

POSTER PRESENTATION – UT ARLINGTON

Title: *Fostering Service Learning in TESOL Courses for a Digital Workplace*

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Abstract:

Post-COVID, virtual service learning is a promising practice for online, hybrid, HyFlex, and face-to-face TESOL courses as it aligns with workplace demands and preparing students to be ready for online teaching positions. This poster presentation presents key ideas summarizing the research literature on the topic of virtual service learning and digitally-enhanced service learning in the field of TESOL. Vignettes and case examples from across the content-focused and practicum/internship courses will be shared from undergraduate and graduate courses. This poster will summarize and synthesize 1) best practices from the research literature for virtual service learning and the #futureofwork and ESL workforce trends that support a strong rationale for including virtual service learning in TESOL courses and 2) vignettes and case examples from across TESOL courses. The research component of the poster will analyze across syllabuses and course content for how the courses support and structure virtual service-learning opportunities (content analysis). Implications include current and future predictions for the role of virtual service learning in TESOL and linguistics education. This poster builds on previous conceptual work that supports virtual service learning in TESOL courses (e.g., Semingson, Kilpatrick, & Kerns, 2023).

Reference

Semingson, P. L., Kilpatrick, C. D., & Kerns, W. (2023). "Connected" Conversations in TESOL Education: A Retrospective on Virtual ESL Service Learning During the COVID-19 Pandemic. In *Innovative Digital Practices and Globalization in Higher Education* (pp. 1-15). IGI Global.