

Scholarly Teaching in the Age of COVID-19 and Beyond

Saturday, January 9th 9:00am - 10:30am; 11:00am - 12:30pm

Organizers

The Faculty Learning Community on Scholarly Teaching
(Kazuko Hiramatsu and Michal Temkin Martinez, Co-PIs; [learn more about us](#))

Participants

Hussain Almalki, George Mason U.
Catherine Anderson, McMaster U.
Reed Blaylock, U. of Southern California
Bronwyn Bjorkman, Queen's U.
Christina Bjorndahl, Carnegie Mellon U.
Evan Bradley, Penn State U., Brandywine
Ann Bunger, Indiana U.
Emily Curtis, Western Washington U.
Kristin Denham, Western Washington U.
Félix Desmeules-Trudel, U. of Toronto
Julie Doner, U. of Toronto
Kazuko Hiramatsu, U. of Michigan-Flint
Leah C. Geer, California State U., Sacramento
Meg Grant, Simon Fraser U.
Jessi Grieser, U. of Tennessee, Knoxville
Daniel Currie Hall, St. Mary's U.
Sonja Launspach, Idaho State U.
Leslie Lee, National U. of Singapore
Wesley Y. Leonard, U. of California, Riverside
Dawn Lucovich, The U. of Nagano
Iara Mantenuto, Cal State U., Dominguez Hills

Shelby Miller, U. of North Texas at Dallas
Timothy Mills, U. of Alberta
Julia Nee, U. of California, Berkeley
Dawn Nordquist, U. of New Mexico
Larisa Olesova, George Mason U.
Cornelia Paraskevas, Western Oregon U.
Beth Rapp Young, U. of Central Florida
Emily Ramirez, U. of California, Berkeley
Eva Rodríguez-González, U. of New Mexico
Michael Rushforth, U. of Texas at San Antonio
Nathan Sanders, U. of Toronto
Lynn Santelmann, Portland State U.
Taylor Sharp, Boise State U.
Laurel Stvan, U. of Texas at Arlington
Ai Taniguchi, U. of Toronto
Michal Temkin Martinez, Boise State U.
Tran Truong, U. of Chicago
Rosa Vallejos, U. of New Mexico
Steven H. Weinberger, George Mason U.
Katie Welch, U. of Texas at Arlington
Lynsey Wolter, U. of Wisconsin Eau Claire

LSA Committees and SIGs

SIG on Scholarly Teaching
Linguistics in Higher Education Committee (LiHEC)
Linguistics in the School Curriculum (LiSC)

The shift to remote learning in early 2020 during the COVID-19 pandemic has provided an opportunity for many instructors to rethink their approach to teaching and to consider student learning beyond content delivery. This global moment has highlighted the need for increased awareness and understanding of evidence-based approaches to pedagogy at many of our academic institutions and across the field of linguistics. Instructors who are engaged in scholarly teaching take an informed and reflective approach to improving their teaching practices with the goal of enhancing student learning. Some of this work has been shared publicly through presentations and publications in the scholarship of teaching and learning (SoTL).

This goal of this session is to share and reflect on strategies used by linguists during the shift to remote teaching/learning in 2020, as informed by best practices, in addition to discussing the effect of the shift on teaching and learning in the field of linguistics. The session will comprise of two portions: a 90-minute symposium from 9:00am to 10:30am and a series of 30-minute panel presentations from 11:00am to 12:30pm.

Please visit our [session website](#) for more up to date information and presentation pages.

Symposium [9:00am - 10:30am]

1. Introduction: Scholarly Teaching and SoTL (9:00am)

Scholarly teaching, and the field of Scholarship of Teaching and Learning (SoTL) represents a fairly recently constructed area of scholarly focus that combines two traditionally distinct functions of the academy—research and teaching. This intersection allows faculty to “bring a scholarly lens—the curiosity, the inquiry, the rigor, the disciplinary variety—to what happens in the classroom” (Chick, n.d.). SoTL builds on what many university instructors already do as reflective teachers, providing a framework of intentional investigation of instructional practices as well as student learning. In this introduction, we provide background context to frame our session.

2. LSA COVID-19 Survey (9:15am)

Reed Blaylock, *University of Southern California*

Evan Bradley, *Pennsylvania State University, Brandywine*

Ann Bunger, *Indiana University*

Taylor Sharp, *Boise State University*

During the late spring of 2020, the LSA carried out a survey to identify and assess adjustments to teaching and learning that were made by faculty, graduate students, and undergraduate students during the sudden shift to remote courses. In this portion of the session, we will present an overview of findings from this survey, from both instructor and student perspectives, and discuss opportunities for growth in support and resources related to scholarly teaching in the field of linguistics.

3. Panel and Reflection on Scholarly Teaching (9:45am)

Christina Bjorndahl, *Carnegie Mellon University*
Reed Blaylock, *University of Southern California*
Evan Bradley, *Pennsylvania State University, Brandywine*
Ann Bunger, *Indiana University*
Kristin Denham, *Western Washington University*
Jessi Grieser, *University of Tennessee, Knoxville*
Wesley Y. Leonard, *University of California, Riverside*
Michael Rushforth, *University of Texas, San Antonio*
Taylor Sharp, *Boise State University*
Rosa Vallejos, *University of New Mexico*
Lynsey Wolter, *University of Wisconsin Eau Claire*

The Faculty Learning Community on Scholarly Teaching in Linguistics ([webpage link here](#)) will share their experiences in scholarly teaching. Our group represents diverse perspectives in terms of academic rank, geographical area, institution type, student populations we work with, and linguistic subfield.

The group will lead the audience in reflective discussion about their own teaching and learning experiences, and invite conversation about successful transfer of the strategies and approaches used to future terms.

BREAK [10:30am - 11:00am]

Poster (Presentation Opportunity for Scholarly Teaching Education and Research) session information

The symposium will be followed by short presentation panels to continue discussions about scholarly teaching and SoTL. Each 30 minute session will begin with brief presentations from each of the panelists and will have time for a moderated discussion. Each of the POSTER presentations is hosted on its own webpage on our organized session's webpage.

Session A: Course Design [11:00am – 11:30am PST]

1. Using a Class Wiki to Facilitate Community and Linguistic Inclusivity [\[Link to POSTER A1\]](#)

Christina Bjorndahl, *Carnegie Mellon University*

A class-wide wiki was used in an introductory linguistics class to facilitate asynchronous student engagement. Students contributed to both “core” categories and those that address JEDI issues, and were assessed using specs-based grading. Results will be presented from pre- and post-surveys done to assess language attitudes.

2. Offline vs. Online Modalities in Extracurricular Programming [\[Link to POSTER A2\]](#)

Dawn Lucovich, The University of Nagano

This poster discusses differences between a face-to-face and online language table at a public university in Japan, as experienced by students ($n = 3$). Semi-structured qualitative interviews were conducted and data were coded thematically. The main challenges were due to dialogic or technological difficulties, or unfamiliarity with the genre.

3. Diversifying the Field: Activities to make linguistics more relevant [\[Link to POSTER A3\]](#)

Iara Mantenuto, California State University, Dominguez Hills

First generation undergraduates find linguistics at times abstract and intimidating. I offer a series of activities we can use to change the discourse in the classroom. We can help students self-reflect, apply the skills they learned to the job market, and discuss how to share their knowledge in their community.

4. ADA Compliance and Teaching Linguistics Online: Best practices and resources [\[Link to POSTER A4\]](#)

Shelby Miller, University of North Texas at Dallas

Faculty may be required to make their courses ADA accessible, yet only 8.8% have reported receiving formal ADA training for developing their online courses. Through the exploration of an undergraduate linguistics course (LING 2050), this presentation introduces best practices and simple fixes for developing an ADA compliant online linguistics course.

5. Contract grading in Introductory Linguistics: Creating motivated self-learners [\[Link to POSTER A5\]](#)

Cornelia Paraskevas, Western Oregon University

Contract grading that sets both qualitative and quantitative criteria and provides opportunities for 'forgiveness' (through tokens permitting late submission) and for self-learning (through learning logs) creates a learning environment that engenders student agency and self-learning. This learner-centered approach can create self-directed learners regardless of family background and prior learning experiences.

6. Course Design Principles for a More Diverse Professoriate [\[Link to POSTER A6\]](#)

Tran Truong, University of Chicago

I evaluate my experiences with a set of linguistics-specific course policies intended to furnish PhD-aspirant and PhD-curious students adequate preparation for their goals. There is special emphasis on demystifying pathways to graduate education for those who are PhD-unfamiliar or even PhD-intimidated, including first-generation, international, and racially minoritized students.

7. Rethinking Extra Credit: How gamification can reduce grade inflation and strengthen soft skills [\[Link to POSTER A7\]](#)

Katie Welch, University of Texas at Arlington

Gamifying my online linguistics undergraduate course allowed me to combat engagement challenges such as spotty attendance, reluctant participation, and assignment procrastination. By implementing a gamified “bonus level” with multiple pathways to course success, I reimagined extra credit in a way that incentivized strong work habits without creating significant grade inflation.

Session B: Learning Activities [11:30am – 12:00pm PST]

1. Podcasting in a Pandemic for Teaching, Outreach, and Justice [\[Link to POSTER B1\]](#)

Catherine Anderson, McMaster University
Bronwyn Bjorkman, Queen's University
Félix Desmeules-Trudel, University of Toronto
Julie Doner, University of Toronto
Meg Grant, Simon Fraser University
Daniel Currie Hall, St. Mary's University
Timothy Mills, University of Alberta
Nathan Sanders, University of Toronto
Ai Taniguchi, University of Toronto

We created Word to the Whys, a companion podcast to our Intro Linguistics courses. The episodes contain engaging conversations between linguists and address justice and equity questions. This free podcast offers diverse voices to our students and to all learners, and is relatively easy and inexpensive to produce.

2. Interactive Activities for Asynchronous Introduction to Linguistics [\[Link to POSTER B2\]](#)

Emily Curtis, Western Washington University

Engagement is crucial in a (large) introductory class, a student's first term, and when we cannot meet face-to-face. Interaction supports engagement and JEDI-related goals. In 2018, I devised online discussions and in-class small-group tasks for Introduction to Linguistics. This study examines which interactive-learning activities work in an online asynchronous modality.

3. Team Based Learning and English Grammar: Building community and lowering affect [\[Link to POSTER B3\]](#)

Sonja Launspach, Idaho State University

This paper will explore the initial use of a Team Based Learning (TBL) approach in a synchronous on-line basic English grammar course for non-linguistic majors. Team based learning approaches were chosen in order to create a supportive learning community, address students fear of grammar and provide more effective formative assessment.

4. Replacing Traditional Sections With Teams-based Groupwork: Remote learning and beyond [\[Link to POSTER B4\]](#)

Leslie Lee, National University of Singapore

Traditional sections were replaced with groupwork within private channels in Microsoft Teams. This enabled students to form learning communities that facilitated peer learning and support in spite of remote learning, while connecting students with instructors in more personalized ways than typically afforded in sections, allowing for better, tailored feedback.

5. Journaling About Progress and Errors [\[Link to POSTER B5\]](#)

Dawn Nordquist, University of New Mexico

A journaling assignment was developed as a low-stakes, “writing to learn” instructional tool for engaging students with content, normalizing mistakes, and creating and maintaining an instructor-student connection during remotely scheduled online instruction. Anecdotal data on the success of the assignment will be included and future recommendations will be addressed.

6. Making Online Group Work Appealing Through Wikipedia Edits [\[Link to POSTER B6\]](#)

Laurel Stvan, University of Texas at Arlington

While students report disliking most required group work, WikiEdu’s editing dashboard shows each student’s contribution, allowing individual grading; visible improvements of the shared page being edited enable presentations showing before and after stages; as new editors, students appreciated discovering research content and combining editing efforts, over creating separate pages.

7. The impact of Metacognition in Linguistics Courses [\[Link to POSTER B7\]](#)

Rosa Vallejos, University of New Mexico
Eva Rodríguez-González, University of New Mexico

Metacognition is linked to improving thinking skills and promoting conceptual change in students. Do metacognition activities have an impact on the development of students’ research skills in Linguistics? Our results suggest that metacognition surveys helps students and instructors “notice” learning concerns and capabilities, and identify areas of teaching intervention.

Session C: Teaching Topics [12:00pm – 12:30pm PST]

1. From "Hello World!" to Fourier Transforms: Teaching linguistics undergraduates to code in ten weeks or less

[\[Link to POSTER C1\]](#)

Reed Blaylock, University of Southern California

I taught linguistics students to code by using backward design to scaffold weekly programming assignments that built to a final project of coding frequency decomposition and sine wave synthesis of vowels. Based on grades and self-reflections, students successfully learned to complete complex computational tasks in under 10 weeks.

2. Active Learning and Self-regulation in Introductory Syntax

[\[Link to POSTER C2\]](#)

Ann Bunker, Indiana University

I designed an online syntax module for my large Introductory Linguistics course to scaffold student progress. Effects were mixed vs. a face-to-face semester: more students received individualized feedback, but attrition from the unit was higher and mean scores on the homework were lower. Modeling self-regulation in online courses is critical.

3. All in With Google Slides: Virtual engagement and formative assessment in introductory sign language linguistics

[\[Link to POSTER C3\]](#)

Leah C. Geer, California State University, Sacramento

This poster shares my “all in with Google Slides” approach to building engaging, searchable, self-paced slide presentations. This method was inspired by challenges of virtual instruction in an introductory sign language linguistics course. These slides allow students to gauge whether they’ve mastered the content through formative assessments in the slides.

4. Fostering Learner Investment Through Objectives-based Evaluation and Structured Independent Research Projects

[\[Link to POSTER C4\]](#)

Julia Nee, University of California, Berkeley
Emily Ramirez, University of California, Berkeley

How can we create the learner investment required for difficult, reflexive discussions about linguistic justice? To help students reflect on their own positionality within systems of oppression, we fostered student-instructor relationships where students felt respected, valued, and capable of success using objectives-based evaluation strategies and structured independent research projects.

5. Teaching Grammaticality with Online Tools

[\[Link to POSTER C5\]](#)

Beth Rapp Young, University of Central Florida

This presentation describes an introductory assignment for an online upper-division grammar class that helps students overcome preconceived notions about grammaticality. In anonymous end-of-semester surveys, students often choose this as “the discussion assignment that taught me the most.”

6. Ten Trees a Day: How Gwilym the Trilingual Buffalo and Insights from Learning Science Can Improve Syntax Skills

[\[Link to POSTER C6\]](#)

Lynn Santelmann, Portland State University

Syntax students need practice drawing trees. Here, I describe a formative exercise where students draw and correct 10 trees after each class. This exercise uses distributed, interleaved practice to build skills that help students engage in lecture and active learning during class. This practice can be adapted for other courses.

7. Teaching Teachers Phonetics: The design and implementation of an asynchronous online English phonetics course

[\[Link to POSTER C7\]](#)

Steven H. Weinberger, George Mason University

Hussain Almalki, George Mason University

Larisa Olesova, George Mason University

Stand-alone phonetics courses are atypical in most applied linguistics teacher-training programs. We argue that theoretical phonetic instruction, especially the description and analysis of foreign-accented speech serves as a valuable resource for English pronunciation teachers. We report on how such a course is successfully designed, implemented and evaluated entirely online.