



Best Practices for Synchronous Online Settlement Language Training

Anita Premkumar

Immigrant Services Association of Nova Scotia

Marijke Geurts, Matthias Sturm
New Language Solutions



Mi'kma'ki - Land of the Mi'kmaq

We acknowledge we are on unceded, traditional Mi'kmaq territory, and we are grateful for the Peace and Friendship treaties. At ISANS, as we work to settle newcomers to Nova Scotia, we honour and respect the Indigenous people of this land.



Mission

Helping immigrants build a future in Nova Scotia

Vision

A community where all can belong and grow



Partnering Organizations

Project Partner: New Language Solutions



1. YMCA of Saint John (Saint John)



2. NorQuest College (Edmonton)



3. Red River College (Winnipeg)



4. ISS of BC (Vancouver)





National Project

Best Practices for Synchronous/Blended Teaching in PBLA/LINC

Expected Outcomes

- Clients attain CLB scores faster
- Targeted instruction for online clients
- Instructors' awareness of best practices



**NON-PROFIT AND
ACADEMIC
INSTITUTIONS**



**QUALITATIVE AND
QUANTITATIVE DATA
COLLECTION**



**1000 PLUS SURVEY
RESPONSES**



**OVER 900 LEARNERS
PARTICIPATED IN TESTING
PHASE**



**OVER 50 INSTRUCTOR
1:1 INTERVIEWS**



**OVER 40 LEARNER
FOCUS GROUPS**



PHASE 0
ENVIRONMENTAL
SCAN- LITERATURE
REVIEW AND
INSTRUCTORS'
SURVEY

PHASE 1
FIELD RESEARCH
WITH
INSTRUCTORS
AND LEARNERS

PHASE 2
TESTING THE BEST
PRACTICES IN
CONTROLLED
GROUPS

PHASE 3
RESOURCE
DEVELOPMENT-
PD COURSE ON
AVENUE AND
SETTLEMENT
ONLINE

PHASE 4
PROJECT
EVALUATION

Environmental Scan

- **Class details**
- **Classroom Policies**
- **Classroom management**
- **LMS**
- **Tools & Resources**
- **Artefact management**



Field Research: Instructors

- Online PBLA challenges
- Pros/cons of online PBLA
- Ideal Online Classroom
- Skill improvement for online teaching
- Learner Engagement

Have you found any efficiencies for delivering PBLA since you began teaching online?

What aspect of online teaching do you still struggle with?

Field Research: Learners

- Digital literacy
- Getting help from Instructors
- Preferred activities
- Language skills improvement

How often do you post on a discussion forum in your class course?

Do you like going to the breakout room?

What Learners are Saying...

- ✓ Tech skills before LINC classes
- ✓ Different learning strategies
- ✓ Clarity on class rules
- ✓ Opportunity to ask questions



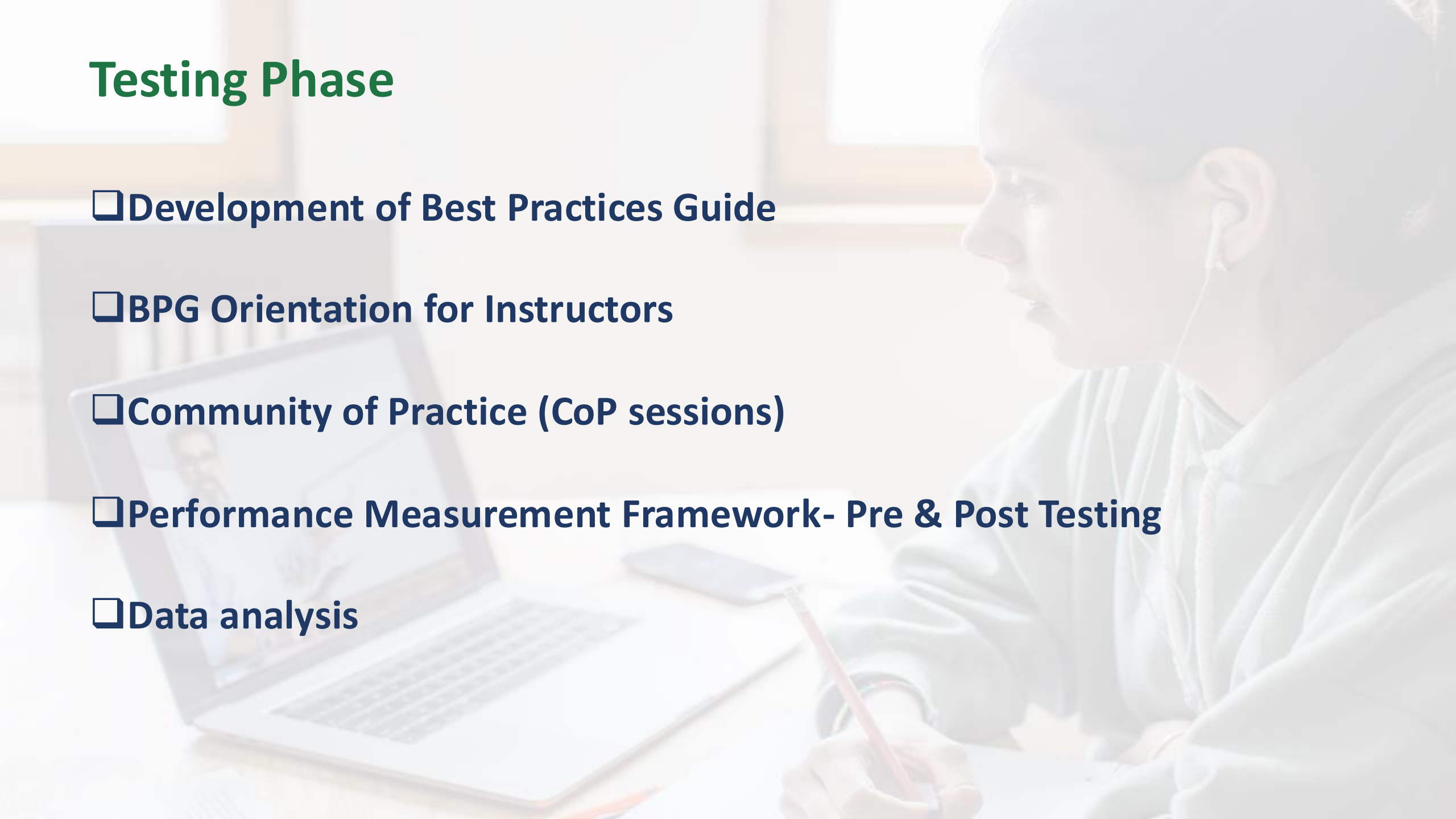
What Learners are Saying...



- **Classroom community**
 - ✓ Breakout room for socializing
- **Additional resources for practice**
 - ✓ Encourage independent study



Testing Phase

- Development of Best Practices Guide
 - BPG Orientation for Instructors
 - Community of Practice (CoP sessions)
 - Performance Measurement Framework- Pre & Post Testing
 - Data analysis
- 
- A student is shown in profile, wearing white headphones and looking at a laptop screen. The student is holding a pencil over a notebook. The background is a bright, slightly blurred indoor setting with a window.



Key Findings & Benefits

(for teachers, from teachers)

Clarifying Learning Intents and Criteria for Success

- ✓ **Have a clear course page layout**
- ✓ **Use a supportive approach**
- ✓ **Use a flipped approach**
- ✓ **Use a completion tracking system**



homework



vocabulary



self-study

Incorporate Classroom Activities that Elicit Evidence of Learning

- ✓ Skill building activities with multiple attempts
- ✓ Embed downloadable PDF files, to complete offline
- ✓ Introduce one new activity type at a time
- ✓ Teach learners to use a forum
 - Include an academic honesty statement before assessment tasks
 - Online assessment tasks can only be attempted once

Provide Feedback that Moves Learners Forward

- ✓ Include self-correcting activities that include specific feedback
- ✓ Respond to learner questions within 2 business days
- ✓ During video class, call on each learner at least once or twice
- ✓ Use online rubrics linked to an activity



Learners are resources to one another and owners of their learning

- ✓ Do warmup activities for social interaction
- ✓ Use breakout rooms every class for group activities
- ✓ Include activities that mimic social media
- ✓ Practice self-reflection with emojis
- ✓ Add checklists for learners
- ✓ Create space on your course for additional practice



Trends and Impacts



Cognitive load



Teacher presence

Community



Digital competency

Accountability and ownership

Project Evaluation

Community-based and Trauma-informed Evaluation

- ✓ The research methods adhered to CASM and accessibility guidelines for English language learners.
- ✓ Opportunity given to instructors to identify their concerns/confidence in current online tools and technologies.
- ✓ Developed a sustainable PD Course for addressing Synchronous/Blended Teaching gaps.

Best Practices PD Course



**Introduction to the
course**

**Support from
Administrators**

**Structuring Your
Online Course**

**Being Present
Online and Building
a Classroom
Community**

**Flipped and
Blended Learning**

**Goal Setting,
Learner Reflection,
and Feedback
Online**

**Administering Valid
Assessment Tasks
Online**

**Additional
Resources**

**Exemplar Units for
Stage 1 & Stage 2**

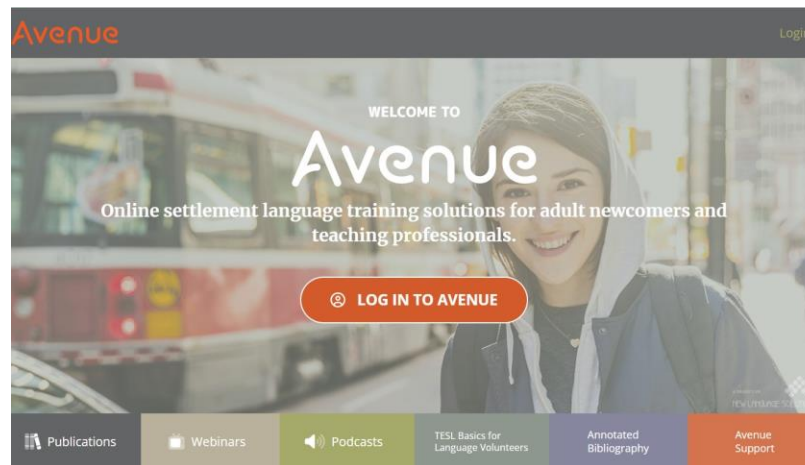
Resource Development

Best Practices for Synchronous/ Blended Teaching in PBLA/LINC

Settlement Online.ca



Avenue.ca





Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

PD course from ISANS

[Home](#) / [Community](#) / [PD course from ISANS](#)

Best Practices for Synchronous/Blended Teaching: PD Course for Instructors



Engaging Learning Experience



Podcasts



Videos



Interactive activities



Self-Assessment

isans International Standards Association for Native Speakers

Unlock Learning Opportunities: *Scan, Sign Up, and Level Up Your PD Journey!*

Avenue: Send an email to apremkumar@isans.ca for enrollment

Settlement Online: Scan the QR code



What Participants Are Saying

- **How well did the course material support your learning experience?**
- **Why was it helpful?**

The material was thorough and clear to follow and understand.

They all built up my confidence to make the best decision for planning as well as practicing before starting a course.

Thank you

Anita Premkumar

apremkumar@isans.ca

Marijke Geurts

marijkeg@avenue.ca

Matthias Sturm

matthias.sturm@avenue.ca

