Mission possible:

Incorporating academic literacy and readiness into an English intensive program curriculum

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Abstract

Students at Canadian universities who do not meet their program-specific language and academic requirements may be admitted to their programs with a condition to enrol in an intensive language program. While, in general, university-based language intensive programs aim to help students improve their general and academic language proficiency, our focus is to specifically enhance, foster, and render visible students' academic literacy and academic readiness. We aim to bring forth some of the intricacies and complexities of curriculum design that are embedded within current theory and practice and address needs-based nuances in teaching academic English to international students. In this article, we use a multi-dimensional framework to describe a case study of an academic institution that offers an English Intensive Program curriculum. This program allows for, inter alia, the incorporation of multiple literacies including extra-curricular activities to promote the development of a wide array of academic literacies in students enrolled in the English Intensive Program. Following a description of the theoretical framework, we discuss practical implications of including theory-driven academic literacies into intensive language program curricula for different stakeholders.

Key words: curriculum, academic literacies, academic readiness, English intensive program, internationalization

Résumé

Les étudiants qui ne satisfont pas aux exigences linguistiques et scolaires de leur programme peuvent être admis à leur programme à condition de s'inscrire à un programme linguistique intensif. Si, en général, les programmes linguistiques intensifs à l'université visent à aider les étudiants à améliorer leurs compétences linguistiques générales

et académiques, notre objectif est d'améliorer, d'encourager et de rendre visible la littératie académique et la préparation académique des étudiants. Nous décrivons une étude de cas d'un établissement universitaire qui propose un curriculum programme d'anglais intensif qui s'inspire de la théorie actuelle pour conceptualiser le travail sur la littératie académique. Ce programme permet, entre autres, l'incorporation de littératies multiples, y compris des activités extrascolaires visant à promouvoir le développement d'une littératie académique complexe chez les étudiants inscrits au programme d'anglais intensif. Après une description de la lentille épistémologique, nous discutons des implications pratiques de l'intégration de la littératie académique dans les programmes linguistiques intensifs pour les différentes parties prenantes.

Mots-clés : curriculum, littératie académique, préparation académique, programme d'anglais intensif, internationalisation

Introduction

We have witnessed a marked shift towards internationalization of academic institutions across the world in the last three decades (Association of International Educators,[1] 2019; Engberg & Green, 2002; Hénard et al., 2012; Middlehurst, 2013; Tight, 2021). This shift has concurrently generated new insights in teaching and learning English as an additional language in general (see Darvin & Norton, 2021) and academic English in particular (see Ivanič, 1998). These insights offer conceptual frameworks to understanding learners' diverse backgrounds, purposes, and experience of studying in a language that is different than the language they use at home as well as their developing identities as learners of an additional language. While much of the research in the context of internationalization has focused on strategies and policies for the purpose of encouraging international students to pack and move to another country to study (see Kehm & Teichler, 2007; Kim & Lawrence, 2021; Stohl, 2007), research on curriculum design targeted at the needs of international students has remained limited (see Ruegg & Williams, 2018). In light of this research, we argue that the context of internationalization generates an intricate system of multiple considerations significant to curriculum design in academic literacy and educational research. The purpose of this article is to highlight four concepts that we identified through iterative data collections since 2015. We see these as necessary factors that can guide curriculum design in the context of internationalization and discuss them in later sections.

As stated by Barnett and Coate (2005), designing a language curriculum can be a lengthy and multifaceted process. However, in the context of

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[1] The Association of International Educators was formerly known as the National Association of Foreign Student Advisors (NAFSA).

internationalization, we find it helpful to think about curriculum design that centres international students at its core and as a journey. This is comparable to charting a course of action toward developing and sustaining students' language and academic skills and moving along a temporal and spatial geodetic pathway (a path of shortest distance) to a destination — however far it may be. We use the metaphor of a roadmap and geodetic pathways and build on the Chinese concept of *dao* to convey a particular way one takes, or a particular path one is led onto, to get to their destination while focusing on a theory-driven, student-centered development of academic skills. In this context, developing academic literacies, students embark on a journey of becoming members of their respective designated academic fields. Thinking of this process as a journey helps us appreciate the work on academic literacies as gradual, incremental, and transformational — thus rendering the concept of dao instrumental here.

Against this backdrop, we consider four factors that are relevant and conducive to laying down the paths through the curriculum design in English as an additional language within the context of internationalization. These factors, to be described later in the article, have been identified as recurring themes in data collected for the University of Ottawa English Intensive Program curriculum renewal project that was launched in 2015.

Literature review: Academic literacies

We begin our discussion on academic literacy by acknowledging that "Institutions of higher education are full of complaints about student writing" and about student "performance in academic literacy" and readiness (Ivanič, 1998, p. 343). This has been a persistent issue as shown in Cennetkuşu's (2017) work. To better understand what it is that students are struggling with, we draw on Leibowitz (2011) to define academic literacy as ways of thinking, interacting, acknowledging different views and ideas as well as producing new knowledge. As such, academic literacy is understood in our work as a multifaceted set of skills that need to be continually refined to develop and sustain students' capacity to articulate ideas that are cohesive, coherent, and reflective of prior research in their respective designated fields of study. This definition not only encompasses "the ability to read and write the various texts assigned in college" (Spack, 1997, p. 4), but also includes the capacity to critically evaluate available knowledge in one's respective field while, as expected in the twenty-first century, using digital tools to maximize one's learning experience. It is this infused definition of multiple academic literacies that allows us to see academic literacy as going beyond reading comprehension and writing grammatically and stylistically correct sentences and paragraphs.

Building on Leibowitz' (2011) clustering of different skills — or as we call

them *different paths* to be trodden in academic literacies — the mismatch that Ivanič (1998) and Cennetkuşu (2017) identify between students' performance and academic expectations becomes stark. Interestingly, this mismatch has traditionally been treated as something that can be fixed by providing short-term workshops or setting up one-time sessions that invite students to voluntarily get some help in writing (see for example, Moore, 1995). Both solutions are perceived in the literature as insufficient and ineffective as they, more often than not, fail to adequately support, sustain, and effectively develop academic literacies. While most university-based language intensive programs aim to help students improve their general and/or academic language proficiency, it is almost impossible to enhance, foster, and render visible the long-term processes required in capacity building in academic literacies.

More than two decades ago, work in academic literacy tended to adopt a linguistic approach that framed academic literacy as a product rather than as a process. At the turn of the century, however, academic literacy was reframed as a highly dynamic, long-term, complex process that is ingrained with one's development of identity, investment, and imagined community (see for e.g., Ivanič, 1998, 2004; Norton, 1997, 2000, 2001). In the context of institution-wide internationalizations, the former approach positions international students within a deficit framework (Crawford, 1998; Mora et al., 2001; Ruiz, 1984; Shapiro, 2014) as they are labelled as Second Language Learners or English Language Learners. The latter approach, however, positions them as agentive, driven by aspirations to change life circumstances and experience social mobilization (Babino & Stewart, 2017; Ivanič, 1998; Lea & Street, 2006; Norton, 2001; Norton Pierce, 1995; Norton & Toohey, 2011).

In light of this difference in perspectives, we noted a need for a shift of paradigms so that we adopt the language that will allow us to focus on academic literacies in terms of complex processes rather than a product that one either has or doesn't have (see Lea & Street, 2006). To this end, we bring together the work of Ivanič, who collaborated with mature native speakers of English going back to school as well as the work of Norton, who worked with newcomers to Canada. Ivanič (1998) emphasizes the importance of placing the student writer at the centre of writing to form a social constructionist approach to literacy rather than passively meeting the conventional academic standards. She, therefore, argues that student writers continually create themselves in and through their academic texts. Norton (2015) reports on a trajectory of research collaborations on identity and language learning through the lens of identity making, capital, and ideology. She argues that language teachers across the world should be cognizant of learner investment rather than on learner *motivation* in the pedagogical and literacy practices of their teaching.

Conceptualizing academic literacy as multiple, dynamic, ongoing, and related to identity development is instrumental in developing curricula within the context of internationalization. As the Centre for Language Learning (CLL) at the University of Ottawa's Official Languages and Bilingualism Institute (OLBI) launched a curriculum renewal project in 2015 to address academic literacy and readiness, four factors surfaced to which we turn next.

Factors in curriculum design:
Towards a multidimensional complex system

We identify four important factors in reflecting on curriculum design in the context of internationalization. We also take into account the time frame and academic expectations of the different programs to which the students are admitted conditionally. The four factors are: locality, heterogeneity and diversity, motivation, and readiness. The following sections situate them within the context of curriculum design.

Locality

When considering locality in curriculum design, we examine how learning experiences and capacity building in academic literacies are embedded within and structured around context- and institution-specific vision, mission, and values. With a steady increase in the number of international students enrolled in post-secondary programs, language pathway programs are required to place a greater emphasis on developing students' academic literacies, combined with their English language capabilities and intercultural skills. Laying down the pathway to students' academic success involves experiences of localizing and re-localizing in ways that build on and extend Pennycook's (2010) notion of locality and Blommaert's (2010) notion of performative language use as well as its association with identity making.

Heterogeneity and diversity

In considering heterogeneity and diversity, we ask how learning experiences shape and are shaped by students' diverse language backgrounds. We also examine student perceptions of and familiarity with academic literacies and how their diverse experiences can be surfaced to navigate the learning processes of academic literacies. Students' backgrounds (whether linguistic or cultural) dictate the way (read dao) that lay before them. In a recent article by Liu & Huang (2021), for example, it is demonstrated how students from China transfer rhetorical structures from their L1 and how these structures need to be specifically targeted in English classes. Similar disparities between English and other languages need to be recognized and addressed both intentionally

and carefully in classes of academic English (Ma, 2020). Being aware of these L1-dependent available templates of expression is fundamental to the development of effective teaching strategies of academic literacies.

Rethinking motivation

Darvin and Norton (2021) and Norton (2015, 2000) convincingly point out that the concept of motivation renders learners as less agentive on the subject of learning an additional language. They provide ample evidence to support the use of the notion of a learner's *investment* that includes, inter alia, their imagined communities, that is, what professional group they want to be affiliated with as they complete their university degrees. The notion of investment plays an important conceptual role as it changes the focus of attention from thinking about a learner in binary terms (they are motivated to learn or not) to considering a learner's agency, their decision making about why they want to learn the additional language, who they aspire to become, and how these conditions can be supported by pedagogical approaches and instructional practices. Thinking about students' motivation in terms of their developing identities as belonging to new groups makes it possible to shift attention from questions relating to motivation and attitudes to a constant quest for learning opportunities and alignment with students' goals and aspirations.

Namely, aligning one's learning an additional language with the curriculum goals is less a matter of acculturation or motivation and more a matter of learners' belief "that their investments in the target language are an integral part of the language curriculum" and that unless they believe so, "they may resist the teacher's pedagogy, or possibly even remove themselves from the class entirely" (Norton, 2000, p. 142).

Refining readiness

When considering academic readiness, we examine student behaviours and study habits that predict their success in an academic setting regardless of their background or field of study. Karp and Bork (2014) define academic readiness as a set of behaviours that are traditionally, but not explicitly, taught. These behaviours include not only exhibiting cultural know how, balancing multiple roles, and help seeking but also developing academic habits and strategies such as managing workflow independently. Learner autonomy is reinforced when students use a syllabus to complete work that must be done in increments and manage time-bound tasks. In this process, they plan to study in new ways and take notes independently, effectively, and reflectively. As stated by Porter and Polikoff (2012), numerous definitions of readiness consist of noncognitive or non-academic aspects including effort, work ethic or perseverance. We adopt

this definition because it allows us to gauge the development of students' academic readiness and direct them to next steps in their journey. When learners come from different linguistic and educational backgrounds, academic readiness within the new locality must guide our curriculum decisions.

We suggest that while considering these four factors in curriculum design may be context- and institution-dependent, the recognition of each as multi-directionally interactive with students' experiences is paramount. To wit, when designing an English Intensive Program curriculum, careful attention is to be paid to going beyond an institution's formulation of its shared vision, mission, and values (locality) to carefully incorporate the other three factors (heterogeneity and diversity, investment, and readiness) to allow students to embark on their journey in developing their academic literacies as we explain next.

Case study: English Intensive Program curriculum

The University of Ottawa is recognized as the largest French–English bilingual university in the world (University of Ottawa, n.d.). International students can be admitted to either English-language or French-language programs. In this section, we focus on programs taught in English. Students who have not completed at least three years of full-time study in an academic institution located in an English-speaking country where English is the only language of instruction, must successfully complete a university-approved language proficiency test. Having said that, we do not exclude relevant implications for programs taught in other languages.

International students who do not meet the language requirements may be required to enrol in one or two English-as-a-second-language courses during the first year of their program or complete the English Intensive Program (EIP) offered by the CLL at the OLBI.

The EIP program promotes the following overarching mission statement:

> The English Intensive Program (EIP) at the University of Ottawa is designed to build your confidence and help you acquire the language skills, academic abilities, and intercultural knowledge you need to succeed, both in your undergraduate or graduate program and on a personal level. (OLBI, 2022)

Without claiming that the destination is static and fixed, we suggest that explicitly framing academic literacy as a path to academic success is helpful in identifying destination skills and the geodetic paths to get to them.

In the following section, we will explain how the program learning outcomes drafted for the new curriculum are guided by the four factors discussed above.

Program learning outcomes

Program learning outcomes (PLOs) are essentially overarching objectives students will be able to achieve by the end of a program. The University of Ottawa's Program Learning Outcomes Guide defines PLOs as "the knowledge, competencies and values a student displays at the end of the program" (n.d.). We drafted five PLOs for the EIP curriculum and ensured that the course learning outcomes for each level of the pathway program, as well as course contents, assessment requirements, and tools align with these PLOs. By the end of the English Intensive Program, students will be able to:

1. Apply listening, reading, speaking, and writing strategies and language knowledge to comprehend and communicate ideas effectively in an academic setting.

2. Use a variety of study skills and educational resources to demonstrate academic readiness and learner autonomy.

3. Apply critical thinking skills to interpret, evaluate, and analyze academic content from various disciplines.

4. Use communicative skills to function effectively and confidently in groups.

5. Demonstrate intercultural awareness and develop a sense of belonging in the university community by fostering social interactions and relationships with people from a variety of backgrounds.

The first PLO that supports academic literacy is in accordance with the mission statement of the CLL and is guided by the concept of locality. Hence, the aim of this PLO is to help students build capacity in academic literacy through learning experiences facilitated by English for academic purposes (EAP) course contents, EAP-oriented pedagogical methods and tools, and academic-literacy-based assessments.

The second PLO is guided by the notion of readiness since we believe that the ability to use a variety of study skills and educational resources reinforces learner autonomy, which happens to be a valid predictor of university success (Tilfarlioglu & Ciftci, 2011).

The third PLO promotes higher-order thinking skills and follows Leibowitz' (2011) approach to academic literacy and clustering of different skills. Applying critical thinking skills to interpret, evaluate, and analyze academic content from various disciplines is meant to help students learn how to critically acknowledge different views and ideas to produce new knowledge, allowing them to develop their authorial voice and place them at the centre as knowledge producers (Ivanič, 1998).

Even though the fourth PLO may seem to be inspired merely by a communicative approach to language learning, it reflects the four elements of locality, diversity, investment, and readiness. Many students in the EIP come from educational backgrounds that are teacher-centred and value memorization and individual tasks over dialogic pedagogy and collaborative work. This PLO calls for an emphasis on the agentive nature of learning so that students fit in a new student-centred educational system where collaboration is highly valued.

The last PLO pulls together the four factors with an emphasis on developing a sense of belonging in the university community. As Baker (2012) notes, intercultural awareness encompasses not only the linguistic knowledge and skills but also the attitudes a language learner needs to successfully interact in complex settings. A dynamic university community is a perfect example of a setting where people from various cultural and linguistic backgrounds develop a sense of belonging by negotiating meaning, forging (inter-)cultural identities, and fostering social interactions.

The EIP course learning outcomes fully align with the overarching PLOs. This alignment also applies to the curriculum assessment tools *for* learning and *of* learning — the former is formative and thus oriented towards enhancing and fostering further support in learning; the latter is summative and thus oriented towards evaluating student learning within and at the end of each course.

The goal of these PLOs is to enable EIP students to confidently develop a diverse and a broad range of academic skills required for university success. Instead of working within a deficit framework (see Crawford, 1998; Mora, et al., 2001; Ruiz, 1984; Shapiro, 2014) by focusing on their *weaknesses* as English language learners and police linguistic shortcomings, we utilize a multidimensional complex system that aims to enable capacity building and equip students with refined academic skills.

To aim at the destination of academic readiness more specifically, we provide students with the Academic Readiness Rubric (see Appendix A) to guide their work throughout the EIP. The rubric foregrounds a detailed breakdown of forms of engagement (see Norton's 1997, 2000, 2015 student investment) that prepares them for expected academic expectations in their respective fields of studies. These expectations include participation, attendance and punctuality, following instructions, completing assignments, effort, collaborating with peers, independence and autonomy, attention to detail, use of English, and ability to express needs and concerns (see Karp & Bork, 2014).

We also incorporate locality, diversity, student motivation (read investment), and academic readiness in the assessment portfolio of the EIP courses as an incentive so that our students treat this element of the course with the importance it deserves. Pedagogically, however, academic readiness equips students

with a diverse range of skills and competencies required for university success.

Considering the context of internationalization and using locality, heterogeneity, investment, and academic readiness along the notions of identity development as users of academic English to guide the construction and refinement of the EIP curriculum, students work on their daos as they progress through and along the paths laid out before them. As defined in the theoretical framework of how we understand academic literacies, we also include students' capacity building to use diverse ways of thinking, interacting, and acknowledging different perspectives (Leibowitz, 2011) in and through digital tools and online platforms as specified in Appendix B.

It is noteworthy that the new curriculum of the EIP program also includes extra-curricular activities where students can garner further experiences in learning English and refine their skills in academic literacy and, by extension, continually develop their skills as they merely harness the four elements of locality, diversity, investment, and readiness. Students are guided to aim at and work on clear expectations and self-regulation. The program provides opportunities to share students' stories of success while working on ownership and guides them in developing their sense of authorship of texts through constant writing and participation in the production of texts.

Evaluating the EIP curriculum: Measured success of the EIP students

One method of evaluating the effectiveness of the EIP curriculum is to conduct empirical research on the performance of the EIP graduates in their regular university courses. This is a challenging process due to availability, ethics, and consent issues. However, the university administration regularly collects data on the academic performance of first-year students once they have completed 15 units of their programs.

Specifically, as per the University of Ottawa grading scheme, achieving a CGPA[2] of 5.0 and above means the student is in good standing; obtaining a CGPA of between 3.0 and 4.99 means the students may face academic probation after their first 24 units and has another 24 units to raise their CGPA or be withdrawn from their program, depending on their CGPA after probation. Students who obtain 2.99 and below in most programs face faculty withdrawal.

Two years after the launch of the new curriculum, we were granted access to secondary data collected on academic success. Statistical tests were carried out to find who among the students in the EIP and Direct Entry groups were more at risk. To this end, data collected on 722 international students from two different cohorts: 361 students who took the EIP courses and 361 direct-entry

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[2]Cumulative Grade Point Average measures a a student's academic performance in all of the courses they have taken (successfully or not) (University of Ottawa, 2022).

students who did not take any EIP courses were analyzed. As we can see in Table 1, there exists a significant difference in the number of at-risk students among those who took EIP (131) versus those who entered directly into their programs (181). Chi Square ($\chi^2(1, N = 722) = 14.1104, p > .000172$) and Cramer-V (0.1398) indicate a significant relationship between taking EIP and not being at-risk. This suggests that the new curriculum, with its grounding in locality, diversity, investment, and academic readiness, holds promise to the success of international students.

Table 1

Association between being at-risk and direct entry

	EIP			Direct entry			Row totals
At-risk	131	(156.00)	[4.00]	181	(156.00)	[4.00]	312
Not at-risk	230	(205.00)	[3.05]	180	(205.00)	[3.05]	410
Column totals	361			361			722 (Grand total)

We are aware of the limitations of these findings as we know academic success is a multifaceted concept. Moreover, we are cognizant of the need to conduct additional qualitative and quantitative studies to better evaluate the effectiveness of the EIP curriculum and make possible improvements to ift.

Conclusion

As the findings in Appendix B demonstrate, there is a significant difference between the EIP (36% at-risk) and the Direct Entry international (50% at-risk), which suggests that international students may benefit from the new EIP curriculum. The work, however, needs to continue. In this article, we suggest a new, comprehensive, theory driven EIP curriculum in the context of internationalization. We describe a curriculum that began with a focus on language skills and proficiency-oriented language instruction that evolved to include four relevant curriculum design factors within the context of internationalization (see Figure 1).

We would like to note, that while the EIP program, prior to the curriculum change focused more on language and linguistic aspects (see left-most side box in Figure 1), the comprehensive curriculum change allowed for the consolidation of contextual, psychological, social, and cultural aspects in the shift to academic literacy. Work in developing the new curriculum and its assessment procedures is oriented towards fostering and further developing academic literacies, but the work does not end here. We are looking forward to a continual adaptation of cutting-edge research to further develop an evidence-
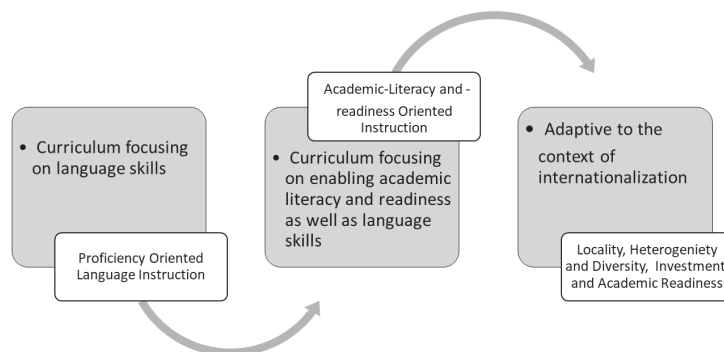
Figure 1
Looking back, planning forward

based curriculum that supports and makes visible students' development of academic literacy within the context of internationalization.

We would describe this work as a dynamic process with multiple entry points into the quest toward developing academic literacies. Our aim stands firm and that is to develop multiple approaches to building capacities in academic literacies and to being attentive to empowering students to succeed. This article provides a few steppingstones in this journey.

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Appendix A
English Intensive Program academic readiness rubric

Assessment criteria	Needs improvement (0–4)	Satisfactory (5–6)	Good (7–8)	Excellent (9–10)
Participation	Never or rarely participates in class discussions and activities.	Sometimes participates in class discussions and activities.	Often participates in class discussions and activities.	Always or almost always participates in class discussions and activities.
Following instructions	Never or rarely follows instructions in class or on the course website closely.	Sometimes follows instructions in class or on the course website closely.	Often follows instructions in class or on the course website closely.	Always or almost always follows instructions in class or on the course website closely.
Completing assignments	Never or rarely completes required assignments on time.	Sometimes completes required assignments on time.	Often completes required assignments on time.	Always or almost always completes required assignments on time.
Attendance and punctuality	Never or rarely attends class and arrives on time.	Sometimes attends class and arrives on time.	Often attends class and arrives on time.	Always or almost always attends class and arrives on time.
Effort	Never or rarely makes efforts in assigned tasks.	Sometimes makes efforts in assigned tasks.	Often makes efforts in assigned tasks.	Always or almost always makes efforts in assigned tasks.

con'd …

Appendix A (con'd)

Assessment criteria	Needs improvement (0–4)	Satisfactory (5–6)	Good (7–8)	Excellent (9–10)
Collaborating with peers	Never or rarely collaborates effectively with peers to complete group tasks.	Sometimes collaborates effectively with peers to complete group tasks.	Often collaborates effectively with peers to complete group tasks.	Always or almost always collaborates effectively with peers to complete group tasks.
Independence and autonomy	Never or rarely displays learner independence and autonomy.	Sometimes displays learner independence and autonomy.	Often displays learner independence and autonomy.	Always or almost always displays learner independence and autonomy.
Attention to detail	Never or rarely shows attention to detail in completing and revising assignments.	Sometimes shows attention to detail in completing and revising assignments.	Often shows attention to detail in completing and revising assignments.	Always or almost always shows attention to detail in completing and revising assignments.
Use of English	Never or rarely uses English in class.	Sometimes uses English in class.	Often uses English in class.	Always or almost always uses English in class.
Ability to express needs and concerns	Never or rarely displays the ability to express needs and concerns to teachers and appropriate individuals on campus.	Sometimes displays the ability to express needs and concerns to teachers and appropriate individuals on campus.	Often displays the ability to express needs and concerns to teachers and appropriate individuals on campus.	Always or almost always displays the ability to express needs and concerns to teachers and appropriate individuals on campus.

Farzi (2017, p. 42)

Appendix B

English Intensive Program rubric of academic and digital literacy skills

	Needs improvement (0–4)	Satisfactory (5–6)	Good (7–8)	Excellent (9–10)
Digital skills	– Student has very limited, if any, experience using a computer or the Internet and expresses minimal desire to develop more skills in this area.	– Student has some experience using educational technologies and expresses a desire to develop more skills in this area.	– Student has good experience using educational technologies and expresses a desire to develop even more skills in this area.	– Student has considerable experience using educational technologies and helps her/his classmates to develop their skills in this area.
	– Student has a hard time using most of the tools necessary for completing the requirements of the course.	– Student can use some but not all the tools necessary for completing the requirements of the course.	– Student can use all or almost all the tools necessary for completing the requirements of the course.	– Student can not only use all the tools necessary for completing the requirements of the course but is also a tech-savvy leader in the course.
Study skills	– Student does not manage her/his time effectively in doing the course readings, completing assignments, and studying for quizzes and tests.	– Student occasionally manages her/his time effectively in doing the course readings, completing assignments, and studying for quizzes and tests.	– Student often manages her/his time effectively in doing the course readings, completing assignments, and studying for quizzes and tests.	– Student almost always/always manages her/his time effectively in doing the course readings, completing assignments, and studying for quizzes and tests.

Appendix B (con'd)

Study skills (con'd)	– Student does not have a designated study space. – Student is easily distracted while studying the course material online. S/he opens up several tabs (webpages) and cannot focus on the intended study material. – Student does not identify learning goals and objectives, nor does s/he have a study plan.	– Student does not have a designated study space which promotes productivity. – Student is sometimes distracted while studying the course material online. S/he often opens up several tabs (webpages) and cannot focus on the intended study material. – Student occasionally identifies learning goals and objectives but does not have a firm study plan.	– Student has a designated study space. – Student is occasionally distracted while studying the course material online. S/he often opens only the tabs (webpages) related to the intended study material. – Student often identifies learning goals and objectives and has a firm study plan.	– Student has a designated study space, which has proper lighting and is comfortable for hours of studying. – Student is rarely distracted while studying the course material online. S/he effectively uses online and offline material to complete tasks. – Student always identifies learning goals and objectives and has a firm study plan.
Learning style	– Student is often unable to adapt to new course material. Student always requires immediate feedback, direction, and follow-up support in online activities.	– Student is occasionally able to adapt to new course material. Student often requires immediate feedback, direction, and follow-up support in online activities.	– Student is often able to adapt to new course material with some comfort. Student sometimes requires immediate feedback, direction, and follow-up support with online activities	– Student is always able to adapt to new course material with a high-level of comfort and skill. Student rarely requires immediate feedback, direction, and follow-up support with online activities.

Appendix B (con'd)

Attitude and motivation	– Student lacks open-mindedness and resists adapting to online learning. – Student demonstrates limited willingness to use educational technology. – Student is rarely motivated to make an effort in completing the activities posted on Brightspace.	– Student is somewhat open-minded about some areas of online learning but resistant to adapt in other areas. – Student demonstrates some willingness to use educational technology. – Student is somewhat motivated to make an effort in completing the activities posted on Brightspace.	– Student is open-minded and is adapting well to online learning. – Student demonstrates a willingness to use educational technology. – Student is almost always motivated to make an effort in completing the activities posted on Brightspace.	– Student is open-minded and is embracing online learning. – Student demonstrates great willingness to use educational technology. – Student is always motivated to make an effort in completing the activities posted on Brightspace.
Live instruction participation and engagement	– Student rarely participates in the online class discussions or engages with the course material.	– Student sometimes participates in online class discussions and engages with the course material.	– Student often participates in online class discussions and engages with the course material.	– Student always participates in online class discussions and actively engages with the course material.
Self-directed interaction with course material	– Student does not engage with posted online course material. – Student rarely accesses Brightspace and does not engage with any of the posted material.	– Student rarely engages with posted online course material. – Student sometimes accesses Brightspace and interacts with only some posted material.	– Student is often engaged with posted online course material. – Student often accesses Brightspace and interacts with most posted material.	– Student is always engaged with posted online course material. – Student regularly accesses Brightspace and interacts with all posted material on Brightspace.

con'd …

Appendix B (con'd)

Assignment completion	– Student never or rarely completes assignments on time.	– Student sometimes completes assignments on time.	– Student often completes assignments on time.	– Student always or almost always completes assignments on time.
Attendance and punctuality	– Student rarely attends the online course. – Student is frequently late to join live classes.	– Student often attends the live learning sessions. – Student is sometimes late to joins live classes	– Student almost always attends the live learning sessions. – Student is rarely late to join live classes	– Student always attends the live learning sessions. – Student is never late to join the live classes.
Independence and autonomy	– Student rarely displays learner independence and autonomy. – Student consistently requires reminders to complete assignments and assistance to complete online course work.	– Student sometimes displays learner independence and autonomy. – Student sometimes requires reminders to complete assignments and assistance to complete online course work.	– Student often displays learner independence and autonomy. – Student rarely requires reminders to complete assignments or assistance to complete online course work.	– Student always or almost always displays learner independence and autonomy. – Student does not require reminders to complete assignments and can complete online course work with no assistance.

Farzi et al., (2020, pp. 28–29)