims and objectives • works within achievable and reasonable longer-term targets • plans appropriately for prior learning and 				

	<ul style="list-style-type: none"> progression plans for and provides an appropriate level of challenge 			
Teaching and Learning Materials	<ul style="list-style-type: none"> materials look professional, and are appropriately applied materials are appropriate for the specified aims and objectives materials are delivered through appropriate tools 			
Teaching	<ul style="list-style-type: none"> includes appropriate range and structure of learning activities for live online delivery differentiates appropriately, addressing all levels of ability involves all learners creates and maintains an effective learning environment creates and maintains an effective pace to the lesson gives encouraging feedback and is able to identify and correct errors appropriately shows flexibility where necessary promotes appropriate learner use of technology effectively 			
Additional Assessor Comments	<ul style="list-style-type: none"> assessors should identify key strengths and/or weaknesses of the lesson plan and conduct of the lesson, specifying where necessary how trainees may build on strengths, and address weaknesses where the assessor is recommending a 'fail', detailed rationale should be given, with reference to the areas of competence above 			

Assessment Criteria

	Pedagogy and Methodology	Analytical and Reflective Skills	Intercultural Communicative Competence	Technology
Good Pass	A convincing and professional demonstration of teaching strategies and activities appropriate to the live online environment, underpinned by a high level of ability and competence in the subject matter; demonstrates deep understanding of the role of community building in distance learning and appropriate behaviour in the live online environment	Awareness of context implicit in detailed preparation and an understanding of both teaching content and process of learning; demonstration of purposeful reflection to inform good practice	Awareness and understanding of key issues in ICC in general, and in the context of live online environments in particular, and demonstration of these in lesson planning and delivery;	A convincing demonstration of technological skill and know-how and how these support live online language learning effectively; is able to motivate learners to assimilate new technologies to ensure sound learning
Pass	Satisfactory demonstration of teaching strategies and activities appropriate to the live online environment, with recommendation for further professional development in this area; adequate competence in subject matter; demonstrates some understanding of the role of community building in distance learning	Some awareness of context explicit in preparation with adequate understanding of both teaching content and process of learning; level of reflection currently superficial though sufficient to inform satisfactory practice	Some evidence of awareness and understanding of key issues in ICC with superficial demonstration of these in lesson planning and delivery	Satisfactory demonstration of technological skill and know-how and how these support live online language learning effectively; additional technological upskilling is desirable;
Fail	Limited demonstration of teaching strategies and activities appropriate to the live online environment, poor execution with limited levels of competence in the subject matter; not yet able to lead a learning group	Insufficient awareness of context with inappropriate and/or insubstantial preparation and no clear understanding of teaching content or process of learning; reflection remains at an extremely superficial level	No substantial evidence of awareness and understanding of key issues in ICC with superficial or no demonstration of these in lesson planning and delivery	Unsatisfactory demonstration of technological skill and know-how and how these support live online language learning effectively; level of technological competence and know-how is insufficient to ensure effective learning

General guidelines

Internet Connection

As a presenter or host of a meeting it is recommended to have a minimum of DSL/ Cable/ LAN connection. As a participant, modem or dial-up speed is sufficient. In the case of Breeze, this is preferably ISDN speed: 56 kb/sec.

WLAN

It is not recommended to use WLAN during a synchronous virtual classroom session since WLAN tends to be fluctuating as regards connectivity speed. Best is a LAN cable.

Audio

During the first synchronous session the audio needs setting up. Generally the mic boost needs to be enabled. Some soundcards do not support mic boosts.

If audio breaks up, is delayed and some parts of the sentences are completely missing, it is recommended to go through the following guides on how to set up the microphone (you need to log-on to see these articles on the InLearn):

Audio Conferencing [How to]

- How to test your microphone
- How to optimise your audio settings

Technical Skill Analysis

Please complete the following table¹. It should take you approximately 20 minutes. It is by no means a comprehensive computer skills analysis, but it will enable the trainer to understand the range of group baseline computer literacy, and open a dialogue amongst the whole group. Your responses will inform technology input in subsequent Learning Blocks. Please respond on a scale of 3 - 0, corresponding to how closely the given statement relates to you

Example:

I have experience/ I am experienced	3
--	---

'3' would signify that you are experienced as a designer/administrator/moderator/trainer/host

'2' would signify that you are indeed an experienced user

'1' would signify that you have some, but not a great deal of experience

'0' would signify that you have no significant experience

Live Online Environment	3, 2, 1, 0
I have experienced a live online environment (web conference/ video conference/ web cast/ webinar)	
I have experience using an Instant Messenger (Skype, MSN, Yahoo)	
I have experienced learning <i>languages</i> in a live online environment (web conference/ video conference/ web cast/ webinar)	
I have experience learning <i>languages</i> using an Instant Messenger (Skype, MSN, Yahoo)	

Virtual Learning Environment	3, 2, 1, 0
I have experience using a digital self-learning software (asynchronous)	
I have experience using a digital self-learning software (asynchronous) to learn a language	
I have experience of using a Learning Management Systems (LMS) such as Moodle, WebCT or Blackboard	
I have experience using software for interactive exercises such as multiple-choice, gap filling exercises, crosswords,	
I have experience using translation software and/ or vocabulary trainers, spell checkers and/or using a thesaurus	

¹ You will find an electronic version on the InLearn in the General Introduction in Resources

ICT skills	3, 2, 1, 0
I am comfortable using various browsers (eg Firefox, Internet Explorer)	
I use email frequently as a means of communication	
I am familiar with the range of functions provided by email software	
I know what spam is, and how to create filters to block it	
I am able to obtain (download) software and install it	
I know how to obtain (download) videos	
I understand what anti-virus software is, and how to purchase/install it	
I understand what a computer virus is, and how it might be transmitted	
I know what a firewall is, and what it does	
I know how to publish on the web (blogs, wikis, forums, etc)	
I know how to search for information on the web using search engines	
I know how to question the source of information on the Internet	
I have designed materials for online delivery	
I know how to create/edit images and save them in different file formats such as GIF or JPEG	
I know how to record/ edit audio and video files and save them in different file formats such as AVI or MP3	
I am experienced using collaborative work spaces (e.g. Yahoo Groups, Socialtext, Elgg, LinkedIn/ Xing)	

PC skills	3, 2, 1, 0
I am able to read and write Adobe Acrobat (pdf) files	
I am able to create/ edit word documents (e.g.. MS Word, Staroffice etc.)	
I am able to create/ edit a presentation (e.g. MS PowerPoint)	
I am able to create/ edit a spreadsheet (e.g. MS Excel, Lotus Notes)	
I am able to create/ edit a database (e.g. MS Access, dbase)	
I am able to create/ edit/ resize images (e.g. Adobe Photoshop, Fireworks, Freehand)	

I am able to create/ edit video/audio files (ie. MS Media Encoder, Camtasia, Audacity etc.)	
I am experienced in adjusting settings in the control panel of Windows (e.g. de-installation of software, adjust audio settings, check system information etc)	
I know how to zip or unzip a file	
I know how to burn a CD or save files to a USB stick	
I know the difference between CDs/ DVDs/ MP3s	

PC/ Internet Connection

Please specify your hard and software you are using. If you do not know any of the details below, contact your virtual classroom support to find out where you can find this information.

Operating system Windows/ Mac/ Linux?	
Internet Speed DSL/ Cable/ Modem? Download/ Upload speed?	
Laptop/ PC?	
Do you use your own machine or do you share a PC with family members or anybody else?	
Do you connect from home or from an office? Specify where...	
What firewall do you use?	
What Anti-Virus Software do you use?	
System Information (Processor/ RAM)	

In brief, please add any other comments you think are relevant

InLearn Introduction

InLearn is the learning management system (LMS) used for the LANCELOT training. This introduction will guide you through the registering process and give you an introduction to InLearn.

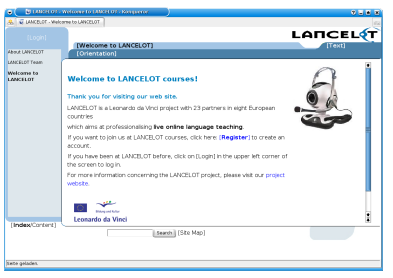
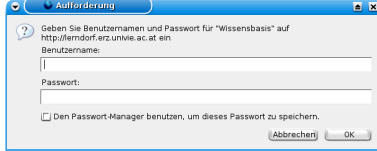

1. Registering at InLearn

It is only necessary to register once. If you are already registered please proceed with “logging in at InLearn”. To register at InLearn takes three steps:

<p>1.</p>	<p>Open your favourite internet browser and point it to http://lerndorf.erz.univie.ac.at/lancelotcourses/ Click on “register”.</p>	
<p>2.</p>	<p>The register form will show up. Fill in the blanks and click on “Send”.</p>	
<p>3.</p>	<p>A confirmation page will show up. The next step is to log in.</p>	

2. Logging in

Logging in requires registration. If you are not registered please register before logging in. Logging in takes three steps:

1.	<p>Open your favourite internet browser and point it to http://lerndorf.erz.univie.ac.at/lancelotcourses/ Click on [Login].</p>	
2.	<p>Enter your user name and your password.</p>	
3.	<p>The Welcome page will show up. The next step is to enrol for your course.</p>	

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