

INCREASING STUDENT ENGAGEMENT OF
ENGLISH LEARNERS IN SYNCHRONOUS ONLINE SETTINGS

by

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PROJECT SUMMARY

Research Question

The research question of this capstone project was: *How can student engagement of English learners be increased in synchronous online settings?*

Project Description

This capstone project developed a professional development workshop to provide essential information that is inclusive for all teachers, particularly teachers who teach English learners, to better their instruction in an online setting. This professional development has two sessions, one held at the beginning of the school year and the second held during MEA weekend in October. The intention for spreading the PD out for a month was for teachers to have enough time to implement new instructional strategies learned from the first session. Both sessions were held synchronously online using Zoom. Still, other video conferencing platforms such as Microsoft Teams or Google Meets could be usable if they had features such as breakout rooms, interactive whiteboard, and screen sharing features.

Each session had a different focus and objective. The first session was heavily focused on providing new information about engagement. It discussed the dimension of engagement and provided an example of an engagement strategy for teachers while delving into English learners and second language acquisition. The second session intended to incorporate more interaction between participants and apply what they would learn from the PD. This session focused on online interaction and provided information about how online interaction is intertwined with engagement. This session had participants explore the approaches and methods to engaging English learners and allowed participants collaboratively apply what they learned by creating their own lesson plans in a small group. After completing the two PD sessions, teachers had the

option throughout the academic year to get observed, get feedback, or ask questions about the topics the PD covered. There will be monthly check-ins for teachers who request observations or need support in implementing the strategies throughout the school year. Additionally, teachers who participated were required to be observed in their classrooms at least once.

Setting and Participants

This PD was specifically initiated for an urban high school I currently teach at, where thirty-four percent of the school population is ELs. However, this PD is designed for all teachers who work with English learners and those who are interested in broadening their knowledge of online engagement strategies for English learners. Additionally, this PD does not limit itself to teachers who teach English learners. All educators were welcomed to join in the professional development because the information presented in the professional development workshop can benefit all students. Therefore, all educators can benefit from attending the PD workshops.

Assessment

For each session, the PD used an interactive online platform called Mentimeter to present the slides. Mentimeter is an online platform that provides real-time quizzes and responses participants can access throughout the presentation. At the end of each PD session, participants were urged to complete the reflection slide about professional development. Participants had five statements they needed to rate based on the range from strongly agree to strongly disagree. The statements asked if the participants were engaged during the PD, if they learned new skills, information, or understanding about increasing engagement of ELs online, if the PD furthered their understanding in this area of teaching and learning if they will implement what was learned today into their instruction, and if the PD inspired new questions and reflections about their teaching.

Moreover, throughout the presentation and at the end of the PD, participants could ask questions if they had any. I will observe the results of the PD reflection and adjust my sessions accordingly based on my responses. Additionally, I will ask my EL team for feedback on the professional development and have them look at the results to further improve the quality of the PD before implementing the PD for other educators within the district.

Professional Development Links

Session One Slides presentation <i>PDF</i> 2 hours	Session One Folder
	(slide 9) Icebreaker Activity
	(slide 26) Jigsaw (Group 1 , Group 2 , Group 3) <i>(links within the Jigsaw)</i> <ul style="list-style-type: none"> ● Activity One: Edpuzzle ● Activity Two: Three Dimensions of Engagement Slides
	(slides 31 & 32) Online Engagement Tools

Session Two Slides presentation <i>PDF</i> 2 hours and 30 minutes	Session Two Folder
	(slide 16) Miro <i>(Part 1, within Miro)</i> <ul style="list-style-type: none"> ● Three domains of interaction groups
	<i>(links within Part 1)</i> <ul style="list-style-type: none"> ○ student-student interaction: family feud, card game ○ student-teacher interaction: board game ○ student-content interaction: jeopardy
	(slide 36, Part 2) Miro

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