



# FALL 2020 MOOC ORIENTATION MODULE

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# Orientation Module: Welcome!

Dear participants,

Welcome to the orientation for the 2020 English for Media Literacy self-paced MOOC! This module will help prepare you to get the most out of your professional development course.

This module will cover the following topics:

## 1. INTRODUCTION TO THE ONLINE PROFESSIONAL ENGLISH NETWORK

This page will give you basic information about the Online Professional English Network (OPEN), which is providing this MOOC. This information is intended to provide context and help you better understand the features of the program.

## 2. LEARNING TO USE CANVAS

These pages will show you how to use the basic features of Canvas, the program's learning management system (LMS). Knowing how to navigate your course within Canvas will be vital to your learning success!

## 3. ONLINE LEARNING SUCCESS STRATEGIES

Here we will present helpful tips and suggestions on how you can succeed in your online course. This is designed for students who are new to online learning, as well as students who may be taking their second or third online course.

## 4. CERTIFICATES AND BADGES

This page will explain how you can earn and use a digital badge and certificate for successful completion of this course.

## 5. SUPPORT

This page provides an overview of options for finding course content or technical support, should you run into any challenges while taking the course.

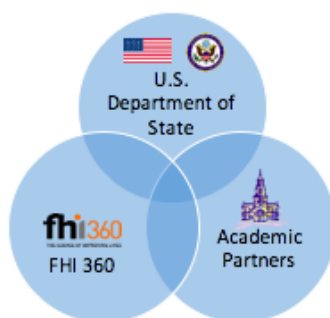
This orientation module is optional, but we recommend that you read these materials before you start Module 1, as they will help you get the most out of your course.

# Lesson 1: The Online Professional English Network

[The Online Professional English Network \(OPEN\)](#) offers professional development courses for English language teachers and educators, as well as other professionals around the world. The goal of the program is to increase the capacity of participants to use English effectively in their professional contexts, increase access to openly licensed learning materials, increase understanding of U.S. society, culture and values, provide opportunities for mutual exchange, and build the capacity of participants to apply what they have learned within their educational and professional communities.

## Who

The OPEN program is sponsored by the [U.S. Department of State](#), Bureau of Educational and Cultural Affairs, with funding from the U.S. government, and is administered by [FHI 360](#).



The professional development opportunities offered through the program are designed and taught by a variety of partners, including universities, non-profit companies, private sector partners, and consultants. Together, the U.S. Department of State, FHI 360, and our partners offer online professional development opportunities to English educators and learners in over 100 countries.

## What

OPEN offers online courses on a variety of topics, including teacher training topics such as Critical Thinking, Educational Technology, Assessment, and Teaching English to Young Learners, among others, as well as English for Specific Purposes (ESP) courses such as English for Media Literacy, English for Journalism, and English Communications for Health Professionals, among others. The program also produces webinars and free materials that participants can adapt for personal or professional use.

## Where

OPEN professional development opportunities are offered entirely online. Courses are offered asynchronously via the Canvas learning management system (LMS), and other opportunities are available via the OPEN Community of Practice.

## Lesson 2: Canvas User Orientation

### Get Started with Canvas Network

- [Update Your Profile](#) All new Canvas users should read this information. Click on your name at the top right corner to view your profile at any time!
- [Update Your Notification Preferences](#) Canvas can send you Notifications about course activities to your email, and your cell phone. Read the information found by clicking the link, then go to Settings in the top right corner to customize your Notification preferences.
- [Search Canvas Guides](#) Find helpful information! Canvas Guides provide you with all the information you need to use Canvas.
- [Read the Canvas Network Code of Conduct](#) Find out how you can promote a safe learning environment.

### Additional Tutorials

- [Communicate With Your Instructor](#) Canvas has a messaging system you can use to send messages to your instructor.
- [Collapse and Expand Modules](#) Learn how to manage the modules in your course; simplify your view of modules.
- [Manage Your Personal Files](#) Canvas users get a small amount of storage to store files such as assignment drafts and readings.
- [How do I drop the course?](#) If you want to drop this course, read this lesson to find out when and how you can do that.

### Logging in to Canvas Network

- The login URL for this course is [learn.canvas.net](https://learn.canvas.net). Be sure to bookmark that link for quick reference later.
- If you use an iPad or other tablet or phone with a mobile app, be sure to login in at **learn.canvas.net**.

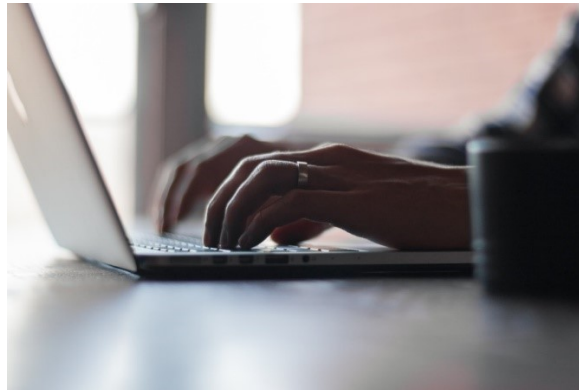
### Supported Browsers and Mobile Apps

- [Supported Browsers](#) Find out what browsers work best for this course (Chrome, Firefox, Safari, Internet Explorer).
- **Apps:** The Canvas UI was optimized for desktop displays but can be used on mobile browsers and we do provide free apps for some mobile devices. Try the iOS and Android free Mobile Apps!
  - [Guide to Download the Canvas by Instructure Android App](#)
  - [How do I use the Canvas App on my Android Device?](#)
  - [Guide to Download Canvas by Instructure iOS App](#)
  - [How do I use the Canvas app on my IOS device?](#)
- When using the mobile app, be sure to login in at **learn.canvas.net**. or select "Canvas Network" as your institution.
- Depending on your device, not all Canvas features may be available on the app at this time. View [Canvas mobile features](#) by version and device.

**Accessibility Statement**

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind [granted Canvas](#) the Gold Level Web Certification in 2010. Find more information by visiting [the Canvas Accessibility information page](#) on our website.

## Lesson 3a: Online Success Strategies



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Taking a class online is quite different from sitting in a classroom. Without the dedicated class time and in-person interactions, it can be difficult to focus on the material and assignments. Below are useful Online Success Strategies to use when taking an online course for the first time, or to review even if you've taken online courses before.

- **Making Time**
  - Set aside a specific study time each week and make this a time that you honor and commit to every week.
- **Your Learning Space**
  - Have a dedicated study space with reliable internet. Maybe this is your home, or a relative's home. It could be a public space, such as a café. Whatever it is, make it work for you, and try to minimize distractions. This will be your "classroom."
- **Thinking About Your Goals**
  - Develop your study goals. What do you want to get from your course? Maybe you want to improve your classroom or receive a promotion with your new skills.
    - Whatever this goal is, write it down and focus on it during your course.
- **Assignments and Deadlines**
  - When you receive the syllabus, look over each module and make note of all assignments. This course is self-paced, so you should be proactive about scheduling when you will complete your assignments to make sure they are complete before the course end date. Use a calendar, either a paper one or online, to chart out your assignments and set deadlines for yourself.
    - Canvas has a calendar feature that will store all of your class-related deadlines, and you are encouraged to use this. Canvas also offers a Notifications feature that will alert you, via email or SMS, about upcoming due dates.
- **Create a Community**
  - Online learning can be just as much of a community as the classroom. Interact with your colleagues and fellow OPEN participants as much as you can! In discussions, sign your name and indicate your country so other participants know who and where you are (example: Danielle - USA).

- **Technology**
  - Understand the technology. Become familiar with the technology now, so you won't have problems later.
  - If you have technical difficulties, don't wait to ask for support. Ask for help early. (See Lesson 5 for details on how to get help.)
- **Utilize Handouts and Downloadable Resources**
  - All of the modules and resources you will see in your course will have offline versions as well. You can use these by downloading them, if you have the space and connectivity available, and reading them offline. This will help you succeed in your course, even if you have less than reliable Internet access.
- **Do Your Work**
  - Complete all of your assignments and projects. Treat this as you would in a physical classroom, with your instructor and peers relying on you to complete your work, participate in discussions, and finish your projects.
- **Save Your Work!**
  - You will want copies of your work, program resources, and your course completion certificate. While these can be uploaded and stored here in the course, be sure to keep copies of your work so you can access them at any time during and after the course.
- **Ask for Help**
  - Don't hesitate to reach out to your instructor for more information or clarification on an assignment. They are here to assist you, even if you can't see them face to face.
- **Start Early**
  - While this course will be open for 12 weeks, you should not wait until the last minute to complete assignments! No late assignments can be accepted after the course end date. Remember that the MOOC is set to Eastern Time (ET), which may be several time zones ahead or behind you.

Online learning allows you to be responsible for your own success. Ultimately, it is up to YOU to stay organized, manage your time, ask questions, and complete all assignments on time.

## Lesson 3b: Avoiding Plagiarism

One strategy for success in OPEN courses is to be aware of American academic culture. You may find that some aspects of these courses are different from how you are used to learning in your own country. For example, in American academic culture, plagiarism is an important issue.

**Plagiarism** is the use of ideas, information, or words that you read without giving credit to the source. Most of the time, plagiarism is unintentional, but even if you don't mean to take credit for other people's work, you still have to be careful to give credit to any resource you use when writing or creating material, even in an online discussion.

You will get the most out of discussions with your peers if you write up your responses based on your own personal experiences and opinions. Since your peers will be responding to you, including uncredited information from an outside source may take the discussion off topic.



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Below are some tips for avoiding plagiarism during your online course.

### Citing Sources

Giving credit, or **citing** a source, means that you show whose ideas you used in your writing. According to the Purdue Online Writing Lab (2016), "When citing, provide the author's name when you first introduce your quote, summary or paraphrase of his or her text (e.g., 'Harris writes,' 'According to Rodriguez')."

*Here is an example of an in-text citation:*

Learner-centered instruction fosters autonomous learning and a sense of ownership over the learning experience, resulting in higher participation and more collaboration between participants (Brown, 2007, p. 52).

According to Harmer (2007, p. 51), Task-Based Learning (TBL) "is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language".

### What type of information needs a citation?

You must cite the source of any information that is not common knowledge. An example of common knowledge is that the sky is blue. So, if you want to include any specific information that you learned while reading or studying, you must cite the source of that information. This rule applies to quoting, summarizing, and paraphrasing other sources in discussions and assignments.



## Lesson 3c: Discussion Tips for MOOCs

This course will include a number of discussions to allow you to engage with each other and with course content. You are encouraged to be active in discussions, even if they are optional. Statistics show that learners get more out of their online courses if they actively participate in discussions.



"Handshake" by John Hain via Pixabay is licensed under CC0

If you have participated in online courses before, you may find that discussions can be a bit different in a MOOC, due to the high number of participants. Below are some tips for getting the most out of discussions in a MOOC:

- Set aside dedicated time in your schedule to engage in course discussions.
- Begin by introducing yourself and asking a question about the topic being discussed. Try to post a question that is specific, rather than one that is too vague.
- Read the posts above yours before you post, to make sure your question has not already been asked and answered by other participants.
- Keep your posts short and concise. It is best to address just one main idea or point per post.
- Support your statements with evidence, and check that they are accurate before posting.
- Only post a comment if you believe it will add value to the conversation.
- Don't be afraid to disagree with other participants' comments, but always be respectful and explain why you disagree.
- Be open to other people's views. You may encounter fellow participants with very different perspectives, and this is an opportunity to broaden your horizons.
- If someone asks you a question or responds to your post, respond to them promptly. Give positive feedback, if appropriate, and offer help if you have useful information.
- Consider your phrasing when making a post or responding to someone. Written comments can be interpreted differently by different people, so be careful to make your post polite and respectful.
- When you provide feedback, make it thoughtful, and engaging. Don't simply say "Yes, I agree" or "No, I disagree"; try to write more in response, so others can understand your thoughts and be inspired to contribute their own.
- If you post a comment that refers to what another classmate said, quote that classmate to bring context to your thoughts. This will help others understand your point and keep them from having to look for the original statement.
- Don't **cross-post** (posting the same comment in multiple forums) or copy someone else's comments. Your work should be yours alone, and should be original to you.
- Stay on topic, and don't post irrelevant thoughts, discussions, or photos. These can be disruptive to your classmates.

Some of the above information was adapted from "[Tips for using Discussion Forums in MOOCs](#)" by MoocLab, accessed Sep 8, 2017.

## Lesson 4: Certificates and Badges

Participants who successfully complete this MOOC will receive a digital badge and certificate through [Badgr](#). More information about how to collect your certificate and badge will appear after you complete Module 5.



"Certificate" by [Clkr-free-vector-images](#) via [Pixabay](#) is licensed under [CC0](#).

In order to earn a certificate and badge, you will need to complete all required activities with a score of 70% or higher. This does not include activities labeled "Optional."

You must move through the course in sequential order. That means you must click through pages in the order they appear on the Modules page. Pages will be locked until you have viewed the preceding page. Locked pages will appear in gray font, while unlocked pages have black font:

▼ Week 1: Ready. Set, Transform!

Complete All Items

Module 1 Overview

Module 1, Task 1: Building Community Discussion

Contribute

Module 1, Task 2: Course Pre-test

Oct 21 | 0 pts | Score at least 0.0

Module 1, Task 3: Transforming from Teacher to Trainer

Module 1, Task 4a: Comparing Classroom Teaching and Teacher Training

Module 1, Task 4b: Examining differences between classroom teaching and teacher training

Contribute

Module 1, Task 5a: Read about "The Teaching Toolbox"

Module 1, Task 5b: OPTIONAL read the full article on "The Teaching Toolbox"

Module 1, Task 5c: Quiz

Oct 21 | 5 pts | Score at least 4.0

In the image above, the student needs to contribute to the Module 1, Task 1: Building Community Discussion before he/she may move on to Module 1, Task 2: Course Pre-test.

Similarly, you must earn at least 70% on graded quizzes in order to unlock the next content page or module. You may take a quiz as many times as you'd like. If you do not pass the first time, you can retake the quiz until you receive 70% and can move on in the course.

## Lesson 5: Support During the MOOC

There might be a time when you need help during your course. Please read below to find answers.



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### MOOC Support

If you are unsure how to do something in Canvas, please check the Lesson 3: Canvas User Orientation page for videos and user guides.

The Content Support Discussion Board is a space where you can ask a facilitator questions about the course.

If you need technical support, email the OPEN team: [elamoooc@fhi360.org](mailto:elamoooc@fhi360.org). Please note that this inbox is monitored Monday - Friday from 8:00 AM to 5:00 PM Eastern time. If your message is sent outside of these hours, you may need to wait for a response. For the fastest possible response, please use [elamoooc@fhi360.org](mailto:elamoooc@fhi360.org) and *not* the Canvas Inbox feature. The Canvas Inbox is not monitored often, and responses may come more slowly.

When you submit your support request, please provide as much detail as possible and be as clear as possible when describing the situation. Also, please be sure to include the following information:

- Your **name**
- The **course** you are enrolled in (Using Educational Technology in the English Language Classroom)
- What **browser** you are using (Google Chrome, Firefox, Internet Explorer, etc.)
- **Device** you are using (laptop/desktop, tablet, or cell phone)
- **Screenshots**, or still images captured by your phone or browser, if possible. These are very helpful, especially with technical problems. If you receive an error message and you are unable to include a screenshot, please copy the message or text that is displayed.
- If you are having difficulties with a specific part of the course, please specify the module, lesson, or task that you are having trouble with.

This will help us resolve your inquiry quickly.

### Orientation Quiz

**Note:** The final page of the Orientation Module is an ungraded quiz, which must be completed in Canvas.