Instructor Resource

Evaluate Community and Interaction

An important part of any online course or activity is taking time to evaluate and reflect on the educational process. Evaluation of a course or activity is situational-specific because it depends on alignment with learning goals and outcomes, the nature of the online space, and the language skill levels of your learners, among many other variables.

This evaluation provides some reflection questions about the community and interaction to consider at the end of a course or activity. These reflections can help focus your thinking and help plan for the next time you will build and strengthen a community of learners for online language learning. Consider the questions on the next page

that relate to you and your context. Discuss them with your colleagues and anyone else who was involved in the delivery of your course or activity.

> **"These reflections can help focus your thinking and help plan for the next time you will build and strengthen a community of learners for online language learning."**

Evaluate Community and Interaction

BUILD FOUNDATION FOR COMMUNITY

1. Was an orientation period or activity successful in helping learners engage with the online space and in helping learners engage with each other? Why or why not?

2. Were there any technical or language problems that learners experienced in the orientation period or activity?

3. After the completion of an orientation period or activity, was there anything that you still would like to have known about your learners that would have helped you plan better?

4. Did learners fill in their profiles? Why or why not?

5. Did you establish individual contact with learners early in the course? Do you feel it had an impact on the discussion and community later in the course?

6. Did learners contact you during stated office hours? For what reasons?

7. Were the course announcement messages successful at engaging learners in the course and reminding them about course spaces? What evidence do you have to support this, either way?

8. Did you recognize any facilitator roles during the course or activity that you did not anticipate?

9. Did you need to motivate your learners at any point during the course or activity? What did you do? Was it successful?

10. In what ways did you provide language feedback to your learners? In what ways did you provide additional opportunities for language practice for your learners?

BUILD AND STRENGTHEN COMMUNITY

1. Do you feel that you maintained a presence for the duration of the course or activity? If yes, what did you do to achieve this? If no, what prevented it?

2. How would you describe the characteristics of the community that emerged in this course or activity? Can you recognize specific relationships that emerged?

3. How would you describe your role in the community that developed?

4. What facilitator roles do you feel you were most successful at?

5. What facilitator roles were challenging for you?

6. What did you do to maintain your balance between facilitating the online space and dominating it?

7. In what ways did you model language use and communication in the course or activity? Was there evidence that learners found these models useful?

8. What did you do to create connections between learners? Did learners expand on your prompts?

9. At any time, did you feel that learners were able to initiate action because of you? What specifically did you do to help learners to initiate interaction in the online space?

10. Did you notice learners referring to their own presence in the online space or taking responsibility for their learning? What evidence was there that learners took responsibility for their learning?

NEXT STEPS

Based on your reflections, take some time to plan your immediate revisions for the course or activity you are evaluating. Take some time to plan your long-term revisions for the course activity. As well, take time to plan any revisions that do not fit into your plans at this time but are worthwhile to record and keep in mind for a later date.