Instructional Design and Online Learning

GUIDELINES FOR THE AE E-TEACHER PROGRAM

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# Table of Contents

- **Introduction** ........................................................................................................................................................................... 2
- **What are Instructional Design and Online Learning Standards?** ................................................................................................. 2
- **Assessment and Evaluation** ....................................................................................................................................................... 3
- **Domain 1. Access** ............................................................................................................................................................................ 4
  - Standard 1. Course Hosting ............................................................................................................................................................... 4
  - Standard 2. Technology ...................................................................................................................................................................... 5
  - Standard 3. Open Environments .................................................................................................................................................... 11
- **Domain 2. Format** ............................................................................................................................................................................ 13
  - Standard 1. Font ............................................................................................................................................................................... 13
  - Standard 2. Rendering and Optimization ........................................................................................................................................ 14
- **Domain 3. Learning Environment** ............................................................................................................................................... 16
  - Standard 1. Collaboration ............................................................................................................................................................... 16
  - Standard 2. Asynchronous Instruction ........................................................................................................................................... 18
  - Standard 3. Engagement ................................................................................................................................................................. 18
- **Domain 4. Assessment** ................................................................................................................................................................. 19
  - Standard 1. Response Types ............................................................................................................................................................ 20
  - Standard 2. Access to Course Elements ......................................................................................................................................... 22
- **Glossary of Terms** ........................................................................................................................................................................ 23
- **Bibliography** ................................................................................................................................................................................ 25
Introduction

These standards are intended to serve as guidelines for partners to ensure that courses and materials meet the requirements and support the goals of the American English (AE) E-Teacher program. The standards are divided into four (4) major categories, or domains: Access, Format, Learning Environment, and Assessment. Each domain is further divided into one or more specific standards that describe AE E-Teacher program expectations for course design.

These standards have been created to reflect the specific pedagogical and cultural needs of AE E-Teacher participants. Use of these standards does not preclude the use of other commonly used standards related to the field of TESOL, Applied Linguistics, instructional design, or online learning.

What are Instructional Design and Online Learning Standards?

Instructional Design and Online Learning Standards are guidelines and recommendations for the design of online educational opportunities. These guidelines ensure that courses are not only high quality, but also functional, accessible, and manageable. Principles of accessible design, universal design, and computer-assisted language learning (CALL) are featured throughout these guidelines.

According to Usability First:

“Accessible Design” calls for design that includes the needs of people whose physical, mental, or environmental conditions limit their performance. “Universal Design” aims to extend standard design principles to include people of all ages and abilities, but remains at the level of generality, so it does not address all the specific needs of any particular disability. ¹

CALL guidelines go beyond the sole use of computers for language learning, and extend to a variety of platforms and technological products that may not have been explicitly developed for use in the classroom.² These include but are not limited to smartphones and applications (apps) that are used instead of, or in tandem with, computers for language learning.

These guidelines are designed to support the primary goal of the AE E-Teacher program, which is to strengthen the professional skills of non-native English speaking teachers (NNESTs) by providing accessible, well-designed Global Online Courses (GOCs), Massive Open Online Courses (MOOCs), and other online professional development opportunities. These quality assurance guidelines are to be used by partners developing courses and other professional development opportunities for the AE E-Teacher program.

Courses developed for the AE E-Teacher program are expected to utilize a student-centered approach where technology is used to support participants’ pedagogical goals. Although program opportunities are offered online, participants’ needs and ability to access the program are of greater importance than using

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new and innovative technology. The use of technology should be appropriate, efficient, and effective.\textsuperscript{3} The technology available to participants will vary widely, as will their technological abilities and comfort levels, so courses need to be designed to encompass a wide variety of user needs, but targeted enough to impart robust learning outcomes.

Assessment and Evaluation

A rubric is included for each standard. These rubrics contain performance indicators and are meant to serve as course assessment tools. The performance indicators are intended to provide guidance and examples, but are neither comprehensive nor exclusive.

\textsuperscript{3} Ibid., 200-201.
Domain 1. Access

Courses are housed entirely within the Canvas learning management system (LMS), negating the need for external links or document repositories, such as Google Drive and Dropbox. Accessing course content, including assessments, requires little to no external linking, downloading, or specific software suites.

Standard 1. Course Hosting

Courses are hosted on a mobile-responsive, accessible learning management system (LMS).

Supporting Explanation

Courses with external links, plugins, or download requirements can present several challenges for participants. These include the potential for misinformation from a broken link or updated webpage, as well as the threat of viruses from compromised websites or plugins. To avoid this, AE E-Teacher course material should be housed entirely within the Canvas LMS, both for safety and ease of use by participants.

Rubric for Standard 1. Course Hosting

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials and resources are fully housed within the Canvas platform.</td>
<td></td>
<td>Course materials, resources, and assignments do not require additional plugins, downloads, external links, additional accounts, specific external software, or applications for participants to satisfactorily complete their work [Image 1].</td>
</tr>
<tr>
<td>Participants can access all materials regardless of bandwidth, loading, or connectivity challenges.</td>
<td></td>
<td>Materials are presented in numerous ways, as appropriate, including but not limited to: providing “alt” tag descriptions in the event images won’t or can’t load; providing scripts for video and audio files, and providing all material in downloadable course packets [Images 2 and 3].</td>
</tr>
<tr>
<td>Course elements are designed for multimodal viewing/access to accommodate variances in learning and physical abilities.</td>
<td></td>
<td>Course elements are presented in multimodal formats for all participants, and not solely by request [Images 2 and 3].</td>
</tr>
</tbody>
</table>
Image 1: All course material is to be housed within the Canvas LMS.

Source: Integrating Critical Thinking course provided by World Learning

The course is hosted within the canvas.aeeteacher.org domain, with assignments, discussions, activities, and supplementary reading hosted and available within the course.

Image 2: Example of incorporating Module Packets into course modules.

Source: AE E-Teacher Orientation Course

The course provides information in multiple ways so it can be accessible for all audiences. Images have alt tags, which can be read aloud by screen readers, making them accessible for participants with visual impairments. Downloadable module packets are available for each module, and contain all module information except quizzes. This allows participants to do as much work offline as they need to.

Image 3: Example of course materials presented in multi-modal formats (captions and scripts).

Source: AE E-Teacher Orientation Course

Captions are enabled for videos (available in Vimeo and YouTube videos), and downloadable scripts are available for every video. These provide accessibility accommodations for participants with differences in bandwidth availability as well as hearing.

Standard 2. Technology

Online learning requires technology, and this technology should match and not exceed the baseline availability and accessibility for most AE E-Teacher participants. The use of certain technological tools or devices to access course resources or materials or to complete assignments should be avoided.

Supporting Explanation

The diversity of AE E-Teacher participants extends to their financial and technological resources. Therefore, course providers should design course activities and assignments to limit the mandatory use
of any online tool or technological device that may not be available in all areas, or to all participants. These include but are not limited to microphones, cameras, videos, and applications.

**Rubric for Standard 2. Technology**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants can complete activities and assignments without additional equipment</td>
<td></td>
<td>Participants may use an additional technological device (e.g. recording or video equipment) if they so choose, but the use of such equipment is</td>
</tr>
<tr>
<td>other than a device for access.</td>
<td></td>
<td>not mandatory, with alternatives offered [Image 4].</td>
</tr>
<tr>
<td>Courses are optimized to function in low bandwidth environments.</td>
<td></td>
<td>Alternative materials are presented alongside primary materials throughout the course, so participants in low bandwidth environments can access</td>
</tr>
<tr>
<td></td>
<td></td>
<td>them at any time without prior request [Image 5].</td>
</tr>
<tr>
<td>Participants can satisfactorily submit assignments and complete assessments using no</td>
<td></td>
<td>Participants are not required to use popular word processing or presentation applications to complete their work, including Microsoft Word</td>
</tr>
<tr>
<td>other program but Canvas.</td>
<td></td>
<td>and PowerPoint, which are not available for all participants [Images 6 and 7].</td>
</tr>
<tr>
<td>Videos and presentations, if used, take up as little bandwidth and data as possible</td>
<td></td>
<td>If videos are used, they should not exceed 5 minutes per video to avoid excessive data and bandwidth usage by participants. Presentations</td>
</tr>
<tr>
<td>and are not onerous for participants to view or download.</td>
<td></td>
<td>should be embedded as OfficeMixes [Images 8 and 9].</td>
</tr>
</tbody>
</table>

**Image 4:** Example of submission options presented, with the option to use additional technology tools if the participant has access or needs to submit in a different file format to accommodate accessibility needs.
Image 5: Example of alternative materials provided.

For captions, please select the “CC” button in the screen below! Please click here for a downloadable copy of the video script.

Source: AE E-Teacher Orientation Course

Image 6: Example of alternative submission method that does not require the use of word processing software.

Source: AE E-Teacher Orientation Course
Module 4, Task 6: Alternative Submission Option

Quiz Instructions

ALTERNATIVE SUBMISSION OPTION ONLY FOR PARTICIPANTS WHO DON’T HAVE THE ABILITY TO EDIT WORD DOCUMENTS.

Use the feedback you received from your peers to revise your lesson plan. Please use the lesson planning template - pdf document to prepare the final version.

Please have your lesson plan ready. Each lesson stage, presentation, guided practice and ‘freer practice’ will have to be entered into a special answer section. Please go over the questions to familiarize yourself with the submission procedure.

SUBMISSION DEADLINE: 11:59 pm EST.

Question 1

Please copy the template below into the text box and fill it in with your own lesson plan.

Type of class:
Topic:
Level:
Target grammar item:
Lesson objective:
Stage:
Presentation

Source: Teaching Grammar Communicatively Course provided by World Learning
Image 7: Example of alternative submission method that does not require the use of word processing software.

Source: Teaching Grammar Communicatively Course provided by World Learning
Image 8: Example of video lectures divided into < 5 minute segments.

- Many people use technology for communication
- When we communicate, we choose
  - what to express and
  - what technology to use for communication

Source: Using Educational Technology course provided by Iowa State University
Image 9: Example of embedded OfficeMix used in a course.

You can see the script of the video below or download it here. If you

Source: Integrating Critical Thinking course provided by World Learning

Standard 3. Open Environments
The AE E-Teacher learning environment should be open and accessible to all, regardless of participant location. External applications, websites, and resources should not be used not only because they are external from Canvas, but also because in some countries they may be blocked (e.g. Google in China).

Supporting Explanation
The AE E-Teacher program is a global program, with participants from countries where access to certain websites, programs, and platforms may be limited. Therefore, course providers should not require the use of any program or application that may not be available in all areas, or to all participants, including Google-based products which are inaccessible in China and which may be routinely blocked in other countries with no notice.

Rubric for Standard 3. Open Environments

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course resources can be accessed by all participants regardless of location, and are independent of required applications and platforms; previously or currently blocked</td>
<td></td>
<td>Participants have full access to course resources and materials, regardless of location. If blocked platforms must be used because of ubiquity (e.g. YouTube and Vimeo), transcripts are provided [Image 10].</td>
</tr>
</tbody>
</table>
websites (e.g. Facebook, Twitter) are not used.

Image 10: Example of YouTube videos used and transcripts provided.

Lecture 2: Vocabulary & Technology (33:21 minutes total)

Welcome to the second week of the course. Learning new words is a key part of learning a language. Please download the transcript for the lecture so you can take notes.

After the lecture, please click on "Next". We will ask you to try out the technology tools Prof. X.

Vocabulary & Technology (Part 1, 2:49 min)

Source: Using Educational Technology course provided by Iowa State University
Domain 2. Format

Course content and instructional design should reflect generally-held principles of Universal Design (UD); design should be simple and intuitive, user-friendly, allow customization whenever available and provide accessibility alternatives.

Standard 1. Font

Sans-serif (letters without embellishment) is the preferred font for online reading. Without embellishment, letters are easier to read and distinguish on a computer monitor, smartphone, or tablet.⁴

Supporting Explanation

Legibility is paramount in online learning, and font type and style are crucial. Recommended fonts are Arial, Courier, Verdana, and Calibri. Calibri is the default font for Microsoft Word and the font used throughout this document.

Rubric for Standard 1. Font

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials and resources (where applicable) use sans-serif fonts optimized for monitors and screens, such as Arial, Courier, Verdana, and Calibri.</td>
<td>All course materials and resources are optimized for online learning on multiple devices [Image 11].</td>
<td></td>
</tr>
</tbody>
</table>
Module 2: Introduction to Online Learning Success Strategies and Digital Citizenship

With the availability of networks, laptops, smartphones, tablets, and other devices, online learning is becoming more common throughout the world.

Source: AE E-Teacher Orientation Course

Standard 2. Rendering and Optimization

As AE E-Teacher participants are nominated from more than 100 countries around the world, courses should be optimized to render in a variety of internet browsers and formats. Internet Explorer (IE) should be used as the default internet browser. Canvas automatically renders to fit smartphone and tablet screens.

Supporting Explanation

Course providers should assume that participants will utilize smartphones and a variety of browsers. Courses should not be dependent on any plugins associated with a specific internet browser.
Rubric for Standard 2. Rendering and Optimization

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course materials, lessons, activities, and resources are optimized and render in any browser.</td>
<td></td>
<td>All materials, lessons, activities, and resources can be viewed and/or completed in the browser available to the participant with no need to provide alternatives, except those requiring alternative materials due to accessibility issues.</td>
</tr>
<tr>
<td>Resources used in course materials can be viewed and manipulated by any user in any technological context. Course materials can be accommodated on smaller screen sizes, such as smartphones and tablets.</td>
<td></td>
<td>Resources are optimized for smaller screens, and retain visual engagement [Images 12 and 13].</td>
</tr>
</tbody>
</table>

Image 12: Example of content page text in a wider-screen browser.
Domain 3. Learning Environment

The course learning environment should be collaborative and engaging, incorporating a student-centered approach to technology, and employing all aspects of the previous domains.

Standard 1. Collaboration
Collaboration is a key component of any successful classroom, and the online classroom is no exception. While meaningful collaboration is more challenging to achieve in an online context, it can be achieved with careful planning.

Supporting Explanation
Keeping participants interested is especially important in an online course, where ascertaining engagement is difficult, attrition is high, and withdrawal is relatively easy. It is important for class discussion to be collaborative and engaging. While question-and-response posts on discussion boards can be used as one method of fostering collaboration, more engaging alternatives are available and well-suited to the online space, including classroom debates, role playing (including asking participants to give demonstrations of classroom techniques), case studies, and “jigsaw” activities.

Rubric for Standard 1. Collaboration

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants are regularly engaged in collaborative discussions, both as part of assigned activities and independently peer-to-peer.</td>
<td>Student discussion occurs in groups and communities of practice (CoPs). Single-user responses in discussion boards are also featured, albeit on a limited basis [Images 14 and 15].</td>
</tr>
</tbody>
</table>

Image 14: Example of a discussion group with clear instructions, examples, and expectations for successful completion.

Source: AE E-Teacher Orientation course
Image 15: Example of single-user discussion and positive acknowledgement from the instructor.

Source: AE E-Teacher Orientation course

Standard 2. Asynchronous Instruction
Asynchronous course activities are required in lieu of synchronous activities, due to the global nature of the AE E-Teacher program.

Supporting Explanation
While synchronous activities can help foster a sense of class cohesion, they are often impractical for AE E-Teacher program participants, who live in different countries and time zones, and have a variety of other commitments around which they must schedule course participation. Asynchronous activities are required to ensure accessibility and success.

Rubric for Standard 2. Asynchronous Instruction

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course activities are entirely asynchronous.</td>
<td>Participants can access course materials, lessons, activities, resources, and assignments within a designated time frame but at their own discretion, with no required synchronous activities.</td>
</tr>
</tbody>
</table>

Standard 3. Engagement
Courses should be designed to be engaging, as well as informative to support retention.

Supporting Explanation
Participant retention is important in a global online course with an audience of diverse cultures, experiences, and professional interests. Making a course dynamic and engaging will create a special place of instruction, much in the way a decorated classroom would in a face-to-face course. Therefore, courses should present content with dynamic, engaging multimedia and tools to create a place of learning, and support retention.

**Rubric for Standard 3. Engagement**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content is engaging and appealing to participants.</td>
<td>Course content utilizes accessible and appropriate graphics, games, polls, and other multimedia that engage participants, all housed within the Canvas LMS [Image 16].</td>
<td></td>
</tr>
</tbody>
</table>

**Image 16: Example of a visually engaging content page using text formatting and appropriate graphics.**

**Introduction to Culture: Script**

What is culture? The word “culture” is used frequently, and not just by language teachers or cultural specialists. Pretty much everyone feels comfortable using the term. But how can we define it? Let’s use an analogy to help define the term culture. If you’re listening to this as a sound or video file, press pause and try to put into words what culture means. If you’re reading, read this text slowly while you try to define culture.

Give yourself at least 5 minutes to write a definition for the word culture.

How did it go? What does your definition include? When you start really thinking about culture, you realize that it includes or at least influences nearly everything in the human experience.

Anthropologist John H. Bodley defined culture as “what people think, see, and do” (1984, p. 22). This broad definition has been developed in further detail what is called the 3Ps model of culture (Frank, 2014). The 3Ps are perspective, practice, and products. Let us look at each of these.

Perspective describes “what members of a culture think, feel, and value” (Frank, 2014, p. 3). This includes ideas about what is important in life and beliefs about how younger people should relate to older members of society. Perspectives define what members of a particular culture consider appropriate and inappropriate behavior.

Perspective shapes practice. Practice includes the traditions and typical behaviors in a culture. The way people communicate can differ greatly from one culture to another, not just in terms of language but also in what people talk about, with whom, how direct they are when communicating, the gestures they use, their use of eye contact, etc. Practices include other behaviors as well, from the formal – for example, wedding ceremonies – to the informal, such as how people dress and eat or in what family roles.

Food is often the first cultural product that people think of when they think about another culture. The special foods associated with a particular culture are often the first thing someone unfamiliar with the culture learns about it. Other cultural products include clothing, music, and literature.

Culture is strengthened through its expressions. The more people engage in the traditions and ways of living of their culture, the more that culture’s perspective, practices, and products are reinforced. A tradition that has been practiced for hundreds of years is a very strong tradition. Culture is not static, however. On the contrary, culture is dynamic. A culture’s perspectives, practices, and products can change over time. As we will discuss in later units, this is particularly likely when there is contact between cultures.

In today’s globalized world, most people have encounters with members of other cultures, and for many people, this is a regular basis. These encounters happen in social, political, and commercial contexts. It is therefore important for people in all areas of their lives, to be able to interact successfully with people who are from cultures that are different from their own. This ability is called **intercultural competence**. Intercultural competence is needed for people from different cultures - with their different values, practices, and ways of communicating - to avoid conflict and misunderstanding. Intercultural competence requires people to be flexible in their thinking and in their recognition that people are different. To see people in ways that are simple and not complex is to discriminate people.

Intercultural competence is not an all-or-nothing ability. People have different levels of intercultural competence, among themselves, and from context to context. People’s intercultural competence will be more or less effective depending on their familiarity with the particular culture they are encountering and the particular stereotypes that they may believe. No one can be completely prepared for all the intercultural experiences they will have in the future, and so intercultural competence requires flexibility. It requires the ability to think critically about differences. Critical thinking is also necessary to negotiate differences and use strategies to minimize conflict and misunderstanding.

As English as a Foreign Language (EFL) teachers, we are preparing our students for future intercultural encounters. In order to understand differences, the first step is to understand “Differences from what?” A necessary step in developing intercultural competence is to have a very clear understanding of oneself as a cultural being. That is, we need to understand what one’s own culture is and how it affects us day to day.

**Domain 4. Assessment**

Assessment in AE E-Teacher courses provides a way to measure knowledge gain, and brings to light issues and challenges for both individual students and the class as a whole. Traditional methods of assessment
must be altered in an online environment. Additional strategies are necessary to overcome accessibility hurdles and the development of patterns. The standards below highlight best practices in designing appropriate response types that support users both technically and pedagogically.

**Standard 1. Response Types**
Assignment and assessment response types are accessible and avoid repetition.

*Supporting Explanation*
Variation is important in assignment design and structure, particularly in online environments. Repeatedly using the same response type, and in the same order, can establish patterns, which cause participants to lose focus. Assignments that require document submission should be designed to include the option to write responses using freeform text boxes. This increases accessibility for participants who cannot use word processing software for any reason.

**Rubric for Standard 1. Response Types**

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments use multiple response types that avoid establishing patterns and repetition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments and corresponding response requirements are deliberately structured to avoid the establishment of patterns, and to encourage focus and concentration. A variety of response types (e.g. radio buttons, sliders, drop downs, text entry, rank order) are used.</td>
</tr>
<tr>
<td>For assignments requiring written text submission, participants are given the opportunity to submit responses as freeform text (including but not limited to text boxes, emails, or SMS) in addition to uploading a document.</td>
<td></td>
<td>Participants have the option to submit textbox-based assignments, without prior request, for any assignment.</td>
</tr>
</tbody>
</table>

---

Image 17: Examples of a variety of quiz response types.

Image 18: Example of a text-based option provided for a written assignment.
Standard 2. Access to Course Elements

Course elements are the building blocks that make up each AE E-Teacher course. These can include static elements such as photos or text, or more dynamic elements such as video, interactive activities, or responsive tools (e.g. drag-and-drop). These are designed to be accessed by users in any technological context.

Supporting Explanation

AE E-Teacher courses must provide up-to-date pedagogical theories and practices, while adjusting for variation in participant background, and taking into account the limited availability of local support. Participants must be able to access course materials and complete assignments in any environment where technology is available, however limited.

Rubric for Standard 2. Access to Course Elements

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Approaches Standard</th>
<th>Meets Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimodal submission of assignments is allowed.</td>
<td></td>
<td>All course assignments are structured to allow multimodal submission, providing options for those with differences in ability and accessibility. For example, allowing an audio file instead of a text file, or vice versa [see Image 4].</td>
</tr>
</tbody>
</table>
Glossary of Terms

**Accessible design**  Design that takes into consideration the needs of people with conditions limiting their performance.

**Asynchronous learning**  Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. ([Wikipedia](https://en.wikipedia.org/wiki/Asynchronous_learning))

**Common European Framework of Reference for Languages (CEFR) scale**  the CEFR scale is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries, including the United States. It contains six levels: ([Council of Europe](https://www.coe.int/en/web/youth/content/common-european-framework-reference-languages-cefr-

<table>
<thead>
<tr>
<th>Level Group</th>
<th>Level Group Name</th>
<th>Level</th>
<th>Level Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Basic User</td>
<td>A-1</td>
<td>Breakthrough or Beginner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-2</td>
<td>Way Stage or Elementary</td>
</tr>
<tr>
<td>B</td>
<td>Independent User</td>
<td>B-1</td>
<td>Threshold or Intermediate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-2</td>
<td>Vantage or Upper Intermediate</td>
</tr>
<tr>
<td>C</td>
<td>Proficient User</td>
<td>C-1</td>
<td>Effective Operational Proficiency or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-2</td>
<td>Mastery or Proficiency</td>
</tr>
</tbody>
</table>

**Communities of practice (CoPs)**  A group of people with a strong interest in something they do. Interacting regularly helps them do it better.

**Computer-Assisted Language Learning (CALL)**  CALL is the area of applied linguistics concerned with the use of computers for teaching and learning a second language (Chapelle and Jamieson, 1).

**Domain**  The categories into which the AE E-Teacher Program TESOL Standards are divided.

**Flesch-Kincaid Readability Tests**  The Flesch–Kincaid readability tests are readability tests designed to indicate how difficult a reading passage in English is to understand. There are two tests: the Flesch reading ease, and the Flesch–Kincaid grade level. ([Wikipedia](https://en.wikipedia.org/wiki/Flesch%E2%80%93Kincaid_readability_tests))

**Optimization**  For the purposes of AE E-Teacher, optimization means using the optimal browser and display to create the most efficient website access.

**Rendering**  The conversion of digital markup (such as HTML) into an image that can be displayed in a web browser. For the purposes of AE E-Teacher, this means moderating the use of certain graphics or markup in order to make content as accessible as possible.

**Learning Outcomes**  Explain what skills or knowledge course participants will have gained by the completion of their AE E-Teacher course. Learning outcomes should be clear, measurable, and achievable.
Performance Indicators  Used to describe the instruction and approach that will demonstrate that a course meets standards.

Rubric  An assessment tool used to describe varying levels of quality of the evaluation criteria.

Standards  “Benchmarks for accountability that teachers, students, or programs will attain” (TESOL 2015).

Universal Design  Design that takes into consideration the needs of people of all ages and abilities without addressing the specific needs of any particular group or disability.
Bibliography


