* **OPEN AND DISTANCE LEARNING MIDTERM ASSIGNMENT**
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*INTRODUCTION*

We have transitioned to a new era with distance education. Students discovered many new perspectives and different skills in this online learning environment. As students, we gained many creative skills and perceptions through our Open and Distance Learning course. We discussed some basic topics with our classmates. During the whole process, we discussed 4 topics with my classmate Fulya. We decided to discuss each of our videos on ppt. Because we needed highlights and reminders. During these 4 weeks, we discussed Distance Language Teaching with Technology, Presence in Online Teaching, Fake Engagement and Flipped Classroom, respectively. When we look back, we deeply believe that we were making progress and develop ourselves in every way.

*CONTENT*

Our first topic was Distance Language Teaching with Technology. We started our discussion with this sentence; “The bulk of the learning takes place in non‐co‐presence.” (Lamy 2013a, 144) At the beginning of our discussion, we mentioned that opportunities of distance education on English language. We thought that this is a chance given for us. Because, thanks to distance learning with technology, especially English course is more diverse and creative. We are aware of desire of students to engage to lessons with technology. We connected this desirable participation to our examples. We discussed some tools and opened our blogs we created. We examined our studies in our blogs. And then, I wanted to share a sentence from the article. I connected this sentence to importance of pronunciation. My point was that students' pronunciation is getting more develop thanks to distance language learning with technology. This is one the effects of distance teaching. I said that we hear English softly thanks to technology. After that we gave examples through our internship. And, we discussed our internship according to distance language teaching. We clarified both good and wrong sides. Depend on this, we showed Hampel and Stickler's pyramid. This pyramid shows us 7 key competencies about distance teaching. According to this pyramid, we compared our cooperating teacher from internship. At the end of our first discussion, we hoped to have these 7 competencies in future.

Our second topic was Presence in Online Teaching. **Teaching presence begins before the course commences as the teacher, acting as instructional designer, plans and prepares the course of studies, and it continues during the course, as the instructor facilitates the discourse and provides direct instruction when required**(Anderson, et al, 2001**)** I think we discussed this issue mostly in a student position. Because our ideas were mostly in students side. But we were able to make two-sided comments. I started the discussion with an example about camera in classrooms. We believe that camera is the most important factor in online education. But, we defended some possible situations for students. We gave examples about ourselves. At the beginning of the discussion, we explained in detail students' feelings about the camera. But, of course we did empathy. Because, we deeply believe that sometimes teachers can feel lonely when they are teaching. This shows how important presence is in online teaching. We talked about how well Kenan Teacher manages presence issue. We gave examples about it. Later, we analyzed the the table included some example sentences about getting students to participate in the lesson. This table helped us understand presence a little more. After the table, we explained the 3 aspects of presence. Thus, we acquired better the topic. My friend Fulya, opened a video about presence to understand better. (eteachonline, 2020) The video summed up very effectively and we really liked it. At the end of the our discussion, we opened a schema and we clarified both student presence and teacher presence. We finished our discussion through schema about supporting presence in online learning environment.

Our third topic was Fake Engagement. We started our discussion with key terms again. First of all, we wanted to clarify the topic with key terms. I mentioned motivation again. In my opinion, motivation is the basic term. Later, we talked about students' engagement in English courses. We searched the answer of this question; Why should students engage especially in English courses? We also discussed importance of differentiation in English courses. Because, every different activity appeals to every different student. And, we believe that every different activity brings originality. Of course, this affects engagement and makes students feel more valuable. And then, we defined 3 engagement types. We discussed the question; Why do you think there is low participation in language classes? In our opinion, this question is so open-ended. There can be so many reasons. We analyzed some of them. We found some solutions about it. After that, we connected this question to fake engagement. The article our teacher gave us says; Physical conditions, teaching style, content or social expectations can cause fake engagement. We discussed a bit about it. We did empathy as students. Thus, we put and ended to this discussion.

Our fourth topic was Flipped Classroom. At the beginning of our video, we stated that this is the topic we liked most. Later, I mentioned that English is different than other courses. We need to listen and use the language all the time. Also, we need to see so many different resources so that we acquire faster and better. Of course, we connected this to flipped classroom. Thus, we defined flipped lesson and flipped classroom. My friend Fulya, mentioned about Bloom's Taxonomy. (Kurt, 2018) We gave examples through it. We showed some activities we applied before. We remembered our blogs. We diversified so many activities during our university process. At the same time, we summed up flipped classroom. Depend on this, I mentioned about student autonomy. Because I believe that diversity brings more autonomy. Since the autonomy is remarkable, I especially wanted to research and share it. It is very important that students be trained to become independent learners. For this reason, Flipped classroom is suitable for many types of courses because it allows students to learn English effectively and autonomously. Thus, we stated that facilitating sides of Flipped lesson. After that, we decided to mention challenges about Flipped lesson. We needed to show both sides. Unfortunately, some perceptions about flipped classroom that I mentioned left behind the challenges. Most students have said a lot of quality and effective things about the flipped classroom. In this way, this evidences guided us. We ended the discussion by noticing that what we are doing now is also an example of a flipped classroom.

*CONCLUSION*

As a result, I must definitely say that the whole process contributed us so many features. When I look at our first and last discussion, I can see a huge difference. We developed ourselves in every aspect. Our discussion time and quality increased, we were able to discuss with more perspectives, we were able to express our ideas more comfortably, and we were able to reflect and apply all the topics we discussed in these 4 videos. We put a sentence at the beginning of each of our presentations and we got that even a single sentence can illuminate us about the topic. In addition, this process was a chance given to us. Because there were certain things that limited us in the lessons. Thus, we were able to reveal more creative and different informations relevant to our topic. Briefly, this was an opportunity that prepared us for the lesson and allowed us to improve in many ways.

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* ***‘’The bulk of the learning takes place in non-co-presence’’***
* ***‘’As Internet-based technology evolves in this social direction, it points to the importance of the sense of presence.’’***
* ***’’The best the teacher can hope for is to create an atmosphere in his/her classroom that is separated from any negative challenges mentioned in the causes section.’’***
* ***‘’Flipped Learning; gateway to student engagement.’’***