READER'S GUIDE

This guide is designed to enrich your reading of the articles in this issue. You may choose to read them on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the articles with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers' groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

Making Learning Inclusive in Digital Learning Environments (Pages 2–13)

Pre-Reading
1. What does "inclusive" learning mean to you? In what ways do you make learning inclusive where you teach?
2. In terms of making learning inclusive, how do digital learning environments differ from in-person learning environments? What types of challenges do digital learning environments present for teachers and for learners?
3. Suppose you were writing an article with this title. What is one suggestion you would make to your readers?

Post-Reading
1. The article suggests steps that teachers can take in order to make learning inclusive. Which of these steps do you already take? Which steps would you be most able to integrate into your teaching?
2. Have you taken any steps to make learning inclusive that were not mentioned in the article?
3. Are there steps mentioned in the article that you can also apply to your in-person teaching?
4. When you have taught virtually, what barriers have you noticed students facing? Have your students faced any barriers that you did not expect or think about beforehand? How have you changed your teaching—any aspect of it—in an attempt to accommodate all of your students?
5. The author emphasizes the importance of making sure that the content students create is accessible to all. Is student-created content included in the courses you teach? Are you able to follow the author's suggestions for helping students produce accessible content? Consider including a component on "making content accessible" in your assignment requirements and your evaluation rubrics.
6. Take a look at a video, presentation, or other material you have used recently in your teaching. Are you satisfied that it is accessible to all students? If not, how could you make it more accessible? Similarly, reflect on a teaching practice you use or an assignment you give. Using the article as a guide, can you find ways to make it more accessible to all students?

Curriculum Revisions in Teacher Education during COVID-19: The Critical Reflections of Two Professors
(Pages 14–23)

Pre-Reading

1. What curriculum revisions, if any, did you have to make during the COVID-19 pandemic?
2. If you and your colleagues have revised your curriculum (during the pandemic or at other times), how did you do it? What was the process, and how satisfied have you been with the results?
3. What changes did you have to make in your teaching during the pandemic? Did you make them on your own, or did you work with colleagues to make them?
4. Part of the title is "The Critical Reflections of Two Professors." What does that suggest to you, and what do you expect to gain from reading their article?

Post-Reading

1. The authors describe their thought processes and their rationale for many of the decisions they made when revising their curriculum. Would you be able to revise your curriculum by following similar processes? What similarities do you see between their situation(s)—and thought processes—and your own? What differences do you see?
2. How would you describe the Technological Pedagogical Content Knowledge (TPCK) framework to a colleague? Suppose the colleague listens and then asks, "How can we apply the TPCK framework to our teaching here in our school?" How would you answer?
3. Figure 1 gives examples of websites that students explored, along with their opinions of the websites. What are the advantages of having students complete this assignment and invite their peers to join them on the websites they are investigating? Could you do a similar assignment with your students, even if they are not pre-service or in-service teachers?
4. Reread the "What Did We Learn?" section near the end of the article. Do you agree with the authors' four takeaways? Which takeaways apply most directly to your teaching? If you teach a teacher-education course, would you consider asking your students to discuss or perhaps debate these takeaways?

Enliven Your Class and Engage Your Students with Fun Facts
(Pages 24–31)

Pre-Reading

1. What, to you, are "fun facts"? What facts can you think of that are fun?
2. Have you used facts in your teaching? How might teachers use facts to enliven their class and engage their students?
3. After you see the title, what are you most curious about before you read the article?

Post-Reading

1. How likely are you to use fun facts in your teaching? What do you like most about the idea of using them?
2. Do you think your students will be naturally interested in the kinds of facts the author writes about?
3. The author offers a number of ways to use fun facts for language learning. Which ideas sound the most interesting to you? Try one or two of the ideas with your students. What are the results?
4. Explore a few of the websites that the author suggests. Could you assign your students to use any of these resources to choose their own fun facts to research and report on in class?
5. The author mentions (among other suggestions) having students do role plays based on fun facts. In your opinion, which facts included in the article are the best starting points for role plays? Try some with your students and see what happens!