

BlendKit2012

Week 02: Blended Interactions

Before the session begins...

- Please introduce yourself
- Please complete today's polls

Agenda

1. Checking In
2. Interview with Blended Instructor
Dr. Beth Carlson (SPC)
3. Question and Answer with Beth
4. Housekeeping/Closing

Presenter Profile

Name: Dr. Beth Carlson

Institution: St. Petersburg College

Discipline: American Sign Language/Developmental Writing

Experience: 10 years teaching blended courses
(extensive experience teaching f2f and online)

Awards: 2009 Instructional Technology Council

“Outstanding Blended Course” for Structure of ASL Course

See <http://www.itcnetwork.org/about-itc/award-recipients.html>

More Info: <http://www.spcollege.edu/instructors/id/114>

Teaching American Sign Language Linguistics in a Blended Environment



“CURIOUS”

Beth Carlson, Ph.D. , ASLTA
Saint Petersburg College

Course Content in ASL Structure

- Historical development and changes in ASL
- Introduction to linguistic research and publications
- Phonological and morphological process of ASL
- Semantic features of ASL
- Syntactical rules and aspects of ASL
- Metaphorical aspects of ASL vocabulary
- Sociocultural and pragmatic aspects of ASL

Goal

To engage the students in
communicative and reflective use of
American Sign Language in order to
develop metalinguistic skills

The Spray and Pray Approach

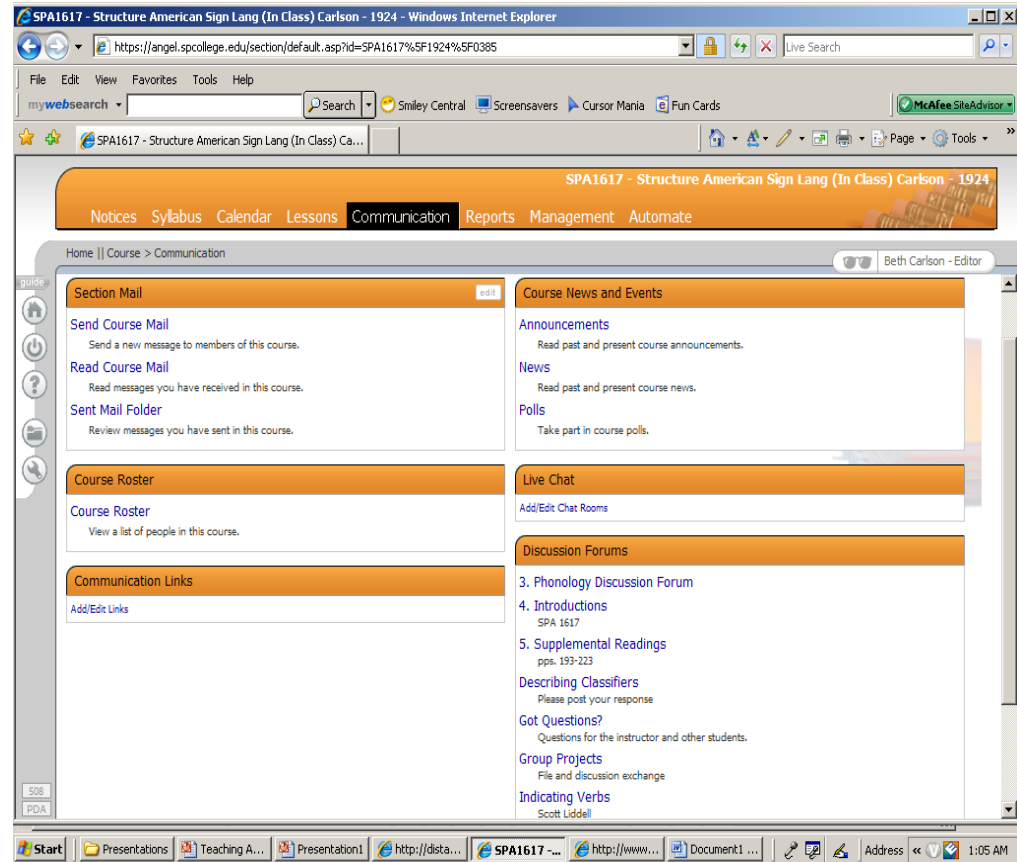
Throwing a lot of online material at learners does not work, particularly ASL, and particularly in a web-based environment



Beth Carlson, Ph.D. , ASLTA
Saint Petersburg College

Online Activities

- Discussions
 - Whole class
 - Small group
 - Live Chat
- Group Work
 - Team projects
 - Study groups
- Presentations
- Chapter quizzes



<http://screencast.com/t/1ctFWADV>

SPA1617 - Structure American Sign Lang (In Class) Carlson - 1924 - Windows Internet Explorer

https://angel.spcollege.edu/section/default.asp?id=SPA1617%5F1924%5F0385

File Edit View Favorites Tools Help

mywebsearch Search Smiley Central Screensavers Cursor Mania Fun Cards McAfee SiteAdvisor

SPA1617 - Structure American Sign Lang (In Class) Carlson - 1924

Notices Syllabus Calendar Lessons Communication Reports Management Automate

Home || Course > Lessons > Module 1 > 1. Assignments and Activities

Beth Carlson - Editor

1. Assignments and Activities

Chapter Readings and Homework

Settings Reports Utilities Delete

Print My Notes | Previous Next

Activities and Assignments

Chapter Readings	Discussion Forums/Supplemental Readings	Activities
<p>Cokely: Ch. 1 & 2 What is Language? What is ASL? (pp. 31-45; 47-61)</p> <p>Valli, Lucas & Mulrooney: Basic Concepts (pp. 1-14 and supplemental readings)</p>	<p>Respond to the discussion forum questions</p>	<p>1. Review Power Point: Deafness 101 for the definition of a language.</p> <p>2. Post an introduction to yourself in the discussion forum</p> <p>Introductions</p> <p>3. Review the following link on Glossing: Complete glossing (handout)</p> <p>4. Take Quiz 1</p>

SPC Privacy Policy

© 2004-2007, All Rights Reserved, St. Petersburg College

St. Petersburg College [Equal Opportunity Statement - Students and Employees](#)

[Site Disclaimer](#)

Start 4 Internet E... Teaching Ameri... Printers and Fa... Document1 - Mi... Address Go 3:10 PM

SPA1617 - Structure American Sign Lang (In Class) Carlson - 1924

Home || Course > Lessons > Module 1

Notices Syllabus Calendar Lessons Communication

guide

Home || Course > Lessons > Module 1

1. Assignments and Activities

Chapter Readings and Homework

2. Deafness101.ppt

3. Major Subfields of Linguistics

5. Glossing # 1

4. Introductions

SPA 1617

5. Supplemental Readings

pps. 193-223

6. Quiz 1

Pages 1-14

508 PDA

508 PDA

Start 4 Internet E... Teaching Ameri... Printers and Fa... Document1 - Mi... Address Go 3:08 PM

Beth Carlson, Ph.D., ASLTA

Saint Petersburg College

Discussion Forums

ASL1300 - Structure American Sign Lang (Blended) Carlson - 1743

Notices Syllabus Calendar Lessons Communication Reports Management Automate

Home Course Lessons Module 2 3. Phonology Discussion Forum

Helen Carlson

3. Phonology Discussion Forum

Read and Respond

Settings Reports Utilities Submissions Delete

New Post Threaded View

Navigate: All posts

[...] Directions

Please select either number 1 or number 2 for response.

1. Why do researchers in sign languages set forth the argument that the systematic phonetic, phonological, and morphological structures of ASL demonstrate an organization and process that parallels what is found in spoken languages? What is the intent of establishing this as a foundation? How have your ideas been formed/changed relative to the legitimacy and nature of ASL as a language? After posting your thoughts, read and respond to your classmates' postings.
2. View the following video: <http://aslized.org/m2l2/> (open in new window) and respond to these questions:
 - What does Andrew Bottoms suggest is different about learning ASL as a second language versus French and other spoken languages?
 - Why types of errors are typical for L2 learners of ASL and what is the cause for these errors?
 - How are non-manuals impacted during the learning of ASL?

ASL1300 - Structure American Sign Lang (Blended) Carlson - 1743

Notices Syllabus Calendar Lessons Communication Reports Management Automate

Home ▶ Course ▶ Lessons ▶ Group Project Due October 2nd ▶ Group Project Discussions ▶ Reports menu ▶ Activity Summary

Group Project Discussions

Reports > Activity Summary

User ID	# of Visits
Carlson, Helen()	154
	67
	33
	38
	69
	55
	81
	32
	66
	57
	42
	77
	77
	63
	41

Student discussion on group project 9/11-10/8

Done

508
PDA

- Average # of posts = 57
- Total instructor posts = 154
- Daily student posts by 95% of the class

Feedback on Performance VLOGs (SPOC)

The screenshot displays a web browser window titled "SPA1617 - Structure American Sign Lang (In Class) Carlson - 1924 - Windows Internet Explorer". The address bar shows the URL <https://angel.spcollege.edu/section/default.asp?id=SPA1617%5F1924%5F0385>. The page features a navigation bar with links: Notices, Syllabus, Calendar, Lessons, Communication, Reports, Management, and Automate. The main content area is titled "SPA1617 - Structure American Sign Lang (In Class) Carlson - 1924" and includes a sidebar with links: Assignments and Activities, Sign Types, Definitions, Definitions 1, Homework module 3, and Week 3 Check in. The main content area displays a video player titled "Instructor Review Video Player" with a video of a woman signing. Below the video player is a comments section with a comment from Rebekah: "Rebekah...here's a spot where you could simply show 'very' with a modulation of the sign SATISFIED. Use those facial adverbs." The video player has controls for play, pause, and volume. The comments section has a text area for comments and buttons for "Insert Comments" and "Clear comments at 0:10". The page also includes a "Submitted Files" section with "No files submitted" and a "Done" button. The browser's taskbar shows the Start button and open applications like Internet Explorer, Microsoft Excel, and Presentation.

Beth Carlson, Ph.D. , ASLTA
Saint Petersburg College

VLOG Grading Rubric

50= Superior 40 = Very Good 30 = Good 20 = Fair

Score Levels	Content: Discussion Structure Register (10)	Conventions: Essential Language Elements (10)	Organization: Discussion Cohesion and Details (10)	Presentation: Sign Formation/ Vocabulary Use/Meaning (10)	Visual Quality: Lighting Screen Visibility Appearance (10)

Face to Face Activities

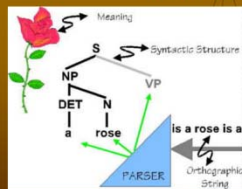
- Lecture on new material
- Guest lectures
- Demonstrations
- Presentations
- Informal and Formal Assessment
- Communicative language engagement
- Attention to linguistic form and function

Tools

PowerPoint

Major Subfields of Linguistics

SPA 1617



Sign Literature

The recognition of sign literature requires literary and linguistic analyses and a healthy respect for the emerging canon setting the stage as an academic field of study.



Peter Cook

Depicting Verbs

Scott Liddell

in *Grammar, Gesture and Meaning in American Sign Language*



Three Broad Types

1. Verbs signifying the presence of an entity at a place
2. Verbs signifying the shape and extent of a surface or the extent of linear arrangement of individual entities
3. Verb signifying movements or actions

Figure 9.1 Three verbs depicting things at places

Iconicity and Metaphor in American Sign Language

Iconic linguistic items are related to their meanings through physical resemblance, or more specifically, by a relationship between our mental models of image and referent. (Taub, 2001)

Simple Sentences in ASL

ASL Basic Word Order with Transitive Plain Verbs

Subject (S) Verb (V) Object (O)
FATHER LOVE CHILD

With pronouns

Subject Pronoun (S-Pro) V Object Pronoun (O-Pro)
PRO.3 LOVE PRO.3

With transitive verbs when the subject is repeated (as is the case with an understood subject)

____nd
FATHER LOVE CHILD FATHER or S V O PRO.3 (subject copy)

Inflection



CONTINUALLY (M)

IN A HURRY – Quick wiggle of movement



REGULARITY
Ex. STUDY (MMHMMH)



PROLONGED PERIOD OF TIME (M) A larger arc is used



OVER-AND-OVER AGAIN (MHHM)

Beth Carlson, Ph.D. , ASLTA
Saint Petersburg College

Formal and Informal Assessment

Theoretical knowledge (Content)

- Textbook quizzes given and scored online
- Journal article summaries
- Glossing assignments
- Definition of terms used in linguistics

Practical knowledge (Application)

- Group project presented in class
- SPOC (VLOGs)
- Language proficiency demonstrated in discussions

Rubric Scores for 6. Article Summary # 1

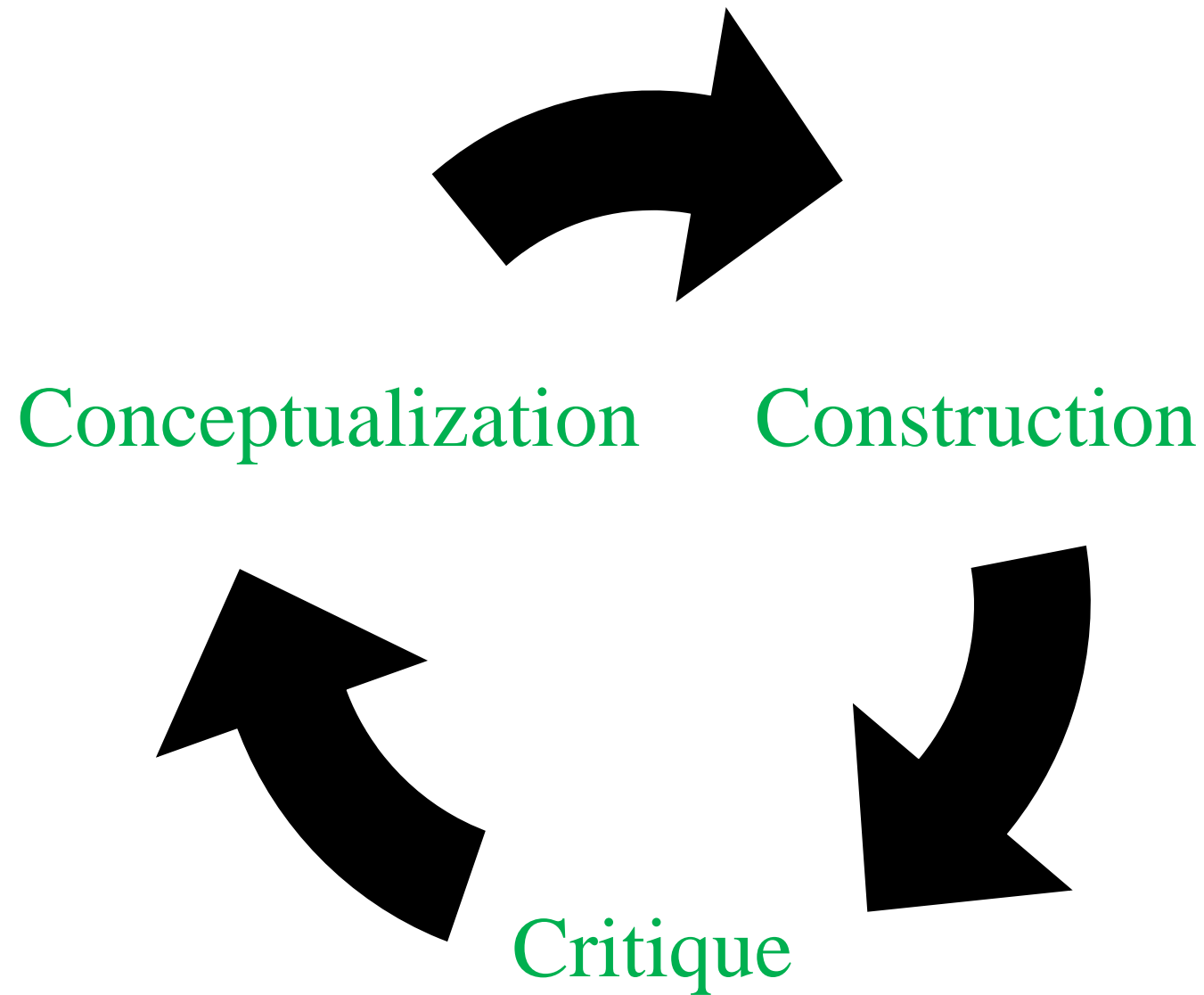
25 Points Possible (Blank scores will be counted as 0)

Score	Criteria	Achievement Level				
		Needs Work	Some awareness of design and analysis of research	Adequate awareness of design and analysis of research	Good awareness of design and analysis of research	Superior awareness of design and analysis of research
<input type="text"/> 5.00 max	Format: APA (tutorial followed)	0 points	1.25 points	2.5 points	3.75 points	5 points
<input type="text"/> 5.00 max	Abstract: study overview including summary of findings	0 points	1.25 points	2.5 points	3.75 points	5 points
<input type="text"/> 5.00 max	Background: literature review informs every aspect of the study.	0 points	1.25 points	2.5 points	3.75 points	5 points
<input type="text"/> 5.00 max	Research Review: questions are stated along with hypotheses, materials, methods of data collection, data analysis and results	0 points	1.25 points	2.5 points	3.75 points	5 points
<input type="text"/> 5.00 max	Discussion: implications that describe the contribution of the study and how it informs future research	0 points	1.25 points	2.5 points	3.75 points	5 points

Total Points (25 points max)

Save

Cancel



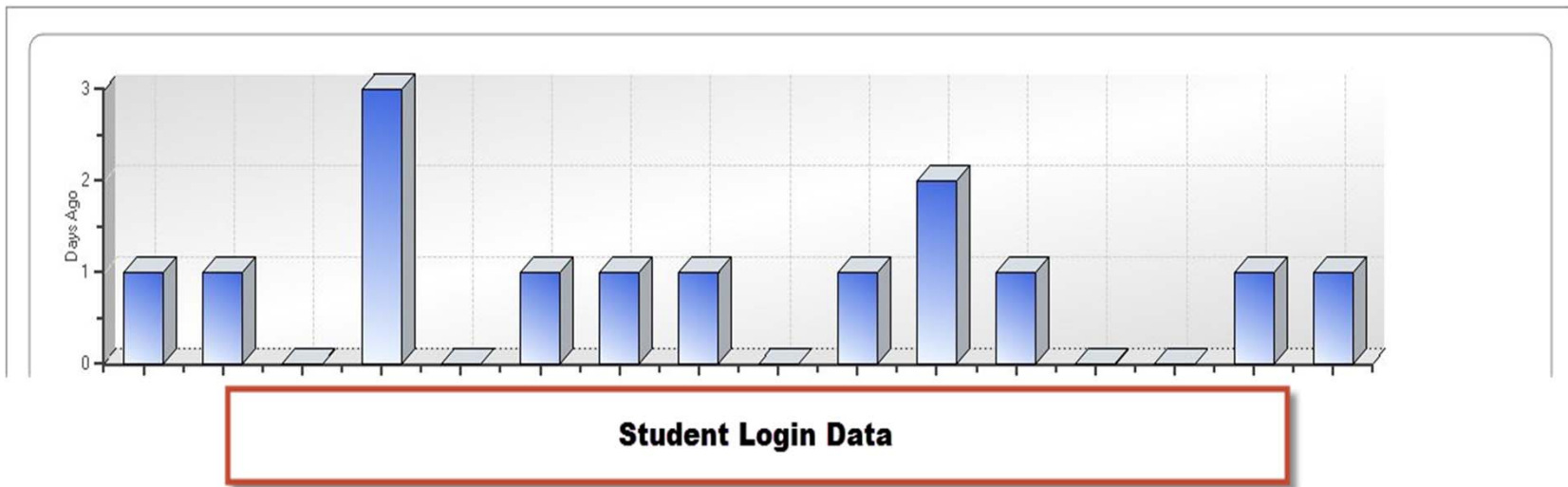
ANGEL Reports

WhoDunIt Last Logon

users: All Users

List users that have logged on since 7 days ago.

Run by CARLSON.BETH at 10/8/2012 8:07:34 AM



Beth Carlson, Ph.D. , ASLTA
Saint Petersburg College

Course Survey: Promises and Realities ASL 1300

Relevant to career goals

17% Agree 83% Strongly Agree

Interactive

50% Agree 17% Strongly Agree

Project-based

33% Neutral 50% Agree 17% Strongly Agree

Collaborative

67% Agree 33% Strongly Agree

Course Survey: Promises and Realities ASL 1300

Supports and Encourages Inquiry

17% Agree 83% Strongly Agree

Broadens experience with subject matter

33% Agree 67% Strongly Agree

Elicits active and critical reflection

33% Agree 67% Strongly Agree

Time Spent Online with ASL 1300

“During an average week, I spend approximately”

1.	10 or more hours with online coursework	33%
2.	8-10 hours with online coursework	0%
3.	6-8 hours with online coursework	17%
4.	4-6 hours with online coursework	33%
5.	Less than 4 hours per week...	17%

“Most Effective Aspect of Class’

- “...improved receptive skills...”
- “It’s one thing to comprehend a language, but it really feels great to be able to be educated in this new language.”
- “...liked the fact that you can use the book on tests...makes you sure of yourself.”
- “Projects...I learn the most from projects.”
- “The way we discussed the topics you provided in the class and online.”
- “Changed the way I understand ASL as a language...”

ASL 1300

Saint Petersburg College

Feel free to view the class

<http://angel.spcollege.edu>

Login:

Username: demo_carlson.beth

Password: mode_carlson.beth

Q&A

Feedback Form

- Overwhelming majority are clear on instructions/assignments
- Most are finding readings, DIY and weekly webinars most helpful
- Average: 4 hours on Week02 activities
- Most Useful
 - Dylan Barth interview
 - Working on documents
 - Zapt to create HTML
- “Points to Ponder” Discussion Group in Canvas?

BlendKit Course: Week 03 Activities

[Course Home](#) | [Schedule](#) | [Learning Activities](#) | [DIY Tasks](#) | [Readings](#) | [Blogging](#) | [Real Time Sessions/Archive](#)

[Week 01](#) | [Week 02](#) | [Week 03](#) | [Week 04](#) | [Week 05](#)

Blended Assessments of Learning

Focus Question

How will I determine students are learning?

Objectives

After completing all of this week's activities, you should be able to:

- Determine assessments appropriate for the learning objectives you've established in your blended course
- Revise existing course documents as appropriate based upon assessment decisions
- Configure online quizzes for your blended course
- Create written student instructions for each graded assignment in your blended course

Readings

If you haven't already done so, please [select the online/offline version of the BlendKit Reader](#) that is best for you. In addition to the individual chapter linked below, the complete reader is available as an ebook (epub or Kindle formats), pdf, or in HTML.

This Week's Chapter

[Chapter 3: Blended Assessments of Learning](#) [html file; size=29b]

Highlights

If you're pressed for time, focus on the following section:

[Formal Assessment](#)

Reading Reaction Form

Please use the [Chapter 03 Reading Reaction Form](#) to document your written reaction to this week's reading. If you've already posted your reaction to your blog or other public platform, you may enter the url on this form.

DIY Project Tasks

This week's development task is to decide how you will assess learning in your blended course based upon the course design documents you've created previously. What assessments align with the learning objectives you've stated? What assessments are logistically feasible? How will you implement the logistics of the assessments you choose? This process can be quite iterative, and it may lead to revisions to the earlier drafts of the course documents (i.e., Course Blueprint, Syllabus, Protocols, Schedule, etc.) you created in previous weeks. In fact, once you've worked through your learning assessment

Stay In Touch!

- Questions? Need Help?
 - Email kelvin@ucf.edu or linda.futch@ucf.edu
 - Post to HootCourse or Discussions within Canvas
 - Exchange email addresses with colleague (buddy up)
- Reminder URLs
 - Schedule: http://bit.ly/blendkit_schedule
 - LMS/Canvas: http://bit.ly/blendkit_canvas
 - Learning Activities: http://bit.ly/blendkit_activities
 - HootCourse: http://bit.ly/blendkit_hootcourse
 - Blogging: http://bit.ly/blendkit_blogs
 - Badges: http://bit.ly/blendkit_badges
 - Week 02 Feedback: http://bit.ly/blendkit2012_feedback02