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2010 Innovative Course Development Grant

Evaluation and Reflection

Dr. Lynne Diaz-Rico, Grant Recipient

Dept. of Language, Literacy & Culture

Note: Due to a family matter, I was not able to present this project at the TRC Opening Poster Session on Sept. 19. This presentation will take place in Fall, 2013.

Precis: The course EESL 615 provides the prerequisite training for the M. A. candidate to begin a trajectory of individual investigation leading to formulation of an original idea for the master's project. If the master's candidate does not reside in the San Bernardino-Riverside area, it is difficult to arrange for access to locally available resources. This project addressed the issue of access to research resources by a combination of activities involving specifically stipulated analyses and reflective entries, supplemented by training by librarians regarding online research materials, that allowed participants in this course effectively to complete research requirements. This was particularly useful for participants in the Seoul-based distance-learning Masters of Arts in Education, Teaching English to Speakers of Other Languages (TESOL) Option who took the EESL 615 course in Summer 2012 in a hybrid format as part of their 5-week residence period at CSUSB.

Overall, the objectives of this program were fourfold. Each outcome is elucidated under the corresponding objective.

- a) to utilize technologies of communication that allow distance-learning candidates effectively to perform research;

In this course, the use of the PbWorks wiki platform accomplished the work of bringing together the graduate candidates in a unified effort. They were able to display their research annotations so there was not a duplication of efforts, and the instructor was able to edit their work directly and post comments. Candidates posting annotations were able to enter them directly into the appropriate folders. They were able to post the topics of their literature reviews so they could share their chosen topics with one another, and avoid duplication of effort.

- b) to develop reflective frameworks of analysis that encourage distance-learning candidates effectively to compare aspects of their teaching in the English-as-a-foreign-language (e.g., Korean) context to aspects of research that could potentially augment their teaching;

Using the wiki platform, candidates perform a cooperative debate on the topic of code-switching ("Should Korean students be given English-only instruction?"), a debate that will also be used as the foundation for their comprehensive examination question in the areas of research.

- c) to develop an electronic portfolio for distance-learning teacher education that can support an effective capstone research component for the MA-TESOL program;

Candidates used GoogleDocs to develop their electronic portfolio.

- d) to provide frameworks of analysis that are robustly applicable throughout the program, with vertical integration from prior coursework through the candidates' subsequent teaching after completion of the MA-TESOL program.

We have been able to vertically integrate the EESL 515 (Second-Language-Acquisition Research) course with the EESL 615 (now renumbered EESL 685) to split the second-language-acquisition research component from the Research in TESOL course and allow more room for candidate-interest-driven research. A new line of research will be opened in Winter EESL 685 involving the development of a set of learner analytics for research topic development using the computer platform Inspiration.

PAGES TWO AND THREE

A. PROJECT TITLE

- B. PROJECT DESCRIPTION (What, Who): Describe briefly the course development that will be addressed (what it is). Be specific (e.g., describe course as it is currently or typically taught and then describe the innovations or new developments that will be made). It is highly recommended that the number of hours involved in the project is included. Then state the course and/or students it will impact (who). Please attach a copy of the COURSE SYLLABUS (maximum: 3 pages) or provide the URL, if available online.

C. JUSTIFICATION (Why, How): Explain briefly what teaching/learning need(s) will be addressed by the project (e.g. how it will affect student learning/performance, not only in terms of content, but in terms of thinking skills, particularly those skills necessary in the discipline). State the significance of the project.

D. PROJECT EVALUATION: Describe briefly how you plan to assess the effectiveness of your course development, e.g., what results are expected, how will you know that the project was successful, what evidence will you provide at the end of the project, will you develop and use a pre-post survey?

E. DISSEMINATION: I agree to participate in dissemination events to be sponsored by the Teaching Resource Center in Fall 2011. Yes No

F.

G. TIMETABLE (When): Using the timeline given earlier (Guidelines, Item #2), list the main activities of the project and when (MONTH, QUARTER) they will be carried out.

<u>#</u>	<u>Project Activities</u>	<u>Time Accomplished</u>
1		July 1, 2010
2	Design research portfolio component	August 1, 2010
3	Identify research articles addressing EFL teaching	August 15, 2010
4	Complete Blackboard implementation of EESL 615 Sect. 70	September 15, 2010
5	Begin course	September 25, 2010
6	Students complete individual research needs analysis component	October 15, 2010
7	Students complete review of literature bibliography component	November 1, 2010
8	Instructor completes review of literature bibliography feedback component	November 22, 2010
9	Students complete review of literature keyword component	November 15, 2010
10	Instructor completes review of literature keyword feedback component	November 22, 2010

	Students complete all work for EESL 615 Sect. 70	December 3, 2010
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