TESOL'S Principles and Practices of Online Teaching Certificate Program: a very enjoyable and enriching opportunity!
by Robert Wachman

Most valuable elements
I asked my classmates in the Certificate Completion Course for their "quick take on elements of the program most valuable to [them]." The following are excerpts of their responses.

"… much of what I learned was the wherewithal to develop ideas into online programs. I don't know if I'll ever become an online entrepreneur, but many of the projects we developed in each course have helped me become more sure of myself online.

"The fact that most of the people who were taking the PP courses were excited and positive, with great ideas about teaching online, was the greatest factor in the success of the program [for me]."

--Elizabeth (Liz) Bailey, formerly Cheongju University, Cheongju, South Korea

"One of the myths and barriers to online education is the belief that the student learns in isolation with minimal to no communication with other classmates and the teacher. Prospective students think that they complete assignments by reading material they access on their computer and submitting them to the instructor. The TESOL certificate program teaches participants that success and learning using an online education [system] demands interaction via email, discussion groups, video chat, and text between students and instructor. Yes, you access material to be read, analyzed, and summarized via the computer, but discussion using the Discussion Board takes learning to the next level where you apply what you have read to practical teaching experiences you have had or learn from your classmates."

--Sandra Slavin, Lead Instructor, St Matthews Church ESL Program, Charleston, SC USA

"Having guidance [in] the discovery of digital technologies to be used in TESOL. If I had set myself to learn how to teach reading and writing or grammar and vocabulary online without having taken a course, I may not have followed through with my plans or not known where to start.

"Having a project for each class or an outcome…was helpful because it gave a purpose to my discovery of these digital tools…

"The discussion and collaboration were really helpful because of the feedback and new ideas I [received from peers], but the individual work was equally important to me because it allowed me to explore the needs I have in my teaching context."

--Laura A. Soracco, Green River Community College, Auburn, WA USA