

At this point in the semester, the classes has been redirected to be taught online due to an international pandemic. From here on the journals will reflect student-teacher collaboration through different portals. The primary portal taken into consideration by instructors is the Blackboard Collaboration which allows for members of the university the simplicity of not needing any external software or services. The second option which seems to be of a higher quality is Cisco's Webex software. The following courses from which this are through the Blackboard collaboration, RUSS 311, RUSS, 481, and RUSS 201.

The students have some idea of what to expect. I have assisted the professor where there were some technology issues. The students have not reacted to his negatively. It looks like the methods of instruction are generally familiar to some students are everyone has been able to navigate the Bb system effectively.

Student participation is active, at least for those who have a steady internet connection, sadly some did not and they either left or attempted to establish a better connection later. It's VITAL that the instructor do their best to have strong internet. It seems like internet is becoming a human right as much as health and education. This first class has been setting up and determining how the class will be taken here on out.

I suggest that the students are learning a diversification of learning methods, that is the potential of learning different styles of self-teaching, significant to language instruction.

I was surprised that the medium was as engaging over the internet as it would have been in person—it makes a bit of a difference between being able to see the students' expressions and empathy within the room. Sometimes even that can be overstimulating. The distance instruction establishes a trust between the students and the instructor. In this situation Ive been placed equal to the instructor due to my knowledge of technology and creating groups of students for a division of labor as well as well as giving more individualized attention to the students. It's advantageous to the student because as mentioned before it encourages them to seek other means of education and explores their own means of learning from self-reflection. Ultimately this is constructive to all parties; students are better prepared for the future when it comes to distance education. It's exciting that this is now a component to my degree— this opportunity, though tragic and dystopian, strengthens my abilities as a teacher.

I never would have believed that distance learning would be nearly as effective as it is seen today. I am still a conservative classicist in that classes in person will never be met—well as ide from self education, these abilities with distance education combined with rapidly growing technologies permit education to be spread across the world. I wonder how this will change the way we formulate classic education, admission rate, tuition when education, like the concept of public libraries and lectures are readily available to the world. ... What will this mean to traditional education? It seems like the traditional method of instruction leans toward the naturalistic method... specifically for language teaching it looks like the theory is altered because we rely on other basis of instruction. Again, like I've said in previous journals, the contact that we're discussing here that differs between F2F and online does not compare to immersion in a language which one is learning.