DIVISION MEMORANDUM

NO. **096**____, s. 2020

February 5, 2020

ATTENDANCE TO MASSIVE ONLINE OPEN COURSE (MOOC) CONFERENCE

To: Datu Roger A. Manapol, EdD, Secondary School Principal IV, DICNHS
    Felipe Degamo, Jr., Secondary School Principal 1, KPNHS
    Cherrie Ann B. Bohol, Elem School Principal 1, Bagumbuhay ES
    Edsel Nacua, Elem. School Principal 1, Rizal CES
    Inda D. Nacua, Elem. School Principal II, DCCES
    Zandria Zy, Elem. School Principal 1, Badiang ES
    Christian P. Granada, School In-charge, Apolandia ES

1. This is in reference to the Massive Online Open Course (MOOC), a course which is designed to provide students with current methodologies for teaching English learners (ELs) of different ages in many learning contexts online.

2. This office informs the field of the conduct of the Meet-up Orientation, which is one of the requirements for the completion of the course, on Saturday, February 8, 2020 at Asencia's Place, Lapu Lapu St. Digos City Division, 1:00 oçlock in the afternoon.

3. The meeting aims to:

   a. Orient the students about the MOOC Camp Policies
   b. Reiterate the netiquettes and discuss plagiarism
   c. Discuss what goes well and doesn't go well in the learning modules
   d. Inform the students on the schemes on how to reinforce the newbies in MOOCing

4. Participants to this meet up are listed in the attached sheet.

5. Immediate dissemination of this memorandum is desired.

FOR AND IN THE ABSENCE OF:

CRISTY C. EPE
Schools Division Superintendent

MELANIE P. ESTACIO, Ph.D.
OFFICER-IN-CHARGE
OFFICE OF THE ASSISTANT SCHOOLS DIVISION SUPERINTENDENT

DepEd Schools Division of Digos City
RECORDS SECTION
RELEASED
53551
DATE: 0 7 FEB 2020 TIME: 4:25
BY:

Encls:
References:
To be indicated in the Perpetual Index under the following subjects:
    Subjects: MOOC   Conferences

iij: ATTENDANCE TO MASSIVE ONLINE OPEN COURSE (MOOC) CONFERENCE
02-05-2020

LIST OF PARTICIPANTS

No.	Name	School/Office
1	Ida I. Juezan	SDO
2	Mercy Grace N. Arendain	Apolandia Elem. School
3	Asilyn B. Soriano	Apolandia Elem. School
4	Ladissa Ross T. Curay	Apolandia Elem. School
5	Lee Wilson C. Precellas	Apolandia Elem. School
6	Melanie G. Borlaza	Apolandia Elem. School
7	Cherrie Ann B. Bohol	Bagumbuhay Elem. School
8	Anna Mae Sale	Bagumbuhay Elem. School
9	Inda D. Nacua	Digos City Central Elem. School
10	Annalyn Manapol	Digos City Central Elem. School
11	Jhoanne Ray Acuzar	Digos City Central Elem. School
12	Jay Mark D. Simeon	Rizal Central Elem. School
13	Jocoh p. Romero	Rizal Central Elem. School
14	Zandria Zy	Badiang Elem. School
15	Ivy Joy Arendain	Badiang Elem. School
16	Karen F. Maul	Badiang Elem. School
17	Rosalyn Merka	Badiang Elem. School
18	Shiela Fe B Davin	Badiang Elem. School
19	Helena Solon	SDO
20	Juvy Altamera	SDO
21	Bernardino Magno, Jr.	DICNHS
22	Javenly Masumpad	Kapatagan NHS

TESOL Methodology MOOC

Introduction

TESOL Methodology MOOC. This course is provided by the University of Maryland, Baltimore County (UBMC), as part of the American English (AE) E-Teacher Program. This program is sponsored by the U.S. Department of State, with funding provided by the U.S. government and administered by FHI 360.

During these 5 weeks, the course will discuss different methodologies that will help students enrich their English teaching portfolio. In this course they will consider the cultural and teaching implications of English as an international language. They will explore various language teaching methods, approaches, and principles, and learn about learner-centered teaching.

This course will be active from **January 27 - March 2, 2020**. It is preceded by an orientation module, which will open on **January 20, 2020 at 12:01 ET**. This orientation is designed to help them get familiar with Canvas and how to get help. It is not mandatory, and it will open one week before the course.

Module 1 opens on **January 27, 2020 at 12:01 ET**. All coursework must be completed by March 2, 2020. No late submissions will be accepted.

This MOOC is hosted by Canvas Network.

Each weekly module will open with a warm-up, so students can think about what they already know. This is a good teaching practice as well that they can adopt in their own class because it helps learners connect new learning to what they already know, so they can remember it better.

Each weekly module also has optional discussions, where facilitators encourage students to share ideas, resources, and also to discuss their learning with their colleagues. These discussions are not graded, but they will certainly enrich their learning experience.

Course Summary:

Date	Details		
	Assignment	Module 1 Check	due by 9:59pm
Mon Feb 3, 2020	Assignment	1.5.2 Quiz: Equality of Opportunity	due by 9:59pm
	Assignment	1.7 Reflection: Cascading New Knowledge Survey	due by 9:59pm
	Assignment	2.7 Reflection: Cascading New Knowledge Survey	due by 9:59pm
Mon Feb 10, 2020	Assignment	Module 2 Check	due by 9:59pm
	Assignment	2.3.2 Activity: Learner Profile	due by 9:59pm
	Assignment	2.4.2 Quiz: Learner Centered Classes	due by 9:59pm
	Assignment	3.4.1 Quiz: Methods and Approaches	due by 9:59pm
Mon Feb 17, 2020	Assignment	3.5.1 Activity: Applying Language Teaching Principles	due by 9:59pm
	Assignment	3.7.2 Quiz: Using Backward Design	due by 9:59pm

Date	Details		
	Assignment	3.8 Reflection: Cascading New Knowledge Survey	due by 9:59pm
	Assignment	Module 3 Check	due by 9:59pm
	Assignment	4.8.1 Quiz: Giving Feedback	due by 9:59pm
Mon Feb 24, 2020	Assignment	4.9 Reflection: Cascading New Knowledge Survey	due by 9:59pm
	Assignment	Module 4 Check	due by 9:59pm
	Assignment	Module 5 Check	due by 9:59pm
	Assignment	5.5 Quiz: Teaching Listening and Speaking Skills	due by 9:59pm
Mon Mar 2, 2020	Assignment	5.6.1 Quiz: Error Treatment	due by 9:59pm
	Assignment	5.9 Reflection: Cascading New Knowledge Survey	due by 9:59pm

TESOL Methodology MOOC Syllabus

Course Overview

Description

This course is designed to provide students with current methodologies for teaching English learners (ELs) of different ages in many learning contexts. They will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching listening, speaking, reading, and writing, including grammar and vocabulary, they will learn how to create an effective and communicative language classroom for all learners. In addition, they will examine what best practices means in the context of teaching English in the 21st century, where English is an international language, and the use of English incorporates modern technologies.

Learning Objectives and Learner Outcomes

By the end of the course, students will be able to

- Explain the significance of teaching English as an international language;
- Examine their current instructional strategies for ways to provide active, student-centered learning that helps develop learners' self-efficacy and supports lifelong learning;
- List learning style differences and the needs of diverse learners;
- Identify principles and strategies for teaching integrated language skills;
- Develop effective activities for listening, speaking, reading, and writing;
- Develop professionally in the field of TESOL by participating in a virtual community of practice and by preparing materials to share in your local community of professionals.

Expectations

Participants are expected to:

- Log in to the course each week;

- Spend from 3-5 hours on course work each week;
- Read and review weekly module materials, including presentations, readings, handouts, and videos;
- Complete all self-graded module quizzes;
- Discuss approaches and techniques learned in each module and reflect on the implications for teaching English in their classroom or context (optional);
- Prepare lesson activities that actively engage learners in higher-order thinking processes and clearly activate learner reflection, inquiry, critical thinking, and problem solving;
- Reflect on ways to continue learning after this course and share new knowledge with others;
- Use appropriate netiquette (online behavior) for communicating respectfully.

Tips for appropriate Netiquette:

- Use a friendly tone, and remember that sometimes online comments may sometimes be misinterpreted.
- Expect the best of your colleagues and show them your best.
- Do not write in all capital letters. This is like yelling online.
- Try to be specific when talking about your context. (Do not assume others know what you mean).
- Try to keep your posts brief and to the point, respect people's time and bandwidth.
- Be professional, polite, and don't post anything you don't want others to share. What you say in your post is permanent, and can be seen by everyone

Grading

Participants will work through each module sequentially. A score of 70% or higher is required to proceed to the next module. Readings, lectures, quizzes, and activities may be repeated as many times as needed to achieve 70%.

Assessment and Certification

Participants who complete all required activities and earn 70% or higher on graded quizzes and activities will receive a certificate and a digital badge.

Academic Integrity (Honesty)

Participants must submit their own original work on all assignments. They must give credit to any other authors or resources they use. Your work should show your own ideas and thinking. Just like with open educational resources (OERs), where we give attribution to the work of others, if you submit something that contains ideas or words from another resource, you must give credit to the original author.

Plagiarism is a form of academic dishonesty, where a learner submits assignments that they did not do themselves. The following activities are **not allowed**:

- Copying and pasting the words or ideas of others (You must provide a citation for any ideas of quoted material: Source Title, Author, and Date)
- Submitting work written by another person (a colleague, friend, former participant). You must write your own discussion posts and assignments.

Cheating or presenting false information.

Orientation Module

- About the MOOC Orientation

  About the MOOC Orientation
- Lesson 1: The American English (AE) E-Teacher Program

  Lesson 1: The American English (AE) E-Teacher Program
- Lesson 2: MOOCs vs GOCs

  Lesson 2: MOOCs vs GOCs
- Lesson 3: Canvas User Orientation

  Lesson 3: Canvas User Orientation
- Lesson 4a: Online Success Strategies

  Lesson 4a: Online Success Strategies
- Lesson 4b: Avoiding Plagiarism

  Lesson 4b: Avoiding Plagiarism
- Lesson 4c: Discussion Tips for MOOCs

  Lesson 4c: Discussion Tips for MOOCs
- Lesson 5: Certificates and Badges

  Lesson 5: Certificates and Badges
- Lesson 6: Support During the MOOC

  Lesson 6: Support During the MOOC
- Orientation Quiz

  Orientation Quiz

Module 1 Task List:

The module should take **4-5 hours** to complete. Complete the following tasks by the end of the week (by Monday, February 3, 11:59 p.m EST).

Participate in the optional Getting to Know Each Other discussion (15 minutes)

1. Complete the warm-up activity about Attitudes About English as an International Language (30 minutes)
2. Read English as an International Language (EIL) and Levels of Culture (60 minutes)
3. Participate in an optional discussion about Materials Review for Teaching English in International Context (30 minutes)
4. Read Culture Spotlight: Equality of Opportunity and OERs (30 minutes)
5. Complete the activity about Famous Americans Talk About Equality of Opportunity (30 minutes)
6. Take the Equality of Opportunity Quiz (30 minutes)
7. Reflect on the module in the Cascading New Knowledge Survey (30 minutes)
8. Complete the English Attitudes Survey Review (15 minutes)

Module Requirements

- Each page of the module should be viewed and read
- All quizzes require a score of at least 70% to pass
- Discussions need to be reviewed but posting is optional
- Cascading New Knowledge Surveys should be completed at the end of each module
- Completion of the previous module is always a prerequisite for the subsequent module

Module 2 Task List:

The module should take 4-5 hours to complete. Complete the following tasks by the end of the week (by Monday, February 10, 11:59 p.m EST).

The module should take **4-5 hours** to complete. Complete the following tasks by the end of the week (by Monday, February 10, 11:59 p.m EST).

1. Complete the warm-up activity about Reflection on Learning Styles, Strategies, and Metacognitive Learning (15 minutes)
2. Read Focus on the Learner, Learner Differences lecture (45 minutes)
3. Watch an optional video Individual Learner Differences (15 minutes)
4. Complete the Learner Profile activity (15 minutes)
5. Read an article by Renaud, Tannenbaum & Stantial, 2007 (30 minutes)
6. Review an optional webinar on Student Centered Classroom Management (60 minutes)
7. Take the Learner-Centered Classes quiz (15 min)
8. Read Strategies-Based Instruction. Metacognition, and Critical Thinking in Second Language Teaching lecture (45 minutes)
9. Read an article by Üstünlüoglu, 2004 (30 minutes)
10. Read Culture Spotlight: Critical Thinking Skills in American Classroom (15 minutes)
11. Participate in the optional discussion on Communicative Language Teaching and Culture Scenarios (30 minutes)
12. Reflect on the module in Cascading New Knowledge assignment (30 minutes)

Module Requirements

- Each page of the module should be viewed and read
- All quizzes require 7 points to pass
- Discussions need to be reviewed but posting is optional
- Cascading New Knowledge Surveys should be completed at the end of each module
- Completion of the previous module is always a prerequisite for the subsequent module

REQUIREMENTS BY THE US EMBASSY

1. Students should complete the 3 meet-ups (Orientation, on going, towards the end)
2. Anyone who could not complete the 70% meet-up will not be given certificate from the US Embassy.
3. Every MOOCER should have MOOC Portfolio (Soft copy) for the modules and screen shots of certificates and grades for the collage later.
4. Every meet up is documented.
5. Two weeks after the course completion is the deadline for class record for submission to the US Embassy.
6. There are at least 10 enrollees for one Team Leader who are active in meet ups
7. One division, one class record.
8. Quality over quantity.

Prepared by:

IDA I. JUEZAN
Digos City Team Leader