KWL Chart for Jennifer Arklay

Topic Online Facilitation Model

What I Know	What I Want to Know	What I Learned
- Importance of creating a feeling of Intimacy via online learning - Online vs F2F will hinder many students sense of security in an leaning environment - Time management skills are paramount to being successful in an online environment - Assessment rubrics must be clear and easy-to-understand - Use of graphics is a must for ESL learners - Some students will feel isolated or ignored	- How to begin an online course or unit - What tools are available and easy-to-follow in my location? - What steps need to be followed in creating a unit plan online? - How can I overcome the lack of F2F encouragement required by most students? - How can I ensure against plagiarism (ongoing issue)? - Which methods have been most successful with high school ESL learners?	***Wearing Four Pairs of Shoes*** re-iterated the importance of scaffolding lessons. While scaffolding is an integral part of all ESL classes, it is even more so in an online environment - Project-based rather than lecture-based - Availability online for questions and quick response time (difficult in a global atmosphere) - Create a sense of togetherness even though at a distance - Create an online model as you would a regular lesson plan while paying close attention to details that might arise. Explicit instruction, assessment criteria and examples are required - Available technology that is global is limited. PDF and Office still the best means of uploading files. (a course-designed Drop-Box is also a good idea for file-sharing)

		• Be aware of student limitations (whether intellectually or geographically). Attempt to create a "real-time" sense of inclusion.
		• Troubleshooting is a must. –I must be aware of the lack of technological know-how of most of my students and be able to guide them easily and within their means.
		• VIOP service … (Zoom, Skype – whichever works best in my community)
		• Most English internet sites for online learning are created for adults in North America
		• The issue of plagiarism is still going to be up to my knowledge of my students as well as knowledge of writings/ideas that are available. Common sense prevails.
		• F2F can be somewhat recreated through video chat tools – however, the F2F can never really be recreated because of the lack of proximity. Perhaps this is why most sites are devoted to adult learning.
		• Ideally, I should be able to take my F2F lesson plans and recreate them in an instructive and meaningful online course/unit.

		- Set my goal to creating one online unit/project to upload on Moodle (my school's platform) to integrate with my F2F classes this semester. *This is not what I have learned but still question:* - While I know that today we are still reaching toward technology-enhanced education, how will the future achieve what appears to be an insurmountable task of integrating the traditional ideals with the future of education?