Digital Learning: current trends in ELT 2017 - 2020

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It’s not Technology….. but Pedagogy

“Digital Learning is learning facilitated by technology that gives students some element of control over time, place, pathway and pace”

(Digital Now Foundation, 2014)
Going Digital

- Digital world
- Digital students
- Digital learning
- Digital classroom
- Digital content
- Digital teachers
- Digital futures

**Thesis:**

- In our rapidly changing global world, we need to use the latest ideas, research, and technologies to **keep our teaching fresh.**

- We need to focus on delivering an innovative and **exciting student experience**, in terms of accommodation, customer service, facilities etc as well as learning

- We need to prepare our institutions for the future needs of students, staff and society, especially when we are **facing strong competition** from new study destinations

- This means **embracing the digital age**, embracing new technologies and innovations to enhance the learning and study experience of students.
From the 1980s.....to MOOCs: Digital learning is here to stay
**Digital Students**

**Gen Z focus on:**
- Digital by default
- Connected 24/7/365
- Control over time, place, pace
- Quality of study experience
- Personalisation of experience
- Employment-orientation

**WHO THEY ARE TO YOU**

**MILLENNIALS**
- Tech Savvy: 2 screens at once
- Communicate with text
- Curators and Sharers
- Now focused
- Optimists
- Want to be discovered

**YOUR CURRENT STUDENTS & ALUMNI**

**GEN Z**
- Tech Innate: 5 screens at once
- Communicate with images
- Creators and Collaborators
- Future focused
- Realists
- Want to work for success

**YOUR PROSPECTIVE STUDENTS**
Innovative Goals - 21st century skills

The 7 skills:
• Critical thinking
• Creativity & innovation
• Collaboration
• Cross-cultural understanding
• Communications - media literacy
• Digital literacy
• Learning to learn - self-reliance

PLUS – the 8th skill:
• Competence in English

New jobs that didn’t exist 5 years ago:
• UX manager
• SEO specialist
• Social media manager
• Content marketer
• App designer
• Online advertising manager
• Cloud services specialist
• Chief Listening Officer CLO
• Sustainability manager
• Drone operator
• Vlogger
• Digital risk officer
• 3d printer engineer
• Digital inclusion officer
• AirBnB host

TIP:
Social Media is no longer a FAD or just another trend that will fade away. It’s here to stay and it’s up to a CLO and his/her company to listen to what’s being said about his/her brand!
What is Digital Learning for?

**Purpose:**
- Complement not replacement
- Not ‘robot teacher’
- Bridge between learning inside and outside of class
- Marketing – enhanced value proposition

**Benefits:**
- Student Autonomy
- Ubiquity
- Time on task
- Motivation
- Authenticity
- Outcomes

**Models:**
- E-learning / Online learning
- Virtual Classroom
- Blended / hybrid learning
- Social Learning
Digital ecosystem

**Infrastructure**
- Connectivity, network, security, platform

**Devices**
- School loan devices, BYOD, 1:1, device management

**Content**
- Learning materials, teaching materials, games, apps

**Teachers**
- Competences, training, resistance, confidence
Digital Learning ecosystem

- Blended Course via LMS
- eTutors
  - VOIP
  - FaceTime
- LMS-based Practice
- MyPortfolio (& social media community)
- Phone-Tablet-PC (device agnostic)
- Face-to-face classroom

The Learner
Do you speak digital?

- BYOD
- VLE
- Flipped
- Blended
- IWB
- VR
- AR
- MOOC
- SPOC
- Bluetooth

Reflection

Score yourself out of 10 for concept recognition

I speak Geek
How is Digital Learning organised?

- Blended learning
- Mobile learning
- 1:1 classrooms
- Flipped classroom
- Adaptive learning
- Personalisation
- CB assessment
In-class vs Out-of-class models

Before Class
Activities:
- Reading & Listening activities
- Study text
- Learn vocab online
- Grammar in Use activity with Apps

In Class
Activities:
- Speaking activities
- Pairwork
- Concept questions
- Communication activities, games storytelling
- Mentoring

After Class
Activities:
- Writing
- Comprehension Qs
- Online workbook
- Vocab practice apps
- Formative assessment
DL models

- E-learning / Online learning
- Virtual Classroom
- Blended / hybrid learning
- Social Learning
Digital learning channels

In-class channels:
- IWB
- Digital textbooks
- 1:1 & BYOD
- PRS systems

Out of class channels:
- Handheld
- LMS
- Apps
- Web
- Individualisation
1:1 learning & classroom management

Go to: www.menti.com
Enter the code: 327786
Voting/PRS

1. How have learners changed in recent years?

- They are more motivated: 100%
- They like to multi-task: 0%
- They are easily bored: 0%
- They like to learn visually: 0%

Votes: 1

https://www.mentimeter.com/s/0a86dc05b62bd39acc2b0528dac328e4/6a77826eace6
Virtual Classroom

Remote teaching

MOOCs

Virtual Community
Digital content

Tools, resources, apps, sites, gizmos……
Beyond the Classroom: curated content
The Digital Teacher needs to know.....

Some new ‘Digital Teaching’ skills:

• Which new pedagogical models to use
• Which new technology tools to use
• Which new materials and resources to use
• How to guide the students’ digital interactions
• How to get support in curriculum & course development
• How to get investment in training & development
• how to manage a virtual classroom
• how to create new content with students
Developing a personal tech toolkit

**Devices toolkit:**
- Audio/video equipment
- IWB
- Laptop + projector
- Tablet + projector
- OTPS – Tablet class set

**Systems toolkit:**
- Class management software & Airplay
- Assessment
- VOIP – Skype
- VLEs – Moodle, Blackboard

**Resources toolkit**
- Wikis
- Blogs
- Facebook
- Twitter
- Slideshare
- Dropbox
- Prezi
- Apps
- App stores
- iTunesU
- MOOCs
### The Digital Teacher: competence frameworks

#### Cambridge CPD Framework

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Expert</th>
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<tbody>
<tr>
<td><strong>Learning and the Learner</strong></td>
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<tr>
<td>Has a basic understanding of some language-learning concepts.</td>
<td>Has a reasonable understanding of many language-learning concepts.</td>
<td>Has a good understanding of many language-learning concepts.</td>
<td>Has a sophisticated understanding of language-learning concepts.</td>
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<tr>
<td>Demonstrates a little of this understanding when planning and teaching.</td>
<td>Frequently demonstrates this understanding when planning and teaching.</td>
<td>Consistently demonstrates this understanding when planning and teaching.</td>
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<tr>
<td><strong>Teaching, Learning and Assessment</strong></td>
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<tr>
<td>Has a basic understanding of some key principles of teaching, learning and assessment.</td>
<td>Has a reasonable understanding of many key principles of teaching, learning and assessment.</td>
<td>Has a good understanding of key principles of teaching, learning and assessment.</td>
<td></td>
</tr>
<tr>
<td>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</td>
<td>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</td>
<td>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</td>
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<tr>
<td>Can use available tests and basic assessment procedures to support and promote learning.</td>
<td>Can design simple tests and use some assessment procedures to support and promote learning.</td>
<td>Can design effective tests and use a range of assessment procedures to support and promote learning.</td>
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<tr>
<td><strong>Language Ability</strong></td>
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<tr>
<td>Provides accurate examples of language points taught at A1 and A2 levels.</td>
<td>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</td>
<td>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</td>
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</tr>
<tr>
<td>Uses basic classroom language which is mostly accurate.</td>
<td>Uses classroom language which is mostly accurate.</td>
<td>Uses classroom language which is consistently accurate throughout the lesson.</td>
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<tr>
<td><strong>Language Knowledge and Awareness</strong></td>
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<tr>
<td>Is aware of some key terms for describing language.</td>
<td>Can answer simple learner questions with the help of reference materials.</td>
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<td>Can reflect on a lesson with guidance and learn from feedback.</td>
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<tr>
<td><strong>Professional Development and Values</strong></td>
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<tr>
<td>Requires guidance in self-assessing own needs.</td>
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The Digital Teacher Framework

**The Digital World**
Technology takes you beyond the classroom. As a digital citizen, you need to be productive, organised and act responsibly, safely and legally in the digital arena to protect yourself and your learners.
- Productivity
- Information Management
- Digital Citizenship
- Legal Issues
- Digital Welfare and Safety

**The Digital Classroom**
Digital tools and resources provide both opportunities and challenges for language learning. Develop your awareness of underlying theories and methodologies and use technology effectively to enhance learning and improve your own language awareness and proficiency.
- Theories and Methodologies
- Digital Tools and Resources
- Online Learning
- Improving Language Proficiency
- Improving Language Knowledge and Awareness

**The Digital Teacher**
Use digital tools and resources to accelerate and track your own professional development; reflect on your teaching, discover online conferences and sources of information, and share knowledge and best practice through a network of peers.
- Reflection and Development with Digital Tools and Resources
- Being Part of a Professional Community

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**Designing Learning**
Plan for success. Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives, plan logical sequences of work for lessons and courses, and create attractive and useful interactive resources which maximise learning potential.
- Sourcing and Evaluating Digital Resources
- Collating and Curating
- Developing Materials
- Lesson Planning
- Course Planning

**Delivering Learning**
Build your confidence, master and manage digital tools to support, educate and communicate with your learners; develop their skills in using technology effectively for learning, so that they can successfully meet their learning outcomes and take advantage of the learning opportunities provided by the digital learning environment.
- Setting Up and Managing Digital Tools and Resources
- Preparing Students for Using Digital Tools and Resources
- Responding to Learners
- Communication and Interaction Online

**Evaluating Learning**
Understand what's happening in your classroom! Digital tools provide new and more efficient ways of accessing and managing large quantities of data. Use technology to assess your learners and use that information to improve their learning; evaluate the effectiveness of your lessons and the digital tools and resources that you use.
- Assessor Learning
- Evaluating Lessons and Materials
Theories and methodologies for digital language teaching and learning: How to apply theory and methodology to digital language teaching and learning

Digital learning can be informed and shaped by theories such as constructivism and connectivism, and methodologies such as blended learning and the flipped classroom.

How effectively do you apply theories and methodologies in digital language teaching and learning?

I can identify theories and methodologies which relate to digital language teaching and learning.

I can demonstrate an understanding of theories and methodologies which relate to digital language teaching and learning. I can identify approaches and theories which are relevant to my digital teaching context.

I can apply a range of theories and methodologies which relate to digital language teaching and learning in my context. I can advise other teachers on suitable approaches and theories related to their teaching context.

I can create and implement policies and plans for schools, and provide training to help teachers apply suitable theories and methodologies for digital language teaching and learning in their contexts.
Digital Training

Courses:
- Consultants-E
- ELTjam
- Cambridge English
The rise of speech-enabled tech

Digital speech: automatic speech recognition (ASR)
Speech to Text

- Signal
- Phonemes
- Words
- Phrase: I speak to my ...

Acoustic model → Lexicon → Language model
Alexa: Echo Dot

ASK ALEXA

* Alexa, how do you spell ________?
* Alexa, what is the weather today?
* Alexa, pick a number between ____ and ____
* Alexa, set a timer for ____
* Alexa, rock, paper, scissors.
* Alexa, Simon Says ______
* Alexa, what is _____ + _____?
* Alexa, what is _____ - _____?
* Alexa, what is _____ x _____?
* Alexa, what is _____ ÷ _____?
* Alexa, what is the definition of _____?
* Alexa, what is a synonym for _____?
* Alexa, roll the dice.
* Alexa, pick a card.
* Alexa, flip a coin.

“Alexa, open Just Eat and ask for my last order.”

“Alexa, ask Jamie Oliver for a recipe.”

“Alexa, ask The Guardian for headlines.”

“Alexa, ask National Rail to check my commute.”
ASR self-study

**Solo speaking:**
- Teacher gives text or dialogue to practice outside class
- Student practises dictating it – checking output matches the teacher model (listening to comparative audio if available)

**Phonology:**
Practise speaking and gaining feedback at pronunciation, stress, word level – for example:
- Reading Companion
- Carnegie speech
- SpeakingPal
- EduSpeak

**Writing:**
- Use dictation app to give descriptions or tell stories orally
- Email results to teacher / peers

**Carnegie Speech:**
Phonology diagnostics - students practise at home, where they speak into the microphone and get feedback on pronunciation, stress & intonation performance
Speech-enabled translation (SET)

Meet Pilot
The world's first smart earpiece which translates between users speaking different languages.
SET lesson ideas

**SS write a dialogue in L1**
- Each translate their side into English and write it down, creating an English dialogue
- Student A speaks her side in English and writes down spoken translation back into L1
- Student B speaks her side in English and writes down spoken translation back into L1
- Students compare the L1 and English dialogues, noting differences from their original L1 dialogue

**SS write a dialogue in English**
- Student A speaks her side in English and writes down spoken translation into L1
- Student B speaks her side in English and writes down spoken translation into L1
- Students compare the outputs and note differences, asking for teacher guidance where needed
Your Digital CPD needs:
What digital skills do you think you (and/or your staff) need to learn?

- technical ones?
- pedagogical ones?
‘Empower’ includes:
• An online workbook with extra practice activities for each lesson.
• Automatically-marked speaking, listening, reading and writing tests, using rigorously-trialled marking tools.
• Personalised practice activities based on unit progress tests, with optional extension activities.
• A Gradebook: see class progress at a glance or analyse in-depth to see what needs more work.
• Forum, Messageboard and Calendar tools keep students motivated and up-to-date.
• A CLMS Teacher’s Guide makes digital teaching even easier.
Your English teacher told you about Write and Improve and said you should use it to practise and improve your English writing. Your teacher has asked you to write a report about your experience with Write and Improve, describing what you liked or didn’t like about it and why. Finish by saying whether you would recommend your classmates to try it.

Write your report.

Computers changed my lifestyle, my opinion about the world.
I think it effects life more than you thinking.
I first bought a computer as I was in university.
Internet was something amazing for me.
I use Google and Facebook.
I like I can have every informations I need whenever I want.
I like I can contact with anyone who is from any country when I want.
I meet a lot of peoples on Internet and I am interesting in them.
I learn lot about their culture by speaking them on Internet.
I wasn’t imagined this before.
Can not you help my to correct this text?

104 words entered. For this task you should enter between 140 and 190 words. Try to write more.
Digital 2020

- Speech-enabled everything
- AR / VR
- 1:1 classrooms
- Adaptive learning
- Personalisation
- Digital assessment
- Automarking
AR / VR / 360
Take Away

1. Define what teachers need to know
2. Help colleagues develop their Digital Literacy
3. Fund training & experimentation in pedagogy & technology
4. Plan training and development according to the Digital Teacher Framework
   http://thedigitalteacher.com
5. Encourage curiosity & creation of resources
6. Delight students
Thank you!

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PDF: http://www.michaelcarrier.com
Journal: http://www.icc-languages.eu/tlcjournal

Digital Framework: http://thedigitalteacher.com
