NEWS ON-LINE

Together we stand!

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From the President

Dear members,

Face-to-face learning has been the standard for centuries; that's why it has always been accepted as the "real" way of learning. In face-to-face learning, we must be physically present in a classroom at a specific time and date to have a live interaction with the students. We automatically assume that because our students are physically in the school setting, they are actually taking the time and effort to learn something and are serious about it. Yet, taking a class in person does not always guarantee that someone will be more focused or successful.

It is true that with face-to-face learning students can connect with, problem-solve, and network with their peers from a wide range of backgrounds. They can also access more information and richer understanding through the teacher and other students' body language and voice. In language learning, real life interactions are essential to the learning/teaching. Behavior and body language, including mannerisms, gestures, tone, language and volume of voice are crucial communication tools. Furthermore, both the teacher and students will be able to concentrate harder on learning/teaching because there will be less distraction than if they are at home.

It has always been a common belief that online learning cannot replace face-to-face interaction for teachers as well. The main reason is that reading body language, getting feedback from student reactions, or hearing the tone and volume of voice have utmost importance, and we cannot get that from a computer screen.

A study (https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid 19-online-digital-learning/) displays that he coronavirus has caused widespread school closures as restrictive measures for an unknown duration in order to contain the contagion. Globally, over 1.2 billion children are out of the classroom.

As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Some students, and even some teachers, without reliable internet access and/or technology struggle seriously to participate in digital learning. However, for those who *do* have access to the right technology, there is evidence that learning online can be more effective in a number of ways.

Another study (https://www.europeandataportal.eu/en/impact-studies/covid-19/education -during-covid-19-moving-towards-e-learning) shows that the effectiveness of online learning varies amongst age groups. The general consensus on children, especially younger ones, is that a structured environment is required because kids are more easily distracted. To get the full benefit of online learning, there needs to be a concerted effort to provide this structure and go beyond replicating a physical class/lecture through video capabilities, instead, using a

range of collaboration tools and engagement methods that promote "inclusion, personalization and intelligence".

In this framework, teachers are scrambling to find ways to support students from afar through distance and online learning. If you are feeling overwhelmed by this daunting task, you're certainly not alone.

Kareem Farah mentions four tips that can help you create a sustainable and engaging distance learning experience for your students (https://www.edutopia.org/article/4-tips-supporting-learning-home).

1. Simplicity is Key
It can be hard to explain or help our students explore something new. It usually starts with a whole group walk-through, followed by an endless stream of questions from students to clarify next steps. When this process takes place in a classroom, students can always rely on each other and the teacher when they are stuck.

One of the challenges of distance learning is that we are no longer in the same room to collectively tackle misconceptions or guide them through the learning process. Instead, the large bulk of learning time is inevitably going to be driven by tasks that require a high level of self-direction.

Here simplicity is the key. It is critical to design distance learning experiences that have very clear instructions and utilize only one or two resources. It's also best, when possible, to provide resources like readings as PDFs that students can always access.

It is important for us to think about how we can be leaner and more concise with our delivery of new information.

2. Establish a Digital Home Base
In the spirit of simplicity, it's vital to have a digital home base for your students. You need a single digital platform that your students can always visit for the most recent and up-to-date information. It can be tempting to jump around between all the cool edtech applications out there—especially as so many of them are offering free services right now—but simplicity and familiarity are invaluable. Students need to feel comfortable going to the same place to access the same tools. The farther away you are from your students, the more important it is to cultivate stability and practice norms.

Additionally, if attendance was a challenge before, distance learning is going to magnify it. So, students need a place to go when they fall out of the loop. Filling in gaps is only going to get harder when the teacher cannot quickly engage in individual or small group instruction. Your students are going to need to take control of their own learning. Your goal is to create a clear framework that allows them to do that. Inform your students about exactly where to access the teaching sequence/unit plan, resources: videos, links, and printable handouts, and activities and assignments.

3. Prioritize Longer, Student-Driven Assignments

Efficiency is key when designing distance learning experiences. Planning is going to take more time and require a high level of attention to detail. You will not be able to correct mistakes quickly or suddenly alter the activity when kids are disengaged.

To effectively manage your time and sanity, you will want to prioritize longer, student-driven assignments and tasks that buy you time to keep planning future units—and that get your students off the computer. Focus on building toward long-term projects where students have autonomy and a clear set of checkpoints and deadlines that need to be met. When possible, create opportunities for students to discuss what they're learning with their families and include an element of student choice to really build engagement.

Parents play a vital role in online teaching. They can be the motivators, monitors, and aides for your students while you are on the other side of the screen. But you need to actively involve them first. Let them know what to expect from the online teaching period, and tell them how they can help by sending them a parent support package via e-mail or other social media platforms.

4. Individual Touchpoints are Game-Changers

What your students will miss the most is the human connection that is cultivated in your classroom. The little interactions you have with them in the hallways, before and after class or during breaks in lessons, are irreplaceable. While it can be tempting to focus on content in your distance learning assignments and instructional videos, what matters more is creating structures for personalized touchpoints with your students.

You can create these touchpoints through any medium you like: emails, video messages, phone calls, messages through your learning management system, comments on shared documents, etc. Create a structure and stick to it. Take the time to connect each day by providing feedback, uploading some new resources, or even just sending a hello message. Your continued presence will encourage students to log on each day. Your students will see your investment and know that you care about them.

We all know that cultivating an engaging distance learning experience is hard. It takes time and an incredible amount of patience. If you are new to the experience, you're probably going to feel like a novice teacher again. There is nothing wrong with that. Deal with the challenges one by one and step by step, keep your students updated on your progress, and stay positive. You can do this!

Together we stand!

<div align="right">Prof. Dr. Aydan Ersöz</div>

From the Editor

Dear Colleagues,

We are still experiencing the pandemic and are not too close to the end, as it seems! Please be patient and wait it out… These days will also end but I have to agree with the prediction that life will not be the same as before once the virus threat subsides. We need to adapt to this new way of living in order to be able to find remedies to deal with the difficulties. If we constantly protest and are mentally in the 'fight' mode, it will be hard to think clearly. Our students need us. The parents of these learners need us. Our own family and friends need us so as your teachers' association, we have tried to put together articles that share practical ideas for these days of Covid-19. Among these, there are several simple solutions to problems that arise out of online teaching.

At INGED, we all wish you a healthy and safe school year and hope you deal with the issues with success. Please write to us (suzanoniz@gmail.com) some of YOUR solutions that you have developed while you were teaching online. Your colleagues will appreciate these because these will be local solutions to local issues.

Please wear a mask, keep your social distance and wash your hands thoroughly. Please remind your students, especially elementary children! Sorry to have to repeat these three easy precautions because everyday, there are hundreds of new corona cases and we can all see people not wearing a mask at all or in the wrong place!

Stay well, keep well,

A. Suzan Öniz
INGED Newsletter Editor

WHAT IS THE DIFFERENCE ???
AN INGED AFTERNOON
AND
AN INGED EVENT

INGED Afternoons

WHEN?	As frequently as there is a guest speaker available
HOW LONG?	Approximately two-hour meetings
HOW MANY PRESENTERS?	Only one guest speaker
TOPIC?	A practical session on a topic relevant to English language teachers.
FOR WHOM?	Open to all audiences whether they are INGED members or not.

INGED Events

WHEN?	As frequently as there are several guest speakers available on the same day
HOW LONG?	Approximately three to four hours
HOW MANY PRESENTERS?	More than two guest speakers
TOPIC?	One general topic or several separate topics relevant to English language teachers
FOR WHOM?	Mainly for INGED members
REQUIREMENTS?	Advance registration
FEE?	A reduced fee for INGED members
CERTIFICATE?	A Certificate of Attendance for INGED members

FOR PROSPECTIVE CONTRIBUTORS

The INGED Newsletter *News On-Line* appears during the first week of March, June, October, and December. The deadline for sending in your contributions via email is the end of the month preceding the deadline.

➡ NOTES FROM A CONFERENCE

Please state the title of the conference or event you are going to describe; your full name, title and affiliation; your brief description. The body of your description tells the readers the aims of the conference or seminar that you intend to report on and summarizes one or two of the sessions that you attended in such a way that readers feel that they were present at the session being described. Please include details so that your summaries have a practical function. You may include a brief section on how many people attended the meeting, where it was held and who the main presenters were but the focal point of the report is the summary of the sessions that you wish to share with the readers.

➡ TECHNOLOGY IN TEACHING

Please state the title of the ideas that you are going to describe; your full name, title and affiliation; your step-by-step description, bearing in mind that some readers may be totally unfamiliar with the ideas that you are describing. Please specify the technical requirements and make sure that the websites that you mention are active at the date of submission. The technology that you choose to describe may be a tool that teachers can use directly in class with their students or it may be a helpful means for you as a teacher-researcher.

➡ YOUR PAPERS

Please send us your papers relating to pre-school through adult English learning and teaching. The accepted papers will be written in formal register with references and a following bibliography. Please make sure to spell check the document and proof read the final copy for accurate language use.

➡ THE VOICE OF INGED MEMBERS

This is YOUR page! Please send us news about your pupils and students, the latest developments in your teaching environment, teaching tips you would like to share with your colleagues, and comments.
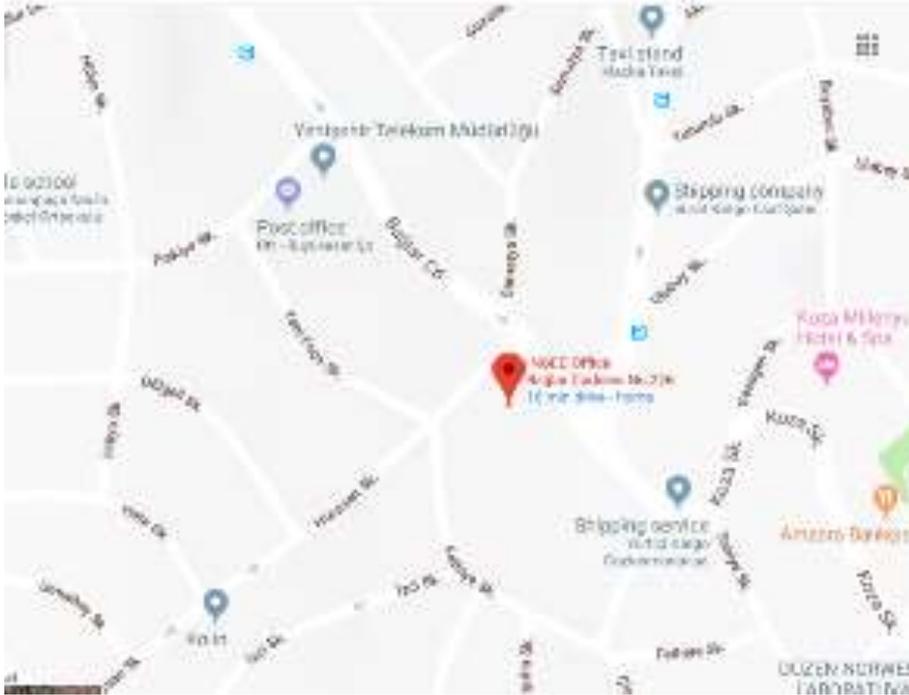
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THE NEW INGED VENUE

Bağlar Caddesi No: 226/1, Yukarı Ayrancı, Ankara

TECHNOLOGY IN TEACHING:

GOOGLE CLASSROOM REVIEW 2020

By Luke Edwards

https://www.techlearning.com/reviews/google-classroom-review

Free Google Classroom online schooling for teachers and students that can help when you can't teach in a physical classroom

(Image: © Google)

OUR VERDICT

Google Classroom is one of the most efficient and simple ways to take learning online for both in-class and remote studying. It's free, uses the Google ecosystem of tools like Docs and Slides for easy materials sharing, and helps simplify student work evaluation.

FOR
- Free to use
- Easy to get started
- Google tools ecosystem integrated
- Simplifies student work evaluation

AGAINST
- Google ecosystem limited
- Lacks features other learning management systems offer
- More Google Hangouts integration needed

Google Classroom is a form of <u>learning management system</u> (LMS) that pulls in genuinely useful tools that are free and easily accessible on many devices. You've probably already used many of them and that's of key importance here, as most people have used Google Docs, Sheets and Slides, making this Classroom easy to get to grips with. The result is a streamlined offering that makes learning online a clear process for both teachers and students of all levels.

We were in lockdown while conducting this Google Classroom review. The lockdown has meant this system has seen a huge uptake in use as schools and teachers adapt to the new situation. The necessity for remote learning has meant it's had to be adopted more quickly than expected –- making the simplicity of Google Classroom very appealing.

Google Classroom is, at time of publishing, the number one education app in the Apple App Store and the number five free app overall.

Since many people already use a lot of Google's tools and are familiar with how to use Google-based systems, it's an appealing way to transition to online learning quickly, easily and for free. It's also simple enough to use without worrying about needing IT resources to keep it running.

Google Classroom may be a stripped back LMS when compared to TalentLMS or SAP Litmos, but then it only takes about half an hour to get the hang of if you're used to using the web and Google tools. Yet it still gives educators the freedom to post materials, set assignments and carry out quizzes quickly and easily.

Google might not have made a complete LMS here, but it's cleverly made it open enough to integrate with other suites so that it can deliver more. That said, it does lack some integration with information services and doesn't offer a standards-based grading option at this time.

So is this enough to be worthy of use on a large scale? Here's everything you need to know about Google Classroom.

What is Google Classroom?
Google Classroom is free and open to use, but that's within reason. Google ensures safety and security for students by only allowing you to create a class when your school or university has first signed up for a free G Suite for Education account. This is when the institution can decide which services students can use.

It also gives the body a chance to look at and personalize the privacy and security settings to best suit the groups being taught. This is where accounts are setup for students, since they're not allowed to use their personal accounts to access the services. This limits access to the virtual space, keeping it secure.

Google assures users of its service that it keeps all data secure, there are no ads at all, Google supports compliance with industry regulations and best practices, plus you get clear information about Google's privacy and security policies.

While Google Classroom is less of an LMS, in terms of management, it points out that it is more about personalizing the learning experience of students, rather than managing it. In its words: "Students can learn 21st-century problem-solving and the skills they'll use in their future careers, with accessibility features that help every student do their best work."

Google Classroom might not be a full LMS but it does meet Learning Tool Interoperability (LTI) standards meaning it can be used with another LMS as an add-on. It will also work with other free-to-use offerings like Schoology and Edmodo as needed.

Google Classroom: Features
- Works on iOS, Android, Mac, Windows, Chrome and browsers
- Google Docs, Slides and Sheets integration
- Create, manage and grade assignments
- Not a Blackboard replacement

Google Classroom is a super easy to access service. It works across – deep breath – iOS, Android, Windows, Mac, Chrome and pretty much any other device that can get a browser window running within it. For a growing number of K12 students already using Chromebooks this system is perfectly suited to their hardware and what they're used to doing with it.

When a teacher logs into the service they can see a section for each of their classes, with courses differentiated by colors and banners. Name the class, enter a description, pick the banner image and it's good to go.

Resources can be shared to students all at the same time and they're notified by email. So a teacher can share and annotate a Google Doc, Sheet or Slide and keep track of when students had that distributed. Since you can pull material in from Google Drive this can also be an easy process.

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on icebreakers, 3 issues in remote teaching, 4 tips for using stories with young learners, 5 weird things about English grammar, 6 tips for redesigning your course due to COVID-19, 7 formats for dialogic learning, 9 things that a teacher appreciates more during quarantine.

https://icebreakerideas.com/icebreakers-middle-school-students/

Icebreakers for Middle School Students

One of the most challenging age groups to work with are students in middle school. They are often easily bored, competitive, and difficult to please and control.

Our selection of icebreaker games for middle school students have taken these characteristics into consideration. You will find many games designed to settle a group and make them think. We have, of course, included some fun and active games. Just make sure you choose any involving something sweet at a time when you want to increase the middle schoolers' energy level!

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Introductory Icebreaker Games for Middle School Students

Many times a group of middle school students are working with people who they either do not know or do not know well. Our introductory icebreaker games involve learning names and also learning specific information about each other.

Flags

Flags are fun and usually have a symbolic meaning. In this icebreaker activity, students make a personal flag and present it to the group. Allow at least **30 minutes** for completion of the flags.

1. Begin by providing the supplies required. You can use plain white paper or colored construction paper for the flags. Also provide glue, scissors and colored markers.
2. Explain to your group of middle school students that they are to make a flag depicting their personality. If your group is one needing detailed instructions, tell them to divide the flag into four sections and have one sections represent their family, one themselves, one their pets, and one their favorite hobby or pastime.

When all the middle school students are finished, have them take turns presenting their flag to the group and explaining the meaning of the pictures, colors, and symbols they used.

The Company You Keep

Make a list of categories you think appropriate for this getting acquainted icebreaker activity for middle school students. For example, birthday months, favorite something, the hand with which you write, the color of your shoes, etc. After you clear some floor space so the students may move around easily, call out a category. The students are to locate as quickly as possible all the people whom they would associate with the given category.

For example, right-handers get together as do left-handers. If there are more than two choices possible – birthday months, for example – there will be more than two groups. When students have formed the clusters, ask them to shake hands with "the company they keep," and introduce themselves to each other. Announce the next category and continue having the students divide into groups until the students know each other.

My Life in Pictures

Provide students with newspapers and magazines scissors, a blank sheet of paper, and glue. Instruct the students to use pictures and words to create a collage that tells the group about themselves. When the students are done, have each student share and explain their collage to the group.

Picture Guessing

This middle school team icebreaker activity requires some materials and preparation, but provides an excellent way to break the ice in only 10-15 minutes. The goal of this game is to guess a secret word or phrase using only a teammate's drawing. Provide each student a plain white piece of paper and a pen or pencil. Create a word list to use based upon one of the following categories, or choose a category of your own.

- Famous people
- Animals
- Food
- Hobbies

Famous Places

Divide your group of middle school students into teams of 4. Have a volunteer from each team serve as the first drawers. Those drawing are not allowed to talk, use hand motions, or draw letters, symbols, or numbers. Show the first drawers the first word and have them return to their teams. On your command of "Go!" the volunteers start drawing the object. The first team to raise their hand and guess the word correctly wins a point for their team. Continue having team members take turns in the same order until all the words have been used. You can vary the length of the game by choosing more or less words to draw and the number of points required to win. For a 10-15 minute game, use at least ten words. The team who reaches the number of points required wins.

Quick Change Icebreaker Game

1. Divide your group of middle school students into partners and have them face each other.
2. Give them a few minutes to look at each other and then have the pairs turn back to back and make two changes in their appearance. For example, they may move a hair accessory, button or unbutton a shirt or blouse, roll sleeves, cuff pants, etc.
3. Then the students face each other again and attempt to identify the changes. Those who do so correctly receive a point.
4. Change partners and repeat as many times as you wish.
5. The player with the most points at the end of the game is the winner.

Supermarket

This relatively simple icebreaker word game takes no preparation and works for any size group.

1. The first middle school player says, "I went to the supermarket to buy an apple (or anything else you can buy in a supermarket that begins with the letter A)".
2. The next player repeats, "I went to the supermarket to buy an apple and a b_____". (Use the name of any item that begins with a B.)
3. Continue with each student reciting the items that have already been named and adding one that begins with the next letter of the alphabet. If a player cannot think of an item within 5 seconds or misstates the order or an item, they are out.
4. The winner is the student who successfully reaches the end of the alphabet – or gets the farthest. You may want to play this game more than once.

Story Telling Icebreaker Activities

Story telling is always fun and middle schoolers are extremely creative, and sometimes silly or gross, when they use the following story-telling icebreaker activities.

Object Story Icebreaker

1. Collect a number of everyday objects and place in a canvas bag, basket, or box. Some suggestions are a pencil or pen, key ring, mobile phone, and a

small toy or stuffed animal. Also include some unusual ones such as a wig, feather, a silly photograph, and a rock.
2. Pass the container around inviting each student to choose an item without looking.
3. The leader begins the story including the object they are holding. After 20 seconds (or longer if you wish) the next student continues the story mentioning the object they have chosen.
4. Continue until every student has added to the story.

Tall Story Icebreaker
Another fun, story-telling icebreaker, this one begins with the leader starting a story with a sentence that ends in "suddenly." Each student takes a turn adding a sentence that also ends in "suddenly." It is fun to record the story and play it back after all the students have added their sentences. This story-telling icebreaker is quick, easy, and can be used with any size group.

Active Indoor Icebreaker Games for Middle School Students
These two active icebreaker games are perfect for cold days when you need to get your group active and ready for learning or play. The first works well with a large group and the second with any size group. Both require a bit of pre-planning and some supplies. Have fun!

Chair Basketball
An active icebreaker game for **any size group**, you will need four baskets, masking tape, enough chairs for all the players, and 20 minutes to complete this game.

1. Use the masking tape to divide the room into two equal sides. Arrange the chairs in 3 equally spaced rows. Place the four baskets at the corners of each side.
2. Have each team choose a runner who will be able to get up from their chair and pass the ball to teammates.
3. The runners cannot shoot the ball.
4. The leader says, "Go!" and each team tries to toss the ball into the basket.
5. A basket made from the third row equals three points, second row two points, and first row one point.
6. The team that gets the most points in fifteen minutes wins.

Chocolate Chomp
This icebreaker game gets everyone involved and active, especially since the students eat chocolate!
1. Have every one sit in a circle on the floor. In the middle of the circle, place a plate with a large, unwrapped bar of chocolate, a knife, a fork, and clothing – gloves, a scarf, and a hat.
2. Each student takes turns rolling a dice. If they throw a six, they run to the middle of the circle, put on the clothes, and eat as much chocolate as they can before another student rolls a six. The trick is that they can only use the knife and fork for eating the chocolate which is not very easy to do.
3. The game ends when all the chocolate is eaten. If you wish, you can make this a team game by providing candy and clothes for each team.
4. The team that finishes their chocolate first wins.

Outdoor Icebreaker Games for Middle School Students

All three of these active outdoor icebreaker games involve water, so you will need plenty of towels for drying off. They are best played on hot summer days and work especially well with a large group.

Water Balloon and Bottle Race

A fun and active icebreaker game **perfect for summer**, this game must be played outside. The goal is for teams to fill up a water bottle using the water from <u>water balloons</u>.

1. Provide each team of 5 middle school students with a basket of water balloons – about 60 for each team.
2. Have each team line up and give an empty water bottle to the student at the end of each line. The students should be about ten feet apart.
3. When you give the "Go!" command, the first person in each line tosses a water balloon to the second person.
4. The goal, is to pass the water balloon to the end of the line without breaking it. If a balloon pops, the team must start over.
5. When the water balloon gets to the end of the line, the last person pops it and empties the water into the empty plastic bottle. However, the water balloons cannot be put into the bottle and then popped.
6. The game ends when each team's basket is empty. The team managing to get the most water into the bottle(s) wins.

You may need to provide additional bottles for filling.

Over and Under Icebreaker Game

Another outdoor game involving water, this game needs two orange squishy sponge balls, and two buckets of water. The goal of the game is to pass the ball over, under, over, and under down a line as quickly as possible.

1. Divide your middle school students into two equal teams. After they line up in parallel lines, drop a sponge in each water bucket.
2. The leader says, "Go!" and to the first person in each line grabs the wet sponge from the bucket and passes it over their head to the second person.
3. The second person passes the ball between their legs to the third person. This pattern repeats until the sponge ball reaches the end of the line.
4. Then the ball is passed back to the front in the same over-under pattern. The first team that gets their sponge back in their bucket wins the game.

Word Game Icebreakers

Word link

For this word association icebreaker game, have <u>your group sit in a circle</u>. The first person says any word they wish. The second person links another word to the first. This continues around the circle with each person adding another word. For example, the first person might say, "Green." The second person adds, "Lettuce." The third person adds, "Salad." Therefore,

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by person number three, you have, "Green lettuce salad." Allow only five seconds for each word link and eliminate those who cannot think of a word or take too long to do so. The last two middle school students remaining are the winners.

Vocabulary
1. The leader begins this icebreaker game by thinking of a word and giving the group the first letter.
2. The first student thinks of a word beginning with this letter and provides the second letter.
3. This continues with each student adding a letter.
4. The goal is not to complete a word.
5. Every time someone completes a word or cannot think of a letter, they are out of the game.
6. The winner is the last player left.

We hope you enjoy playing these icebreakers games and activities. Remember that they can be used at the beginning of a get-together, in the middle if the action slows down, and to give a memorable ending to the time middle school students spend together.

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https://www.edsurge.com/news/2020-04-02-the-3-biggest-remote-teaching-concerns-we-need-to-solve-now

REMOTE INSTRUCTION
The 3 Biggest Remote Teaching Concerns We Need to Solve Now
By Torrey Trust

With the rapid spread of COVID-19, educators across the country and around the world have been tasked with shifting to emergency remote teaching—a move from in-person to remote classes <u>made necessary by</u> pressing circumstances.

This quick move to emergency remote teaching has left educators scrambling to figure out how to use digital tools, online resources, and apps to continue their teaching at a distance. Unfortunately, across the board, educators have not been prepared to teach well with technology, let alone teach remotely with technology.

While the authors of the 2017 <u>National Educational Technology Plan</u> recommended that, "every new teacher should be prepared to model how to select and use the most appropriate apps and tools to support learning and evaluate these tools against basic privacy and security standards," this has not come to fruition.

In some teacher preparation programs, pre-service teachers are not provided with any opportunities to engage with technology in meaningful ways. Other programs provide a standalone workshop or course about education technology. Meanwhile, fully infused programs, in which education technology is embedded across the curriculum, are rare

(see Arizona State University's Program-Wide and Program-Deep Technology Integration Curriculum). Similarly, higher education faculty have limited or no opportunities to learn how to teach with technology, including how to find, evaluate, adapt and use technology to enrich learning.

As a result, the majority of educators were completely underprepared to design remote learning experiences with technology when states and districts started closing schools for COVID-19. While one benefit of this shift to emergency remote teaching is that teachers around the world are stepping out of their comfort zones to learn new technologies, the use of digital tools, apps, and resources without thoughtful consideration and evaluation presents a number of concerns for student learning, particularly in regards to privacy and student data, accessibility, and the digital divide.

Privacy and Student Data

During these pressing circumstances, many educators are curating and sharing digital tools, strategies, and tips for remote teaching with their networks. Businesses and organizations are providing free access to digital tools and apps for teaching and learning (see THE Journal's ever-growing list of Free Resources for Schools During COVID-19 Outbreak).

Pop-up social media spaces and hashtags, such as #remoteteaching, #CovidCampus, and the Educator Temporary School Closure for Online Learning Facebook group, feature numerous posts and discussions about digital tools, resources, and apps for remote teaching. In fact, there are so many digital tools, apps, and online learning resources being shared, some educators are feeling overwhelmed.

With this rapid push to remote teaching, educators may be jumping into the use of digital technologies too fast. Educator Eric Butash noted that, "as many parents, teachers and students take to virtual conferencing tools for the first time, they are zooming into a 'digital Wild West' fraught with as many risks as rewards."

Butash is right in pointing out the risks involved in this quick shift to using digital technologies. Without training in how to evaluate technology for teaching and learning, educators may not be aware that they should be reviewing the privacy policies and terms of service of all digital tools and apps before determining whether to use them in their practice. They may not be aware that their use of these technologies might violate students' privacy rights and put them in unsafe situations.

With Zoom, for example, students might experience harmful or obscene visuals during "Zoombombing"—internet trolling during video conferencing. They might experience cyberbullying through the chat feature, by logging into the Zoom room before the teacher arrives and being harassed by classmates, or by having classmates take photos or screenshots of their face during a Zoom meeting and use it in a harmful way. They might give away information to the teacher or classmates about their living situation when they are asked to show themselves on their webcam. They might also have their location data and IP address tracked without their knowledge.

While Zoom's K-12 privacy policy offers more protection to students who login using their school email accounts than traditional users, this policy also allows the school to sign away the privacy rights of students. That is, Zoom can still collect personally identifiable information, information about a student's school including its location, information about a student's device, network, IP address, and internet connection, and information about student's use of and actions within the Zoom platform.

Zoom does state that it complies with the Children's Online Privacy Protection Act (COPPA), the California Consumer Privacy Act (CCPA), and the Federal Education Rights and Privacy Act (FERPA). However, it puts the onus on the educators to ensure that the use of Zoom is in compliance with these policies. For instance, if educators set up a Zoom meeting that is open to the public (whether they mean to or not), they risk having uninvited visitors joining the meeting and identifying students or Zoombombing. If educators post a screenshot of their students on social media to show off their virtual teaching, that is a serious violation of both FERPA and COPPA.

Additionally, when educators record students' faces, names, and other identifiable information on Zoom, that video or audio recording becomes an educational record. As EdSurge has recently noted: "Any images or recordings that include students' faces or names make these materials an 'education record' according to FERPA, which has strict rules around how photos and videos can be accessed, stored and shared."

Ultimately, using digital tools and apps without doing due diligence to examine the privacy policy, terms of service, and features available, can be harmful to students. As an increasing number of companies offer "free trials" of their products to educators during COVID-19 closures, educators must understand that these "free" versions can come at a cost to students' privacy and safety. Additionally, the way they use these tools can also impact students' privacy, safety, and learning experiences.

Moving forward, educators need better training and support for evaluating digital tools, online resources, and apps for educational purposes. To assist with this, my students and I co-wrote a freely available, open access book, "Teaching with Digital Tools and Apps."

In the current circumstances, educators can benefit from conducting a thorough review of new digital tools before using them in their teaching, including working with their school or university IT staff to review the privacy policy and terms of service, reading reviews by other educators on blogs or websites such as Common Sense Media, getting connected with educator online communities to learn from other educators about their experiences with the tools (for example, many educators have developed and shared Zoom etiquette infographics for students to prevent cyberbullying and inappropriate uses of Zoom in social media spaces), and notifying students—or their parents or guardians if they are minors—about the potential risks of using the tools and providing alternative options, as necessary.

Accessibility

The fast move from print-based to digital materials and from in person learning events to digital learning events can create additional barriers for disabled students. For instance,

moving from in person lectures to video-based lectures without providing accurate closed captions can significantly limit learning for students who are deaf or hard of hearing. Simply scanning a worksheet and uploading it online as a PDF document without making it compatible for screen readers (assistive technology tools that transmit information on a computer screen to blind or visually impaired individuals) might make learning impossible for a blind or visually impaired student.

Similarly when documents, slides, forms, interactive online tools, and websites feature images, graphs, and charts that do not have alternative text (describing the image to be read aloud by a screen reader), or text and visuals that can't be adjusted in size, or visuals that use color to signal important information, students who are blind, who have low visual acuity, or are color blind may not be able to perceive important information relevant to their learning. Ultimately, disabled students, who are already a vulnerable population, are going to struggle even more with the shift to remote learning.

Educators and school leaders have "legal obligations to ensure that all students, including students with disabilities, can access online and virtual learning programs," according to Kenneth L. Marcus, the Department of Education's assistant secretary for civil rights.

Unfortunately, most educators are not trained how to create accessible digital materials or evaluate digital tools, resources and apps for accessibility. Additionally, most digital tools and apps are not very accessible. For the past four years, I have asked my students in one of the courses I teach, called Online Tools for Learning & Instruction, to evaluate the accessibility of digital tools for the Online Tools for Teaching & Learning website. Students look for whether tools have accessibility statements or policies (i.e., Flipgrid and Accessibility), whether the tool features a Voluntary Product Accessibility Template, or VPAT, (i.e., Center on Online Learning and Students with Disabilities VPAT review database), and whether the tool can be used with voiceover narration or voice control. While there are many additional features to explore for accessibility (e.g., alternative keyboard input, text resizing, language complexity), through these initial reviews my students discovered that far too many digital tools are not fully accessible.

On the other hand, big education technology companies, such as Microsoft, Google and Apple, have put significantly more focus on embedding accessibility into their tools. Google Hangouts Meet, Google Slides, Skype and Apple's video editing app Clips all feature live closed captioning. Microsoft has developed new tools for accessibility, such as Immersive Reader which allows users to adjust how text is presented (e.g., font size, spacing, picture dictionary, translation) and read aloud. Microsoft and Google both have support pages dedicated to teaching users how to create accessible digital materials, including documents, slides and spreadsheets.

While educators are pressed for time in moving their materials and teaching events online, they must seek out ways to ensure that all students are able to access and engage with the digital materials, resources, and tools they use for teaching. Otherwise, they may risk legal implications for not providing accessible learning experiences. Moving forward, educators need better training and support for designing accessible digital materials and learning

opportunities. In the current circumstances, educators should start building their knowledge of, and using, accessible tools like the ones from Google, Apple and Microsoft. Educators should also use the Universal Design for Learning framework from CAST as a guide for creating inclusive educational experiences for remote learners.

The Digital Divide

The shift to emergency remote teaching has illuminated and exacerbated the digital divide, or the gap between students who have access to and use technology in meaningful ways to further their learning and those who do not. The digital divide has been around as long as technology has, but the move to remote teaching has made it even more apparent. Some schools rushed to get laptops and tablets to students in need. Internet providers, like Comcast and Spectrum, started offering free Internet access to low-income families. Educators in COVID-19 related social media spaces discussed ideas, shared resources and exchanged teaching strategies to support all learners at home.

However, some schools and districts have banned or restricted educators from doing any teaching because it would exacerbate the digital divide. Yet, as Educator Vikki Katz noted, "the notion that we cut off virtual learning for everybody because we don't have it for everybody is the right concern, but the wrong solution."

When schools or districts ban teaching for all students, the students who have parents, guardians, or siblings who can homeschool them (or pay for their tutoring) and access to quality technology and Internet will continue learning. Students whose parents don't have the time to homeschool them, students without access to devices or reliable internet or students who have to share their devices with family members, will struggle to continue learning.

Banning or restricting teaching or the use of technology for learning can be detrimental to the most vulnerable populations of students. Oftentimes, these bans come from a place of fear (e.g., worrying about getting sued due to lack of equity; concerns about students' misuse of the tools) or lack of knowledge (e.g., being unsure how to teach with technology when students have a range of access).

Yet, technology is an incredibly important tool for educators. As the authors of the National Education Technology Plan noted, "technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners." Rather than ban or restrict technology, educators need to be turning toward technology as one of many tools to support student learning during emergency remote teaching or risk exacerbating the digital divide.

Of course, there are still a number of students who have limited or no access to technology or the internet. In these cases, educators need to survey their students (or families) to determine what technology and quality of internet access students have access to and then

they need to be creative with their assignments. Using the Universal Design for Learning principles, previously mentioned, is a good place to start. These principles encourage educators to provide students with choices for how they access content (e.g., reading, watching a video, listening to a podcast), how they engage with the content (e.g., choosing topics of interest or related to their homes or communities) and how they showcase their knowledge (e.g., choosing which tools to use to display their understanding).

Educators should aim to provide both low-tech and high-tech learning experiences and allow students to choose which type of learning experience to engage in based on their interest and access to technology. By being creative and designing for inclusivity, educators can help prevent the digital divide from magnifying during pressing times.

Ultimately, educators need more training and support for teaching with technology. The lack of preparation to teach with technology has resulted in many educators scrambling to shift to emergency remote teaching. It has left students more vulnerable than before and negatively impacted learning for students across the country, especially those who need extra support and high quality learning experiences.

Teacher preparation programs need to do a better job of preparing future teachers to find, critically evaluate, and use technology in enriching and transformative ways. Teacher educators, including coaches, faculty development staff, and professional development specialists, need to ensure that educators are ready to shift to emergency remote teaching should the occasion arise in the future. Additionally, education technology companies need to do a better job of informing educators about their privacy policies and accessibility features and how that might impact student learning.

Keeping the lessons learned from this crisis in mind, educators, leaders, businesses and organizations, can be better prepared to support student learning with technology in the future.

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https://www.edutopia.org/article/4-tips-using-stories-early-grades

4 Tips for Using Stories in the Early Grades
A look at what the research tells us about sharing stories with kids in preschool and kindergarten.
By Amanda Armstrong

As in higher grades, stories are often an important part of early learning environments. Whether shared by teachers, children, family members, or authors, stories can help children

process and understand their daily experiences, explore a new topic, or express their responses to or emotions about a situation.

While different types of media tell stories, books—both print and digital—can be a starting point when figuring out how to best integrate stories in your classroom. In my work, I've noticed that teachers often focus on both integrating existing stories and creating and integrating new stories.

Both of these approaches offer opportunities to support children's learning and to enhance their relationships with their peers, educators, and families. Here are some research-based practices that can guide story integration and creation when working with young children.

4 TIPS FOR WORKING WITH STORIES IN EARLY GRADES

1. Have a diverse selection of stories in your room. When integrating books, whether print or digital, it's important to have a balance between books that reflect the children's culture, language, background, identities, and abilities, and books that expose them to different ways of living, being, and doing.

Selecting books that are culturally relevant can **positively impact children's motivation and engagement** in literacy activities, which in turn enhances their emergent literacy. Additionally, having a variety of books that offer diverse representation of groups and identities can **show children different perspectives and ways of life**.

Having multiple books that represent a culture **is important** since there are variations within cultural groups and one book cannot authentically and accurately represent all the dynamics of a culture.

2. Build stories from children's experiences. Even though more diverse print and digital books are being published, there may not be stories that may reflect your children's culture, language, background etc. For this reason—among others—creating stories with children that build on their experiences can be helpful.

Using verbal prompts to initiate or extend a story can help **guide children through the process** and show them how to express their ideas. You can **use photos taken by the children** to generate stories or recount events, either verbally or by doing some form of writing or drawing.

3. Use different storytelling and creation tools to support the diversity of students. Listening to and reading books may positively influence young children's desire to retell or recreate existing stories or to construct ones of their own. In addition to building on their motivation, providing opportunities for children to construct stories can also **support their narrative learning**.

When you have young children retell, recreate, or construct stories, it's important to recognize the variation they may have with communicating and expressing their ideas.

Taking this into account by having an assortment of tools gives students options for finding tools that will work for them.

For instance, you can have them **use props** like fabric, small blocks, animal figures, or paper to initiate ideas for new stories or to modify existing ones. With multimedia tools like **VoiceThread**, **ScratchJr**, and **apps for book creation**, children can capture their stories using a combination of mediums—audio, visual, written, etc. Depending on the tool and the goals of the project or activity, the educator's involvement in the creation process will vary.

4. Include families in storytelling and creation. During early childhood, families are a valuable part of the learning community. Including them in activities related to stories can help build the home-school connection, make stories relevant to students, and demonstrate the collaborative nature of the early learning community.

Families can read books from the classroom library at home and **reflect together**on the books' topics in a family reading journal. Families can also tell stories to the classroom community that are **reflective of their experiences and culture**, by either coming into the classroom or making an audio or video recording of a story for the teacher to play during class time. In addition to reading to their kids, families can collaborate with students or with each other to **create their own stories**.

Finding a balance between integrating existing stories and creating ones that reflect children's interests and experiences takes time. Each teacher will have their own approach, have access to different tools, and work with a different group of children and families.

Keeping an open mind about exploring tools and learning from research can help you in finding storytelling and story creation strategies that are authentic to you and your practice.

Five things people think they know about English grammar that make absolutely no sense
By Michelle Sheehan
Reader in Linguistics, Anglia Ruskin University

People get corrected on their language all the time. With written language, this is mostly about spelling and punctuation. In some cases, though, – especially when speaking – we're pulled up on our grammar. Whatever you think about "grammar Nazis", there are some times when they are just plain wrong. Here are five examples of grammar you may have been pulled up on which really make no sense at all, grammatically speaking.

Can versus may

How many accidents have been caused by overzealous teachers correcting their students' language when they innocently ask: "Can I go to the toilet, please?" "You mean 'May I go to the toilet?'" was the stock response whenever I asked – and it confused me because I, like everyone else, including the teacher, knew that "can" has two different meanings, depending on context.

Yes, it can describe what you are able to do (the "dynamic meaning" in linguistic terminology), but it can also dictate what is permitted. In fact, those same teachers would also say: "You can take your pencil cases out now" – using the permissive (or <u>deontic</u>) meaning.

The ability reading of "can" is older, but the oldest OED example of the permissive reading is <u>from 1489</u>, so the idea that "can" is only descriptive makes no sense. "Can I go to the toilet" is simply ambiguous. It can either describe your ability to (well, you get the idea) or it can mean: "Do I have your permission to go to the toilet?"

In fact, the word "may" is ambiguous in a similar way in statements (but not questions). Compare "You may come in now" with "It may rain later, judging by those clouds."
So, in short, when asking permission you may use "may", but you can also use "can".

Well versus good

How many times have you been corrected for saying "I'm good, thanks" in answer to the question "How are you?" This is another kind of correction which makes no sense. The verb "be" (am, are, is, was, were) is what linguists call a "copular verb" (ascribing a property to a subject).

This verb can be followed by an adjective. Think: "It is cold", "I am tired". "I am good" is no different. So, what are people objecting to here? There is another adjective "well" which can also be used to describe wellbeing and, until recently, was used rather than good for this purpose.

This adjective developed from the adverb "well" <u>in Old English</u>. Often when people correct "I am good" they claim that we need an adverb here. In fact, the opposite is true – "be" needs to be followed by an adjective and "well" only works because it can be either an adverb or an adjective. So, the moral of the story is that all's fine with both well and good. "I'm well" is older, but "I'm good" is <u>first recorded</u> in 1921, so only people over the age of 99 can claim it to be a recent abomination.

You and me

This is something that gets corrected again and again – and it makes little sense, because many people say "you and me" or "me and you" whenever they join these two little words together (in a coordination).

Of course, there is some logic to saying that we should use "you and I" as a subject – as "I" is the subject form. You would not say "me like chocolate", and so – according to some – you should not say (or write) "you and me like chocolate".

What makes no sense is when people are corrected for using "you and me" in object position or after a preposition such as "for". People say "for you and I", because they want to avoid saying "for you and me", but we wouldn't say "for I" would we? This "hypercorrection" shows us that the distinction between subject/non-subject is breaking down in this context.

Things get even more complex when you joint two possessors together. Is it "mine and John's book" or "my and John's book", "John's and my book" or even "me and John's book"? I've heard people use all of these.

Whom or who?

"Whomever wants to help – can", says Walter White in Breaking Bad. In fact, White says "whom" a lot. I guess this is because he is an (admittedly somewhat corrupted) high school chemistry teacher and using "whom" marks him out as an educated person. But what is "whom"?

Once upon a time, English was a language with rich grammatical case (like Latin, German, Russian or Polish) – a means of encoding whether a noun phrase is being used as a subject, object, indirect object etc.

We still have it to some extent in our pronoun system (as discussed in the previous point), and we used to make a subject/non-subject distinction with who/whom too. Nowadays, most English speakers no longer make this distinction, and many people who use "whom" use it (because of hypercorrection) in contexts where it would not have been used historically, like Walter White does.

Avoiding the passive

The passive is to be avoided at all costs. To be honest, this was not really advice that I received at school but it is something I have been told (oops – that people have told me) at many training sessions about good writing in my adult life.

This myth has already been debunked online, notably Language Log – but it is so commonly cited that it needs to be mentioned here. The passive is just a way of making the undergoer of an active sentence into a subject, and we use it, especially, when we don't want to say who the instigator of something was.

When I wrote "I have been told" above, I did so precisely because I didn't want to specify exactly who had done the telling. The passive allows me to do this. Now, in some cases, we need to know who did something. The passive allows us to include this information too "I have been told by some people". In fact, because this information is optional, a case could be made that including it actually creates emphasis.

So, in short, there is nothing wrong with the passive. Just like there is nothing wrong with using "can" instead of "may" or saying "I'm good". We're all entitled to our grammatical preferences – but grammar itself does not care about them one bit.

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https://exclusive.multibriefs.com/content/6-tips-for-redesigning-your-online-syllabus-due-to-covid-19/education

6 tips for redesigning your online syllabus due to COVID-19
By Saurabh Anand

The coronavirus pandemic has disrupted everyone's life. As a result, regular classes at all levels of education have been suspended, and new and innovative modes of teaching are being explored to ensure students don't suffer.

Due to the restrictions imposed by lockdowns, educational institutions are asking teachers and student teachers to start taking classes using online tools. This is significantly different from the face-to-face interactions that students and teachers are generally used to. But these are not ordinary times, and extraordinary times require extraordinary solutions.

In the era of digitization, it's not that teachers and students are not used to online teaching. But what makes this different is the circumstances under which these classes are being and will be taken.

These are sensitive times, and teachers must ensure that they are accommodative in their teachings. They also need to brush up their online communication skills urgently. Institutions are doing their best in terms of giving extra preparatory time to their teaching staff to redesign or rather design web-friendly teaching activities, study materials, and curricula to get this academic year resumed.

Across campuses, amidst these dark days, one amazing thing is that the academic community is coming together and helping each other. Teachers and other instructors are interacting online, collaborating as teams, and guiding each other in designing course structures, among additional methods of help.

In this article, I am trying to do the same and make my contribution. Here are a few tips that one can consider while designing an online syllabus. Though these tips can be beneficial to all, they will be particularly helpful to those who are incorporating [Zoom](#) or similar applications for their asynchronous online courses:

1. Use fewer links for quick communication
Since having an online meeting with your students is one of the few practical solutions to connect with them, you can explore platforms that provide opportunities to organize such meetings. Most online meeting platforms provide a reoccurring link facility for any online meeting.

This link is helpful because it allows teachers to communicate with their students and get in touch with them using just one link. The same link can be used more than once, which

makes communication faster. It is likely to be helpful for teachers and students who do not teach online very often.

2. Be flexible with your office hours
Given this unique situation, your students might need you more than ever before, not just for academic purposes, but also to have some encouragement from you. Therefore, it can be helpful if you specifically mention in your syllabus (or tell them verbally) that they should not hesitate to reach out to you during and beyond office hours.

This will provide emotional support to your students and add a personal touch to your teaching methodology, which in turn strengthens the student-teacher relationship.

3. Do not penalize your students for late submissions
It might be very relieving for your students to have some flexibility in submitting their assignments, even if it may mean missing the deadline. The situation they are in is unprecedented, and some flexibility will help them cope better.

Set realistic deadlines keeping in mind the hardships they are going through. Mention in your syllabus that you hope that your students will do their best to keep up with deadlines. This kind of language makes the syllabus student-centric. It gives students the impression that the teacher prioritizes students' safety and mental well-being over deadlines.

In case they can't meet the deadlines, they should not hesitate to reach out to you with a request for an extension. But ensure this is not too frequent, either. A teacher's priority at present should be the successful completion of the academic year without compromising the students' learning and academic success. A little flexibility can do wonders.

4. Regular check-ins with your students
Keep a policy of having at least one weekly individual checking with your students, preferably on video. It can help your students by providing them an opportunity to share their thoughts, fears, and concerns with you.

You may be in a position to guide them in the right direction in these uncertain times. If someone could not attend these sessions, you can always offer other modes of checking-in, such as emails. The latter could be slower but certainly is as effective as the other one. Ensuring this, students feel their voice matters, and it helps them stay in a positive state of mind.

5. Offer at least one extra credit activity
Everyone is in a vulnerable situation at present. See if you can give your students an extra chance to make up for their poorer grades. It will motivate them to perform better. You can introduce this extra credit component as a completely optional activity in the syllabus with proper instructions and course of action.

6. Organize your syllabus into weekly modules

Splitting the content of your syllabus and other tasks/assignments could be crucial. Organizing the course into weekly modules can minimize confusion and lower the possibility of students missing the deadline. For more assistance, you can also provide a weekly consolidated checklist of all assignments and tasks students have to complete in a particular week.

Given the uncertainty around COVID-19, no one really knows when things will be normal again. However, by being flexible and sensitive, we as teachers can make the situation less difficult for them. We owe it to our students, don't we?

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https://www.edutopia.org/article/lesson-planning-framework-leads-productive-struggle

A Lesson Planning Framework That Leads to Productive Struggle: 7 Formats for Dialogic Learning
By Paul Sylvester

Dialogic learning is a form of collaborative inquiry that works like gradual release of responsibility in reverse—beginning with "you do."

For many teachers, the go-to structure for lesson planning is the "I do, we do, you do" format, also known as the gradual release of responsibility (GRR). In this model, the teacher first demonstrates a skill ("I do") and then the teacher and students use the skill together ("we do"). Then students do the work themselves, either individually or in small groups ("you do").

There's a good reason that this format is so widely used: It works, efficiently helping students master a skill or find the correct answer.

But it's also possible to plan a lesson the other way around, to start with "you do" and work backwards. One way to do that is called dialogic learning, in which the teacher and students use collaborative inquiry to co-construct knowledge. Typically, dialogic learning begins with the teacher giving students a thorny problem to grapple with on their own, and then, after a period of individual or group work, the class comes together to make their thinking visible.

If your students aren't used to dialogic learning, expect resistance at first, because it intentionally maximizes students' productive struggle with content. You can prepare them for the heavy lifting by making sure an exercise is low stakes and telling them what to expect: "You probably aren't going to know how to solve this problem right away—that's OK. The point is for you to puzzle over it and see what you can figure out. I'll give you five minutes."

7 FORMATS FOR DIALOGIC LEARNING

1. Changing perspectives: Have students fill out a questionnaire with their own views and then have them fill it out as if they were one of the characters of a story they're reading (e.g., Templeton the rat from *Charlotte's Web* or Pony Boy from *The Outsiders*), or someone in a historical period (Susan B. Anthony or a runaway slave). Then have them explain their reasoning.

2. Predicting from data: Give students a graph with some missing data on a subject they're studying and have them make predictions about the missing data and explain their reasoning. Then show them the actual data and ask them to make sense of it. For example, you could give third graders the numbers of Americans who live in urban and suburban areas and have them predict how many live in rural ones. Or give middle school students a graph of carbon emissions for every decade from 1900 to 2000 and have them predict the figure for 2020 and explain their prediction. Then give them the actual data. You can take both of these examples further by asking students to predict the future and explain their thinking.

3. Sorting: Split students into small groups, and give each group an envelope with labeled cards to be sorted (e.g., the names of living creatures, prime and non-prime numbers, or names of literary characters who are familiar to them). Have the groups sort the cards and then come together to share their work. Students who are familiar with Venn diagrams can sort them that way. Be prepared for students to come up with different schemes for sorting—things get interesting when there's more than one right answer.

4. Finding the rule: Don't give students a rule or definition and ask them to memorize it— see if they can discover it. Instead of telling students the formula for the perimeter of a rectangle, have them figure out the perimeter and work their way back to the formula. Instead of telling students what a proper noun is, circle the proper nouns in the first paragraph of the morning message and ask students how to spot them in the second paragraph. After students have a go at finding one of these rules, you can tell them the commonly accepted version.

5. Learning from primary sources: Have small groups look at laminated photos of a locale or a time period (e.g., rural China, a one-room schoolhouse, or life during the Harlem Renaissance). As they look, have students fill out a T-chart with what they notice and what they think it means. Then have groups come together to discuss their ideas. Other primary sources include video clips, audio tapes of music or poets reading their work, and artwork from a historical period.

6. Creating some data together and interpreting it: Ask students a provocative question with a limited number of possible answers. (For example: Was Frog being a good friend to Toad in *Frog and Toad Are Friends*? Do you think nuclear power is a good way to fight climate change?) On the board, set up vertical columns for the possible answers and have students post a sticky note with their answer in the matching column to create an instant bar graph. Ask them to justify their answers with evidence from the text or by doing research. Take it further by having them provide detail in their writing.

7. Using the textbook: At the beginning of a unit, give students a question that appears in the textbook at the end of the chapter. If you label it a "Challenge Question" and make it low stakes, students should be willing to grapple with it and risk being wrong. It will help you gauge what they know, and they'll be more interested in learning what comes next.

One last thing: While it's easy to focus on the exciting tasks we give our students, we also need to remember to leave plenty of time for them to reflect and make their thinking visible—that's where the learning really gets fun.

9 Things I Appreciate More Now That I'm Teaching During Quarantine
By Kelly Treleaven

The reality of distance teaching during quarantine has settled in a little. And with it, I'm realizing just how much I miss about teaching in a physical classroom. Nine things in particular. I am sure you can identify with at least a few!

1) Seeing my students in person

Ugh. My heart. I know that distance or remote learning works for some students, but I'm realizing just how irreplaceable it is to connect with my students in person. When the quarantine is lifted, I'm going to have a very hard time not hugging everyone. You've been warned.

2) Bells reminding me when to do things

I'm not even mad at my students when they forget my Zoom calls, because I BARELY REMEMBER MINE. I was thinking the other day, "I wish there was some kind of noise or alert that would go off letting me know I only had a few minutes left before my next Zoom meeting."
Then I realized, 1. Like a tardy bell? And 2. Like an iPhone alarm I could very easily set for myself? (I still haven't done it.)

3) The efforts of my students to stay engaged

Any student who turns in work or tunes in for my Zoom calls under quarantine for a global pandemic deserves a Congressional

Medal of Honor. I know I'm prone to hyperbole, but this is my truth. I can't imagine being a teenager right now and having my whole world crumble, and I definitely can't imagine trying to read *The Odyssey* while dealing with all of that (don't worry, we're just doing my favorite excerpts, e.g. crazy Calypso).

4) Stories

Stories are what's keeping me going right now. I need stories where everything turns out OK in the end after a struggle. Sometimes that narrative involves a struggle way larger and more daunting than anything I could possibly understand, like when I cried rereading *March* by John Lewis the other day. Sometimes that narrative involves the happy couples on TLC's 90 Day Fiance after managing the challenges of getting married on a K-1 visa. I contain multitudes.

5) The involvement of parents

Parents, I honestly don't know how you're doing it right now. Every time I send a parent email, I want to send a P.S. that reads something like, "By the way, if you want to throw this email out and pretend it never happened and have a glass of wine instead, I get it." Parents who are also teachers? You have my eternal respect.

6) Understanding and supportive administrators

A long time ago in a school district far away, I worked for some people who were genuinely mean, divisive, and not good at their jobs (you can read all about it in my book coming out this summer!). I am almost in tears thinking of what it would be like working for them in a time like this. Hats off to all the great principals and assistant principals out there who are working harder than ever calling families, checking on teachers, prioritizing self-care and compassion, and going above and beyond in a time that is demanding all we have.

7) Having a whole classroom

I MISS HAVING SPACE. I love my cozy house, but where am I supposed to draw a giant mural for a coworker's birthday? Where is my giant Rubbermaid tub full of costumes for The Odyssey? Where is my desk for me to crawl underneath after I've locked my door and turned off my lights during my conference period?

8) The value of human connection

My students are the obvious one here, but I miss just interacting with other people. Updating the school finance officer on my dog, which was adopted from the same litter as hers. Practicing my Spanish with the I.T. assistant. Making weird small talk with teachers in the copy room who still don't know who I am (school-within-a-school folks, I know you see me on this one). Popping into my coworker's room to tell them a story about how I just wrote the words "pen" and "is" too close together on my board in the sentence "I would use a pencil, but a pen is OK," resulting in absolute student mayhem *.

*This has happened.

9) Printers

I miss you, printer. Life isn't the same without you.

Posted by Love Teach

Love, Teach (Kelly Treleaven) teaches middle school English and writes about it at loveteachblog.com. You can pre-order her book, Love, Teach: Real Stories and Honest Advice to Keep Teachers from Crying Under Their Desks, or follow her on Facebook, Twitter, or Instagram.

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REFLECTIONS ON THE INSTAGRAM LIVE STREAM BY GAZI UNIVERSITY SCHOOL OF FOREIGN LANGUAGES: USING MATERIALS IN FOREIGN LANGUAGE TEACHING

ON
5 June 2020

By
Prof. Dr. Aydan Ersöz

The school of Foreign Languages, Gazi University invited me to hold a live stream session on Instagram on 5 June 2020. I was asked to do the session in Turkish because the instructors of German, French and Arabic also wanted to join the session. The moderator was Nurda Karadeniz Kayalı from Gazi University. We started at 20.00 and finished at 21.00. Total number of the audience for these sessions was about 250. The enthusiasm of the audience was amazing. I received hundreds of comments and questions during the sessions. It was impossible to answer them all, but we tried to cover most of them. The feedback was also exceptionally good. People stated that they left the session with a feeling of satisfaction as the answers to their questions were short, to the point and clear.

Below is a brief summary of ideas shared in these sessions.

Coursebooks play an important role in language classrooms where English is taught as a foreign language; because teachers and learners tend to rely heavily on them, so coursebooks often control the instruction.

In some institutions where there is no set syllabus, the content of the course book becomes the syllabus. Although this is not something that we desire, it simply happens. If a good course book is selected and implemented, then adopting its syllabus is not highly dangerous.

Normally, institutions have their own curriculum/syllabus. When a coursebook is to be chosen, the syllabus becomes the backbone of the materials evaluation. The materials are evaluated to find out whether they can fulfil the requirements of the syllabus.

Course books are usually selected as a result of an evaluation process which has three stages;

- initial evaluation (evaluation at first sight or after scanning its preface, contents and abstract);
- detailed evaluation (to check how suitable the material is when the syllabus is considered. Evaluation forms can be used);
- in-use evaluation (constant evaluation of the material to see how it works in the actual classroom situation).

Among all, the in-use evaluation i.e., constant evaluation of the material to see how it works in the actual classroom situation is the most important as it will reveal the problems encountered in the classroom or how much teachers and learners benefit from the material.

It should be borne in mind that no matter how good a textbook is, it is just a simple tool in the hands of teachers. We should not, therefore, expect to work miracles with it. What is more important than a textbook is what teachers can do with it.

In fact, how effective teachers can use the books depend on their pedagogic skills, the level of language competence and creativity. Coursebooks are horrible masters but wonderful slaves in the hand of good teachers.
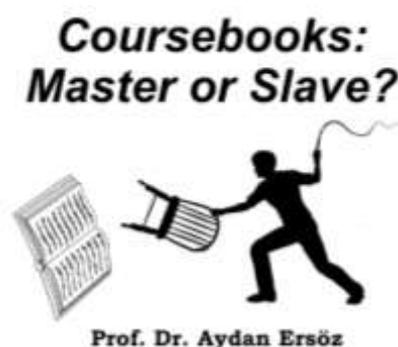
When it comes to adaptation, teachers may decide to focus on one or two activities or deal with the whole unit. Adaptation can be in the form of

- change
- add
- remove
- replace

Change: Teachers may make changes in the content or organization of the material. They may change the order of the activities or texts; add pair and group work; use a speaking activity as a writing activity; a mechanical activity into a meaningful one; a TRUE/FALSE activity into a MATCHING activity, so on.

Add: Teachers may feel that the activities in the main course book are not sufficient; hence, they may want to add extra activities. Isolated activities do not influence the textbook procedure but can be used to supplement a grammar point, pronunciation, etc. Teachers may also want to add variety to the class so they may want to bring in an additional game, song, visuals, etc. to
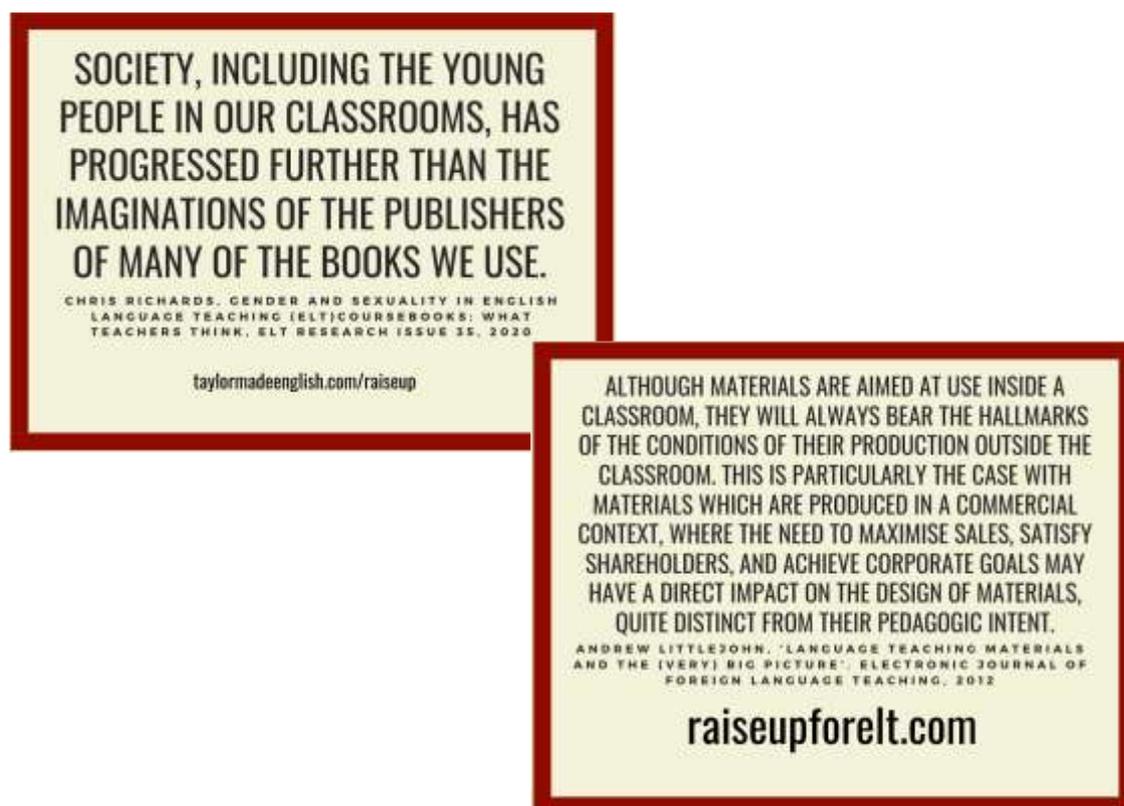
reinforce what has been learned.

Remove: Teachers may feel that a certain activity is above/below the level of the learners, or that it is not useful, or that it is boring, etc. In such a case they may decide to remove (skip) that particular activity.

Replace: Teachers may want to replace an activity with another one which seems more useful or suitable for the learners.

While adapting, we should be careful to use activities which are in line with the educational philosophy of the main coursebook.

Adapting authentic materials: Rather than writing our own materials, we should adapt authentic materials for different classroom uses, depending on our students' language proficiency. No matter what the source of the material or its purpose in class, however, successful adaptation requires careful attention to the semantic, lexical, syntactic, and discourse elements of the original text.

Materials adaptation is inevitable to increase the effectiveness of our program and make our students' task of learning as easy and enjoyable as possible. The only limit to materials adaptation is the time restrictions and background knowledge that we have, in addition to our enthusiasm, creativity and imagination.

SOCIETY, INCLUDING THE YOUNG PEOPLE IN OUR CLASSROOMS, HAS PROGRESSED FURTHER THAN THE IMAGINATIONS OF THE PUBLISHERS OF MANY OF THE BOOKS WE USE.

CHRIS RICHARDS, GENDER AND SEXUALITY IN ENGLISH LANGUAGE TEACHING (ELT)COURSEBOOKS: WHAT TEACHERS THINK, ELT RESEARCH ISSUE 35, 2020

taylormadeenglish.com/raiseup

ALTHOUGH MATERIALS ARE AIMED AT USE INSIDE A CLASSROOM, THEY WILL ALWAYS BEAR THE HALLMARKS OF THE CONDITIONS OF THEIR PRODUCTION OUTSIDE THE CLASSROOM. THIS IS PARTICULARLY THE CASE WITH MATERIALS WHICH ARE PRODUCED IN A COMMERCIAL CONTEXT, WHERE THE NEED TO MAXIMISE SALES, SATISFY SHAREHOLDERS, AND ACHIEVE CORPORATE GOALS MAY HAVE A DIRECT IMPACT ON THE DESIGN OF MATERIALS, QUITE DISTINCT FROM THEIR PEDAGOGIC INTENT.

ANDREW LITTLEJOHN, 'LANGUAGE TEACHING MATERIALS AND THE (VERY) BIG PICTURE', ELECTRONIC JOURNAL OF FOREIGN LANGUAGE TEACHING, 2012

raiseupforelt.com

Dr. Maria Montessori – Her Life and Work
by Aydan Ersöz

I have always been fascinated by Dr. Maria Montessori as she was a woman ahead of her time, a pioneer in early childhood education. She is the founder of the Montessori method of education which stresses the importance of respecting children – "Help me to help myself". She started her first classroom "Casa dei Bambini" or Children's House in 1907.

Dr. Maria Montessori was born in Italy in 1870. At the age of 12 her family moved to Rome to give her better educational opportunities. Her parents suggested Maria Montessori a teaching career, like for many women of her time, which she refused and chose engineering to pursue her love of mathematics. Maria was a sterling student, confident, ambitious, and unwilling to be limited by traditional expectations for women. To be able to study this she had to study in a school for boys. Maria Montessori later decided to change her career and switched to medicine. A woman studying medicine was unheard of in her time and thus she was first rejected by the board of education to study medicine but eventually triumphed. She became the first woman medical student in Italy. She was able to finish and pay for her studies by obtaining scholarships.

Maria Montessori's determination to become a doctor was proven on two occasions. One was that there was one lecture that most of her classmates did not attend due to the severe weather, but her professor was deeply impressed with her and continued to give the lecture to just her. And another was the countless hours that she had to sacrifice to be able to dissect a body at night alone. During her time, it was not allowed for a woman to dissect cadavers in the presence of men.

As she was not doing what women were expected of her time, her father disapproved of her career choice. This though ended with a lecture Maria Montessori so eloquently delivered as a new graduate. His father attended it and was given multitudes of congratulatory remarks for having such a remarkable daughter.

Maria Montessori became the first woman doctor in Italy in 1896. In the same year she represented the women of Italy in a feminist conference. She talked about the cause of working women. In similar seminar she talked about child labor. This was a sign of her deep connection to children, though unknown to her. After graduating, Dr. Maria Montessori worked in a psychiatric clinic for unfortunate children. The children were placed in a bare room. It was observed that children after their meals would throw food on the floor and play with them. It was through Montessori's compassion and intelligence that she sought a solution to help the children. She observed that these children had no toys to manipulate or use their hands on. It was then that she decided that there had to be more than medicine to be able to these children.

Maria Montessori Theory

Dr. Maria Montessori discovered the studies of Jean Itard and Edouard Seguin. They were two French doctors who believed in the education of deviated children. Maria Montessori shared the conviction that medicine was not the answer, but rather education. She shared this idea at an 1899 pedagogical congress. As a result, she became the directress of an Orthophrenic clinic (school for the mentally ill) in 1899-1901. Dr. Maria Montessori worked tirelessly observing children, analyzing results and developing new materials. Her knowledge of children mostly originated form this 2 years of closely observing children.

Montessori's work with these children was so successful that her children eventually passed a public examination given to 'normal children'. It bothered her "how these normal children in ordinary schools could have been equaled in intelligence by her ill students."

In 1901 she gave up her work in the clinic and studied philosophical education and pedagogical pathology. She was also a lecturer in the University of Rome in 1904. At this period, she also continued her study of Itard and Seguin's work. In a lecture she talked about schools which had two main points. One was that teachers should help rather than judge. She believed the teacher should be there to direct, guide and help children to learn with the attitude of love and acceptance. Secondly, she believed that true mental work is not exhausting but gives nourishment for the soul. Montessori believed in the 'secret of childhood' that all are born with potentials and the adult should help that potential. The adult is there to create the environment to stimulate the child and fulfil their needs.

Maria Montessori School

In 1906, there opened a housing project in the district of San Lorenzo, a slum area. In Montessori's desire to work with normal children she was given the task of taking care of the young children of this area. The parents of this area were not able to take care of their young as they had to work during the day. Maria Montessori was given a room to take care of these children. She equipped the room with child sized tables, chairs, armchairs and materials similar to those she used in her work with the mentally ill children. She was given an assistant who had no teaching experience, which she appreciated as she tried her new methods for which a background in education would have hindered. She did not give her assistant limitations, but only showed her how to present the materials. This opened in January 1906.

In this room Maria Montessori observed children and formed her principles. She observed child concentrating on graded wooden cylinders with such concentration that efforts to distract her were useless. And when the child had finished, she seemed rested and happy. The children's ability for deep concentration was phenomenal. She also observed the child's need for repetition which fulfilled a child's need. She then decided to give children the liberty to be able to accomplish their task.

Maria Montessori also observed that children had a great sense of order. Children put things back to where it belonged. Maria Montessori respected this and allowed them to do it by placing the materials in an open cupboard rather than locked cupboards as it was initially done. This paved the way for the freedom of choice for the child to choose their work. When Montessori gave a lesson on blowing the nose, she received great cheer from the children. Children are always being rebuked about keeping their nose clean, but no one has calmly taught them how to do it. This made her realize that even small children had a sense on personal dignity. Montessori always emphasized the respect for even the youngest child.

Using scientific observation and experience gained from her earlier work with young children, Maria designed learning materials and a classroom environment that fostered the children's natural desire to learn and provided freedom for them to choose their own materials.

After all these observations and changes over the 12 months, in January 1907 "Casa dei Bambini" (Children's House) started – as a classroom that we see in Montessori schools today. The fame of Maria Montessori, her children's house and method quickly spread. Many visitors even form overseas were coming to observe these children. The Casa dei Bambini classrooms were getting attention form educators who were amazed and astonished at what the children could do.

In 1909, Maria Montessori wrote "The Method of Scientific Pedagogy as Applied to Infant Education and the Children's Houses".

The Montessori Movement
As the fame of Maria Montessori and her method grew Montessori was plunged into the responsibility to further teach others of her method. She saw it as a duty on behalf of all the children in the world as a way to promote their rights and liberation. She left lecturing at the university and supported herself by training teachers and royalties from her books. In Rome, a Montessori society was started called 'Opera Montessori' and other similar movements began in Europe and America.
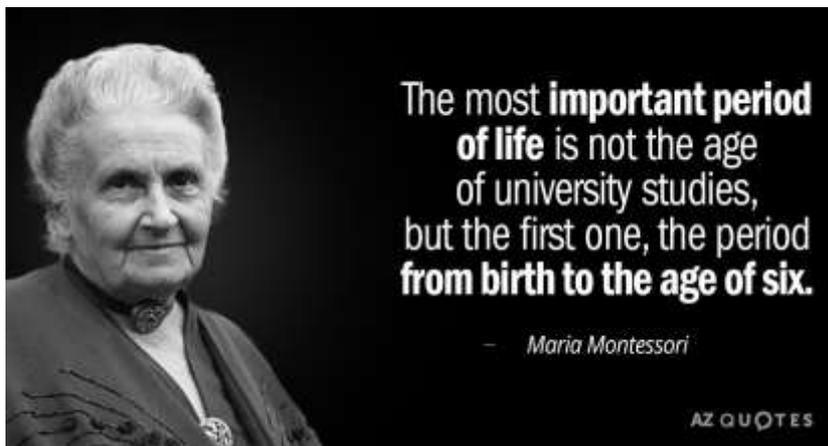

Maria Montessori's writings were also being translated to different languages and schools were opening up worldwide in countries such as Japan, China and Canada. She was continually giving lectures around the world where she was always welcomed. She also continued her research and application of her principles to school aged and preschool aged children as well as infants from birth. Her research about the child's early years is written in "Absorbent Mind" (1949). Alternatively, she also took notice of the social possibilities based on the idea that "true education is an armament of peace". In 1939 she flew to India where she met Mahatma Gandhi. She was detained in India until the war finished in 1946.

Maria was nominated for the Nobel Peace Prize in three consecutive years: 1949, 1950 and 1951. Her last public engagement was the 9th International Montessori Congress in London in 1951. On May 6, 1952 in the Netherlands, she passed away at the age of 81. The inscription on her tomb says: *"I beg the dear all powerful children to unite with me for the building of peace in Man and in the World."*

Montessori is a method of education that is based on self-directed activity, hands-on learning and collaborative play. In Montessori classrooms children make creative choices in their learning, while the classroom and the highly trained teacher offer age-appropriate activities to guide the process. Children work in groups and individually to discover and explore knowledge of the world and to develop their maximum potential.

Montessori classrooms are beautifully crafted environments designed to meet the needs of children in a specific age range. Dr. Maria Montessori discovered that experiential learning in this type of classroom led to a deeper understanding of language, mathematics, science, music, social interactions and much more. Most Montessori classrooms are secular in nature, although the Montessori educational method can be integrated successfully into a faith-based program.

Every material in a Montessori classroom supports an aspect of child development, creating a match between the child's natural interests and the available activities. Children can learn through their own experience and at their own pace. They can respond at any moment to the natural curiosities that exist in all humans and build a solid foundation for life-long learning.

The most **important period of life** is not the age of university studies, but the first one, the period **from birth to the age of six.**

— *Maria Montessori*

AZ QUOTES

Montessori environments support the learning of children from birth to middle school:
INFANT/TODDLER for children ages birth to three years
- provide a safe, engaging and nurturing environment for the child
- promote trust in themselves and their world
- develop confidence in their emerging abilities
- develop gross motor coordination, fine motor skills, and language skills
- offer opportunities to gain independence in daily tasks

PRIMARY (ALSO CALLED THE CASA OR CHILDREN'S HOUSE) for children ages three to six years

- foster the growth of functional independence, task persistence and self-regulation
- promote social development through respectful, clear communication and safe, natural consequences
- contain a large variety of materials for the refinement of sensory perception and the development of literacy and mathematical understanding
- offer opportunities for imaginative exploration leading to confident, creative self-expression

ELEMENTARY for children ages six to twelve years (Lower Elementary, ages six to nine; Upper Elementary, ages nine to twelve)

- offer opportunities for collaborative intellectual exploration in which the child's interests are supported and guided
- support the development of self-confidence, imagination, intellectual independence and self-efficacy
- foster an understanding of the child's role in their community, in their culture and in the natural world

ADOLESCENCE (ALSO CALLED ERDKINDER OR FARM SCHOOLS) for adolescents ages twelve to fifteen years

- ideally a working farm in which adolescents engage in all aspects of farm administration and economic interdependence, but also include non-farm environments in urban settings
- assist the young adult in the understanding of oneself in wider and wider frames of reference
- provide a context for practical application of academics
- emphasize the development of self-expression, true self-reliance, and agility in interpersonal relationships.

Despite all these pros, there are some aspects of the Montessori culture that can cause issues for some people involved in education.

- It is expensive - It is hard for Montessori schools to keep their prices low. The acquisition of many durable and high-quality learning materials, as well as the lengthy and in-depth training in the use of such items for young children is an expensive undertaking which is why most fully implemented Montessori programs are expensive.
- It's NOT accessible to everyone - Because this education philosophy flips traditional public-school curriculum on its head, most Montessori programs are private, tuition-charging and admissions-regulating. This makes it disproportionably difficult for low-income, inner-city students of color to attend such schools.
- Curriculum may be too loose for some educators - While "following the child" should not be interpreted as "let kids do whatever they want," it is still a less-structured curriculum than what you might find in a more common approach.
- Independence isn't everything - Montessori is strong in fostering a sense of independence and self-guided work. But as many people point out, employment

situations aren't always like that. Montessori school teaches you to think on your own terms; however, the workforce is a more team-oriented environment which requires collaboration and cooperation.

- The open-ended structure of the classroom can be intimidating for some - The hierarchy of traditional classrooms allows less freedom to the students, but it can also ensure a class environment that feels ordered, safe and routine. Some may not feel comfortable with Montessori classrooms which are built to allow movement and change.

Montessori quotes

Education

"Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment."

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

"The environment must be rich in motives which lend interest to activity and invite the child to conduct his own experiences."

The Child

"It is the child who makes the man, and no man exists who was not made by the child he once was."

"The first essential for the child's development is concentration. The child who concentrates is immensely happy."

"The child, in fact, once he feels sure of himself, will no longer seek the approval of authority after every step."

The Teacher

"Never help a child with a task at which he feels he can succeed."

"The greatest sign of success for a teacher... is to be able to say, 'the children are now working as if I did not exist."

" Do not tell them how to do it. Show them how to do it and do not say a word. If you tell them, they will watch your lips move. If you show them, they will want to do it themselves. "

"THE GREATEST GIFTS WE CAN GIVE OUR CHILDREN ARE THE ROOTS OF RESPONSIBILITY AND THE WINGS OF INDEPENDENCE."

——DR. MARIA MONTESSORI

Resources:

https://montessori.org.au/biography-dr-maria-montessori
https://littlelearner.com/montessori/maria-montessori-life-research/
https://www.carmelmontessoriacademy.com/maria-montessori
https://www.britannica.com/biography/Maria-Montessori
https://amshq.org/About-Montessori/History-of-Montessori/Who-Was-Maria-Montessori
https://www.dailymontessori.com/dr-maria-montessori/
https://montessori-nw.org/about-montessori-education
https://www.fundacionmontessori.org/the-montessori-method.htm
https://www.rasmussen.edu/degrees/education/blog/pros_cons_montessori_education/

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YOU!**

PLEASE RENEW YOUR MEMBERSHIP!

Dialogic Teaching Approach
Reviewed by Aydan Ersöz

"Dialogic Teaching" means using talk most effectively for carrying out teaching and learning (https://www.educ.cam.ac.uk/research/projects/dialogic/whatis.html). Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers can elicit students' every day, 'common sense' perspectives, engage with their developing ideas and help them overcome misunderstandings. Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding. Dialogic teaching is grounded in research on the relationship between language, learning, thinking and understanding, and in observational evidence on what makes for good learning and teaching
(https://www.jct.ie/perch/resources/english/dialogic-handout-1.pdf).

Dialogic teaching is not a single set method of teaching. Dialogic teaching is an approach and a professional outlook rather than a specific method. It is concerned not only with the techniques we use but also the classroom relationships we foster, the balance of power between teacher and taught and the way we conceive knowledge.

In dialogic classrooms, children do not just provide brief factual answers to 'test' or 'recall' questions, or merely spot the answer which they think the teacher wants to hear. Instead they learn and are encouraged to:
- narrate
- explain
- analyze
- speculate
- imagine
- explore
- evaluate
- discuss / argue
- justify
- ask questions of their own

In dialogic classrooms, teachers consciously use discussion and scaffolded dialogue, as well as the other kinds of teacher talk. Discussion entails the open exchange of views and information in order to explore issues, test ideas and tackle problems. It can be led by one person (the teacher or a pupil), or it can be undertaken by the group collectively. Scaffolded dialogue involves:
- Interactions which encourage children to think, and to think in different ways
- Questions which require much more than simple recall
- Answers which are followed up and built on rather than merely received
- Feedback which informs and leads thinking forward as well as encourages
- Contributions which are extended rather than fragmented
- Exchanges which chain together into coherent and deepening lines of enquiry
- Classroom organization, climate and relationships which make all this possible.

In dialogic classrooms teachers exploit the potential of five main ways of organizing interaction in order to maximize the prospects for dialogue:
- •Whole class teaching
- •Group work (teacher-led)
- •Group work (pupil-led)
- •One-to-one (teacher and pupil)
- •One-to-one (pupil pairs)

According to Kulvarn Atwal (https://www.tes.com/news/dialogic-teaching-10-principles-classroom-talk), as an approach, "dialogic teaching" impacts positively on all children. However, it has a significant and sustained impact on low prior attaining children, who are already facing the greatest challenges in our education system. Of course, dialogic talk is not just any talk; it breaks away from the question-answer and listen-tell routines that typify traditional teaching practices. In a dialogic classroom, the teacher acts as a facilitator to encourage children to think deeply and to justify their responses, enabling them to build on each other's ideas.

The key principles are:

1. Give children confidence and opportunities to ask questions
Children need to experience a rich diet of spoken language, and this includes asking plenty of questions. If we want our children to be talking about their learning and posing questions, we need to provide them with the opportunity – and the skills – to do so.

2. Allow time for paired and group discussion
We believe that it is essential for children to have opportunities to work collaboratively and to learn from each other. Planning time into lessons for "mini-reviews" where children can use discussion to summarize and link learning is a good way to get groups, or the whole class, talking.

3. Use a range of questioning strategies
Lessons should provide a range of opportunities to talk are provided, through the use of the following questioning strategies:
- Wait time – all pupils are given the chance to think before answering a question
- Hands should not be raised; instead, the teacher selects pupils to answer
- Pupils are encouraged to discuss with a group or a partner to help them formulate an answer.
- The teacher involves a number of pupils in the answer to a single question, creating the opportunity for discussion through phrases such as "What do you think?" and "Do you agree with that answer?"
- Incorrect answers are discussed to develop understanding
- Time is given for pupils to formulate questions

4. Ask children how they feel

It is always important to ask our pupils how they feel about their learning, as this gives us an idea of how they see what they do and don't know. Regular reflection points in lessons are invaluable to support pupil progress.

5. Ask open-ended questions

Teachers should ask open-ended questions that have more than one possible answer. These deepen children's understanding and require them to reflect, rather than restricting them to searching for the "right answer".

We can use the following:
- What do you think?
- Why do you think that?
- How do you know?
- Do you have a reason?
- Can you be sure?
- Is there another way?

6. Promote a balance of talk between teacher and pupils

Traditionally, in most situations in the classroom, either the teacher or the pupil is passive. But in a dialogic classroom pupils actively engage and teachers constructively intervene.

7. Introduce a 'talk charter'

At the beginning of the year, the teacher discusses with pupils why they feel talk is important to their learning. What skills demonstrate excellent talk and dialogue? Children are given interactive activities to help identify these skills. The key findings are put on display and regularly referred to.

8. Keep scaffolding to a minimum

Pupils need the opportunity to explore and discover new learning for themselves. They need to have the time to think things through rather than have constant scaffolding and prompting.

9. Discuss misconceptions

Pupils need to be able to identify their own misconceptions and be given the opportunity to talk these misconceptions through. This must be within a climate where all pupils feel safe to make mistakes and develop from these.

10. Model thoughts out loud

It is essential that we act as role models for our pupils, demonstrating critical-thinking skills and effective use of language. Pupils especially benefit from the modelling of inter-thinking between adults in the classroom.

Christophe Mullings (https://blog.irisconnect.com/uk/blog/developing-effective-dialogic-teaching-and-classroom-talk) states that dialogic talk looks like:

- Children share a common goal or purpose
- Children allow each other to speak
- Children ask questions in order to understand better
- Children paraphrase or reflect back each other's words
- Children are prepared to express uncertainty or tentativeness
- Children try to make their own point as clearly as possible
- Children explore differences of opinion
- Children give arguments to support their ideas

Neil Mercer (https://blog.irisconnect.com/uk/blog/developing-effective-dialogic-teaching-and-classroom-talk) explains:

"We know enough [from the research] to say you should strive for a balance between authoritative presentation and genuine dialogue. And that the proportion of instructive talk and dialogue should be determined by what you want to achieve, not by your personality. A teacher may be more suited to one of those approaches, but they need both and it needs to fit the objective at that time.

There is tendency to think of oracy as speech-making or taking part in debates, but we actually mean the full range of spoken language skills, which would include working in a team, helping someone else learn something, listening sensitively to someone so you can help them, and so on. Children will differ in these skills. Some may be excellent making speeches but not skilled in a group situation – they may not listen to anyone else at all. While another student may be the opposite."

SOMETHING TO THINK ABOUT

In this issue we would like to share with you two articles: One on formative assessmentin distance learning and the other about how to deal with defiance.

https://www.edutopia.org/article/formative-assessment-distance-learning

Formative Assessment in Distance Learning
By Andrew Miller

Schools are closed but schooling goes on, and it remains crucial that teachers find ways to see what students are learning.

Whether we use synchronous or asynchronous online sessions, whether we call it distance or virtual learning, we're all challenged to provide meaningful education experiences at a distance as the education world grapples with the impact of Covid-19. This type of learning is nothing new, but it is new to many of us and has caused us to quickly shift our practices.

Formative assessment at a distance is challenging but possible, and we still need to check for understanding and provide meaningful feedback. The practices we use will look and sound different than they do in the classroom. Here are some ideas to consider.

FORMATIVE ASSESSMENT AT A DISTANCE
Know your purpose: There are so many tools to use to check for understanding. As it is important to have routines and still have variety, select two to four tools that work well for you and your students. Focusing on just a few allows students to experience tools they're used to, while also ensuring that checking for learning doesn't get boring.

Make sure the tools you use fit your purpose. If you need to see students' process, select a tool that can capture that, such as Animoto or Flipgrid. If you need to check their content knowledge, try Kahoot or Quizlet.

Collect data over time: Formative assessment is a process, and it's important to collect evidence of learning over time. While you may teach and dictate which digital tools students can use, work with students to have them document their learning along the way. Give them guides or checkpoints to let them know what they need to submit and when they need to do so.

You might ask students to submit reflection videos in Seesaw or send photos of their progress. Screenshots and scanning tools also work well. You can partner with parents to take those videos or photos, especially for students in the younger years.

Focus on feedback: When checking for understanding, it's important to communicate the feedback that comes from it. As a teacher, you can provide written and/or oral feedback through videos or sound recordings. If you're doing synchronous sessions, you can put students in breakout groups to provide feedback to one another—if you do this, you'll need to give them clear feedback rules. Asynchronously, students can post work and provide feedback over a longer timeframe.

Check for understanding in synchronous sessions: Those in-the-moment checks for understanding that we did in the classroom were valuable, allowing us to adjust instruction and meet students where they were. That kind of check-in is still important. Some synchronous tools have built-in formative assessment capabilities, such as Yes and No buttons, and some have private chat features that can allow you to know, in real time, what students know and don't know. You can supplement a tool like Zoom with Peardeck to assess along the way if those functions are not available.

These check-ins help you provide just-in-time feedback, and can guide your thinking about who might need further support later through resources, intervention, or small-group instruction through breakout groups in a synchronous session.

Leverage personal conversations: Conversing with students remains the most powerful and meaningful way to check for understanding, in my opinion. In our distance learning environment, we run the risk of being further isolated. By scheduled individual sessions with students, we can assess their learning and provide feedback with a real human connection. In fact, we should be focusing more on these types of assessments in the distance learning environment, Video tools like Marco Polo and Flipgrid can bring a human element to the assessment process.

Check in on SEL: In addition to checking in on academic learning, be sure to check in on students' well-being and their overall distance learning experience. Simple questions can prompt students to share their feedback:
- What's working?
- What's not working well?
- What would you recommend?

This is crucial because this way of learning is newer for almost all of us and thus requires ongoing reflection and feedback. We recently asked these questions at my school in the high school and found out that students were struggling with extended synchronous sessions. We modified the sessions to be shorter, and provided more breaks too.

Similarly, at an elementary school in China where a friend of mine works, students kept saying they missed seeing their teachers. The teachers knew they couldn't replicate the powerful in-person experience, but they decided to record weekly personal videos for their students to share feedback and more importantly, connect with students on a human level. Use formative assessment to adjust instruction and stay true to social and emotional learning.

Make it useful: Data is useless unless it is used. When we collect and examine formative assessments, we need to use what we learn from them to inform instruction. We might find out that a synchronous session didn't go so well, and thus a reteach needs to be offered in a different way, or that specific students need further support and resources, or that only a small group of students stay for the last part of a synchronous session while the rest sign off. All of those data points tell us something we can use to provide timely feedback, adjust instruction, and plan ahead.

https://www.edutopia.org/article/addressing-persistent-defiance

CLASSROOM MANAGEMENT
Addressing Persistent Defiance
Any student may refuse to cooperate at times, but handling students with oppositional defiant disorder requires that teachers have a plan.
By Nina Parrish

We all have students who test our limits. Most kids can be uncooperative at times, especially if they're tired, hungry, or feeling overwhelmed. For certain age groups, like 2- to 3-year-olds and teenagers, noncooperative behavior is a normal part of development.

In addition, **up to 16 percent of all children and 40 percent of students** diagnosed with attention-deficit/hyperactivity disorder have **oppositional defiant disorder** (ODD), which is characterized by a pattern, in multiple settings over time, of consistent negative and hostile behavior that can include deliberately annoying or upsetting others, explosions of anger and hostility, defiance or frequent arguing with adults, and then blaming others for misbehavior.

Often teachers react defensively to obstinate behavior, creating a situation where teacher and student may become locked in a power struggle or an ineffective pattern of communication. So how does a teacher handle a student who openly defies rules, purposely tries to irritate the teacher, or has a pattern of hostile behavior toward authority? Here are some suggestions to help you avoid problems or to manage them when they arise.

REMAIN CALM
As a new teacher, I quickly determined that showing anger was counterproductive with students who were oppositional. It made the behavior worse as they were often amused or encouraged by upsetting an adult.

Even when you're upset or frustrated, it's important not to allow the child to see your emotional response. Keep a positive tone to your voice, and adopt neutral body language by keeping your hands by your sides. Be cautious about approaching the student or entering their personal space as this might escalate the situation.

CHOOSE YOUR WORDS CAREFULLY

Learning to use "I statements" helped me immensely in working with students with difficult behavior. When a student is noncompliant, often our first impulse as teachers is to point out the behavior by using a statement that begins with "You" and gives a command. For example, "You never listen and follow directions. Don't get out of your seat again!"

Rephrasing this as an "I statement" is much more effective. For example, "I would like for all of my students to sit down, listen, and follow directions so that they know what to do next."

This statement is less judgmental, and it instructs by describing the positive behavior desired. Remember to keep directions concise and deliver them in multiple ways (in writing, spoken aloud, or using signals, for example).

When possible, offer choices where you will be happy with either outcome. For example, "Students may sit on the beanbags or at their desks to work quietly." Choices make students feel like they have agency without having to display defiant behavior.

REINFORCE POSITIVE BEHAVIOR

Switch your focus from recognizing negative behavior to seeking out demonstrations of positive behavior. Look for and reward even small steps toward flexibility, compliance, and cooperation.

When a student shows improvement, give it attention. I found positive notes home to be especially effective. I sent postcards to my students who demonstrated improvement in their behavior. A parent once told me that not only was this the first positive note the student had received, but he was so proud of it that he kept it on the refrigerator to look at every day. Don't underestimate the power of positive words in shaping behavior.

DETERMINE THE CAUSE OF THE BEHAVIOR

Behaviors help students obtain something desirable or escape something undesirable. Learning to think of behavior as feedback or a form of communication helped me to work more effectively as a teacher with students who display problem behaviors.

Ask yourself:
- When does this behavior happen or not happen?
- What happens before and after the behavior?
- Who is the audience?
- Are there factors outside of the student's control that might be causing or contributing to the behaviors? (For example, has the student experienced trauma? Does he or she come from a household with housing or food instability?)
- What alternative behavior would be more acceptable than the one being displayed?

Consider that there may be understandable reasons for the misbehavior. For example, as a teacher I often saw students create a problem to avoid doing work that was too difficult for them. Some students act out because of difficult issues in their homes or communities. I also

saw students act tough or argumentative to impress peers or avoid bullying or victimization by other students.

Understanding the cause of the behavior will help in establishing a plan to address the challenges.

If a student frequently displays problematic behavior, it also may be possible to request a functional behavior assessment (FBA), which looks at academic and non-academic factors that could be contributing to or triggering behavior. While **the law only requires an FBA after a suspension of 10 days or more**, an FBA may be requested at any time. An FBA is usually conducted by a team, which can include a special education teacher, general education teachers, parent or guardian, school administrators, and specialists (such as a speech therapist, psychologist, or behavior specialist). The FBA is then used to create a detailed behavior intervention plan (BIP).

MAKE A PLAN

Once a behavior is identified and assessed, a plan may be developed to prevent it from continuing. A BIP outlines steps a teacher will take when a problem behavior occurs.

A BIP should teach the student more productive behaviors and strategies, reward positive and appropriate behaviors, and outline who is responsible for each intervention.

Perhaps changes can be made in the environment, like moving the student's seat, or instructional methodology changes could be made, like shortening or modifying an assignment to match the student's capability for independent work. Teachers could also consider altering routines if there are times when the behavior is likely to occur.

For example, if a student is having an outburst every time they're called on in class or asked to present information in front of their peers, the plan might offer alternatives such as:

- The teacher will provide the student with a set of questions about the lesson to answer on paper and turn in instead of answering questions aloud.
- The student will be responsible for asking for a short break or alternative location to complete assignments when they are feeling overwhelmed.
- Each day, if the student turns in their answers after the lesson, they will receive a positive note home and 5–10 minutes to work on their art projects.

The behavior plan that the team comes up with should be implemented in all classes. The team should meet to hear teacher and parent/guardian feedback, and the plan should be revisited periodically to change ineffective interventions or modify interventions where the student shows improvement.

We all have the capacity to learn, change, and grow. When given the right tools and environment, students with problematic behavior can learn more productive strategies that will help them have positive and effective interactions with others.

News iatefl

Update on the 54th IATEFL International Conference

25th August 2020

We've all been following, with concern and dismay, the spread of COVID-19 and its effects around the world. In the United Kingdom one of the ways the pandemic has been tackled is through using convention centres as large-scale medical facilities. This was the case for Manchester Central, where the conference was supposed to be held in April this year, and it is also currently the case for the Harrogate Convention Centre, where we are planning to hold the deferred conference in 2021.

We have been informed that this medical usage will continue until the end of March next year as a government contingency, should it be required, preventing us from going ahead with our conference mid-March. After detailed discussions with the venue, we have been provided with alternate dates for the IATEFL conference further into 2021. As such, **the 54th IATEFL International Conference and Exhibition will take place at the Harrogate Convention Centre from Saturday 19th June to Tuesday 22nd June 2021, with Pre-Conference Events on Friday 18th June 2021**.

As was the case previously, all confirmed delegate bookings already made for the conference will be automatically deferred to the June dates, and all confirmed speakers will have their proposal automatically accepted for inclusion in the programme. Members and non-members who have not already booked their place will soon be able to do so on the IATEFL website. Look out for the announcement soon!

This is, once again, an unprecedented situation and change, which we are all aware has implications for everyone involved in the event, but we hope and believe it is the most sensible and rational choice which aims to ensure the 54th International Conference can go ahead as originally planned, and with everyone able to enjoy a safe and enjoyable experience.

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Best Practices Around Virtual Professional Development
Carl Hooker
(taken from the TESOL Bulletin, 8 September 2020)

As part of Tech & Learning's Virtual Summit this past July, educators shared strategies around meaningful virtual professional development. The panelists included *Knikole Taylor, Eileen Belastock and Dr. Matthew X. Joseph.*

Making Lemonade out of Lemons
As a teacher, I experienced firsthand the issues that arise from teaching remotely. Keeping students engaged while maintaining balance with increased time on screens is a challenge for many teachers who struggle with integrating technology.

That being said, teachers who are now forced into blended and remote learning have seen several opportunities to help personalize instruction with their students. The challenge is getting teachers the tools and help they need when they need it.

While this session centered around providing virtual professional learning for staff, one thing that was mentioned universally by the panel and participants was the need for increased support for our teachers. From 1-on-1 chats to on-demand video tutorials, much like our students, professional development needs to be personalized and flexible for adult learners. As you'll find with many of their suggestions, these best practices should exist in both virtual and in-person settings.

Ask for Feedback
Getting feedback as an administrator or professional learning provider can be a double-edged sword. Teachers will tell you ways to improve your support in ways that you can't fully provide right away. However, by taking their feedback, you can also adjust course and quickly adapt how you provide assistance and training. Sorting feedback into larger buckets make it more manageable to overcome and gives your staff a sense of empowerment and feeling listened to. The graphic below details some of the most common issues that teachers are facing as they try to provide remote learning.

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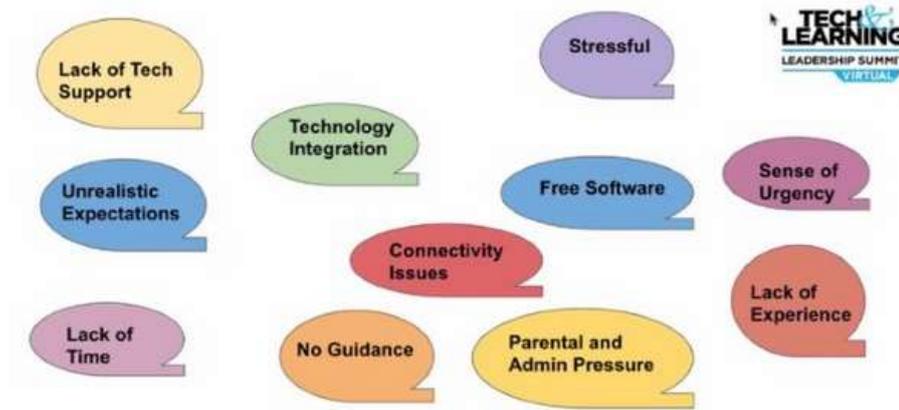
Teacher Survey Results

(Image credit: Knicole Taylor)

Differentiate Instruction

Taking that feedback and turning it into action can also be a tricky balance. There is no one-size-fits-all approach to training teachers and staff. Ellen Belastock mentioned during her presentation that just like our students, we need to support teachers with different learning styles. Each person has a different expectation and unique way that they learn best. Providing a step-set of instructions might work well for one teacher while others prefer video tutorials. Some teachers like to be self-paced while others like to follow along, step-by-step. When creating your training materials, consider providing a variety of options for your adult learners.

Provide Choice

A part of the differentiated instruction is providing teachers with a choice on the path they want to take. Knikole Taylor is an instructional coach who tries to find many different ways for teachers to access professional learning. She uses tools such as *Personalizing PD* to devise strategies to create choice throughout a PD session. Teachers can have the option to work at their own pace or have more guidance. They can learn individually or with a group. Giving teachers these options energizes their learning, particularly when they realize it's not just another "sit and get" session.

Provide Choice

- Constant progress
- Honor professionals
- Ongoing learning
- Individualized focus
- Collaborative learning
- Energizing experiences

(Image credit: Knicole Taylor)

Focus on Relationships

Relationships and trust are a necessary steppingstone to success when it comes to adult learning, said Dr. Matthew X. Joseph. You shouldn't dive straight into content without first building those relationships through either an in-person or virtual format.

Part of that relationship building is having teachers self-evaluate their own current performance versus their desired expectation and outcome. Oftentimes teachers are their own harshest critics and can set higher expectations when they feel the support and trust of their school leaders. Professional learning shouldn't be a one-time thing, Joseph said. It should be constant, consistent and aligned with long-term district goals.

Simplify the Tools

Once remote learning started across the country, teachers and leaders were bombarded with an array of free edtech tools. As Dr. Joseph and other panelists suggested, don't overload teachers with virtual tools. Standardize certain tools (such as LMS and video conferencing software) to simplify training and allow some room for customization of others (such as polling software or quizzing tools). Encouraging and supporting staff on a core group of tools when it comes to virtual teaching and learning will help reduce frustration and confusion.

Goals for Professional Learning

Many of the strategies offered can be used in either remote or in-person settings. Professional learning needs to have both short-term goals that affect the classroom immediately and long-term goals that align with the district vision and mission.

No matter which format you choose, keep these five ideas in mind when planning and executing professional learning for your staff:

1. Have fun. Yes, learning can be fun, even for adults.

2. Meet educators where they are. Never assume pre-existing knowledge or understanding about a tool or platform. Vary the content to account for those who are beginners and those that are experts.

3. Do not over plan. We have all had our fill of virtual meetings and planning committees. Perfection is the enemy of done. Make an outline for your professional learning and then execute.

4. Use participant's experiences. Schools have many rock star teachers who have utilized the very platforms and tools you are showcasing. Have them share their strategies as well as pitfalls to avoid.

5. Celebrate. Teachers have been through a lot during this pandemic. While many put their head down and barrel forward, be sure to take some time during professional learning to celebrate where they have come from as learners and what they have accomplished.

Deploying some of these strategies shared by the talented educators on this panel will help make your next professional learning experience much more engaging and successful. Having tools and ideas that teachers can turn around and use effectively in their classroom will not only help build their confidence but also help engage their students in learning. Which should ultimately be the goal of any professional learning experience.

4 Tips for Supporting Parents During Remote Learning
Curtiss Strietelmeier
(taken from the TESOL Bulletin, 11 September 2020)

The coronavirus pandemic catapulted educators, students and their families into a new reality when schools shut down in the spring. Now, with many districts resuming remote learning, parents and guardians are playing a more hands-on role in their children's education.

But guiding kids through online learning while juggling work and other priorities is tough, especially for those who have younger children or children with special needs. "I'm just overwhelmed," a working parent of two Fairfax County Public Schools students tells *The New York Times*. "I am flying blind, I am uncertain, and I have a lot of anxiety."

According to a Canvas survey of K–12 parents in the spring, 49 percent struggled to keep their children focused on schoolwork, and 30 percent reported receiving unclear instructions from teachers and schools.

Today's parents and guardians are also trying to figure out how to promote self-direction and independence as their children increasingly use digital tools. In addition to basic troubleshooting, many are also learning how to navigate new platforms and adapt to schools' updated distance-learning plans.

It's no surprise, then, that they are looking to school leaders, tech teams and even teachers for more support — especially when it comes to using technology. Here are a few tips to help schools assist parents with online learning and make sure it's more of a success and less of a headache for everyone.

1. Clearly Document the Remote Learning Game Plan
Schools should properly document their remote learning plans so that parents and guardians thoroughly understand how instruction will be delivered and what is expected of students. Doing so will also give educators more clarity into any transition or alternative plans needed for the year.
This documentation should also note frequently asked questions and answers to those, as well as a list of key department contacts. It should also offer a troubleshooting guide for online learning platforms and any other tools students will be using.

It's a good idea to use flowcharts in guides too. If something isn't working, a parent may wonder whether it's an issue with the platform, the device, or the school or home network.

A flowchart walks parents through troubleshooting steps based on a given situation, allowing them to diagnose and hopefully fix the problem on their own. To ensure accessibility, schools should also provide guides and document processes in other languages when possible.

2. Get Your Tutorial Videos Ready
By creating and sharing tutorial videos, schools can help parents familiarize themselves with a particular tool and teach their kids how to use it. Popular ed tech companies also have videos and demos tailored to parents that offer tips on using key features across their products. For example, Google has the "Tech Toolkit for Families and Guardians," a video series on YouTube that walks viewers through G Suite for Education, Google Classroom, Google Meet and more. Microsoft has a similar series that shows parents how to navigate Microsoft Teams and Office 365.

Some school districts have even launched their own virtual learning courses to support parents and guardians assisting students with online learning. For instance, Houston Independent School District in Texas created an interactive online course complete with how-to videos on accessing the district's learning management system, parent portal and other digital tools.

3. Figure Out How to Prioritize IT Requests
With schools now increasingly reliant on ed tech, there's no doubt that today's IT teams are incredibly busy. After all, they're up against a growing number of asks from educators and parents. That's why it's critical for districts to have a plan of attack that prioritizes certain tasks and designates tech support roles (such as a Tier 1 troubleshooter), at least for the first few weeks of school. Some larger school districts have opted for third-party call centers to handle Tier 1 requests to make sure everything runs smoothly.

4. Provide Effective PD Sessions for Teachers
Teachers are usually the first point of contact for parents and guardians, so they, too, need to be comfortable answering tech-related questions during remote learning. That's why training teachers on using digital tools and teaching them technical skills is so important.

While they shouldn't spend their entire teaching period troubleshooting, they do need to know how to respond to common tech issues, such as a student's mic not working during a video call, so they can provide instant help. If it's an easy fix, such as checking audio settings, it will definitely save a lot of time.

This school year won't be easy for students and their families. But by having a clear plan, being organized and thorough, and communicating with patience, school leaders and educators can help them navigate this new frontier of online education.

LINES BY LEXOPHILES

"Lexophile" describes those that have a love for words, such as "you can tune a piano, but you can't tuna fish", and "To write with a broken pencil is pointless."

Here are some more examples:

I changed my iPad's name to Titanic. It's syncing now.

England has no kidney bank, but it does have a Liverpool.

Haunted French pancakes give me the crepes.

This girl today said she recognized me from the Vegetarians Club, but I'd swear I've never met herbivore.

I know a guy who's addicted to drinking brake fluid, but he says he can stop any time.

A thief who stole a calendar got twelve months.

When the smog lifts in Los Angeles U.C.L.A.

I got some batteries that were given out free of charge.

A dentist and a manicurist married. They fought tooth and nail.

A will is a dead giveaway.

With her marriage, she got a new name and a dress.

Police were summoned to a daycare center where a three-year-old was resisting a rest.

Did you hear about the fellow whose entire left side was cut off? He's all right now.

A bicycle can't stand alone; it's just two tired.

The guy who fell onto an upholstery machine last week is now fully recovered.

He had a photographic memory but it was never fully developed.

When she saw her first strands of gray hair she thought she'd dye.

Acupuncture is a jab well done. That's the point of it.

I didn't like my beard at first. Then it grew on me.

Did you hear about the cross-eyed teacher who lost her job because she couldn't control her pupils?

When you get a bladder infection, urine trouble.

When chemists die, they barium.

I stayed up all night to see where the sun went, and then it dawned on me.

I'm reading a book about anti-gravity. I just can't put it down.

I just can't see myself wearing camouflage.