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

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

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

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

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

Beth Carlson, Ph.D., ASLTA
Saint Petersburg College
http://screencast.com/t/1ctFWADV

"As long as we have Deaf people on Earth, we will have signs." George Vedz 1913
Discussion Forums

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/m212](http://aslized.org/m212) (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?
• Average # of posts = 57
• Total instructor posts = 154
• Daily student posts by 95% of the class
Feedback on Performance VLOGs (SPOC)

Beth Carlson, Ph.D., ASLTA
Saint Petersburg College
# VLOG Grading Rubric

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

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

Beth Carlson, Ph.D., ASLTA
Saint Petersburg College
Major Subfields of Linguistics

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

Simple Sentences in ASL

Inflection

CONTINUALLY
(IN M)

REGULARITY
Ex. STUDY (MMMMH)

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

OVER AND
OVER AGAIN
(MMMH)

Tools
PowerPoint

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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

Beth Carlson, Ph.D., ASLTA
Saint Petersburg College
<table>
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<tr>
<th>Criteria</th>
<th>Needs Work</th>
<th>Some awareness of design and analysis of research</th>
<th>Adequate awareness of design and analysis of research</th>
<th>Good awareness of design and analysis of research</th>
<th>Superior awareness of design and analysis of research</th>
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<tbody>
<tr>
<td>Format: APA (tutorial followed)</td>
<td>0 points</td>
<td>1.25 points</td>
<td>2.5 points</td>
<td>3.75 points</td>
<td>5 points</td>
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<tr>
<td>Abstract: study overview including summary of findings</td>
<td>0 points</td>
<td>1.25 points</td>
<td>2.5 points</td>
<td>3.75 points</td>
<td>5 points</td>
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<td>Background: literature review informs every aspect of the study.</td>
<td>0 points</td>
<td>1.25 points</td>
<td>2.5 points</td>
<td>3.75 points</td>
<td>5 points</td>
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<td>Research Review: questions are stated along with hypotheses, materials, methods of data collection, data analysis and results</td>
<td>0 points</td>
<td>1.25 points</td>
<td>2.5 points</td>
<td>3.75 points</td>
<td>5 points</td>
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<td>Discussion: implications that describe the contribution of the study and how it informs future research</td>
<td>0 points</td>
<td>1.25 points</td>
<td>2.5 points</td>
<td>3.75 points</td>
<td>5 points</td>
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<td>Total Points (25 points max)</td>
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Conceptualization  Construction  Critique

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

Student Login Data

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

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

Beth Carlson, Ph.D., ASLTA
Saint Petersburg College
“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](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?
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=26b]

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