

# Checklist for Online Lesson: Facilitating Online Discussions with Multilingual Learners in Online Learning Environments

Instructor: Michelle Soule

Course: 110

Length of Lesson: 50 minutes

Type of Lesson: Synchronous

Questions	Evaluation
<b>Learning Objective(s) and Scaffolding</b>	
Overview of Learning Goals	By the end of this lesson/module, students will be able to:  Translate and share cultural and linguistic insights on two exhibits (text and visual) demonstrating the course theme (creativity) from a culture of their choice and apply the source author's definition of creativity to them  110 Learning Goals: <ul style="list-style-type: none"><li>● Practice the processes and methods commonly used by effective writers</li><li>● Take ownership of the language and rhetorical strategies they employ</li></ul>
What course objective(s) does this lesson directly address?	Course Objective: Use writing techniques to respond to readings and to discover your own ideas on assigned topics

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	<a href="https://english11030.files.wordpress.com/2015/08/qc-writing-handbook.pdf">https://english11030.files.wordpress.com/2015/08/qc-writing-handbook.pdf</a>
<p>Link to Previous Class/Scaffolding</p>	<p>In the previous class, the concept of creativity was discussed in terms of psychologist James C. Kaufman’s definition. Students also began their Blackboard journals and wrote an entry about their writing experiences including their literacy in multiple languages and contexts.</p>
<p>Link to Following Class/Scaffolding</p>	<p>Students will write in their Blackboard journal to reflect on this activity.</p> <p>Students will find a PSA (Public Service Announcement) for their rhetorical analysis essay, focusing on the rhetorical situation and using Kaufman’s definition of creativity as part of their claim</p>
<p>Do the lesson and accompanying materials follow <a href="#">Universal Design Learning (UDL)</a> guidelines?</p>	<p>This lesson provides opportunities for:</p> <p>Engagement: Students use the internet to choose a cultural exhibit to share with their peers. Cultural relevance is present.</p> <p>Representation: Steps to the activity are presented explicitly both in writing and verbally. A clear model is given and explained. Instructor has closed captioning turned on.</p> <p>Action and Expression: Offer different ways students can share their cultural exhibit (PowerPoint slide, screen share, link/chat,</p>

Questions	Evaluation
	microphone, etc.). Provide sentence stems that students can use.
<b>Materials and Adaptations</b>	
What type of materials are included in this lesson?	<p>Do the lesson materials include text, images, video, and audio?</p> <p>Text and Images- PowerPoint slides Text-Kaufman’s chapter defining creativity)</p> <p>Text- written steps</p> <p>Audio-Instuctor’s explanations</p>
Are the materials fully accessible / 508 compliant?	N/A
Are materials provided to students at no cost? / Are they OER?	PowerPoint is included in CUNY-QC students’ registration. Perusall is free. Internet access is provided on campus.
What <a href="#">OER / Creative Commons licensing</a> do you want applied to this lesson?	N/A
Can this lesson be adapted for various modes of learning? (synchronous, asynchronous, hybrid, in-person)	This lesson would work well for asynchronous. Students could simply add their PowerPoint slide to the class presentation.
<b>Activities</b>	

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<p>Overview of Activities</p>	<ol style="list-style-type: none"> <li>1) The class revisits the text “What is Creativity” (Kaufman) on Perusall, focusing on student annotations and Kaufman’s definition of creativity.</li> <li>2) Instructor provides a model PowerPoint slide with a word cloud for “Creativity” as well as an audio clip for a trendy American pop song (both cited properly). The class discusses whether Kaufman would agree that these represent creativity.</li> <li>3) Instructor goes over the steps to complete the activity.</li> <li>4) Students have time to translate a word, proverb, or quote about creativity from as well as find an example of a creative product (a work of art, poem, song, invention) from that culture to add to their slide (cited properly).</li> <li>5) Students write in the Blackboard journal reflecting on the experience and what they learned from each other and about creativity.</li> </ol>
<p>How do students complete the activities?</p>	<p>They use the internet to find their exhibits.  They use PowerPoint to make their slide.  They use Zoom break-out rooms to share insights using their modality of choice (a text, image, PowerPoint, video, live presentation).</p>
<p>Do the activities encourage active learning and class participation?</p>	<p>Yes. Students get to use the web to find cultural exhibits (language, art) that they want to share with their peers.</p>

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<p>Are there opportunities for students to test their understanding of the material (e.g. a video with embedded questions)?</p>	<p>The class will review Kaufman’s definition of creativity as well as class annotations of the text at the beginning of the lesson.</p>
<p>Are there opportunities for adaptive learning?</p>	<p>Students may have their own ideas regarding what kinds of exhibits to share or how to share them. These would be welcomed.</p>
<p><b>Comments</b></p>	
<p>Comments</p>	<p>Provide any comments that you think would be helpful to instructors in their adaptation of this lesson.</p>