Articles


What kind of meaning making resources do you rely on in your virtual classes (gestures, images, physical objects)? Are they similar or different from the resources that are available to you in F2F instruction? If so, how?
The article mentions **gestures** as a semiotic (meaning making) layer facilitated by technology. Do you notice your students using gestures to make their meaning clearer? What are some ways in which your students use these gestures?
Another semiotic dimension discussed by the article is **space**. How do your students make use of their surrounding space as they interact in class? How do you use space a resource in structuring your activities?
Gestures and space are examples of **resources** that come to the fore in a distance instructional setting. What other resources can you think of that become important in this remote setting, that are perhaps less important in a F2F classroom?
Should we talk about gestures, space, and other resources with our students explicitly? If so, why and how?
Upcoming Events

**Friday, December 4th, at 3pm**
“Disruptive Technologies and the Language Classroom: From Complex Systems Theory to Practical Implications”
With Dr. Regine Hampel (The Open University)
**Zoom ID:** 203 508 3989

**Wednesday, December 9th, at 3pm**
LRC Instructional Innovation Workshop: Canvas - Bringing it all together
**Zoom ID:** 847 208 7081

**Friday, December 11th, at 3pm**
Presentations of the campus projects developed with the LRC Instructional Innovation Grant
**Zoom ID:** 203 508 3989
Thank you