Back to the classroom:

Digitally improved?

Rachel Appleby

26 August 2021

THANK YOU for coming along today & well done for making it through such difficult times!

Professional Development

Professional Development

Online > back to the classroom:
Take-aways

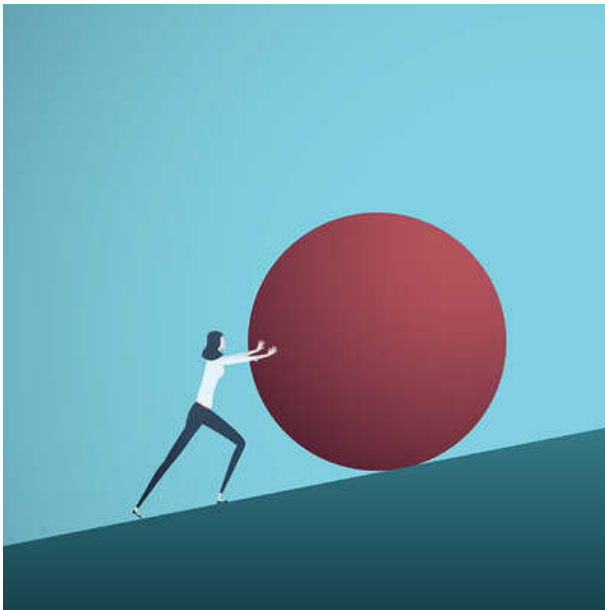1. What did you enjoy <u>most</u> about **teaching online**?

2. What would you like to take from 'online teaching' back into the [face-to-face] **classroom**?

➡ chat box! | *e.g.* 1. students writing informally (in the chat)
               2. students asking about each other

... in recent times

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Resilience

"the ability to recover quickly from difficulties"

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Outline
What we're going to do today

- Our skills – life-skills, and digital – how we coped

- What the research says: how did we cope?

- Working digitally with course book module

- Tips & tricks for bringing a course book to life

- Recap: what we've learnt!

"The future will be hybrid, but digital is not a replacement for in-person teaching.

Education: the journey towards a digital revolution, p.30 (2021) OUP

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POLL: Life Skills
Which one life skill have you developed?

- **A**daptability ("**A**")
- **T**ime management / Organisational skills ("**T**")
- **E**mpathy: paying attention to students' wellbeing ("**E**")
- **R**esilience ('able to recover quickly from difficulties') ("**R**")
- *Other*: ....

Prince, E-S. '7 skills for right now: Resilience'

➡ chat box!

Wellbeing

> " We need to be mindful of learner wellbeing.

Education: the journey towards a digital revolution, p.33 (2021) Oxford University Press

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Wellbeing
What do we already do? e.g.

- Primary school
  - Video messages
- University
  - Quick Qs

- Edutopia: the 3 Cs (www.edutopia.org)
  - Communication
  - Consistency
  - Control (self-care plans)

POLL: Digital Skills
Which 2-3 skills are you most proud of?

➡ POLL!

a. Being able to use an online video platform
b. Using the chatbox to promote interactivity
c. Setting up breakout rooms
d. Using sticky notes on screen (e.g. Jamboard, Padlet)
e. Creating an online poll
f. Using a digital course book (online presentation tools)
g. Sharing a google doc. for students to collaborate on
h. Giving super-clear instructions (e.g. on screen, in chat, etc.)
i. Other: ....

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POLL
Overall, ... ?

A. I was confident delivering digital learning <u>before</u> the pandemic.

B. I am (very) confident delivering digital learning <u>now</u>.

13

A. I was confident delivering digital learning <u>before</u> the pandemic.

B. I am (very) confident delivering digital learning <u>now</u>.

C. I expect digital learning to continue to be embedded in education in the future.

98%
C

93%
B

43%
A

During the pandemic, ... and now!

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" Digital will be used to do things differently, in creative ways.

" Teachers will want quality tools that deliver impact and achieve learning outcomes.

Education: the journey towards a digital revolution, p.33 (2021) Oxford University Press

Benefits of using technology in the classroom

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Put these in order (1 = the most beneficial)

(c) increases motivation

(d) saves time

(a) is entertaining

(f) engages students

Q: Can we still do this back in the classroom?

(b) increases student focus

(e) variety in materials

" Blended learning and active learning will become the norm.

[Prediction from the UK] *Education: the journey towards a digital revolution,* p.35 (2021) Oxford University Press

Professional Development

OUP Classroom Presentation Tools
'delivering engaging lessons on screen'

- Engaging
- Heads-up teaching

https://elt.oup.com/feature/global/digital-learning/classroom-presentation-tools?cc=hu&selLanguage=hu

POLL
OUP Classroom Presentation Tools

Do you know how to use OUP's Classroom Presentation Tools?

A. I don't know what you're talking about.

B. No. I don't think I can use them.

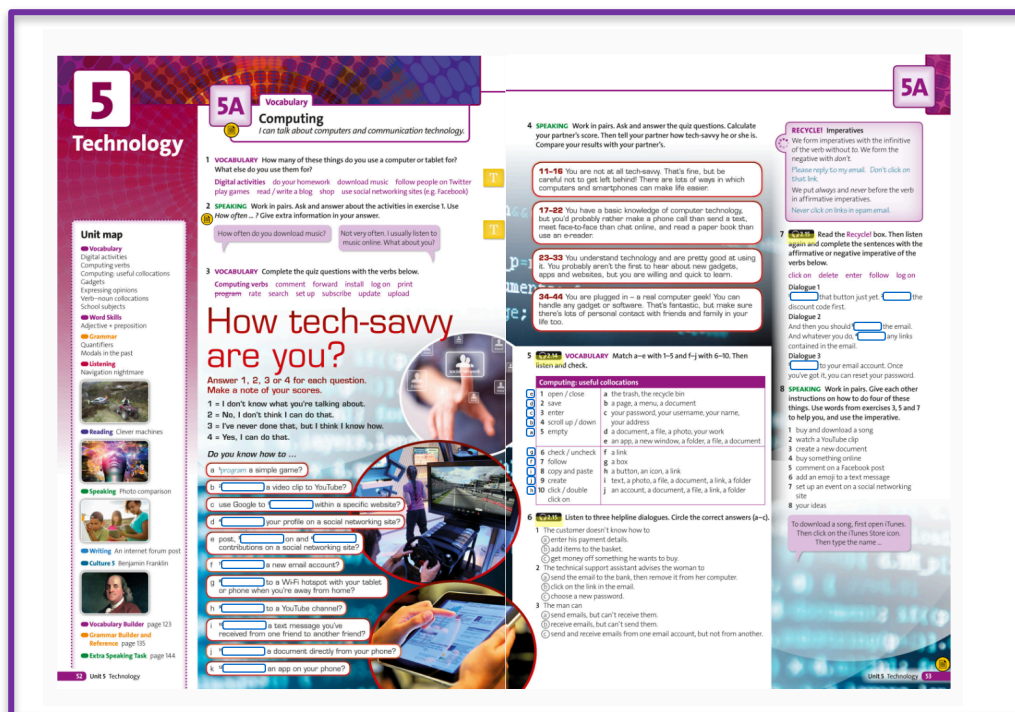C. I've never used them, but I think know how. / Yes, a bit.

D. Yes, I use them quite often.

➡ chat box!

Solutions, 3e. Intermediate, U5 Technology
U5A: Computing: *I can talk about computers...*

- Working digitally with course book module
- Tips & tricks for bringing a course book to life

- OUP Solutions 3rd ed. U5a

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Adapting tasks: know your students
Addressing student needs

- Pronunciation
  - Matching (Jamboard)
  - Against the clock (Wordwall)
- Vocabulary – collocations
  - Extra practice
- Stages: "scaffolding" + providing phrases
  - Supporting learners for better task efficiency
- Homework > build in to follow-up class ("flip")

Extra tasks (e.g. pronunciation) (i)

TASK: Tech Words: Match the words below to the correct "VOWEL sound column"

/ɔː/	/əʊ/	/aɪ/	/aʊ/
e.g. (key)board	post	file	mouse
forward		icon	

programme

install

scroll   upload

browser

folder

account   subscribe   storage   Wi-Fi

Jamboard

Extra tasks (e.g. pronunciation) (ii)

0:11

scroll	storage	forward	browser	icon	subscribe	account	type
programme	install	down(load)	platform	Wi-Fi	(log) out	folder	(up)load

/ɔ:/ as in "(key)board"

/əʊ/ as in "post"

/aɪ/ as in "file"

/aʊ/ as in "mouse"

Submit Answers

Wordwall

Extra practice

5 🎧 2.14 **VOCABULARY** Match a–e with 1–5 and f–j with 6–10. Then listen and check.

Computing: useful collocations

| e | 1 | open / close | a | the trash, the recycle bin |
| d | 2 | save | b | a page, a menu, a document |

IT collocations

TASK: Pair up a verb (blue) + a noun (yellow)

empty **open** **enter** **double click** **•**

a new file **on the icon** **the recycle bin** **your password** **•**

From an idea by @Kamilaofprague

Jamboard

Extra practice

Go to page | **Search & dictionary** | **Zoom in** | **Zoom out** | Fo...

p.126
Grammar Builder and Reference

p.144
Extra Speaking Tasks

p.145
DVD Worksheets

p.163
Lesson Closers

Closer

Lesson 5A

Match the verbs and nouns to make computing collocations.

1 Copy and paste ○
2 Download ○
3 Follow ○
4 Check ○
5 Enter ○
6 Double-click on ○
7 Log on ○

a people (on Twitter)
b your password
c an icon
d to your email account
e music
f text
g a box

(Jamboard)

1. (Brainstorm extra ideas.)

2.

3.

4.

5.

a)   Be ready to use "checking phrases"

b)   Check logic: Are the instructions clear?

c)   Choose <u>one</u> thing to explain.

d)   Make notes.

6. (Have phrases on cards + blank phrases on screen.)

8 SPEAKING Work in pairs. Give each other instructions on how to do four of these things. Use words from exercises 3, 5 and 7 to help you, and use the imperative.

1 buy and download a song
2 watch a YouTube clip
3 create a new document
4 buy something online
5 comment on a Facebook post
6 add an emoji to a text message
7 set up an event on a social networking site
8 your ideas

To download a song, first open iTunes. Then click on the iTunes Store icon. Then type the name ...

➡ chat box!

8 Speaking
Work in pairs. Give each other instructions ...

1. (Brainstorm extra ideas.)

2. Choose <u>one</u> thing to explain.

3. Make notes.

4. Check logic: Are the instructions clear?

5. Be ready to use "checking phrases".

6. (Have phrases on cards + blank phrases on screen.)

Support for speaking practice
Useful phrases (on screen / on cards)

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SPEAKER

LISTENER

First, you need to …

Sorry, what did you say?

Are you with me?

Sorry, could you go back a step?

Have you got that?

OK, I've got that.

Great. Let's move on.
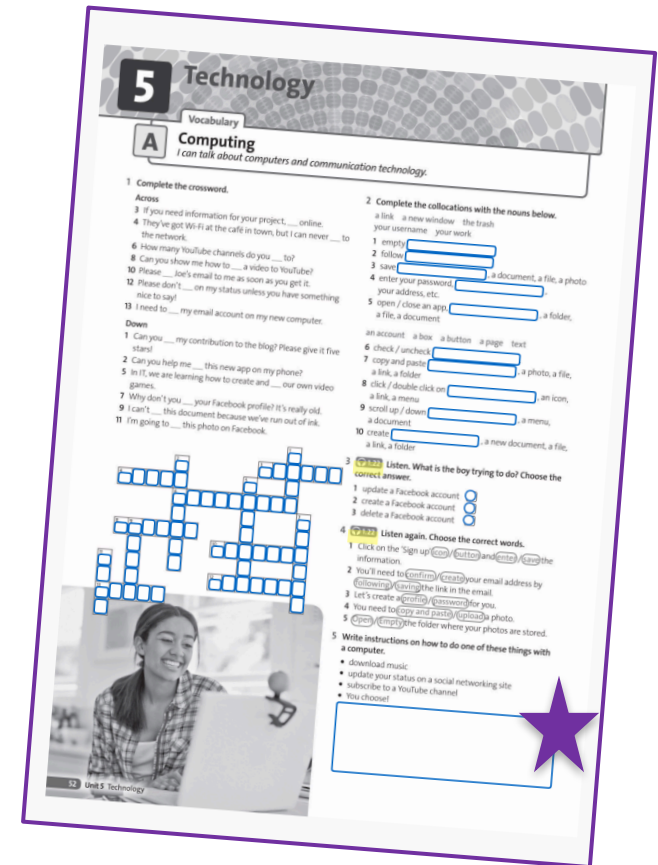
5 Write instructions *or prepare a mini-presentation* on how to ...

5 Write instructions on how to do one of these things with a computer.

- download music
- update your status on a social networking site
- subscribe to a YouTube channel
- You choose!

Getting the best out of your coursebook

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- Add in ideas to an exercise
- Change the medium (e.g. on the page > online poll)
- Add an extra activity (pronunciation – online)
- Give extra practice (collocations – online)
- Add in extra stages = "scaffolding"; provide "useful language"
- Adapt the homework

NB: Don't do ALL of these.. 1-2 is enough!

Getting the best out of your coursebook
Experiment

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" PRACTICE makes BETTER "

YOUR Life Skills
Knowing your students

✓ • Adaptability

✓ • Empathy / students' wellbeing

✓ • Organisational skills / Time management
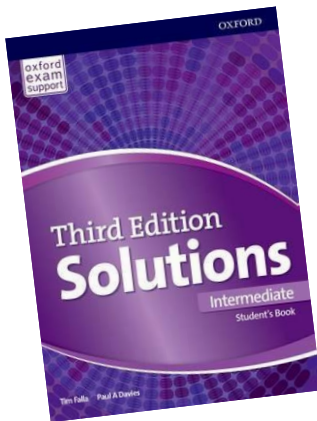
✓ • Resilience

Getting the best out of your coursebook

- Adapting the course book:

  - **adapt** tasks

  - provide extra **support**

  - give extra (online) **practise**

- Offering extra tasks, online:

  - gives student choice ...

  - to study

    - any time, any place
    - at their own speed

Professional Development

DIGITAL SKILLS

– heads-up learning

– engaged, motivated & focused students

- any time, any place
- at their own speed

LIFE-SKILLS

– address students' wellbeing

– give better student choice in-/outside the classroom

" **Digital learning will become a lot more prevalent and continue to grow in importance.**

[Prediction from Spain] *Education: the journey towards a digital revolution,* p.35 (2021) Oxford University Press

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Mobile apps: IFs & BUTs
Challenges and approaches

Challenges:

- Distractions
- Connectivity
- Privacy / safety
- Cross-platform compatibility

Using phones in class:

- Discuss class rules
- Educate students:
    - controlling notifications
    - protection online
- Monitor use during tasks

Peachey, N. (2021). Mobile apps for English Language Teaching, OUP.

Further reading
Be inspired by your compatriots! 🇸🇰 🇨🇿 🇭🇺

- 🇸🇰 **Maggie Kubanyiova**: "With their actions, language teachers around the globe have shown that they are in the business of according all students their dignity..."

- 🇨🇿 **Kamila of Prague**: Jamboard, exploiting background images & sticky notes for language work

- 🇭🇺 **Jo Szőke**:
- 'Flipping' promotes student autonomy
- use quick online quizzes for instant feedback

Further reading
Be inspired by your compatriots! 🇸🇰 🇨🇿 🇭🇺

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Back to the classroom:

Digitally improved

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