Flying by the Seat of your Pants
あなたのズボンの座席を飛んで???

Crisis Teaching Without Sacrificing Proficiency

Magara Maeda, UW-River Falls, magara.maeda@uwrf.edu
Lauren Rosen, University of Wisconsin System, lrosen@wisc.edu
Be selective & choose ONE

- What is your takeaway from your remote teaching so far? Consider something that worked or didn’t work. What question do you still have?

- What is your burning issue/question that you hope we address today?

Take a minute to consider one of these questions. Write it down. We will come back to it in the end.
Outcomes of this session

You can:

● Identify strategies to rethink, reframe, prioritize, be flexible, be creative

● Redesign some face-to-face class activities to asynchronous activities. Skip others.

● Choose from available options how students will practice and how you will assess proficiency.
Evolving Situation & Inclusivity

- What we know
- Student choice
Prioritize your face-to-face activities

- Keep on asking yourself, “do I really need this?”
- Be creative and think “how can I modify my regular f2f activities leveraging asynchronous remote environment”
- Choose one activity from your face-to-face class that absolutely has to be done synchronously. Consider how you would do that remotely.
- Build alternatives for synchronous time as some students may not be able to attend.
Asynchronous tool: **Flipgrid**

**Synchronous ➡ Asynchronous activity:** 
Cut & Expand, Be Very Creative!

- Communicative activities:
  - 102 かぞくQ&A
  - 102 Roommate/Housemate Wanted! (102 & 201)
- Group collaboration:
  - 202 self-introduction video message
  - 202 breaking news
- Project:
  - 202 ひみつ道具プロジェクト
- Flipgrid video as a listening task
- Higher Ed Remote Learning With Flipgrid
Language Assessment Tool: Extempore

- Extempore
  - Speaking Practice/Assignment/Virtual language lab
  - Oral Test
  - Placement Test

- Extempore Room: Group speaking practice
  - Two truths & a lie
  - Story making
  - Let’s go out!
Extempore Example: Oral Test

**Question 1: University**
Answer her question using 2 or more adjectives by connecting with te-form.

**Role-Play: Let’s go out!**
Role Play: Let’s go out!
Look at your schedule below. Invite your friend, Yumi to do something together.
Make sure to include a day of the week (e.g. 水曜日) to ask her out.
Now please begin!

- **SUN**
- **MON**
- **TUE** Go to bank at 3 o’clock
- **WED**
Extempore Room Example: Group Practice

Class: JAPN102
Assessment: Group chat
Unpublished

Students In Class: 23
Started Answering: 11
Haven't Answered: 12

Rooms

Room1
Ungraded

Room2
Ungraded

Room3
Ungraded

Room4
Ungraded

Room5
Ungraded

Room6
Ungraded

Room

March 11, 2020 9:42 PM
00:14
0:15

March 11, 2020 11:21 PM
00:25
0:26

March 11, 2020 11:33 PM
00:34
0:48

Feedback for Room
First submission: 9:42 PM on 03/11/2020

Feedback
Take Aways

- Identify the essentials of your lesson and rethink how students will access that content.
- Use what you know how to do/have been using first and what your students are familiar with.
- Engage your network of colleagues. Work together to think of creative solutions.
the midst of ever crisis, lies great opportunity.

- Albert Einstein

Resources

Tools:

- Flipgrid: [https://info.flipgrid.com](https://info.flipgrid.com) (Fr & Higher Ed Remote Learning With Flipgrid)
- Extempore: [https://extemporeapp.com](https://extemporeapp.com) (Free through the end of the semester)

Community & ongoing discussion:

- Facebook group: Covid-19と日本語教育
- ACTFL Community: Covid-19 Online Teaching and Learning Resources (No membership required)
Resources

Getting started samples

- Provide choices: Spanish Sample Lesson
- Letter to students: Principles of Japanese Language Teaching…
  (Courtesy of Vyjayanthi Selinger sensei @ Bowdoin College)

Articles & Webinars

- Webinar Series: Pandemic Prepping
- Teaching Online Webinar (2)
- How to Recover the Joy of Teaching After an Online Pivot
- The Coronavirus has pushed courses online. Professors are trying hard to keep up.
- Keep calm and keep on teaching
- Please do a bad job of putting your course online
- Nobody signed for this: adjusted syllabus