

Day 2 / Session 1: Using the PErCOLATE Modules

PErCOLATE topic - based modules

Each topic-based module is designed with **two goals in mind:**

- Help FL TAs reflect on how their beliefs and experiences both as language learners and teachers impact their own instructional practices
- Facilitate through structured inquiry and reflection FL TAs' embracing of the theoretical concepts presented in the modules which will lead them to gradually re-think and re-orient the way they currently teach so that it is more in line with current conceptualizations of language and language learning and teaching as reflected in a multiliteracies approach.

What topics do they address?

Two introductory modules:

- Literacy and multiliteracies-oriented approaches in collegiate FL curriculum
- Sociocultural theory and FL teacher professional development

Seven topic-based modules

- Establishing instructional goals and objectives for teaching and assessment
- Reconceptualizing grammar and vocabulary as meaning-making resources
- Scaffolding oral participation in the classroom
- Teaching reading as creating meaning from texts
- Teaching writing as designing meaning through texts
- Interpreting audio and visual texts
- Internet, computer technologies, and new forms of meaning-design

Who is the audience?

They are geared toward the *professional development* of FL teaching assistants (TAs) and adjunct instructors in a variety of languages and teaching contexts.

These modules are primarily intended to supplement the traditional model of professional development already in place in FL departments by adding flexible sets of materials and activities relevant to teaching not only language but also literature and culture across the 4-year FL curriculum.

What is the purpose?

The PErCOLATE project serves two key purposes:

- Expand the limited scope of in-service professional development prevalent in most FL departments to better serve the long-term needs of FL TAs and adjunct instructors
- Provide an alternative structure for professional development in programs where there is either a LPD with no applied linguistics/FL education background or no LPD at all (the norm in most LCTL language programs)

How can the modules be used?

Given the flexible nature of these modules, they can be used in whatever manner befits your immediate context: by individual FL TAs, pairs or small groups of FL TAs, or as part of a departmental LPD-led professional development program for FL TAs, methods course or individual workshops.

There is no prescribed order in which the modules ought to be used; rather, interest and felt need should be the driving force behind those modules selected for use and the timing of their implementation. Further, because there is also no prescribed pace at which users must move through the modules, users can also revisit them at different points in their professional development.

*Using PErCOLATE modules as part of teacher professional development
 workshop series*

IMPLEMENTING PErCOLATE MODULES IN A REVISED PROFESSIONAL
 DEVELOPMENT MODEL

Sample 5-year sequence

Semester	University-Course	Workshop: PErCOLATE Modules
Semester 1	Introductory Methods seminar Introductory Modules + 2 Focus on beginning level	Introductory Modules + 2 Focus on beginning level
Semester 2		2
Semester 3		2
Semester 4		1
Semester 5	Advanced Methods seminar	
Semester 6		Self-directed, self-selected modules based on interest and needs. Focus on intermediate and advanced levels.
Semester 7		
Semester 8		
Semester 9		
Semester 10		

Before the first workshop meeting of the week: Ask teachers to complete the following online

Steps	Activities	Notes
Key concepts	Organize teachers in small groups, assign a concept to each group and ask them to write up a definition.	
Questions to Consider.	Teachers focus on Questions to Consider. Ask teachers to read thoughts posted by fellow teachers.	
Brief introduction to the topic.	Teachers remain in their groups and read overview. Once they have read the overview, prompt them to go back to revisit <i>Key Concepts</i> and <i>Questions to Consider</i> whether there is anything they might want to change at this point.	
Webinar	Teachers watch each segment separately and make note of ideas of interest.	
Core readings and pre reflective questions	Teachers consider the pre- and post-reading reflective questions before and after reading articles, and post their answers and further questions they may have. Teachers go back to	

	Key concepts and update information as needed based on insight yielded by readings.	
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During the first workshop meeting

Steps	Activities	Notes
Core readings and pre reflective questions	Class discussion based on the readings. LPD brings to the discussion comments and questions posted by teachers.	
Pedagogical applications	LPD assigns groups to tasks. First teachers examine relevant examples.	

During the second workshop meeting

Steps	Activities	Notes
Lesson Study	Formation of a lesson study group Focus of the lesson study Plan the research lesson Team and individual planning	

[Teaching and observation of the lesson. Collection of student evidence of learning]

During the third workshop meeting

Steps	Activities	Notes
Lesson Study	Share data from the lesson Revise lesson together Make lesson available to others	

After the third workshop meeting: Ask teachers to do the following. Online reflective teaching journal. Dialogue between LPD and teacher.

Steps	Activities	Notes
Lesson Study	Reflective teaching prompt	