

18:01:40 From Justin T. Dellinger : Justin and Negin in the last one :)

18:09:52 From Gianeya N : What would be your tips for online discussions for 20-25 year olds who are ESL intermediate learners?

18:11:23 From William Thweatt : Is it okay for me to apply this course to my profession as a product trainer, not necessarily an academic? - Thz

18:15:26 From Gianeya N : For now it is just discussions in breakout rooms in Blackboard and group discussions is our outcome

18:16:09 From Tanya Joosten : Are you using BB Collaborate for synchronous discussions or are you using asynchronous?

18:16:29 From Michelle : As an instructor, I post a question and ask for a response with an emoticon. From there the discussion and writing springboards off the student -selected response.

18:16:50 From Gianeya N : Both sync and async

18:17:16 From Gianeya N : Yes BB Collab

18:17:27 From Tanya Joosten : It is nice that you can record your synchronous classes for them to listen again for learning

18:18:03 From Gianeya N : Thank you

18:18:49 From Tanya Joosten : I've been coming back to group learning a lot lately. I think putting them in small groups can help them have a chance to learn from each other and practice in a small safer place

18:19:57 From Matt Crosslin : What might be an interesting activities for ESL learners is to put passages into Google Translate from English into their first languages and then back into English, and discuss what problems this created with bad translations.

18:22:26 From Gianeya N : My experience is that young (20-25 yr olds) ESL learners are still very dependent on the teacher and ask for more live time even if they are intermediate or higher intermediate

18:24:16 From Miss Gaby Moreno : Is there ideas to manage interaction in a hybrid environment? (Half the class in school physically face-to-face, and half the class taking the lesson from home)

18:24:34 From Miss Gaby Moreno : Are*

18:26:24 From Diana Potts : I think the key to groups is making sure the students are talking to each other

18:26:39 From Edgar Caro- México : Gabby, i think it depends on your objectives. for me, if i want improve their writing abilities i take advantage of the discussions boards online.

18:26:58 From Diana Potts : My students (7th graders) stopped engaging with each other in small groups after a few weeks. It was tough to watch :/

18:27:06 From Tanya Joosten : I agree Diana. I usually require my students to meet every week or every other week and provide documentation that they have met.

18:27:39 From Tanya Joosten : I also scaffold learning and provide them with activities and products that are due every other Sunday.

18:27:55 From Tanya Joosten : Although I know Negin doesn't like Sunday due dates. Don't tell her ;)

18:28:21 From Gianeya N : Making ESL sts in groups without a teacher present is often a challenge as they just say " I agree", " Good", "yes" " no" to various questions from others in a group

18:28:25 From Diana Potts : Tanya- agree, when I asked them to engage outside of class it went better. During class assignments went ok, but not the same as in person.

18:28:51 From Miss Gaby Moreno : Edgar I have found that my Students use discussions boards more like something to check off their checklist than actual involvement on the discussion. I teach high school

18:30:43 From Miss Gaby Moreno : My students work well in groups and actually usually speak more when I'm not involved in the discussion. When they know that I'm there they rely on me too much. When they are working "alone" they tend to speak more. I also teach ESL

18:31:53 From Edgar Caro- México : yeah, i understand you. some of them only do it to fulfill their "class duties". I'm trying right now to combine my class content with social engaging content that i already know they like to consume.

18:33:37 From Tanya Joosten : My kid's class had their cameras off and were mainly on a group chat backchanneling

18:34:10 From Gianeya N : Gaby, How do you evaluate the sts when you are not there and you need to evaluate their oral discussion in a group and their contributions?

18:34:38 From Miss Gaby Moreno : I'm there on the background but I let them know that I won't be getting involved in the discussion at all

18:34:57 From Miss Gaby Moreno : So even if there are quiet moments, I just let them be...

18:35:29 From Gianeya N : Thanks

18:35:46 From Tanya Joosten : Do you give them a list of discussion questions or prompts?

18:36:05 From Miss Gaby Moreno : I start with a picture or a graph or a reading or a video

18:36:17 From Tanya Joosten : Ah nice

18:36:32 From Miss Gaby Moreno : I just show it and then they make up their own questions to get the conversation started

18:36:43 From Gianeya N : I have reading and listening circles every week

18:37:37 From Miss Gaby Moreno : What do you mean by Listening circles?

18:38:49 From Gianeya N : They do a listening ahead of time and take notes and then in class have to discuss the questions given in the group.

18:39:04 From Edgar Caro- México : gianye, do you have this circles in physical space or in online invironment?

18:39:23 From Gianeya N : Both

18:40:14 From Gianeya N : I did the circles in f2 f and now modifying it for online delivery

18:40:18 From Miss Gaby Moreno : How big should a group discussion be?

18:40:59 From Gianeya N : 4-5 ppl for 40-45 min depending how challenging the listening or reading is

18:41:39 From Edgar Caro- México : Gianeya, i'm curious, do you also implement an online synchronous session reading session?

18:42:04 From Gianeya N : yes

18:42:49 From Edgar Caro- México : and how it works for you and for them? (thank you for your comments)

18:43:03 From Gianeya N : I have 4 roles in my reading circle

18:43:13 From Miss Gaby Moreno : How do you evaluate the work of each person in groups in the end? (Talking about process more than the final product)

18:43:21 From Tanya Joosten : Graduate courses can have less people for discussions with set roles

18:44:01 From Miss Gaby Moreno : That's Interesting Gianeya... which 4 roles?

18:44:09 From Tanya Joosten : Gaby, it depends on the activity

18:44:35 From Tanya Joosten : Project teams can have individuals and group grades, including peer evaluation

18:44:35 From Gianeya N : they submit the role sheet prepped at home and then a prompt is given at the end of the discussion in class

18:44:50 From Michelle : FOr roles, my generic roles are task master, recorder, time keeper

18:46:06 From Miss Gaby Moreno : My school is starting to look at hybrid options for September. So half the people will be online and half will be in class physically... I'm concerned on how the interaction will be managed in that situation

18:46:31 From Gianeya N : researcher, detective, summariser,

18:47:34 From Edgar Caro- México : Gianeya, can you expand upon the "detective" role?

18:48:09 From Michelle : Gianeya, ah the "detective" I forgot about him. :-)

18:48:56 From Tanya Joosten : That is tough, Gaby

18:49:17 From Gianeya N : It can be what you need for your class I use a detective to look for the opposing arguments on the topic

18:49:21 From Tanya Joosten : especially when students cannot work together f2f

18:49:36 From Tanya Joosten : I would try to put as many classes online as possible

18:50:32 From Gianeya N : While designing the modules will you tie them to your assignemnts or to the theme?

18:50:39 From Tanya Joosten : In my blended classes, I like using the f2f to introduce new activities and to summarize any challenges in learning revealed online in discussions or quizzes

18:51:42 From Edgar Caro- México : thank you, Gianeya.

18:51:55 From Gianeya N : :)

18:52:35 From Matt Crosslin : When my students disappear for a week or two, I have to assume now they have COVID, because that is usually the case.

18:55:13 From Miss Gaby Moreno : Thank you all!

18:55:21 From Gianeya N : Many thanks!

18:55:25 From Jose : Thanks everyone =)

18:55:26 From Michelle : Thank you all for this opportunity to learn

18:55:27 From William Thweatt : Thank you very much!