

Sistema Universitario Ana G. Méndez, Inc.

Continental USA Branch Campuses

Universidad del Este, Universidad Metropolitana, and Universidad del Turabo

Facilitator's Course Guide

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Revised January 2017

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**Welcome**

Welcome to the continental USA branch campuses of the Sistema Universitario Ana G. Méndez, Universidad del Turabo, Universidad Metropolitana, and Universidad del Este, pioneer institutions in bilingual education. This course guide was designed as an effective tool that will help you understand our Discipline-Based Dual Language Immersion Model®, expectations for use of instructional strategies, and our course modules.

All of our courses have an instructional dual language module. Each course module contains important elements such as the course description, content objectives, language objectives, activities to be completed prior to the workshop, activities to be completed during the workshop, and assessment activities. It also has course related electronic links and resources, including the E-Lab resources: E-libros, E-books, NetTutor, Rosetta Stone, Virtual Libraries (UNE, UMET, and UT), and VoiceThread in addition to Blackboard tools.

Our students possess high expectations for both our institution and you, their facilitator. As a trained facilitator, you will assist our students in reaching their maximum level of performance, while addressing their learning styles utilizing differentiated instruction for adult learners in a rigorous educational environment. Our dual language instructional approach is based on the constructivist philosophy and collaborative work in a professional rigorous learning environment. It is recommended that you continuously communicate with your students and encourage them to benefit from your professional experiences and educational approaches. We are fully aware that success and effort work together. Therefore, we invite you to put forward your best effort to assist our students in achieving their university degree. Helping a student reach their educational goals is not a job, it is a legacy.

This guide will further explain in detail our Discipline-Based Dual Language Immersion Model®. In addition, it will show you how to navigate through a module, and will explain all the important aspects that you should keep in mind while preparing and facilitating classes in our institution.

### **Description of Course Policies**

We want you and our students to have an excellent teaching and learning experience. In order to have this wonderful experience, our institution has established several course policies that must be followed in all our courses. Other rules may apply at the discretion of the facilitator or the institution.

1. This course follows the **Discipline-Based Dual Language Immersion Model®** of the Sistema Universitario Ana G. Méndez, Inc., which is designed to promote each student in their development as a dual language professional. Each workshop will be facilitated in either English or Spanish using the 50/50 model. This means that each class will be conducted entirely in the language specified for the workshop. The language used in each workshop will be alternated weekly to ensure that 50% of the course is conducted in English and 50% is conducted in Spanish. Therefore, in courses of five or fifteen weeks, the course module will specify that both languages will be equally used during the last week, dividing the workshop activities evenly between the two languages (**the first two hours will be conducted strictly in Spanish and only English will be spoken during the last two hours**). The bilingual model does not apply to language courses. Therefore, the delivery of instruction in language courses is conducted exclusively in the language taught (Spanish or English).

2. The course is conducted in a **dual language format**. This requires students to be highly organized, focused, and prepared in advance for each workshop according to the course module. Students should strive to develop skills in both languages and take advantage of all the resources available within and outside the institution. Becoming a dual language professional, is a complex and challenging task. Each workshop requires an average of twenty hours or more of preparation before class, depending on the student's development of linguistic achievement and academic background knowledge.
3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who, in turn, will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if deemed necessary. If approved by the facilitator, all activities must be completed and handed in prior to the next workshop or on the date stipulated by him. The facilitator will adjust the grade for late activities and/or make-up work, if applicable. However, oral presentations and special class activities cannot be made up. The facilitator will indicate a date for the student to take a written test that will measure, the content and linguistic components, of the missing presentation or activity.
4. In the case of collaborative learning activities such as special group projects, students will receive two grades: one for his/her performance when contributing to the group work and one for the quality of his/her individual work.
5. Ethical behavior is expected from students in all course-related activities. Under no circumstances, plagiarism will be tolerated. It is expected that all written work be solely original work of the student and should not be plagiarized. That is, the student must be the author of all work submitted, based on research and citations of reliable sources. All quoted or paraphrased material must be properly cited using APA Style, with credit given

to its author or publisher. If a student commits plagiarism, he/she risks getting a zero in the activity and being referred to the Discipline Committee of the campus. Students must comply with all policies aimed at preventing plagiarism of documents, ideas, and works, since this violates professional ethics.

**In order to reduce/prevent plagiarism, facilitators will use SafeAssign™, a Blackboard plagiarism deterrent service used to verify students' ownership of written works. The use of this tool is explained in detail in our Blackboard Workshops.** Therefore, it is the responsibility of the student to take the workshops and to read the plagiarism policy of their institution.

6. **The facilitator is required to revise the activities, electronic links, and any other information that may be obsolete in the module and to update it accordingly. This may include adding or revising more recent readings relevant to the course.** This process needs to occur at least three weeks prior to the beginning of the first workshop and must be authorized by the Academic Director at the Campus, with copy to the Curriculum Development Services Director. It is the facilitator's responsibility to provide students with the document that includes all the approved changes made to the module during the first workshop.
7. The facilitator will establish the means of communication to be used when interacting with students. Also, the facilitator will provide his/her official SUAGM e-mail address (the official mean of communication in our institution), phone numbers, and schedule with his/her availability to be contacted to assist students.
8. The use of mobile phones is prohibited during class sessions. Therefore, it must remain on vibrate or silent mode always.

9. For security reasons, only students registered in the course are allowed access to classrooms.
10. All students are subject to the behavior policies and norms that govern the Sistema Universitario Ana G. Méndez.

### **Course Instructional Module**

The course instructional module is a guide of all course work requirements and the activities that will be completed before and during the workshop. It includes the content and language objectives, specific workshop objectives, constructivist activities, electronic links, Blackboard resources, and E-Lab resources, and the evaluation and assessment activities that will be used during the duration of the course. An additional document located in Blackboard contains the rubrics that will be used to evaluate the activities completed before and during the workshops. Our course modules are designed to help you offer your students the best classroom experience while learning in two languages. They will guide you with specific teaching and learning activities carefully designed by certified experts in the field of the course and evaluated by professional peer reviewers. The course module is divided in two main sections: the **General Course Information** and the weekly **Workshops**. The *General Course Information section* includes the course description, the course content objectives, the course language objectives, the course evaluation and grading scale, the course textbooks, and the reference and resources section. All the *Weekly Workshops* include the specific content objectives and language objectives for the week, technical vocabulary of the discipline, activities before the workshop (also known as assignments), activities that will be completed during the workshop, and specific workshop references and links.

If for any reason, you cannot access the links presented in the module, look for other reliable sources of information in the Virtual Library, the internet or visit the Learning Resources Center at your campus. Then, notify the campus Academic Director of non-functioning links immediately. You must provide students alternative professional links for the students.

There are many other search engines and links that can be used to conduct research. Some examples are:

- [www.google.com](http://www.google.com)
- [www.findarticles.com](http://www.findarticles.com)
- <http://bibliotecas.suagm.edu/SG4.aspx>
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)
- <https://www.tsl.texas.gov/texshare/index.html>
- <https://www.tdl.org/>
- <https://maryland.overdrive.com/>
- <http://www.apastyle.org/>

Visit the following websites to access videos:

- [ustream.tv](http://ustream.tv)
- [sedueradio.com](http://sedueradio.com)
- [youtube.com](http://youtube.com)
- [vimeo.com](http://vimeo.com)
- [skype.com](http://skype.com) (upon request and prior coordination)

Access the following links to buy or rent new or used textbooks or references:

- <http://www.chegg.com/> (rent)
- <http://www.allbookstores.com/> (buy)

These are only some of the companies where textbooks may be purchased or rented.

### **Blackboard Learning Management System**

Our university system uses Blackboard® as a platform to deliver courses and to enrich the university student's educational experience with face-to-face and online programs. Blackboard® is a learning management system that was developed to improve the educational process by making it more interesting, interactive, and effective. With Blackboard®, you are able to stay informed, involved, communicate with students, assign and receive homework, provide feedback and make yourself accessible, among other things.

### **Getting Started with Blackboard®**

In order to login to Blackboard, you must have an active SUAGM e-mail account. Please visit <https://ociteapps.suagm.edu/sica/> to obtain your account information. You will need your Faculty ID Number. The Web address to access Blackboard® is <https://suagm.blackboard.com>. Once you access Blackboard's home page, add the link to your *favorites* or bookmarks to make it easier to access. If you have problems accessing your Blackboard account, contact your Academic Director, the Learning Resources Center of your campus or the Service Desk via email [servicedesk@suagm.edu](mailto:servicedesk@suagm.edu) or by phone 787-751-0178, ext. 97847.

**Logging into Blackboard®**

1. Make sure you have an active SUAGM e-mail account.
2. Go to <https://suagm.blackboard.com>
3. Enter your username and password:
  - a. In the username field *@suagm.edu* should not be entered.
  - b. Example - jsmith187

**Accessing your class on Blackboard®**

1. Go to the **Courses** tab.
2. Click on your course under **Course List**.
3. You are now ready to start!

**Blackboard® Workshop Trainings**

We offer several workshop trainings, online and onsite, to help our facilitators effectively use and apply all the resources available in Blackboard. For information on how to enroll, contact your Academic Director. He/she will provide you with step-by-step information on these workshops, how to enroll, and how to participate in them. Always encourage your students to use the following tools:

- Discussion Forum
- Wiki
- Blog
- Glossary
- Journals
- Web conferencing
- Groups
- VoiceThread
- Rosetta Stone Advantage

**Office 365 Workshop Trainings**

Use and encourage your students to use the following Office 365 tools for class activities:

- OneDrive
- Mail
- Calendar
- Sway
- Yammer
- OneNote
- Share Point

The Learning Resources Center of your campus also has a list of Blackboard and Office 365 workshops available for you and your students.

### **Learning Resources Center**

The Learning Resources Center (LRC) at the Ana G. Méndez University System, Universidad del Turabo, Universidad del Este, and Universidad Metropolitana, are committed to helping users find the information they seek by offering print and online resources that respond to the academic programs offered at our USA campuses. The development of skills in information management are encouraged, so that academic requirements are met in an environment conducive to the creation, dissemination of knowledge, and its ethical use. In order to access these resources, click on the following link: <http://bibliotecas.suagm.edu/SG4.aspx>.

### **The E-Lab and its Resources**

The E-Lab is a collection of resources to help and support our students. It is composed of the following resources:

- NetTutor,
- Rosetta Stone Advantage (previously known as Tell Me More),
- VoiceThread, and the
- Virtual Library.
  - UMET
  - UT
  - UNE

All of these resources are available within Blackboard for our students, without the need to login to a separate resource or page. Each tool offers the ability to enrich their learning experience within their course by strengthening the necessary skills in both languages (English and Spanish). The Learning Resources Center (LRC) offers a series of workshops on Blackboard and the E-Lab resources. Visit the LRC of your campus and enroll in these workshops.

**NetTutor**

NetTutor is an online system that provides tutoring in the following subject areas: mathematics, statistics, business, finance, accounting, and the Spanish and English language. It also features an online writing lab in which students can submit their papers for feedback from certified tutors. This online service offers live tutoring, a question and answer center, tutorial archives and chat archives (meeting hours apply).

**Rosetta Stone Advantage**

Rosetta Stone Advantage (formerly known as Tell Me More) is an online system that aims to develop the skills to communicate, these include: listening, speaking, reading, and writing. This resource may be customized to learn from simulated everyday situations or professional language environments.

**Virtual Library**

The Virtual Library holds a wide variety of academic resources allowing students to access SUAGM's online electronic catalog, publications, newspapers, databases, electronic books, and other scholarly reference material. This electronic library is available for students enrolled in all our universities; Universidad del Turabo, Universidad del Este, and Universidad Metropolitana.

**VoiceThread**

The VoiceThread resource (previously known as Blackboard Collaborate Voice Tools) enables you to upload, share and discuss documents, presentations, images, audio files and videos. The tool allows commenting using your microphone, webcam, text, audio-file upload, or phone.

### **Digital Performance Portfolio**

The portfolio is defined as an instrument of growth and evaluation that effectively reveals students' content and language performance change and/or progress in a systematic way over time. It allows the assessment of student learning across all disciplines, and especially in the Discipline-Based Dual Language Immersion Model® for adult learners.

Implementation of the digital performance portfolio is **mandatory in all courses**. The performance portfolio is an integral component of the course evaluation criteria. Students must use the Digital Portfolio Zip File and the Performance *Portfolio Assessment Handbook* available in Blackboard. This Zip File contains the Digital Portfolio Template, the Digital Performance Portfolio Workshop Folders, and the Instructions to Create or Modify Existing Folders. The handbook contains the instructions on how to build and upload the digital portfolio. Facilitators must create an assignment in Blackboard for students to upload their digital portfolios.

The expectation for the performance portfolio is for the learner to provide a showcase of academic and linguistic growth as they become proficient dual language professionals. The facilitator must be very explicit on the documents to be included in the portfolio. All weekly assessments previously selected and corrected by the facilitator must be included in the portfolio.

### **WEB FOR FACULTY**

The *Web for Faculty* is the web area where you enter the final grade of your students. You can also use it to search for the following information: Faculty detailed schedule, faculty schedule by day and time, detailed class list, summary class list, and the course grade summary. Click on the following links to access the Web for Faculty area of your university and follow them in:

- To access Universidad del Turabo's Web for Faculty Area:

[https://utsserv.suagm.edu:4455/pls/studut/twbkwbis.P\\_WWWLogin](https://utsserv.suagm.edu:4455/pls/studut/twbkwbis.P_WWWLogin)

- To access Universidad del Este's Web for Faculty Area:  
[https://uesserv.suagm.edu:4445/pls/studue/twbkwbis.P\\_WWWLogin](https://uesserv.suagm.edu:4445/pls/studue/twbkwbis.P_WWWLogin)
- To access Universidad Metropolitana's Web for Faculty Area:  
[https://umsserv.suagm.edu:4435/UMET/twbkwbis.P\\_WWWLogin](https://umsserv.suagm.edu:4435/UMET/twbkwbis.P_WWWLogin)

To login, enter the Faculty Identification Number (S00...) and your pin. Contact the Academic Director of your campus if you don't have this information available.

### **Special Instructions for Facilitators**

1. Carefully read the module and familiarize yourself with their content. Verify that you have access to SUAGM accounts, E-Lab, email, and the Blackboard platform. If you need help in accessing them, contact your Academic Director, the Learning Resources Center of your campus or the Service Desk, via email [servicedesk@suagm.edu](mailto:servicedesk@suagm.edu) or by phone 787-751-0178, ext. 97847.
2. Prior to Workshop One, post announcements regarding important dates and other information about the course in Blackboard. Post constant reminders regarding activities to be completed prior to the workshop, projects, and the importance of completing the Language Lab/E-Lab exercises assigned by you during the course. It is very important that you provide feedback on a weekly basis regarding the activities completed prior to and during the workshop and the evaluations completed by the student.
3. During Workshop One, explain the Digital Performance Portfolio Assessment Handbook that can be found in the content area of your Blackboard course. This document provides detailed instructions for the effective completion of the digital portfolio. Familiarize yourself with this document to facilitate the development of the digital portfolio which is a requirement in all

our courses. Also, explain the student representative process and allow your group to select their “Student Representative”.

4. Students will use the NetTutor resource that appears in the E-Lab to revise written works before submitting them to you. This resource reviews writing and grammar principles of your writing and provides feedback to be incorporated into the document by the student prior to its submission.
5. Send written works to SafeAssign™ to detect plagiarism. Remind your students to avoid using information directly copied from the Internet and to use APA style to cite references. You must configure the assignments in Blackboard to be automatically submitted to SafeAssign™ before the workshop. This information is carefully explained in our workshops. Additionally, the Learning Resources Center (LRC) of your campus offers workshops related to the APA style and on the use and application of all the E-Lab resources.
6. If you have questions about the activities to be completed prior to and during the workshop or regarding the content, clarify them by contacting the Academic Director by means of the SUAGM email.
7. Students can research information on the course topics using the Virtual Library, the university's electronic libraries, Internet, and other academic resources of the E-Lab, such as electronic books and dictionaries. Students have access to the Virtual Library of all three universities.
8. Visit the Learning Resources Center at your campus and take all required workshops including Blackboard, the E-Lab resources, the APA style, and the Digital Performance Portfolio. This will allow you to be successful with the use of these resources.

9. During the last workshop, the facilitator must allow the Student Representative to complete the End of Course Evaluation process. Students will have 10-15 minutes to evaluate the course.

### **Faculty Professional Development Workshops**

Our institution offers multiple workshops trainings divided in three tiers to assist the facilitators in the process of implementing effective dual language instruction. Some of the topics covered are: the Discipline-Based Dual Language Immersion Model®, Learning Styles, Facilitation Techniques, Teaching and Learning Strategies for the Dual Language Learner, Blackboard, the E-Lab and many others. It is expected that facilitators implement all strategies and knowledge acquired in the trainings in weekly classroom instruction. The training topics constitute the areas of our coaching and mentoring *Classroom Observation Walkthroughs* by the Academic Director.

Due to the nature of our dual language instructional approach, facilitators must focus on teaching for transfer best practices during each class. Facilitators must assist students in using what they know in their first language to facilitate the acquisition and learning in the second language. Furthermore, facilitators make the most of using cognates that are words that have the same spelling and similar pronunciation in both languages. Finally, facilitators help students apply the acquired knowledge in the discipline, across the discipline, in real life situations, and in their professional settings.

Facilitators must complete professional development workshops before being assigned a course to teach and during their tenure in our institution. These workshops support facilitators as they differentiate instruction to meet the linguistic and academic needs of all of our learners. Classes

are student centered, and facilitators must consider the various learning styles to implement a wide variety of facilitation techniques that allow the learner to excel in both languages.

Our teaching methodology is based on the educational philosophy of Constructivism, “a philosophy of learning founded on the premise that by reflecting on our experiences, we construct our own understanding of the world we live in”. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. “Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences”.

(Funderstanding, 2011).

Facilitators are focused on assisting students to make connections between their prior knowledge, new knowledge, and real life experiences; thus, fostering a new understanding that is relevant to them. We also tailor our teaching strategies to students’ responses and encourage them to analyze, interpret, and predict information that can be applied to one’s daily life.

### **Research Law Compliance Requirement**

The law of research compliance only applies to the courses which are stated on the cover page of the course module. Students and faculty members of all courses that require a study/research, questionnaires or interviews, must comply with the norms and procedures of the Institutional Review Board (IRB) Office and obtain authorization to conduct any of the activities previously mentioned. All students, who must conduct a formal investigation as part of the requirements of a course, which requires the participation of other persons as part of a sample, must become certified by the Institutional Review Board (IRB) investigation processes.

Students and faculty members of the campuses of Florida, Maryland, and Texas must contact the Academic Director or the IRB institutional representative of the campus.

To access the forms from of the IRB Office or for additional information, visit the following link: <http://ac.suagm.edu/oficina-cumplimiento-responsabilidades-irb>, and select the forms needed.

In addition, the student and the facilitator will find instructions for several online certifications related to IRB processes by accessing the following link:

<http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>.

These certifications include: Human Subject Research (IRB), Health Insurance Portability and Accountability Act (HIPAA), Responsible Conduct of Research (RCR), and others that may be required by the facilitator of the course.

To clarify doubts or questions, please contact the Academic Director or the IRB institutional representative of your campus. If you are studying in the U.S., contact Ramón L. Nieves, compliance coordinator at (407) 207-3363, extension 1889.

### **Teaching Philosophy and Methodology**

The Discipline-Based Dual Language Immersion Model® is implemented with fidelity in all our campuses and is designed within an adult education framework. The model has four major goals: 1) students develop high levels of proficiency in their first and second language; 2) academic performance is at the highest levels of achievement; 3) all students demonstrate positive cross-cultural attitudes and behaviors needed for a global market; 4) students become bilingual, biliterate, and bicultural professionals. The model follows seven basic elements that together ensure the success of dual language education at the university level and the development of dual language professionals. These seven basic elements as explained by Soltero and Ortiz (2016) are delineated below.

1. **Use of both languages in all discipline courses:** All courses follow a strict design whereby 50% of all learning occurs in English and 50% in Spanish. Faculty use just one language in the workshop; the language assigned for the class in the instructional module. The subject matter is not repeated the following week in the alternate language, but the lesson just continues. The design structure, materials, activities, and assessments are evenly distributed between the languages on a weekly basis. To achieve the 50/50 approach in higher education, the discipline content is taught in Spanish one week and the following week it is taught in English. For example, if a course meets for ten weeks, five weeks are taught in Spanish and 5 weeks are taught in English by alternating languages weekly.
2. **Language development across the curriculum:** In addition to discipline learning objectives, each week integrates language objectives that are applied to the profession and are relevant to the week's subject matter. Assessment of learning is structured so that 70% of the students' grades are related to discipline objectives and 30% to language objectives. This integration of language across the curriculum allows students to develop their language skills in both English and Spanish in a setting that is more relevant and motivating to them: their discipline or field of study. Faculty is considered a language facilitator within the discipline they teach. For this reason, they participate in on-going training in research-based dual language strategies adapted for higher education students. The instructional module provided to Faculty delineates language objectives and content objectives as well as activities for both areas for the week. The instructional design follows the Collier Prism Model (2012), which achieves a balanced curriculum addressing linguistic, academic, cognitive, progress monitoring, and social/affective

dimensions. The platform for the instructional design is mediated using Constructivism and research-based practices for the dual language curriculum.

3. **Systematic distribution of the language arts domains:** In the course design, care is taken to make sure that students have the opportunity to develop all four language arts domains: listening, speaking, reading, and writing. Even with the 70% allotted for core discipline knowledge, 50% of the activities integrate listening and speaking skills and 50% of the activities integrate reading and writing skills. This is especially important in online courses that traditionally focus on reading and writing activities. A dual language professional must use all language arts domains in order to be effective in the workplace.
4. **Development of both languages through coursework:** In addition to language development throughout discipline-related coursework, all undergraduate degrees include preparatory and language enhancement courses. Students are assigned to these courses based on the scores obtained in the language placement tests. Students in undergraduate programs must take 12 credits of college-level courses in each language (Spanish and English). Graduate level students may enroll in any of the three enhancement language courses (Spanish & English) based on language placement tests, as applicable.
5. **Language placement testing in both languages:** All students admitted into the programs complete placement testing in both languages in order to determine the level of language coursework needed. Language placement tests assess language usage, reading comprehension, and grammatical structure. The graduate level placement tests also assess listening skills. For both undergraduate and graduate level programs, a speaking and writing assessment protocol has been established.
6. **Computerized learning assistance for academic support (E-Lab):** In addition to formal coursework, all students have access, free of charge, to learning assistance tools

that allow for supplementary learning assistance in both languages. Students are able to access language skills development software; content and writing tutoring; and, other tutorials and resources. Through the technological resources in the E-Lab students are able to use these resources on campus or through the internet. The E-Lab offers the following language and academic resources to students: (1) VoiceThread, (2) Rosetta Stone Advantage, (3) NetTutor, and (4) the Virtual Library. E-Lab complements the Learning Resource Center where students are able to access resources in both languages.

7. **Bilingual faculty and staff:** All faculty and administrative staff in the dual language campuses must be bilingual in order for students to receive services in the language of choice that is more conducive to their success. Although faculty use monolingual delivery in the classroom as stated on the instructional module, they must know the other language to provide an environment where beginning and intermediate level students feel free to ask questions and seek advice in their language, when needed. This requires intensive faculty and staff development opportunities to ensure that they have the skills and attitudes needed to serve students in a dual language environment (Soltero & Ortiz, 2016).

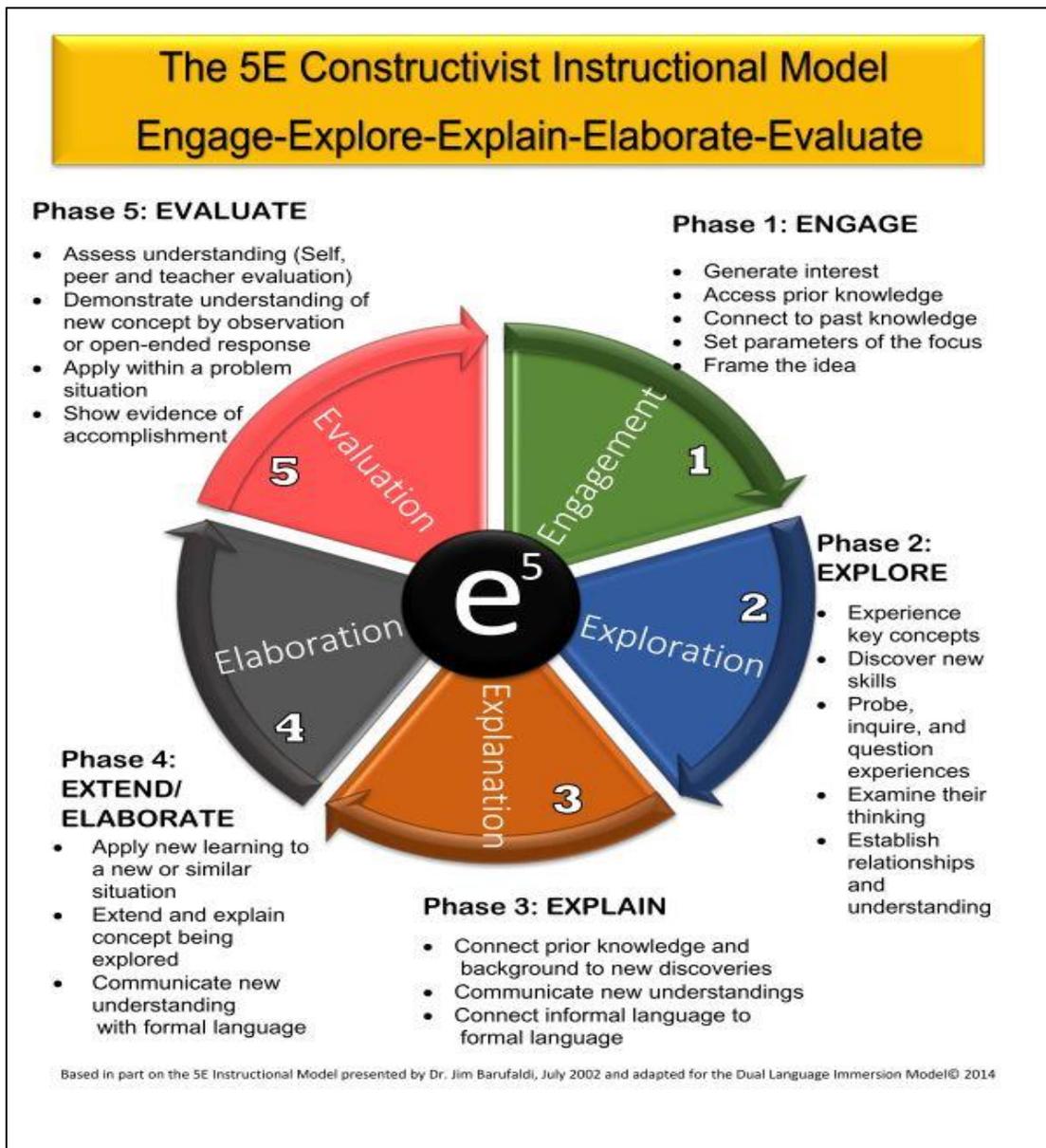
### **Guiding Principles of Constructivism**

These are the guiding principles of constructivism according to Jonassen (1994) and Brooks (1999):

1. Learning is a search for meaning. Therefore, learning must start from real life experiences which students are actively trying to construct **meaning**.
2. Constructing **meaning** requires understanding the “whole” as well as the “parts”. The “parts” must be understood in the context of the “whole”. Therefore, the learning process focuses on primary concepts in context not just isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and repeat someone else's meaning. Since education is inherently interdisciplinary, one of the most valuable ways to measure learning is **assessment**, an essential part of the learning process. Assessment provides students with information on the quality of their learning.
5. Evaluations should serve as self-analysis tools.
6. In the constructivist approach, adequate tools and environment help learners interpret the multiple perspectives of the world. The facilitator must strive to provide the tools and learning environment for the student.
7. Learning should be internally controlled and mediated by the learner.

**The 5E Constructivist Instructional Model**

As part of our teaching methodology, we use and implement the 5E Constructivist Instructional Model, which has been used since the late 1980’s. It is based on the use of curriculum materials. It falls within the theories of the Constructivist Teaching Model (Bybee, et. al., 2006). Every element of this model is infused throughout the module to promote students to construct their own knowledge.



### **Cooperative Learning Techniques in Dual Language Classrooms**

Research in cooperative learning has shown that, when dual language learners and students in general use cooperative techniques in classroom activities, they achieve better results in assessments, construct knowledge more effectively, and transfer experiences to real life experiences. These are examples of cooperative learning techniques/strategies that can be implemented with your students during class.

1. Discussion
  - a. Think-Pair-Share
  - b. Three-step Interview
2. Reciprocal teaching - explain, provide feedback, and understand alternative perspectives
  - a. Note-taking Pairs
  - b. Jigsaw
3. Graphic organizers - discover patterns and relationships
  - a. Group Grid
  - b. Sequence Chains
4. Writing - organize and synthesize information
  - a. Didactic Essay
  - b. Peer Editing
5. Problem-solving - develop strategies and analysis
  - a. Send-a-Problem
  - b. Three-Stay, One Stray

For additional cooperative learning strategies, access the links below:

1. <http://serc.carleton.edu/introgeo/cooperative/index.html>
2. [http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/279/Kagan-Structures-for-English-Language-Learners](http://www.kaganonline.com/free_articles/dr_spencer_kagan/279/Kagan-Structures-for-English-Language-Learners)

### **Instructional Methodology in Two Languages**

The dual language curriculum integrates the **Sheltered Instruction Observation Protocol (SIOP) Model**. The activities in the module were designed around the eight interrelated SIOP learning components to facilitate comprehensive instruction. The activities in the module address different components of this SIOP model (Echevarría, Vogt, and Short, 2014). The eight components of the SIOP Model are:

1. Lesson preparation – A lesson that allows students to make connections between what they know, their experiences, and the new information should be carefully planned.
2. Background knowledge – The concepts learned should be directly related to the students' experiences.
3. Comprehensible input – The facilitator should use academic vocabulary according to the students' level of proficiency.
4. Strategies – Techniques, methods, and mental processes that improve how students understand and retain information should be used.
5. Interaction – Students should have the opportunity to utilize language in multiple ways across the curriculum.
6. Practice/Application – Students should have the opportunity to utilize instructional resources to practice and apply content.

7. Lesson delivery – The facilitator should develop content and language objectives throughout the lesson and create opportunities that involve the students during the course of the learning process.
8. Review/Assessment – These should be utilized throughout the lesson to determine students' mastery of the lesson.

These instructional strategies are connected to each one of these components, allowing that the design and presentation of a lesson address the academic and linguistic needs of second language learners. Each lesson integrates dual language strategies and instructional approaches that ensure students' linguistic and academic success.

**SIOP Components**

The dual language instructional strategies are indicated below each SIOP component (A-E). These strategies allow the design and delivery of a lesson that addresses the academic and linguistic needs of second language learners. The facilitator must select the **Cognitive Academic Language Learning Approach (CALLA)** strategies that best align to the specific content and language objectives of the workshop and integrate them in the lesson activities to ensure maximum learning and academic performance.

**Phase 1: Engage** (Refer to the 5E Instructional Model diagram.)

<p><b>A. Lesson Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adaptation of Content</li> <li><input type="checkbox"/> Links to Background Knowledge</li> <li><input type="checkbox"/> Links to Past Learning</li> <li><input type="checkbox"/> Incorporated Strategies</li> </ul>	<p><b>B. Scaffolding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Guided Practice</li> <li><input type="checkbox"/> Independent Practice</li> <li><input type="checkbox"/> Comprehensible Input</li> </ul>
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**Phase 2: Explore; Phase 3: Explain; Phase 4: Extend** (Refer to the explanations of these three stages of the lesson.)

**CALLA Strategies** (*Cognitive Academic Language Learning Approach*)  
 The facilitator must specify the CALLA learning strategies that will be used in the lesson and explain each one to the students.

**Names of the Strategies:**

<input type="checkbox"/> Cognitive	1) _____	2) _____
<input type="checkbox"/> Metacognitive	1) _____	2) _____
<input type="checkbox"/> Social/Affective	1) _____	2) _____

<p><b>C. Grouping Options</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Whole Group</li> <li><input type="checkbox"/> Small Group</li> <li><input type="checkbox"/> Partners</li> <li><input type="checkbox"/> Independent Work</li> </ul>	<p><b>D. Integration of Language Domains</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> </ul>
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The facilitator must explain the cooperative learning techniques that will be used to the students.

**Phase 5: Elaboration** (Refer to the explanation of this stage of the lesson.)

**E. Learning Application**

- Dynamic
- Meaningful/Relevant
- Rigorous
- Linked to Objectives
- Promotes Engagement

**Note:** For further practice on how to implement this model and strategies, sign up for our SIOP and CALLA Professional Development Workshops.

**Expediting Comprehension for English Language Learners (ExC-ELL)**

**Component: Vocabulary**

**There are three types of words that affect comprehension and academic success (Calderón, 2011):**

**Tier 1** are basic words which second language learners need to communicate, read, and write. These include words that should be taught due to spelling (*tough, toothache*), pronunciation or confusion with homophones (*ship/chip, blue/blew, sum/some*), false cognates (*exit, embarrassed, success*), and background knowledge (*skyscraper, lawnmower*).

**Tier 2** are information processing words that nest Tier 3 words in long sentences, polysemous words - homonyms or homographs (*solution, power, table, roll, left*), transition words (*however, as well as, nevertheless, for instance*), connectors (for cause and effect – *because, due to, as a result*; for contrast – *but, although, in contrast*; for addition or comparison – *and, also, moreover*), phrase clusters (*scope and sequence, academic language*), idioms (*give me a break, walk in her shoes*), and more sophisticated words for discussions and specificity in descriptions (examples of specificity for the word “talk” are *argue, declare, converse*).

**Tier 3** are subject-specific words that label content discipline concepts, subjects, and topics. They are infrequently used academic words. Some examples are: *photosynthesis, pharmacology, democracy, hemorrhage, osmosis, and autism*.

The facilitator will select three words from **Tier 1** that will hinder comprehension of required workshop **Tier 2** words and three targeted **Tier 3** words critical for comprehension and learning of the concepts for the workshop.

**Tier 1** words must be addressed as they appear in teaching and learning activities in the classroom.

<p><b>Tier 1</b> <b>Simple Words</b></p>	<p><b>Tier 2</b> <b>Information Processing</b> <b>Words</b></p>	<p><b>Tier 3</b> <b>Academic Words</b></p>

**Component: Reading**

Reading is the gateway to success. Incorporating all the elements within daily instruction in all subjects is critical. English Language Learners (ELL) must meet the simultaneous challenge of learning English as well as academic content; and instructors must meet the challenge of providing explicit and systematic instruction while giving students the skills and confidence to become effective communicators as well as independent learners and problem solvers. (Calderon, 2016)

**5 Building Blocks for engagement with Reading:**

1. Prepare to Read
2. Model
3. Partner Reading and Summarizing
4. Consolidate Language, Literacy and Content
5. Connect Reading and Writing

**Prepare to Read:**

Prepare to read: hook the reader, pre teach vocabulary, present objectives.

**Model:**

Model comprehension / Close Reading: self-correction, and reading strategies such as Read Aloud and Think Aloud.

**Partner Reading and Summarizing**

Partner reading with Oral Summaries that promote fluency, comprehension and promotes the acquisition of vocabulary.

**Consolidate Language, Literacy and Content**

Debrief, develop text-based questions and incorporate Cooperative Learning activities.

**Connect Reading and Writing**

Develop text dependent questions, round table, Write Around activities.

**Component: Writing**

Writing is a complex and challenging task to learn. However, it is essential that students become fluent and competent writers. “However, writing can also act as a gatekeeper because those with weak writing skills face limitations on what they can achieve in schooling and in the world of work.” (Writing Now, National Council of Teachers of English in Calderon, 2016)

**Writing for English Language Learners (ELs):**

1. Writing is the most difficult domain for ELs and their instructors.
2. ELs need to develop writing skills for each content area as they simultaneously learn, comprehend, and apply content-area concepts in their second language.
3. ELs are learning academic language while also learning vocabulary, the mechanics of writing, various genres, and editing procedures.
4. Writing strategies work best with ELs when they are taught in the context of what they are reading and as they use the new vocabulary learned.
5. Writing can and should be fun and effective for all students to engage them in the writing process. This holds true at the college level. Students at the graduate and undergraduate levels must acquire content knowledge that they will put into practice during their professional careers. Reading comprehension and writing skills are both essential for their success.

**Tips:**

1. Modeling is perhaps one of the best ways to introduce quality writing to ELs.
2. Collaborative or cooperative writing strategies have proven to work best for teaching writing to ELs.
3. Teaching students to write in core content courses is a key component of literacy development. Students will learn not only writing strategies but also to use key vocabulary in context.
4. Students need to see models of different text genres before they are asked to compose in that genre.
5. Instructors should have examples of writing for various content areas-periodicals, magazines, letters, etc.

**Note:** For further practice on how to implement this model and strategies, sign up for the ExC-ELL Professional Development Workshops.

**RESOURCES FOR FACULTY**

1. <http://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf>
2. <http://www.ascd.org/publications/books/115011/chapters/Why-Check-for-Understanding%C2%A2.aspx>
3. <http://daretodifferentiate.wikispaces.com/file/view/strategies.pdf>
4. <http://www.christina.k12.de.us/LiteracyLinks/elemresources/comprehension/techniques.pdf>
5. <http://calla.ws/strategies/>
6. [http://www.everythingsl.net/in-services/using\\_siop\\_model\\_08621.php.php](http://www.everythingsl.net/in-services/using_siop_model_08621.php.php)
7. <http://eldstrategies.com/comprehensibleinput.html>
8. [http://www.morrow.k12.or.us/sites/morrow.k12.or.us/files/File/staffresources/siop/SIOP\\_Pamphelt.pdf](http://www.morrow.k12.or.us/sites/morrow.k12.or.us/files/File/staffresources/siop/SIOP_Pamphelt.pdf)
9. <http://www.thirteen.org/edonline/concept2class/constructivism/>
10. <https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

11. <http://www.bing.com/images/search?q=knowles+6+principles+of+andragogy&id=FFD6EFFEE22ACC73A55B0A43D5D73C0DA1A6C6DB&FORM=IQFRBA>



12. [http://www.diffen.com/difference/Andragogy\\_vs\\_Pedagogy](http://www.diffen.com/difference/Andragogy_vs_Pedagogy)
13. <http://www.bing.com/search?q=higher+ed+grophic+organizers&src=IE-SearchBox&FORM=IESR02>
14. <https://www.cloud.edu/Assets/PDFs/assessment/marzano%209%20strategies.pdf>
15. <http://www.sk.com.br/sk-krash-english.html>
16. <https://nceo.umn.edu/docs/Presentations/NCEO-LEP-IEP-ASCDGlossary.pdf>
17. <http://edglossary.org/scaffolding/>
18. <https://www.wida.us/>
19. <http://www.tesol.org/>
20. <http://www.nabe.org/>
21. <http://www.ascd.org/Default.aspx>
22. <http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>

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