



## **Call for Case Reports on Online English Language Teacher Education**

TIRF – The International Research Foundation for English Language Education – is seeking brief case reports of online English language teacher education programs or courses. The case reports can describe either pre-service or in-service professional development opportunities.

These case reports will be generated by answering questions about the goals, objectives, and processes of the programs and courses, as well as other facts related to the teacher education programs featured. The cases selected will represent various types of programs, including workshops, professional certificates, and degrees. They will also be chosen to provide geographic diversity. The individual case reports are due by June 30, 2012.

---

---

The case reports will be analyzed and synthesized into a commissioned study, which is tentatively entitled, *Online English Language Teacher Education: Case Reports of Innovative Online Delivery*. The published study will be made available to interested parties worldwide at <http://www.tirfonline.org>. In addition, edited versions of the case reports selected for inclusion in this study will be posted on TIRF's website.

---

---

### **Objective**

To generate multiple case reports that describe what language teacher education programs, workshops, and/or courses are currently being offered online and what their key characteristics are, including what qualifications they lead to.

### **Reading Audience and Purpose**

The primary readership includes English language program teacher educators, administrators, and prospective English language teachers. The report will also be of interest to publishers, professional associations, test developers, researchers, public schools, and ministries of education. It should be useful to existing online English language teacher education programs, as well as to those who are considering offering such programs. In addition, to the extent possible, it should be readable by the general public, including people who are not native readers of English and who may not be familiar with the jargon of language teaching and applied linguistics.

### **Authorship of Each Case Report**

The case reports will be solicited from people engaged in online English language teacher education in a range of circumstances. TIRF seeks case reports from varied providers (professional associations, publishers, private companies, colleges/universities, etc.). To write the case reports, we ask that contributors follow the guidelines below:



## **Guidelines for Case Report Content**

### **Organizational Headings for Online Language Teacher Education Case Reports**

**Note:** Definition of terms. **Professional development opportunity** (PDO) refers broadly to any online TESOL education offering where at least 80% is delivered online. This may include professional development courses, certificates, diplomas, degree programs delivered by for-profit education organizations, professional organizations, and colleges/universities. **Teacher educator** refers broadly to any educators with primary responsibility for delivering the PDO online.

#### **1. Identify and describe the PDO.**

Please include the following:

- the country where the PDO is incorporated,
- the qualification offered (e.g., professional certificate, degree, DELTA),
- when the PDO started,
- how many instructors teach in the PDO,
- how many administrators support the PDO, and
- what the particular niche characteristics of the PDO are (e.g., focus on pre-service, students in particular countries).

Please supply the URL for the PDO.

#### **2. Describe the target audience for the PDO.**

Please include the following:

- who the PDO is offered to,
- who enrolls in the PDO (e.g., people who are already teaching, clients who intend to travel),
- ages of students,
- countries students are from,
- why students choose an online PDO, and
- the number of students currently enrolled.

#### **3. Describe how you recruit students for your PDO.**

Please include the following:

- Marketing
  - the types of marketing materials (e.g., print outlets, professional journals, own website, trade shows, recruiting agencies), and



- the focus of marketing (e.g., cost of the PDO, quality of the PDO, opportunities students will have after completion).

**NOTE:** Please provide reasons for these marketing choices.

- Word of mouth (e.g., alumni, Facebook).

**4. Describe the curriculum choices made.**

Please include the following:

- why online delivery was chosen,
- who developed the curriculum and what experience they had,
- how the needs assessment was conducted,
- whether the PDO is based on an already existing face-to-face PDO (if so, how the online PDO differs), and
- how the teacher-student ratio was determined.

**NOTE:** Please provide reasons for your curriculum choices.

**5. Explain the PDO's over-arching goals and specific objectives.**

**NOTE:** Please provide reasons for these choices.

**6. Describe the teaching and learning activities used in the PDO and what online applications are used to support these activities.**

Please include:

- types of learning activities (e.g., projects, problem-solving in groups),
- delivery mechanisms (e.g., recorded lectures, live chats),
- types of feedback provided to students, and
- a description of the synchronous and asynchronous interactions used,

**NOTE:** Please provide reasons for these choices.

**7. Describe how the PDO helps students understand the local contexts in which they are studying so that they can work together with others in the global context of your online PDO.**

Please include issues around:

- access,
- developing world versus developed world,
- cultural bias,



- intercultural communication, and
- local contexts with minimal technological resources.

**8. Describe how the PDO helps prepare students for the local contexts in which they will work.**

Please include issues around:

- developing world versus developed world,
- cultural differences,
- contexts with minimal resources (textbooks, equipment)
- attitudes towards English, and
- attitudes towards language learning.

**9. Explain the characteristics of the teacher educator(s) working in the PDO.**

Please include:

- professional qualifications required,
- previous experience and/or training in technology required,
- training in technology provided by the PDO, and
- use of tutors/teaching assistants.

**10. Describe the non-teaching support staff in the PDO.**

Please include:

- ratio of support staff to students, and
- functions of support staff (e.g., career advisement, technological support)

**11. Explain the learning assessments used in the PDO.**

Please include:

- exit mechanisms such as theses, portfolio, exams,
- teaching practicum (what it entails, how sites are chosen, how practice teaching is evaluated), and
- on-going, in-course assessments.

**NOTE:** Please provide reasons for these choices.

**12. Explain the mechanisms used to evaluate the PDO.**

Please include:

- quality assurance,



- accreditation,
- external recognition (e.g., by a government body), and
- student evaluation of teaching.

**13. Discuss the challenges involved in offering this PDO online.**

Please include:

- technological challenges from both teacher and learner perspectives,
- scheduling synchronous activities for multiple time zones, and
- student access to non-digital resources (e.g., library).

**14. Describe the successes of the PDO and explain how they are documented.**

Please include:

- student satisfaction surveys,
- alumni surveys,
- professional positions held by alumni, and
- awards received by the PDO, teachers, students, or alumni.

---

---

**Guidelines for Writing Case Reports**

1. All case reports should be submitted in Times New Roman, 12-pt. font, double-spaced. 1 inch margins.
2. Use the Oxford comma before *and* in a list (e.g., oranges, apples, and pears).
3. Use one space after sentence-final period/full-stop.
4. Spell out all acronyms at first use.
5. Use U.S. spelling conventions.
6. Headings in the case reports should consist of the complete numbered, bolded headings provided above. Although the subheadings are in a bulleted list above, the questions should be answered as much as possible by paragraphs (rather than bulleted or numbered lists). Paragraphs in the case reports should follow the complete prompts. Please do not shorten the prompts.
7. Do not use headers/footers except to insert page numbers in the lower right corner of the page.
8. Pluralize subjects/object whenever possible in order to avoid the appearance of sexist language (i.e., use *they/their/theirs/them* instead of *he/she/his/her/him/her*).
9. Websites must be provided for the organization described in the case report.
10. Case contributors need to submit their case reports in Word format (not PDF).
11. The format of bulleted lists and numbered lists must be consistent. For numbered lists in a paragraph, use double parentheses, as in (1), (2), and (3). For numbered lists at the left



margin, use a number followed by a period. For bulleted lists use small square black bullets.

12. Leave one blank line after each heading.
13. Each case report file should be named as follows

TIRF\_OLTE\_CaseReport\_Author'sFamilyName\_Date

For example: TIRF\_OLTE\_CaseReport\_Bailey\_2March2012

14. TIRF reserves the right to edit all case reports for content, format, style, and length.
15. Case reports will not be accepted if the initial requirements above are not met.

---

---

### **Example Case Report**

To help you write your own case report, we have provided an example on the TIRF website. Before writing your case report, please review the example at: [http://www.tirfonline.org/wp-content/uploads/2012/05/TIRF\\_OLTE\\_CaseReport\\_Bailey\\_26April2012.pdf](http://www.tirfonline.org/wp-content/uploads/2012/05/TIRF_OLTE_CaseReport_Bailey_26April2012.pdf)

#### **Please Note:**

All case reports must include the written permission of the host institution/organization for TIRF to use its name and the information about it in the final published paper and on our website. Please complete the form at the end of this document and include it at the end of your case report upon submission.

Once you have finished writing your case, you may directly upload it to TIRF's website by clicking on the following link: <http://www.tirfonline.org/research-grants/doctoral-dissertation-grants/application-submission-area/>. From the dropdown menu, please select "Case Reports – Online Teacher Language Education." Then select "Browse" and upload only one document per line.

If you have questions about the case reports, please email [denise.murray@tirfonline.org](mailto:denise.murray@tirfonline.org).

If you have questions about uploading your submission, please email [info@tirfonline.org](mailto:info@tirfonline.org).



**This document will provide your informed consent to The International Research Foundation for English Language Education (TIRF) for the possible use of your case report. The case report may be selected to be summarized in TIRF’s upcoming publication entitled (working title), *Online English Language Teacher Education: Case Reports of Innovative Online Delivery*. We also plan to post a version of the case reports selected on TIRF’s website.**

Case author: \_\_\_\_\_ Date: \_\_\_\_\_

The case report submitted was based on the online English language teacher education training program offered by:

\_\_\_\_\_  
(Name of organization where the training is/was offered) (City, State/Country)

By completing this form, you are providing TIRF express written consent to publish your case report in print and online if it is selected for inclusion in this project. Please check the box below, type your name, and return the form to TIRF. In order for your case report to be considered for inclusion, this completed form must be copied and pasted into the end of your case report and uploaded as you submit the case report.

If you are not the key decision maker for the organization that offers the training program described in the case report, your consent and signature indicate that you have received permission from that decision maker for this case report to be summarized in the aforementioned TIRF publication and to be posted on TIRF’s website.

I hereby **give** informed consent for the use of my case report to TIRF.

Under the Uniform Electronic Transactions Act, by typing your name in the signature line below and sending the consent form via email, your electronic signature creates a record of your intent to provide consent.

\_\_\_\_\_  
Case Author’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
TIRF Representative: \_\_\_\_\_ Date: \_\_\_\_\_

Please note: If we do not receive a consent form from you, we will not be able to consider your case report for inclusion in our publication or website. Thank you for your attention to this matter and for your contribution to TIRF’s programs.