Quality in Online Language Teacher Education

Professor Denise E. Murray and Professor MaryAnn Christison
The paper presented by Murray and Christison is based on research commissioned by AQUEDUTO.

- What is AQUEDUTO?
- What do we do?

http://aqueduto.com
Online Language Teacher Education (OLTE)

WHY?
Reasons for the Proliferation of OLTE

• Globalization
  – Increased use of English

• More trained ELT teachers needed

• Many students unable to attend brick and mortar institutions

• Universities seeking diversification of funding sources
Concerns about Quality

• “[O]nline and distance education is very likely the fastest growing area of education in the world today, in both the developed and developing worlds” (Simpson, 2012, p. 1),*

• The number of OLTE courses and programs have increased

• Along with the proliferation of OLTE programs has emerged the concern about quality,
  – quality of the content of the programs and courses
  – quality of the online delivery for promoting positive outcomes for teachers who take the courses.

Online Language Teacher Education

WHAT DOES THE RESEARCH TELL US?
What does the research tell us?

• Most is small scale
• Details of context are often missing e.g.,
  – Configuration of OLTE – LMS, activities, video, synchronous or asynchronous, use of social media
  – Whether blended or fully online
• Majority focus on interaction
• Interaction is possible online
• Teacher educators need to provide specific tasks that lead to interaction rather than individual monologues (Arnold, N., & Ducate, L. (2006). Future foreign language teachers’ social and cognitive collaboration in an online environment. *Language Learning & Technology, 10*(1), 42–66.)
Online Language Teacher Education

WHY DO TEACHERS CHOOSE OLTE?
Reasons for Choosing OLTE

# Reasons for Choosing OLTE

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Teacher Educators’ Responses</th>
<th>Teachers Students’ Responses</th>
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<tbody>
<tr>
<td>1. Schedule conflicts w/ work and f2f classes</td>
<td>84%</td>
<td>42%</td>
</tr>
<tr>
<td>2. Other schedule conflicts</td>
<td>57%</td>
<td>25%</td>
</tr>
<tr>
<td>3. Online is easier</td>
<td>26%</td>
<td>13%</td>
</tr>
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<td>4. No f2f option</td>
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<td>37%</td>
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<td>5. Recommendations from friends</td>
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<td>11%</td>
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<td>6. Online is cheaper</td>
<td>16%</td>
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<td>7. Online is more flexible</td>
<td>88%</td>
<td>60%</td>
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<td>8. Ability to study at my own pace</td>
<td>52%</td>
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Online Language Teacher Education

WHAT ARE THE ISSUES IN DESIGNING AND IMPLEMENTING OLTE?
Issues

- **Readiness of teacher learners**
  - Time management
  - Technological skills

- **Preparing teacher educators**
  - Technological competence
  - Modelling best practice
  - Different roles
  - Developing reflective practice

- **Teaching practicum**

- **TL diversity**
  - Contexts
  - Backgrounds

- **Flexibility vs pedagogically sound instruction**

- **Transferring virtual learning to f2f learning**

- **Defining quality**

- **Measuring quality**
Choice of LMS

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<th>Features of LMSs</th>
<th>Teacher Educators</th>
<th>Teacher Learners</th>
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<tr>
<td>Apps for asynchronous discussions</td>
<td>6 (51%)</td>
<td>7.5 (48%)</td>
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<td>9.5 (39%)</td>
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<td>Assessment for learning</td>
<td>9.5 (39%)</td>
<td>7.5 (48%)</td>
</tr>
<tr>
<td>Easy upload for files for assignments</td>
<td>3.5 (58%)</td>
<td>2 (92%)</td>
</tr>
<tr>
<td>Effective messaging and communication</td>
<td>2 (59%)</td>
<td>3 (90%)</td>
</tr>
<tr>
<td>Facilitation of group work</td>
<td>3.5 (58%)</td>
<td>10 (42%)</td>
</tr>
<tr>
<td>Flexibility</td>
<td>5 (53%)</td>
<td>4 (78%)</td>
</tr>
<tr>
<td>Online tutorials</td>
<td>12 (37%)</td>
<td>9 (47%)</td>
</tr>
<tr>
<td>Tools for interaction</td>
<td>1 (67%)</td>
<td>5 (68%)</td>
</tr>
<tr>
<td>Storage of personal files</td>
<td>11 (38%)</td>
<td>12 (31%)</td>
</tr>
<tr>
<td>Tracking grades</td>
<td>8 (40%)</td>
<td>1 (95%)</td>
</tr>
<tr>
<td>Transparency</td>
<td>7 (46%)</td>
<td>6 (52%)</td>
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Online Language Teacher Education

WHAT ARE TEACHERS’ (THOSE WHO TAKE THE ONLINE COURSES) VIEWS ON QUALITY?
Reasons for Preferences

1. More f2f interaction between students and instructors.
2. More opportunities for peer interaction.
3. Flexibility in scheduling assignments.
4. More opportunities for students to work at their own pace.
5. More opportunities for using online technologies.
6. Preference for using online technologies.
7. Less overall work.
8. Preference for working alone
9. Ability to access course materials anywhere in the world.
10. More opportunities to solve problems and develop critical thinking skills.
11. More interesting
12. Other
Online Language Teacher Education

FUTURE RESEARCH
Frameworks for OLTE

  – Cognitive presence
  – Social presence
  – Teaching presence

• **TESOL** (Freeman and Johnson, 1998; Freeman, 2018).
  – How TLs knowledge and beliefs change over time
  – Whether they affect actual practice and ultimately student outcomes
Contact information

• AQUEDUTO  [http://aqueduto.com](http://aqueduto.com)

• Representing AQUEDUTO
  – Thom Kiddle
  – Gavin Dudeney

• Co-presenters
  – Denise Murray, Macquarie University
  – MaryAnn Christison, University of Utah