

# Bridging Ideas And Educational Practice



# BRIDGING IDEAS AND EDUCATIONAL PRACTICE

DOMINIQUE SCHEFFEL-DUNAND AND MRS SUSHUMNA RAO  
TADINADA



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## Dominique Scheffel-Dunand and Mrs Sushumna Rao Tadinada

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There is a well-documented divide between research and practice in education. The differing objectives and reward structures for practitioners and researchers fail to promote the conversion of research into practical applications and the integration of practical insights into research. Academia valorizes publications in peer-reviewed journals and conferences, often rendering research inaccessible to educators due to prohibitive costs and specialized language. Conversely, practitioners rarely have an incentive to formalize their practical experiences into theoretical frameworks or to engage in dialogue with researchers, largely due to lack of time and support and structure for knowledge mobilization initiatives.

Nevertheless, there is a general policy agreement that practice must be better informed by research. Bridging the gap between theoretical research and practical application makes academic research actionable and impactful. Closing this gap is essential for enhancing the quality of education, as it allows teaching strategies to be informed by the most current research findings. This connection can also encourage the use of relevant evidence-based practices in the classroom, enhance professional development, and inform policy decisions. Researchers, especially in applied fields, must also be better informed by what practitioners are doing on the ground, though also face considerable barriers when they try.

One effective solution is creating “knowledge products” to serve as intermediaries between researchers and practitioners, facilitating the exchange of ideas and practices. This series of guides aims to assist both parties in translating research and/or field-inspired reflections into podcasts, videos, lesson plans, editorials, and more to foster collaboration and mutual understanding.

### Research and practice in FSL

Researchers and practitioners are actively developing knowledge products based on FSL research covering a wide range of topics such as innovative pedagogical strategies, the implementation of the Common European Framework of Reference for Languages (CEFR), language acquisition, technology integration and cultural competence.

Several collaborative groups are dedicated to bridging research and practice in FSL, including the Canadian Association of Second Language Teachers (CASLT), Ontario Modern Language Teachers’ Association (OMLTA) and the Second Language Research Institute of Canada (L2RIC). For example, the L2RIC has a

series of animated pedagogical videos and teaching resources based on best practices, and the OMLTA runs a podcast about innovative practices in language learning.

Individuals also contribute significantly to this effort. For instance, researchers like Dr. Liam Printer run podcasts linking current educational research to classroom implementation, and educators like Steve Smith maintain blogs and create language teacher toolkits.

## How to use these guides?

These guides aim to inspire thoughtful reflection on crucial considerations when creating various forms of research and/or field-inspired content. They also include links to external resources and a plethora of examples for those seeking further insights and inspiration. The guides lead you through the following crucial steps:

- **Define your why:**

Why do you want to create this knowledge product? This can range from sharing research findings and providing practical advice, to engaging in discussions and dialogue with expert researchers and practitioners. Identifying the purpose will directly influence your content and format.

- **Clarify your target audience**

Who is your primary audience? Is it FSL teachers, researchers, administra-

Both organizations and individuals like these share common objectives: improving accessibility to FSL research by making it available and understandable for practitioners, promoting applicability through practical tools for classroom use, and fostering collaboration and dialogue between researchers and practitioners.

Knowledge products inspired by FSL research are disseminated through professional development workshops, webinars, online communities, educational websites, podcasts and various other channels.

## How can I get started to create knowledge products?

- **Start with a “consumer” mindset**

- This is the best way to start your journey into a “producer” mindset. Do start and continue reading blogs, websites, editorials, and even academic journals if you can. Do listen to podcasts and watch videos. Do follow and connect with interesting people and hashtags on social media.

- **Identify engaging elements and formats**

- As you consume this content ask yourself: What formats of knowledge products do you prefer? How do they captivate your interest? What makes them appealing?

- **Start with a Growth Mindset**

- Don't let the concept of content creation overwhelm you. Everyone starts somewhere. You don't need top-tier equipment or a flawless script to begin! Start small and embrace the learning process as you go.

tors, or a broader audience? How can you tailor your content according to their needs and interests?

- **Seek Inspiration**

What strategies have proven effective for other teacher or researcher creators? How might generative AI serve as inspiration for content and formats?

- **Explore essential and optional elements**

What are the indispensable elements to include? What additional features could enhance the quality or engagement of your content?

- **Consider the logistics of production and dissemination**

What technology will you use based on your level of experience and budget? What should you consider before publishing? Where and how will your content be published and promoted?



PART I  
**BLOGS**



1.

# WHAT IS A BLOG?

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## What is a research and/or field-inspired blog?

### Blog

A blog is a frequently updated website or webpage used to share information or opinions, often featuring an interactive comment section at the end.

### Vlog

A vlog is a blog in the format of a video. Who is making blogs in FSL? What is a research and/or field-inspired blog?

Blogs are a simple way of broadcasting your opinion without the additional features many social media platforms have. In regards to FSL research, they allow researchers and practitioners to share their opinions on current developments in the field and open a discussion through comments.

Starting a blog is now easier than ever, whether you want to contribute to an existing blog series or create your own website, this no longer requires strong web development skills.

## Creators and Consumers

- Researchers who want to communicate their findings
- Teachers who want to communicate or discuss their practice and reflections
- Academic institutions or schools wanting to showcase their practitioners

## Who is likely to read them?

- Teachers who want to their improve language instruction
- Administrators and researchers who want to keep a pulse on current issues in education
- Parents curious as to what is happening in education or in their childrens' schools FSL research into practice

2.

# 1. CONCEPTUALIZATION

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## What features are essential to my blog?

- Introduction and conclusion (with actionable advice for practitioners)
- Title and headings
- Hyperlinks throughout to references
- Word limit: the average blog length is 700-1000 words
- Easy to understand language
  - Define technical terms (target audience is non-experts)

## What else could I add to my blog?

- Permanent navigation ribbon at top of page (static while scrolling)
  - “Back-to-top” button on ribbon
  - Includes socials icons (e.g. Facebook, X/Twitter, email, etc.)
- Contact form
  - For subscription to email newsletter, contact authors or institutions, etc.
- Images, graphics, videos, and quotes to support your content

## What questions might arise while creating or hosting my blog?

- What is the goal of your blog? What is the common theme across posts?
- Is there a call-to-action? What is the bottom line of each blog post?
- Does your blog tell a story?
- Will your blog have an email newsletter? Will it be advertised independently or via an affiliated institution (e.g. university, research institute)?

3.

## 2. CREATION

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### What technology might I need while developing and hosting my blog?

- What hosting site will be used? Do you want to use a website builder to own your own domain (e.g.: WordPress – low-code) or use a third-party publishing platform (e.g.: Medium, LinkedIn – no code)?
  - Keep track of how many readers you have using the analytics tools of your hosting site
- Will you be creating your own blog or contributing to an existing blog series?

### How might generative AI help give me inspiration for my blog?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

- **Headers:** “Suggest headers that communicate the relevance of [my academic research] to educators in FSL classrooms.”
- **Outline:** “Given [this description of my research] and [this target audience, e.g. FSL teachers], propose an outline for a blog that would cover [e.g. why the research is relevant to them, how they can think about or apply this research in their classroom]...”

**\*\*Disclaimer:** Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgment must be exercised before adapting and incorporating this content for any given context. **\*\***

4.

## 3. CONSOLIDATION

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What should I consider before publishing?

Which license type should I use to publish my work	Which media format to use (e.g. HTML, WordPress)	Is the blog accessible?
<p>Creative Commons licence (to allow users to download, use or modify):</p> <ul style="list-style-type: none"> <li>• CC-BY</li> <li>• CC-BY-NC-SA</li> <li>• CC-BY-SA</li> <li>• CC-BY-NC-ND</li> <li>• CC-BY-ND</li> <li>• CC-BY-NC</li> </ul> <p>OR</p> <p>Copyright Licence (to restrict use): “all rights reserved” + name of author</p>	<p>Consider the format that will be most user-friendly based on your licensing intent</p>	<ul style="list-style-type: none"> <li>• Is there an audio version of the blog?</li> <li>• Did you add Alt Text for images?</li> </ul>

## 5.

# HOW ELSE MIGHT MY BLOG BE PROMOTED OR DISSEMINATED?

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## How else might my blog be promoted or disseminated?

- Which social media platform will you be sharing it on (e.g.: Twitter/X, Facebook Groups, YouTube, LinkedIn, Vimeo)?
- Will it be posted on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your blog title, description, resource type (i.e.: blog, video), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

## Go Deeper

### What other sources are saying?

- How to write a great blog post on your research topic? — <https://www.doi.org/10.34834/2019.0002>
- Communicating research through blogs – Why do we blog? — <https://www.biomedcentral.com/get-published/writing-resources/blogs-for-authors>
- How to write an academic blog post? — <https://authorservices.taylorandfrancis.com/research-impact/how-to-write-an-academic-blog-post/>
- How to turn your research paper or article into a blog? — <https://blogs.sussex.ac.uk/policy-engagement/resources-for-researchers/how-to-turn-your-research-paper-or-article-into-a-blog/>
- Being a Research Blogger: The art of making an impact on the academic audience with your blog — <https://www.enago.com/academy/being-a-research-blogger/>
- Blogging your research: Tips for getting started — <https://www.lib.sfu.ca/help/publish/scholarly-pub->

lishing/radical-access/blogging-research

## 6.

# BE INSPIRED

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### Examples of blogs in FSL research

- Blogue de l'ACPLS
- Cult of Pedagogy
- Educational Technology
- Padlet (as tool to implement in your blog)
- Français avec Pierre

### Examples of blogs in other fields created by educators and researchers

- Writing for Research – Medium
- Arctic Research Blogs – WordPress
- From the Lab Bench
- Learning Scientists Blog
- Get a Life, PhD
- The Cool Cat Teacher Blog
- Canadian Public Health Association – Students & Early Career Blog
- Edutopia
- Maple Money

### Vlogs examples by Teachers and Researchers

- Teacher FYI – New teacher tips each week!
- Dr. Andy Stapleton
- Dr. Amina Yonis

## URLs used in this Page

### Great examples of blogs in FSL research

- <https://www.caslt.org/fr/blogue/>
- <https://www.cultofpedagogy.com/blog/>
- <https://educationaltechnology.net>
- <https://padlet.com/>
- <https://www.francaisavecpierre.com/blog/>

### Great examples of blogs in other fields created by educators and researchers

- <https://medium.com/@write4research>
- <https://arcticresearch.wordpress.com/>
- <https://www.fromthelabbench.com/>
- <https://www.learningscientists.org/blog/>
- <https://getalifephd.blogspot.com/>
- <https://www.coolcatteacher.com/>
- <https://www.cpha.ca/student-blog>
- <https://www.edutopia.org/>
- <https://maplemoney.com/>

### Vlogs examples by Teachers and Researchers

- <https://www.youtube.com/@TeacherFYI/videos>
- <https://www.youtube.com/@DrAndyStapleton/videos>
- <https://www.youtube.com/@DrAminaYonis/videos>

## 7.

# THE IMPORTANCE OF BRIDGING RESEARCH AND PRACTICE

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Knowledge products inspired by FSL research are disseminated through professional development workshops, webinars, online communities, educational websites, podcasts and various other channels.

## How can I get started to create knowledge products?

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  - This is the best way to start your journey into a “producer” mindset. Do start and continue reading blogs, websites, editorials, and even academic journals if you can. Do listen to podcasts and watch videos. Do follow and connect with interesting people and hashtags on social media.

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- **Clarify your target audience**

Who is your primary audience? Is it FSL teachers, researchers, administrators, or a broader audience? How can you tailor your content according to their needs and interests?

- **Seek Inspiration**

What strategies have proven effective for other teacher or researcher creators? How might generative AI serve as inspiration for content and formats?

- **Explore essential and optional elements**

What are the indispensable elements to include? What additional features could enhance the quality or engagement of your content?

- **Consider the logistics of production and dissemination**

What technology will you use based on your level of experience and budget? What should you consider before publishing? Where and how will your content be published and promoted?

- **Identify engaging elements and formats**

- As you consume this content ask yourself: What formats of knowledge products do you prefer? How do they captivate your interest? What makes them appealing?

- **Start with a Growth Mindset**

- Don't let the concept of content creation overwhelm you. Everyone starts somewhere. You don't need top-tier equipment or a flawless script to begin! Start small and embrace the learning process as you go.

PART II  
**EDITORIAL**



8.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED EDITORIAL?

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### What is a research and/or field-inspired editorial?

An editorial is an article presenting the opinions of the writer or editor on a given topic in a journal or newspaper.

Editorials in FSL research help practitioners and researchers share their opinions and findings. The arguments made contribute to the broad discussion on best practices and current issues in FSL education.

### Creators and Consumers

#### Who is writing editorials in FSL?

- Academic institutions seeking to promote their initiatives
- Coaches and practitioners who want to share their point of view and reflections
- Researchers who want to communicate their opinions and analyses, including though not limited to education policy

## Who is likely to read them?

- Teachers interested in improving language instruction or in the debate around current policies
- Administrators and other stakeholders who want to keep a pulse on current issues in education
- Researchers who want to hear the voices from the field

9.

## CONCEPTUALIZATION

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What features are essential to my editorial?

- A clear argument to open the editorial
- Hyperlinks to relevant sources (e.g.: studies, surveys, external media)
- Intermittent use of bullet point lists to succinctly deliver ideas
- Conclusion with actionable advice (for stakeholders)
- References at the end (sometimes complemented by footnotes)
- Clear byline and profile of author(s) and their affiliated organization

What other details should I consider for my editorial?

- Will your editorial aim to explain or interpret, criticize, persuade or praise (4 types of editorials)?
- Clearly identified viewpoint
- Keep it brief and to the point, highlighting one issue (usually no more than 2 pages)
- Highlight quotations in subheadings

What questions might arise while writing my editorial?

- What arguments are being made and what issues are being discussed?

- Who are the stakeholders and what do you want them to take away?
- What subheaders will be used to divide your arguments?

10.

## CREATION

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How might generative AI help give me inspiration for my editorial?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

*\*\*Disclaimer: Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgement must be exercised before adapting and incorporating this content for any given context.\*\**

- **Cohesive Structure:** “Generate an outline for my editorial on [my research-based topic] that ensures a logical flow of ideas.”
- **Content Expansion:** “Generate examples to illustrate the practical applications of [specific research concept].” “Brainstorm ideas for discussing the implications of [relevant research finding].”
- **Language Refinement:** “Suggest alternative wording to increase the clarity of the [introduction] of my editorial.” “Refine the language in my editorial to make it more engaging and accessible for [my target audience].”

## 11.

# CONSOLIDATION

---

What should I consider before publishing?

**Which license type should I use to publish my work**

Creative Commons licence (to allow users to download, use or modify):

- CC-BY
- CC-BY-NC-SA
- CC-BY-SA
- CC-BY-NC-ND
- CC-BY-ND
- CC-BY-NC

**Which media format to use (e.g. PDF, DOC, HTML)**

Consider the format that will be most user-friendly based on your licensing intent

**Is the editorial accessible?**

- Can it be read with a screen reader?
- Is there Alt Text for images?

OR

Copyright Licence (to restrict use): “all rights reserved” + name of author

---

Where could my editorial be published?

- Will you post the editorial on your own website with a domain or your own Medium site?
- If not, will you be submitting to publications such as:
  - Newspapers (e.g.: L’Express, The Globe and Mail, etc.)
  - Journals (e.g.: Journal of Pedagogical Research, Professionally Speaking, etc.)
  - Specialized magazines (e.g.: Pédagogie universitaire, Pédagogie

- collégiale)
- Blog series (e.g.: Éduco, CASLT Blog, Le Journal de l'Immersion (ACPI) etc.)

## 12.

# WHERE COULD MY EDITORIAL BE PROMOTED OR DISSEMINATED?

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- Which social media platform will you be sharing it on (e.g.: X/Twitter, LinkedIn, Facebook Groups)?
- Will you post the link to it on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your editorial title, description, resource type (i.e.: article, recording), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

## Go Deeper

### What is research saying?

- The Art of the Editorial — <https://doi.org/10.3126/nje.v12i1.43104>
- How to Write an Editorial? — [https://doi.org/10.1007/978-981-16-5248-6\\_26](https://doi.org/10.1007/978-981-16-5248-6_26)
- Editorial Matters: Guidelines for Writing Effective Editorials — <https://doi.org/10.1001/jama.2014.6535>

13.

## BE INSPIRED

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### What are some examples of great editorials in FSL research?

- CASLT – Ressentir du bien-être et être passionné de l’enseignement — <https://www.caslt.org/fr/blogue-bien-etre-enseignement/>
- Éduco – Les connaissances linguistiques et culturelles, des atouts à maximiser — <https://educ.lecentre-franco.ca/2022/automne/espace-ressources/>
- Marianne Gravel, Christian Poirier, Laurent Pelletier – Regard sur les perspectives pédagogiques du cinéma québécois (p. 7) — <https://www.calameo.com/aqpc/read/006737414e1e34e2c84da>
- CEFR Descriptors — <https://www.coe.int/en/web/common-european-framework-reference-languages/cefr-descriptors>

### What are some examples of great editorials in other fields?

- Nature Medicine Editorials — <https://www.nature.com/nm/articles?type=editorial>
- The BMJ Editorials — <https://www.bmj.com/news/editorial>
- Editorial: Health-related quality of life in healthcare — <https://www.frontiersin.org/articles/10.3389/fpubh.2023.1123180/full>
- The Globe and Mail Editorials — <https://www.theglobeandmail.com/opinion/editorials/>
- Toronto Star Editorials: The Star’s View — <https://www.thestar.com/opinion/editorials/>
- Technology and Society: Editorial and Opinion — <https://technologyandsociety.org/category/magazine-articles/editorial-opinion/>



PART III  
**FACT SHEET**



14.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED FACT SHEET?

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A fact sheet is a concise document which clearly presents the most relevant information about a particular topic.

Fact sheets allow FSL researchers and practitioners alike to present their findings, from pedagogical studies to school surveys, and to share best practices. They can take what would otherwise be an overwhelming amount of information, and condense it into an easily digestible document.

### Creators and Consumers

#### Who is making fact sheets in FSL?

- Coaches, teachers and instructional leaders who want to share concise advice or information
- Researchers who want to communicate and summarize their findings

#### Who is likely to use or read them?

- Teachers who want advice on improving their language instruction

- Administrators who want to keep a pulse on current issues in education
- Coaches and researchers who want to improve their knowledge of the field

15.

## CONCEPTUALIZATION

---

What features are essential to my fact sheet?

- Introduction and conclusion (with actionable advice for practitioners)
- Title and headings
- Hyperlinks throughout to references
- Easy to understand language, define technical terms (target audience is non-experts)
- Approximately 1–3 pages

What other details should I consider for my fact sheet?

- Use of colour or font size to distinguish headers from sub-headers
  - Choose two or three primary colours for colour-coding
  - Use dark text on light backgrounds and vice-versa
- Avoid distracting colours or text that affect legibility
- Graphics to complement the text (e.g.: charts, infographics, photos of participants, stock photos)
- Two columns maximum
- A call to action (with your contact and/or social media accounts)

## What questions might arise while creating my fact sheet?

- What is your team trying to communicate to the reader?
- What questions do you think readers will have? Will you pose them as subheaders?
- Who are your potential stakeholders (e.g.: parents, administrative staff, school boards)?
- What statistics or survey results will you be using? Have you included references?

16.

## CREATION AND CONSOLIDATION

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What technology might I need while creating my fact sheet?

- Free sites with editable templates (e.g.: Canva, Template LAB)
- What alternative formats might you use beyond PDFs (e.g.: PowerPoint slides, embedded videos, interactive website)?

How might generative AI help give me inspiration for my fact sheet?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

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- **Header Prompts:** “Create headers that encourage action or engagement regarding [research-based call to action].” “Suggest subheadings for a section on [specific aspect of my research].”
- **Creating Bullet Points:** “Condense [research findings] into clear and concise bullet points that highlight key discoveries and major implications.”

- **Visual Content Ideas:** “Generate [suggestions for] visuals or graphics that complement [specific fact or results]”
- **Language Refinement:** “Simplify the explanation of [complex technical concept] without losing its accuracy.” “Ensure that the technical terms used in the fact sheet are easily understandable by [my audience].”

## Consolidation

What should I consider before publishing?

**Which license type should I use to publish my work**

Creative Commons licence (to allow users to download, use or modify):

- CC-BY
- CC-BY-NC-SA
- CC-BY-SA
- CC-BY-NC-ND
- CC-BY-ND
- CC-BY-NC

**Which media format to use (e.g. PDF, PNG, HTML)**

Consider the format that will be most user-friendly based on your licensing intent

**Is the fact sheet accessible?**

- Are the fonts easy to read?
- Is there Alt Text for images?

OR

Copyright Licence (to restrict use): “all rights reserved” + name of author

17.

## WHERE COULD MY FACT SHEET BE PROMOTED OR DISSEMINATED?

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### Promotion or dissemination

- Which social media platform will you be sharing it on (e.g.: Twitter/X, LinkedIn, Facebook Groups, Instagram)?
- Which organizational websites or publications will you be sharing it with (e.g.: Pédagogie collégiale, Journal of Pedagogical Research, CASLT, ACPI)?
- Will it be posted on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your fact sheet title, description, resource type (i.e.: document, recording), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

## Go Deeper

### What other sources are saying?

- Rural Health Research Gateway Fact Sheet Format, Language and Layout —

<https://www.ruralhealthresearch.org/dissemination-toolkit/products/fact-sheet>

- Kent State University Fact Sheet Implementation and Suggestions —

<https://www.kent.edu/ctl/fact-sheets>

- Explainability fact sheets: a framework for systematic assessment of explainable approaches —

<https://doi.org/10.1145/3351095.3372870>

18.

## BE INSPIRED

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What are some examples of great fact sheets in FSL research?

- Le Centre franco – Je m’engage, tu t’engages — [https://downloads.ctfassets.net/cfektv4t16rw/6OJj6De85JVBMg1tcGXX4Y/dcca24f8a07e651d772902500c56f6d5/9782765706557\\_JE\\_MEN-GAGE\\_TU\\_TENGAGES.pdf](https://downloads.ctfassets.net/cfektv4t16rw/6OJj6De85JVBMg1tcGXX4Y/dcca24f8a07e651d772902500c56f6d5/9782765706557_JE_MEN-GAGE_TU_TENGAGES.pdf)
- Canadian Parents for French (CPF) – Building Linguistic Security — [https://cpf.ca/wp-content/uploads/CPF\\_2020\\_LinguisticSecurityBrief\\_EN\\_v9\\_EMAIL-1.pdf](https://cpf.ca/wp-content/uploads/CPF_2020_LinguisticSecurityBrief_EN_v9_EMAIL-1.pdf)
- CPF – The State of French Second Language Education in Ontario — <https://on.cpf.ca/files/2021/02/State-of-FSL-Education-in-Ontario-November-2020.pdf>

What are some examples of great fact sheets in other fields?

- Education for All Fact Sheet — [https://cfsontario.ca/wp-content/uploads/2021/11/Education-for-All\\_Factsheets\\_2021\\_EN.pdf](https://cfsontario.ca/wp-content/uploads/2021/11/Education-for-All_Factsheets_2021_EN.pdf)
- National Institute of General Medical Sciences Fact Sheets — <https://nigms.nih.gov/education/factsheets/Pages/factsheets.aspx>
- World Health Organization Fact Sheets — <https://www.who.int/news-room/fact-sheets>
- Nemours Kids Health Fact Sheets for Educators — <https://kidshealth.org/en/parents/classroom/>
- Environmental and Energy Study Institute Fact Sheet: Climate Change FAQ — <https://www.eesi.org/papers/view/faq-climate-change>
- CDC Budget Fact Sheets — <https://www.cdc.gov/budget/fact-sheets/index.html>



PART IV  
**INFO GRAPHIC**



19.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED INFOGRAPHIC?

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An infographic, as the word suggests, presents “info” through “graphics.” It is a form of visual communication that prioritises images, graphs and charts over words.

Infographics in FSL research visually display the findings of researchers and practitioners, from pedagogical studies to school surveys and beyond. Being simple, visually appealing and shareable, infographics are an effective way of highlighting the importance of your work and the issues it addresses.

### Creators and Consumers

#### Who is making infographics in FSL?

- Coaches, educators, and instructional leaders who want to share their insights
- Researchers who want to communicate and summarize their findings

## Who is likely to read them?

- Teachers curious about improving language instruction and learning more about the field
- Administrators who want to keep a pulse on current issues in education
- Researchers who want to hear the voices from the field

20.

## CONCEPTUALIZATION

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### What features are essential to my infographic?

- Use common colour theming (e.g.: purple for Camerise)
- Provide link to full report if available (i.e.: survey, article, press release)
- Present data on current issues and propose potential solutions

### What other details should I consider for my infographic?

- Establish the context and problem at the top
- Address the purpose and use to stakeholders up-front
- Provide a glossary of acronyms in separate box
- Provide a timeline to show your initiative's history
- Include key graphic titles and section headings
- Prioritize large, legible fonts

## What questions might arise while designing my infographic?

- If infographics are created for your initiative, what data will they be presenting?
- Will this be best presented through a visual article, list, comparison, flow chart, process, timeline, statistical, or geographic infographic?
- What story do you want to tell with your data? How do the graphics and titles outline that narrative?

21.

## CREATION AND CONSOLIDATION

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### What technology might I need while creating my infographic?

- What format will you be using (e.g.: a png or jpeg file can be easily integrated into a website)? Is it downloadable (e.g.: PDF)?
- What software will you be using to create it (e.g.: free editable templates – Canva, Visme, AdobeExpress)?

### How might generative AI help give me inspiration for my infographic?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

*\*\*Disclaimer: Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgment must be exercised before adapting and incorporating this content for any given context.\*\**

- **Formatting:** “Generate concise and impactful headings that effectively organize [topic 1], [topic 2], etc.” “Suggest visual elements or design features that can guide [my target audience] toward taking specific actions [e.g.: visit a website, explore further resources].”
- **Visual Content Ideas:** “Generate [suggestions for] visuals or graphics that complement [specific

fact]” “Provide ideas for visually representing the key concepts of [summary of my research] in an infographic.”

- **Language Refinement:** “Simplify the explanation of [complex technical concept] without losing its accuracy.” “Generate concise titles that guide [my target audience] through the sequential steps of [research-based process].”

22.

## WHERE COULD MY INFOGRAPHIC BE PROMOTED OR DISSEMINATED?

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- Which social media platform will you be sharing it on (e.g.: X/Twitter, LinkedIn, Facebook Groups, Pinterest, Instagram)?
- Which graphic-centric platforms will you be sharing it on (e.g.: Visual.ly, Behance)?
- Will it be posted on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your infographic title, description, resource type (i.e.: infographic, chart), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

23.

## GO DEEPER, BE INSPIRED

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What other sources are saying?

- Research Impact Canada – Infographic Design for Knowledge Mobilization Module — [https://rise.articulate.com/share/sUG\\_m7CTkldQ6phbVIUqV45evvihETL4#/](https://rise.articulate.com/share/sUG_m7CTkldQ6phbVIUqV45evvihETL4#/)
- Infographics in higher education: A scoping review — <https://doi.org/10.1177/20427530221107774>
- Infographics in Education: Review on Infographics Design — <https://doi.org/10.5121/ijma.2017.9602>
- The Journal of mHealth – What is the Role of Infographics in Healthcare? — <https://thejournalofmhealth.com/what-is-the-role-of-infographics-in-healthcare/>

### Be Inspired

What are some examples of great infographics in FSL research?

- Statistics Canada – Increasing diversity of languages — <https://www150.statcan.gc.ca/n1/en/pub/11-627-m/11-627-m2022051-eng.pdf?st=FwY8U4QC>
- Ombudsman Ontario – Help us improve the French language services — <https://www.ombudsman.on.ca/Media/ombudsman/ombudsman/resources/Brochures/Help-us-improve-the-French-language-services-FLS-poster-accessible.pdf>

## What are some examples of great infographics in other fields?

- Government of Canada – How new laws and regulations are created — <https://www.justice.gc.ca/eng/laws-lois/infograph.html>
- Centers for Disease Control and Prevention – Graphics — <https://www.cdc.gov/globalhealth/infographics/default.html>
- Statistics Canada – Infographics — <https://www150.statcan.gc.ca/n1/pub/11-627-m/index-eng.html>
- World Health Organization – Infographics — <https://www.who.int/tools/compendium-on-health-and-environment/media>



PART V  
**PODCAST**



24.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED PODCAST?

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A podcast is a digital audio and/or video file or recording on the Internet, made available for download or streaming.

*Podcasts in FSL open a dialogue between teachers and researchers on best practices. This medium allows researchers to share their work with practitioners and practitioners to share their experiences and reflections from the field with researchers. Whether it be a structured interview or a casual chat, podcasts are a great way to communicate your ideas and join the conversation around language instruction.*

### Creators and Consumers

#### Who is making podcasts in FSL?

- Teachers engaged in action research or reflection on their practice
- Researchers who want to communicate research findings on language instruction

## Who is likely to tune into them?

- Teachers who want advice on improving their language instruction
- Heads of department and administrators who want to stay informed on current issues in education
- Researchers who want to listen to voices from the field

25.

## CONCEPTUALIZATION

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### What features are essential to my podcast?

- Episode title and description
- Timestamps for podcast sections
- Sound quality (using a mic to reduce background noise)

### What other details should I consider for my podcast?

- Subject tags (e.g.: #pedagogy, #mentalhealth, etc.)Organize
- Links to further research (infographic, brochure, survey, etc.)
- Introduction and jingle
- Adding guest description (name, position/qualifications, socials)
- Providing the transcript (in many cases these can be automatically generated by podcasting software)
- Segmenting the podcast into at least three sections: introduction, body, conclusion/wrap-up
- Recurring features or sections across podcast episodes (e.g.: Recap of previous podcast, Fact of the day, News update on current advancements)

### What questions might arise while creating my podcast?

- Who is your target audience? How will this be reflected in promotional material and the podcast description?
- How often will you post a new episode? (e.g.: weekly, monthly, etc.)
- What will be the length of your podcast(s)? (the average length is 18 minutes)
- What topics will you discuss and in what language(s)?
- How will you format or structure the podcast? Will it be pre-scripted? Will you include interviews? Will you feature guests on the podcast? If so, how many and how will they be selected?

26.

## CREATION AND CONSOLIDATION

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### What technology might I need while creating my podcast?

- Would you prefer to use a “low tech” solution, which takes less time to become familiar with, or a “higher tech” solution, which enables you to have greater control over the product?
- Low tech software for recording (e.g.: Zoom recording, Audacity)
- Higher tech equipment for audio and recording quality (e.g.: microphone, digital recorder, interface and mixers, camera)
- Higher tech software for audio recording and editing (e.g.: Adobe Audition, Logic Pro \*only for Mac, Riverside)

### How might generative AI help give me inspiration for my podcast?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

*\*\*Disclaimer: Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgement must be exercised before adapting and incorporating this content for any given context.\*\**

- **Theme Generation:** “Explore podcast topics that offer actionable takeaways for [teachers/researchers] based on [these latest research findings].” “Suggest podcast themes that highlight real-world applications of research in [FSL learning].”
- **Interview Questions:** “Suggest questions that I could ask a practitioner on a podcast to discuss

the research applications of [my topic].” “Compile a list of frequently asked questions about [research topic] and provide clear, concise answers suitable for [my audience].”

- **Language Refinement:** “Simplify the explanation of [complex technical concept] without losing its accuracy.” “Create analogies or metaphors to explain [complex concepts from my research] in a way that is relatable to everyday experiences.”

## Consolidation

What should I consider before publishing?

Which license type should I use to publish my work	Which media format to use (e.g. MP3, MP4, website)	Is the podcast accessible?
<p>Creative Commons licence (to allow users to download, use or modify):</p> <ul style="list-style-type: none"> <li>• CC-BY</li> <li>• CC-BY-NC-SA</li> <li>• CC-BY-SA</li> <li>• CC-BY-NC-ND</li> <li>• CC-BY-ND</li> <li>• CC-BY-NC</li> </ul> <p>OR</p> <p>Copyright Licence (to restrict use): “all rights reserved” + name of author</p>	<p>Consider the format that will be most user-friendly based on your licensing intent</p>	<ul style="list-style-type: none"> <li>• Are transcriptions available?</li> </ul>

27.

## WHERE COULD MY PODCAST BE PUBLISHED?

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- What podcast hosting sites are you considering? The most commonly used hosting sites for education-related podcasts include:
  - Spotify (for easy streaming and downloading, usually audio)
  - SoundCloud (alternative for easy discovery and browser playback, only audio)
  - voicEd (features specialised education podcasts in English)
  - École branchée (features specialised education podcasts in French)
  - Websites such as Google Sites (if you want to have your own domain)

### Where could my podcast be promoted or disseminated?

- Which social media platform will you be sharing it on (e.g.: X/Twitter, LinkedIn, Facebook Groups)?
- Share your podcast on Camerise
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your podcast title, description, resource type (i.e.: recording, video), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

28.

## GO DEEPER AND BE INSPIRED

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### Go Deeper

#### What is research saying?

- How Podcasts Can Benefit Scientific Communities — <https://doi.org/10.1016/j.tics.2020.10.003>
- Podcasting in medical education: a review of the literature — <https://doi.org/10.3946/kjme.2017.69>
- “Being Able to Listen Makes Me Feel More Engaged”: Best Practices for Using Podcasts as Readings — <https://doi.org/10.1177/0092055X211017197>
- Podcasts in higher education: teacher enthusiasm increases students’ excitement, interest, enjoyment and learning motivation — <https://doi.org/10.1080/03055698.2019.1706040>

### Be Inspired

#### What are some examples of great podcasts in FSL research?

- **Ingénieux pédagogiques** (en français) — <https://open.spotify.com/episode/7kZvZFiP-SWRNrQ1Cnno0zo?si=a43fc6d48c4849bb>

*Description: A professor (Eric Dionne), intermediary teacher (Alexandre Audet) and pedagogical advisor (Martin Parent) unpack research articles in education and analyse their application in the classroom.*

- **OMLTA – Speaking Up** — <https://open.spotify.com/episode/0y9m14p6fNynhwXTpNFilt>

*Description: Ontario Modern Language Teacher’s Association (OMLTA) podcast investigates the impact of innovative practices in language education through collaboration with Ontario educators.*

- **Moi, j’enseigne! – Causeries pédagogiques** (en français) — <https://moijenseigne.ca/causeries-pedagogiques/>

*Description: Each talk or “causerie”, aimed for teachers and French teachers in Ontario, features an informal conversation on relevant and current issues in education.*

- **The Motivated Classroom** — <https://podcasters.spotify.com/pod/show/themotivatedclassroom>

*Description: Dr. Liam Printer links current educational research to practical classroom applications and strategies through his weekly podcast hosted for language teachers and learners.*

## What are some examples of great podcasts in other fields?

- **The Lancet Podcasts: “The Lancet Voice” and “In conversation with...”** — <https://www.thelancet.com/podcasts>

*Description: The Lancet medical journal produces podcasts which explore global health, policy and current research and their real-world applications, presented by Lancet editors, authors and guests.*

- **Brain Science Podcast** — <https://brainsciencepodcast.com/>

*Description: Neuroscientist Ginger Campbell presents recent discoveries in her field to listeners of all backgrounds, in order to reveal how our brains make us who we are.*

- **Science Friday** — <https://www.sciencefriday.com/science-friday-podcasts/>

*Description: This long-running weekly podcast interviews scientists and experts to discuss current research and news in science, technology, health and the environment.*

- **Science Vs** —

*Description: These “myth-busting” podcasts differentiate facts from fiction in various domains of science. Popular trends, controversial topics and current events are examined in light of scientific research and interviews with experts.*

- **The Social Science Bites Podcast** — <https://www.socialsciencespace.com/about-socialsciencebites/> |

<https://open.spotify.com/show/13BcvdCZQl3CiF8NimP7xa>

*Description: Monthly interviews with leading social scientists are created to make research in the field of social science and their societal implications accessible and understandable.*

PART VI  
**LESSON PLAN**



29.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED LESSON PLAN?

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A lesson plan is an outline that allows educators to map out and organize their material, activities and evaluations, in accordance with their learning outcomes and timeframe.

As one of the most practical resources amongst teachers, lesson plans are often shared to compare unit progression, activities and other planning techniques in FSL education. Lesson plans are valuable because of the trial and error teachers go through to improve them. Giving back to the greater community helps continue the cycle of improvement and experimentation that is second-language instruction; contributing your own lesson plans will help encourage fellow FSL practitioners and researchers to do the same.

### Creators and Consumers

#### Who is making FSL lesson plans?

- Teachers who want to communicate best practices and planning techniques
- Researchers wanting to share their findings or knowledge for application in a classroom setting

30.

## CONCEPTUALIZATION

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### What features are essential to my lesson plan?

- Key research insights inspiring this lesson plan (i.e.: complete reference and link to research insight with a short explanation)
  - e.g.: Cammarata, L. & Tedick D. (2012). Balancing Content and Language in Instruction: The Experience of Immersion Teachers. In *The Modern Language Journal*. 96, ii. (pp. 251–269), <https://doi.org/10.1111/j.1540-4781.2012.01330.x>
- Targeted skills (e.g., reading, phonetics, intercultural, grammar)
- Class information (e.g.: age range, subject matter, estimated duration, materials or technology needed)
- Learning expectations (overall + specific to curriculum, background knowledge, learning objectives)
- Type of interaction (e.g.: group or individual work)
- Accommodations or modifications (for students with specific learning preferences or needs)
- Next steps and possible assessments (e.g.: follow-up lesson, homework, quiz, teacher observation, peer feedback)

### What else could I add to my lesson plan?

- Possible implementation challenges or questions (with potential solutions or answers)
- Sub-headers for types of activities / lesson sections (e.g.: Think + Pair + Share, Minds-on + The Action + Consolidation)
- Specification of transferable skills (e.g.: problem solving, collaboration, communication)
- Guiding prompts for the teacher for each activity (e.g.: How do you know...? What do you think of...?)
- Extension and alternative activities (i.e.: variations for more/less motivated students)

## What questions might arise while creating my lesson plan?

- How do you accommodate students with IEPs and/or unique learning needs?
- How have you structured your long range plan?
- Is the lesson plan easily usable for substitute teachers?

31.

## CREATION AND CONSOLIDATION

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How might generative AI help give me inspiration for my lesson plan?

*\*\*Disclaimer: Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgement must be exercised before adapting and incorporating this content for any given context.\*\**

- **Key Concepts:** “Identify and outline key concepts from [my research] that can be incorporated into a lesson plan for [target audience].” “Suggest an opening activity that piques students’ curiosity about [my lesson plan themes].”
- **Clarity:** “Evaluate the clarity and simplicity of the concepts presented in [my lesson plan] to ensure that they are comprehensible to students of [target age-range].” “Assess the language complexity used to ensure that it aligns with the linguistic capabilities of students in the [target age-range].”
- **Interactive Activities:** “Suggest hands-on activities or exercises based on [my relevant research-based strategies] to promote student engagement.” “Identify discussion questions that encourage students to critically analyze and discuss [topic 1], [topic 2], etc.”
- **Language Refinement:** “Provide a step-by-step breakdown of [complex procedure or process] that a [target age-range] student would understand.” “Suggest alternative wording for any specialized vocabulary in [my lesson plan] to enhance overall accessibility.”

## Consolidation

What should I consider before publishing?

**What license type should I use to publish my work**

Creative Commons licence (to allow users to download, use or modify):

- CC-BY
- CC-BY-NC-SA
- CC-BY-SA
- CC-BY-NC-ND
- CC-BY-ND
- CC-BY-NC

OR

Copyright Licence (to restrict use): “all rights reserved” + name of author

**Which media format to use (e.g. Word Document, Google Docs, fillable PDF)**

Consider the format that will be most user-friendly based on your licensing intent

How else might my lesson plan be promoted or disseminated?

- Will you be sharing it on social media (e.g.: X/Twitter, LinkedIn, Facebook Groups, Pinterest)?
- Will it be posted on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your lesson plan title, description, resource type (i.e.: lesson plan, recording, video), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive con-

tent or contains content related to equity, diversity, and/or social justice

32.

## BE INSPIRED

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### What are some great examples of FSL lesson plans?

- Améliorons ensemble les compétences des élèves en français langue seconde en s'inspirant du CECR (Transforming FSL) — [https://transformingfsl.ca/wp-content/uploads/2015/12/CSC697\\_Professional-Activities-Handbook.pdf](https://transformingfsl.ca/wp-content/uploads/2015/12/CSC697_Professional-Activities-Handbook.pdf)
- Financial Literacy: Credit Card Lesson Plan (Ontario Teachers Federation) — [https://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2013/09/OTF\\_financial\\_literacy\\_credit\\_card.pdf](https://www.otffeo.on.ca/en/wp-content/uploads/sites/2/2013/09/OTF_financial_literacy_credit_card.pdf)
- Français Facile : cours de français intermédiaire — <https://www.podcastfrancaisfacile.com/plan-de-cours-fle-delf-a2>
- Sample Year Plans with Supporting Authorized Resources: Grade 4, Grade 5 and Grade 6 (Education Alberta) — [https://education.alberta.ca/media/384898/gr4\\_6\\_sampleyear-plans.pdf](https://education.alberta.ca/media/384898/gr4_6_sampleyear-plans.pdf)

### What are some great examples of lesson plans in other fields?

- Kids Boost Immunity – Teacher Centre Lesson Plans — <https://kidsboostimmunity.com/teacher-centre/lesson-plans>
- Read Write Think Lesson Plans — <https://www.readwritethink.org/classroom-resources/lesson-plans>
- Ontario Teachers' Federation Lesson Plans — <https://www.otffeo.on.ca/en/resources/lesson-plans/>
- Transition Toolkit Lesson Plans — [http://tknlyouth.sdsu.edu/lesson\\_plans/health-lp.htm](http://tknlyouth.sdsu.edu/lesson_plans/health-lp.htm)

### 33.

# RESEARCH AND/OR FIELD-INSPIRED LESSON PLAN SAMPLE TEMPLATE

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Here is a Research and/or Field-Inspired Lesson Plan Sample Template to create for your reference.

## Key Research Inspiring the Lesson Plan

1. Full reference with link
  - Short description of research’s relevance to lesson
2. ...
3. ...

## Age Range / Education Level (check all that apply)    Licence (check one)

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• 3–6 years old: kindergarten to grade 1</li><li>• 6–9 years old: elementary grades 1 to 3</li><li>• 9–12 years old: elementary grades 3 to 6</li><li>• 12–14 years old: elementary grades 7 and 8</li><li>• 14–16 years old: high school grades 9 and 10</li><li>• 16–18 years old: high school grades 11 and 12</li></ul> | <ul style="list-style-type: none"><li>• CC-BY</li><li>• CC-BY-NC-SA</li><li>• CC-BY-SA</li><li>• CC-BY-NC-ND</li><li>• CC-BY-ND</li><li>• CC-BY-NC</li><li>• All rights reserved (your name)</li></ul> |
|---|--|

## Type(s) of Teacher-Student Interaction    Estimated Lesson Duration

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Direct instruction</li><li>• Interactive learning</li><li>• Group discussions</li><li>• Individual work</li><li>• Pair work</li><li>• Group work</li></ul> | <ul style="list-style-type: none"><li>• 15 minutes</li><li>• 30 minutes</li><li>• 45 minutes</li><li>• 60 minutes / One hour</li><li>• Other</li></ul> |
|--|--|
-

**Transferable Skills Developed (check all that apply)****Material and Technology Required**

- Verbal Communication
- Written Communication
- Active Listening
- Collaboration
- Conflict Resolution
- Problem-Solving
- Critical Thinking
- Leadership
- Self-Awareness
- Empathy
- Creativity / Innovation
- Digital / Technical Skills
- Other: \_\_\_\_\_

1. e.g. projector
2. e.g. computers
3. e.g. interactive whiteboard
4. e.g. coloured paper
5. ...
6. ...

**Connections to disciplines (check all that apply)****Targeted FSL Skills (check all that apply)**

- Psychology
  - Sociology
  - Philosophy
  - Political Science
  - History
  - Canadian and World Studies
  - Geography
  - Social Studies
  - Social Studies and Humanities
  - Linguistics
  - Literature
  - Languages
  - English
  - French as a Second Language
  - Native Languages
  - Native Studies
  - Classical Studies and International Languages
  - Cultural Studies
  - Interdisciplinary Studies
  - The Arts
  - Visual Arts
  - Performing Arts
  - The Kindergarten Program
  - Business Studies
  - Guidance and Career Education
  - Religious Studies
  - Science
  - Science and Technology
  - Technological Studies
  - Computer Studies
  - Environmental Sciences
  - Mathematics
  - Economics
  - Engineering
  - Health
- Speaking skills
  - Pronunciation
  - Phonetics
  - Written proficiency
  - Grammar
  - Spelling
  - Syntax
  - Reading comprehension
  - Vocabulary
  - Listening comprehension
  - Cultural awareness
  - Intercultural understanding
  - Intercultural Awareness
  - Awareness of Sociolinguistic Conventions
  - Other \_\_\_\_\_
-

**Learning Objectives**

- e.g.: Analyse how historical events have shaped the Francophone world and culture
- e.g.: Compare and contrast cultural perspectives on education and social customs
- Understand...
- Identify...
- Analyse...
- Discuss...
- Compare...
- ...

**Student Background Knowledge**

- e.g.: Knowledge of historical events during X time period and X region
- e.g.: Awareness of religious beliefs, family structures and social norms in X community
- ...

**Introduction / Hook****Duration: e.g. 10 minutes**

For example:

- Share images or short video clips to pique curiosity and begin a discussion
- Ask students to guess the meaning of a French phrase or word
- Present an item related to French culture and ask students to share their observations
- Pose open-ended questions to gauge student's current knowledge of a topic

**Presentation****Duration: e.g. 10 minutes**

Include links to a presentation (PowerPoint, Google Slides, etc.) and/or external sources the teacher can use to educate the students on the topic(s) relevant to the lesson.

- Define any terms
  - Explain the importance of the topic(s) addressed
  - Include visuals
  - List questions the teacher can ask to ensure student's comprehension throughout the presentation
-

**Interactive Activity****Duration: e.g. 20 minutes**

Activity's purpose and connection to the presentation:

Notes for the teacher (extra details, potential challenges, etc.):

Clear Steps:

1. ...
2. ...

Suggestions to simplify the activity:

Suggestions to increase the difficulty of the activity:

**Conclusion / Consolidation****Duration: e.g. 5 minutes**

Summarize the key take-aways.

Propose a short closing activity to reinforce the concepts covered.

**Possible Assessments****Extending Further**

E.g.: Project, presentation, quiz

List related questions to further explore the topic(s)

Recommend related websites, apps or resources

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PART VII  
**SOCIAL MEDIA POST**



34.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED SOCIAL MEDIA POST?

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Social media has proven to be an effective way to broadcast one's opinions and creations.

*Social media sites like X/Twitter (a microblogging site) and Facebook, and now increasingly BlueSky and LinkedIn, have been popular places for FSL practitioners, researchers, administrators, and other stakeholders to share their opinions and initiatives in the field. If you are looking to contribute to the FSL research dialogue on these social media sites, here are a few things you should consider.*

### Creators and Consumers

#### Who is tweeting and posting in FSL research?

- Researchers who want to discuss developments in the field or share their findings
- Teachers who want to share or highlight best practices based on action research
- Administrators who want to share accomplishments in evidence based practice from their institutions and resources in the field

#### Who is likely to read tweets and posts?

- Teachers who want to improve their language instruction and hear about innovative practices
- Researchers who want to hear about studies in the field
- Administrators who want to keep a pulse on current issues in education
- Parents curious as to what is g

35.

## CONCEPTUALIZATION

What features are <b>essential</b> to these tweets and posts?	What else could I <b>add</b> to my tweets and posts?
<ul style="list-style-type: none"> <li>• A clear issue, opinion, or comment about an aspect of the field of FSL</li> <li>• An attempt to illustrate best practices</li> <li>• Consider the character limit (e.g. 280 characters on Twitter/X)</li> <li>• Relevant links to external media (e.g.: resources, articles, studies, your website)</li> <li>• A few relevant hashtags (e.g. #pedagogy, #FSL, #fslchat, #langchat, #fsl4all)</li> </ul>	<ul style="list-style-type: none"> <li>• Photos (e.g.: classrooms – with informed consent)</li> <li>• Tag relevant people who may be interested in what you have to say or who write about similar points</li> </ul>

### What **questions might arise** while preparing tweets and posts?

- Who are you and how do you identify yourself in your bio and how you write?
- What is the goal of your tweets and posts?
- What efforts have you made or are being made in the field toward this goal?
- Why is the issue you are discussing important for educators? What existing conversations or discussions are you contributing to?
- Have you ensured you have permission to share photos from schools or research sites?

36.

## GO DEEPER AND BE INSPIRED

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### What other sources are saying?

- Scientists, Meet #Twitter! —

<https://www.thexylom.com/post/scientists-meet-twitter>

- A guide to Twitter for researchers —

<https://authorservices.taylorandfrancis.com/research-impact/a-guide-to-twitter-for-researchers/>

- How to use Twitter to further your academic career —

<https://doi.org/10.1038/d41586-019-00535-w>

- Ten simple rules for getting started on Twitter as a scientist —

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7010239/>

- How to use Twitter at a Scientific conference —

<https://journals.asm.org/doi/10.1128/msphere.00121-22>

- A scientist's guide to social media: Twitter —

<https://spie.org/news/photonics-focus/septoct-2021/a-scientists-guide-to-social-media-twitter?SSO=1>

- How to use Twitter as a Scientist —

<https://www.letpub.com/How-to-Use-Twitter-as-a-Scientist>

### Be Inspired

### What are some types of tweet/X posts in FSL

## research?

- *Promotional tweet/X posts*
  - [https://twitter.com/CASLT\\_ACPLS/status/1625933039921397765](https://twitter.com/CASLT_ACPLS/status/1625933039921397765)
  - <https://twitter.com/OMLTA/status/1625319314533322753>
- *Demonstration tweet/X posts*
  - <https://twitter.com/mjmorneau1/status/1621189452994416647>
  - <https://twitter.com/MadameRSharma/status/1648299345232510979>
- *Informative tweet/X posts*
  - <https://twitter.com/edutopia/status/1631492887698628608>
  - [https://twitter.com/ACPI\\_/status/1626675010294190080](https://twitter.com/ACPI_/status/1626675010294190080)
- *Debates/discussions*
  - <https://twitter.com/NAEmmanuele/status/1629517588345630721>

PART VIII  
**VIDEO**



37.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED VIDEO?

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A video is a concise, engaging, visual presentation of scientific findings or approaches and insights from the field, often featuring animations, interviews, or data visualizations to make complex subjects accessible to a broad audience.

*There's nothing better than a good video tutorial to answer any questions you might have as a teacher or researcher, from FAQs on standardized tests, new activity ideas, advice on lesson planning, to a glimpse into classroom realities. Videos are both digestible and accessible. Creating videos helps catalog practical advice across all subjects and teaching backgrounds, and posting them helps give back to the broader teaching community.*

### Creators and Consumers

#### Who is making videos in FSL?

- Researchers who want to communicate their findings to practitioners
- Teachers who want to share best practices and reflections

#### Who is likely to watch them?

- Teachers who want to improve their language instruction
- Researchers interested in understanding teacher practices and their everyday realities

38.

## CONCEPTUALIZATION, CREATION AND CONSOLIDATION

What features are <b>essential</b> to my video?	What else could I <b>add</b> to my video?
<ul style="list-style-type: none"> <li>• A clear question with answers</li> <li>• A video description (with referenced resources and citations)</li> <li>• A playlist (* if it belongs to a series of related videos)</li> </ul>	<ul style="list-style-type: none"> <li>• Timestamps (for direct references to resources or academic sources)</li> <li>• Chapters (for organizing steps, subjects, etc.)</li> <li>• Subtitles (to accommodate hard of hearing viewers)</li> <li>• Described video (to accommodate visually impaired viewers)</li> </ul>

### What questions might arise while creating my video?

- What is the goal of your video? If it is part of a playlist or channel, what is the common theme or concern these videos are addressing?
- What is the takeaway message of your video? Is this clearly summarized at the end of the video?

## Creation

### What technology might I need while filming or editing my video?

- What filming or audio equipment will you need (e.g.: camcorder / camera, microphones, tripods, cords, lighting)?
- Will you use animation software (e.g.: Prezi, Videoscribe, Doodly)?
- Will you create a voiceover (e.g.: Audacity: open-source audio recording and editing app)?
- What editing software will you use (e.g.: Final Cut Pro, Adobe Premiere Pro, CyberLink, PowerDirector)?

tor 365, iMovie)?

## How might generative AI help give me inspiration for my video?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

*\*\*Disclaimer: Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgement must be exercised before adapting and incorporating this content for any given context.\*\**

- **Creating a Hook:** “Suggest a hook that introduces a common problem and hints at how my research [in this area] offers a solution.” “Suggest a thought-provoking question related to my research [in this area] that can spark curiosity among viewers.”
- **Outline:** “Generate a video outline exploring the [real-life implications] of [my research topic] on [my target audience], concluding with clear actionable takeaways.”
- **Viewer Engagement:** “Suggest strategies for maintaining the interest of [my target audience] and encouraging them to explore more about the research.”
- **Visual Elements:** “[Suggest ideas for] incorporating visually engaging elements to illustrate key points in the research; [topic 1], [topic 2], etc.”
- **Language Refinement:** “Simplify the explanation of [complex technical concept] without losing its accuracy.” “Explore ways to convey the real-world applications of [my field of research] through engaging and accessible language.”

## Consolidation

### What should I consider before publishing?

Which license type should I use to publish my work	Which media format to use (e.g. MP4, MOV, WMV)	Is the video accessible?
<p>Creative Commons licence (to allow users to download, use or modify):</p> <ul style="list-style-type: none"> <li>• CC-BY</li> <li>• CC-BY-NC-SA</li> <li>• CC-BY-SA</li> <li>• CC-BY-NC-ND</li> <li>• CC-BY-ND</li> <li>• CC-BY-NC</li> </ul> <p>OR</p> <p>Copyright Licence (to restrict use): “all rights reserved” + name of author</p>	<p>Consider the format that will be most user-friendly based on your licensing intent</p>	<ul style="list-style-type: none"> <li>• Are transcriptions available?</li> </ul>

### How else might my video be promoted or disseminated?

- Will you be posting it with a video service? The most commonly-used services for education-related videos are YouTube or Vimeo (can be embedded in external websites as well)
- Which social media platform will you be sharing it on (e.g.: Twitter/X, Facebook Groups, YouTube, LinkedIn, Vimeo)?
- Will it be posted on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>
  - Click on “Add a new resource” on landing page
  - **Basic information** – Provide your video title, description, resource type (i.e.: recording, video), learning material type, upload file / add link
  - **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
  - **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

39.

## GO DEEPER AND BE INSPIRED

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### What other sources are saying?

- Production Processes for Creating Educational Videos — <https://doi.org/10.1187/cbe.20-06-0120>
- How to create a scientific explainer video or video abstract — <https://peerrecognized.com/how-to-create-a-scientific-explainer-video-or-video-abstract-with-examples/>
- Tools for creating scientific illustrations — <https://peerrecognized.com/tools-for-creating-scientific-illustrations/>
- Making a Video Abstract for your Research — <https://libraries.ou.edu/impact-challenge-chapter/make-video-abstract-your-research>
- How to promote your research in the media with a video abstract — <https://www.animateyour.science/post/how-to-promote-your-research-in-the-media-with-a-video-abstract>
- 10 Tips for Making a Great Research Video — <https://www.jove.com/blog/video/10-tips-for-making-a-great-research-video/>

### Be Inspired

### What are some great examples of videos in FSL research?

- Lors de l'administration du DELF, que faire si... (ACPI) — <https://www.youtube.com/playlist?list=PLMNU5OPpqBoJP3b5SwWQIGDSwZIBy4t5s>
- Strengthening Engagement in French as a Second Language (InspireFSL) — [https://inspirefsl.ca/15/Passionate\\_about\\_Learning\\_French\\_.html?vid=1](https://inspirefsl.ca/15/Passionate_about_Learning_French_.html?vid=1)
- Qu'en est-il au sujet de l'algorithme? (Le Centre franco) — [https://edusourceontario.com/res/video-math-tlx-27?\\_LmZ0PTI](https://edusourceontario.com/res/video-math-tlx-27?_=LmZ0PTI)

## What are some great examples of videos in other fields?

- Sabine Hossenfelder — <https://www.youtube.com/@SabineHossenfelder/videos>
- Simon Clark — <https://www.youtube.com/@SimonClark/videos>
- Martins Zaumanis — <https://www.youtube.com/@PeerRecognized/videos>
- CrashCourse — <https://www.youtube.com/user/crashcourse/videos>
- Math TV — <https://www.mathtv.com/>
- Med Tube: sharing medical knowledge — <https://medtube.net/>
- The Center for Medical Education — [https://www.youtube.com/@ccme\\_courses/about](https://www.youtube.com/@ccme_courses/about)

PART IX  
**WEBSITE**



40.

## WHAT IS A RESEARCH AND/OR FIELD-INSPIRED WEBSITE?

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A website compiles a collection of related web pages, created by an individual or organisation, accessible under a common domain name.

*In the field of FSL, websites can open a dialogue and help bridge the gap between teachers and researchers on best practices. This medium allows researchers and academic institutions to summarize their initiatives and link to more detailed information for curious users, as well as practitioners to share their experiences and reflections from the field with researchers. Developing your own website has become more accessible than ever, with a variety of options available for people without a background in coding.*

### Creators and Consumers

#### Who is making websites in FSL?

- Researchers who want to communicate their findings, recruit participants, or assemble focus groups
- Academic institutions wanting to advertise their initiatives
- Teachers interested in communicating reflections on their practice

## Who is likely to browse them?

- Teachers who want to improve their language instruction and learn more about ongoing research
- Administrators and department heads who want to keep a pulse on current issues in education
- Researchers who want to browse past/current projects and findings or gain insight into the everyday realities teachers face

41.

# CONCEPTUALIZATION, CREATION AND CONSOLIDATION

What features are <b>essential</b> to my website?	What else could I <b>add</b> to my website?
<ul style="list-style-type: none"> <li>• Header (with menu and logo)</li> <li>• Footer (with additional menu options, socials, etc.)</li> <li>• Landing page with call-to-action (e.g.: for subscribing to a newsletter/ mailing list, creating, purchasing, etc.)</li> <li>• Shaded boxes behind text to highlight and differentiate content</li> <li>• Headings and subheadings to divide content</li> <li>• Clear and concise sentences (define complicated terms)</li> <li>• Colour and font theme (dark text on a light background is best for accessibility)</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent navigation ribbon at top of page (static while scrolling)                             <ul style="list-style-type: none"> <li>◦ “Back-to-top” button on ribbon</li> <li>◦ Include socials as icons (Facebook, X/Twitter, email, etc.)</li> </ul> </li> <li>• “Bottom line up-front” at top of page                             <ul style="list-style-type: none"> <li>◦ Why does your initiative exist?</li> <li>◦ Who are the stakeholders?</li> <li>◦ What is the timeline for the project?</li> </ul> </li> <li>• Sidebar – In case a footer is not included to provide additional links, socials, etc.</li> <li>• Contact form – For potential participation in surveys, subscription to email newsletter, etc.</li> <li>• Blogs or other types of content marketing to boost your search rankings (with plenty of hyperlinks and references to other sections of your website or related external web pages)</li> <li>• Publications and speaking engagements pages</li> <li>• Two columns maximum when comparing or detailing content streams</li> </ul>

## What questions might arise while developing my website?

- Will your initiative have a separate website (e.g.: institution’s website) or will it be featured on your own? Make sure you link between related sites.
- Will you be able to maintain the website and continuously update it?
- Is your site readable on different screen types (e.g.: computer, tablet, mobile) and different browsers (e.g.: Chrome, Safari, Firefox, Microsoft Edge)?

## Creation

### What technology might I need developing and hosting my website?

- What hosting site will be used?
  - Will it be developed “no code” for those with no coding training (designed with visual tools but resulting in relatively limited website features and performance, using platforms such as SquareSpace, Google Sites or Wix)?
  - Or will it be developed “low code” (designed by adding code over existing framework and sports more website features, using platforms such as WordPress or WEBCON)
- Will you buy your own domain name? If so, what will it be (using your full name will help your page rank in search engines)? Where will you buy it (e.g.: GoDaddy, Google Domains, Shopify)?
- Consider testing your Search Engine Optimisation (SEO). To boost your PageRank on Google Search, include keywords for your field in your blog posts, titles/headings, and website name.
- Consider implementing Google Analytics on your site to get more detailed information about who is visiting the site, how long they are staying, which pages they are reading, and how they are interacting with the site.

### How might generative AI help give me inspiration for my website?

Prompts, such as the ones suggested below, are used to instruct Generative Artificial Intelligence (AI) systems (such as Claude, Gemini, or ChatGPT) to generate ideas, content or perform tasks such as simplification.

*\*\*Disclaimer: Ideas or text generated by an AI language model are intended to serve as a starting point or inspiration. Professional judgement must be exercised before adapting and incorporating this content for any given context.\*\**

- **Layout:** “Create headers for the main sections of my research-based website, covering [topic 1], [topic 2], etc.”

- **Visual Content Ideas:** “Generate [suggestions for] visuals or graphics that complement [area of research]” “Provide ideas for interactive elements that complement [my area of research] to engage [target audience], such as quizzes, surveys, or interactive data visualizations.”
- **Engagement:** “Generate prompts for encouraging visitor engagement, such as subscribing to newsletters or participating in discussions.”
- **Language Refinement:** “Simplify the explanation of [complex technical concept] without losing its accuracy.”

## Consolidation

### What should I consider before publishing?

Which license type should I use to publish my work	Which media format to use (e.g. HTML, WordPress)	Is the website accessible?
<p>Creative Commons licence (to allow users to download, use or modify):</p> <ul style="list-style-type: none"> <li>• CC-BY</li> <li>• CC-BY-NC-SA</li> <li>• CC-BY-SA</li> <li>• CC-BY-NC-ND</li> <li>• CC-BY-ND</li> <li>• CC-BY-NC</li> </ul> <p>OR</p> <p>Copyright Licence (to restrict use): “all rights reserved” + name of author</p>	<p>Consider the format that will be most user friendly based on your licensing intent</p>	<ul style="list-style-type: none"> <li>• Do the fonts and colour contrast make it easy to read?</li> <li>• Is it accessible across different devices?</li> <li>• Is there Alt Text for images?</li> </ul>

### How else could my website be promoted or disseminated?

- Will you be sharing it on social media (e.g.: Twitter/X, LinkedIn, Facebook Groups, Pinterest)?
- Will it be posted on an educational repository such as Camerise?
  - Go to <https://camerisefsl.ca/>

- Click on “Add a new resource” on landing page
- **Basic information** – Provide your lesson plan title, description, resource type (i.e.: lesson plan, recording, video), learning material type, upload file / add link
- **Categories** – Add publisher information and any details if it is to be used in a classroom setting (i.e.: prep time, teaching duration, educational level, subject)
- **Accessibility Statement** – Note if it has been assessed for accessibility purposes, has sensitive content or contains content related to equity, diversity, and/or social justice

42.

## GO DEEPER AND BE INSPIRED

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### What other sources are saying?

- Simon Fraser University – Building a website for your program of research, project or lab — <https://www.lib.sfu.ca/help/publish/scholarly-publishing/radical-access/research-website-tips>
- Peer Recognized – How to simply create a personal academic website and why you need one — <https://peerrecognized.com/website/>
- The Academic Designer – How to make a personal academic website — <https://theacademicdesigner.com/2023/how-to-make-an-academic-website/>
- Build-your-own website for researchers — <https://www.nature.com/nature-index/news/build-your-own-academic-website-for-scientists-researchers-phd>

### Be Inspired

### What are some great examples of websites in FSL research?

- École ouverte — <https://ecoleouverte.ca/accueil>
- People for Education — <https://peopleforeducation.ca/>
- FSL Teacher Learning — <https://www.fslteacherlearning.com>
- Enseigner le français (TV5Monde) — <https://enseigner.tv5monde.com/>
- Google Groups (for creating your own forum amongst teachers/researchers) — <https://groups.google.com/my-groups?pli=>
- Le Français Facile avec RFI — <https://francaisfacile.rfi.fr/fr/>

## What are some researcher-made and teacher-made websites?

- Dr. Samantha Fecich – Professor — <https://www.sfecich.com/>
- Meredith Schmehl – Neuroscientist and Science Communicator — <https://meredithschmehl.com/>
- Nathan Constantine-Cooke – PhD candidate — <https://www.constantine-cooke.com/>
- Nikoloz Sirmpilatze – PhD student — <https://www.nikosirmpilatze.com/>
- FSL 4-6 Sharing Site — <https://sites.google.com/erlc.ca/fsl-4-6/home>

## Mrs Sushumna Rao Tadinada and Dominique Scheffel-Dunand

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Resource	Original Resource Authors	Original Resource Contributors
<b>Blog</b>	<ul style="list-style-type: none"> <li>• Leanne Eyre</li> <li>• Liam Bekirsky</li> <li>• Connor Boyd</li> <li>• Muriel Péguret</li> </ul>	<ul style="list-style-type: none"> <li>• Daniel Capel Kos A Ebong</li> <li>• Thecle Sandrine Biloa Essomba</li> </ul>
<b>Editorial</b>		
<b>Fact Sheet</b>		<ul style="list-style-type: none"> <li>• Daniel Capel Kos A Ebong</li> <li>• Gizelle Alvarez-Janzo</li> <li>• Jennifer Eaelly</li> </ul>
<b>Infographic</b>		<ul style="list-style-type: none"> <li>• Daniel Capel Kos A Ebong</li> <li>• Jennifer Eaelly</li> </ul>
<b>Lesson Plan</b>		<ul style="list-style-type: none"> <li>• Daniel Capel Kos A Ebong</li> <li>• Jennifer Eaelly</li> <li>• Sandra Ferris</li> <li>• Thecle Sandrine Biloa Essomba</li> </ul>
<b>Podcast</b>		<ul style="list-style-type: none"> <li>• Gizelle Alvarez-Janzo</li> <li>• Thecle Sandrine Biloa Essomba</li> </ul>
<b>Social Media Post</b>		

<b>Video</b>		<ul style="list-style-type: none"><li>• Daniel Capel Kos A Ebong</li><li>• Franck Cedric Moukoko Mboudja</li><li>• Nadine de Moras</li></ul>
<b>Website</b>		<ul style="list-style-type: none"><li>• Daniel Capel Kos A Ebong</li><li>• Jennifer Ealey</li><li>• Nadine de Moras</li><li>• Thecle Sandrine Biloa Essomba</li></ul>

