

MATSOL 2013

May 2, 2013

**Title:** Preparing ELL Pre-service Teachers To Use Technology To Engage Learners

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**Co-presenters:** Guanchen Wang, Jingyu Li

### **Abstract (for attendees)**

The university supervisor and the supervised student teachers share their experience implementing technology to support language teacher learning and to engage ELL student learning in a meaningful and constructive way. Creative integration of web tools, mobile apps, and online resources are demonstrated to successfully meet diverse needs of ELL learners.

### **Description (for reviewers)**

Growing attention has been given to the social aspects of language learning. Rather than considering language learning merely as a cognitive process to acquire grammatical rules or linguistic knowledge, this session draws upon the social constructivist theory and views language learning as a social practice. Students are considered as active agents in constructing learning processes and interacting with human, technological, digital, and other resources. Technology works as significant mediational tool to engage learners and promote students' meaningful and authentic learning. The benefits of technology-integrated language learning come from the presentation of instructional material that allows for interactivity and immediacy and can dynamically adapt to the specific learner needs.

The purpose of this presentation is to advocate the extensive and innovative use of computer technology, internet, Mobile apps to support student English language learning and to make students learning experience meaningful and engaging. The session will share the university supervisor's practices in e-supervision process and how she prepares the student teachers to apply technology in curriculum design and implementation. The supervisor will also demonstrate the applicable web tools, mobile apps, and online resources which can be easily learned and practiced. Two student teachers will showcase their technology enhanced projects and how they support the learners to develop their English skills. Audience benefit not only from these creative ways of technology integration but also from the lessons learnt in implementing these integrations.

## Main Content

### Agenda

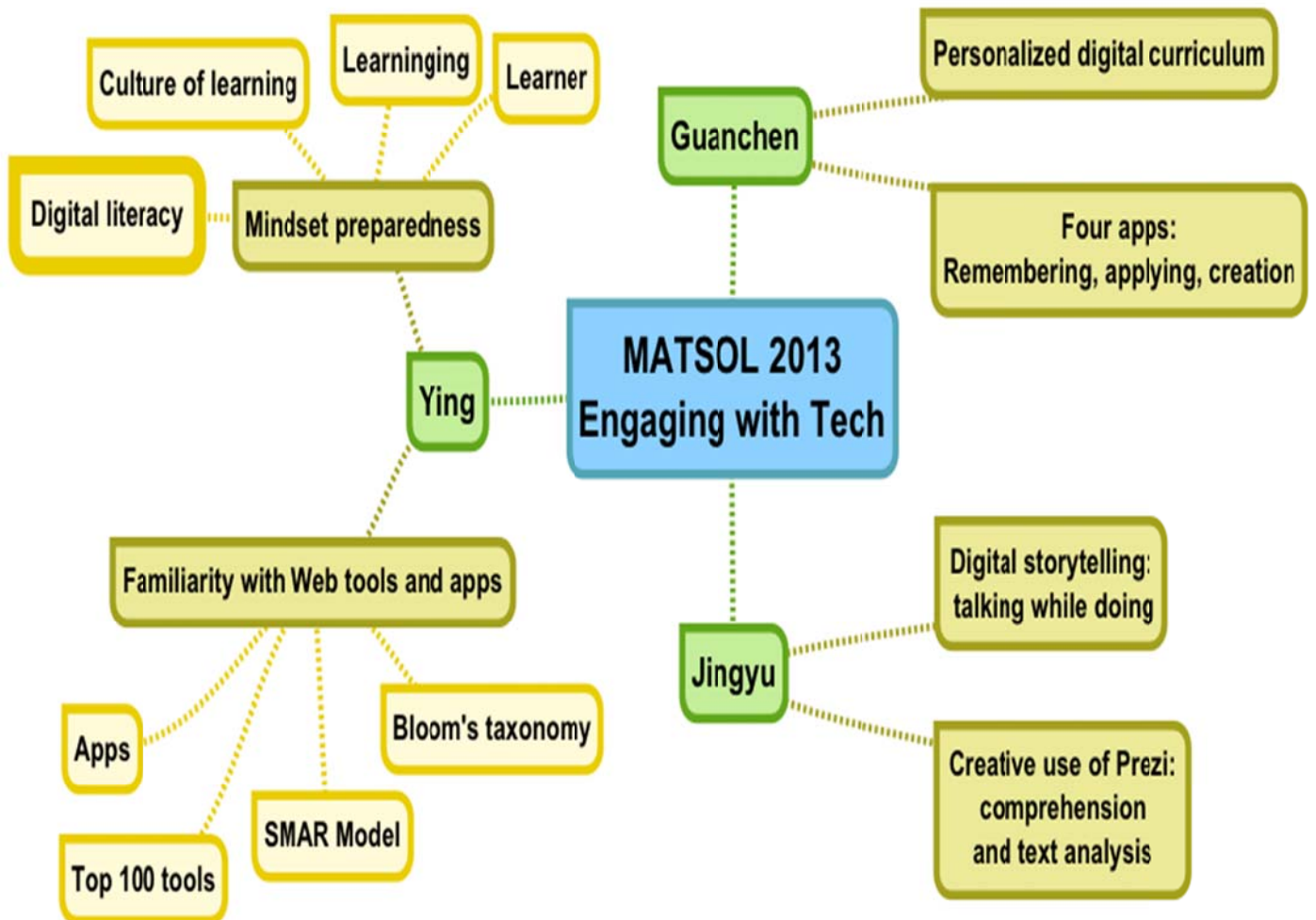
Supervision practice

- Facilitate student teachers' understanding
- Integration of web tools and apps: selection, application and evaluation

Student teachers' practice

- Using four ipad apps to support a L1 Chinese ELL learner
- Digital story-telling and creative use of Prezi

[Map made by the app called Simple Mind (mind mapping)  ]



## Purpose

- Promote technology-integrated language teaching practice to engage ESL learners
- Share the rethinking of educational context
- Introduce web resources and tools, ipad apps which are applicable to support teacher learning and learner literacy development
- Showcase and reflect upon student teachers' digital teaching practices
- Explore Apps-inspired curriculum design

## Context

Who am I?

Who are the ELL pre-service teachers?

What did I do to support their learning?

- Lead them to change their ways of thinking, seeing, noticing and decision-making by talking via telephone, gmail, gtalk, feedback, book talk, forum discussion on Moodle;
- Nurture student teachers' familiarity with technology by modeling, sharing resources, demonstrating sample digital projects, web tools &apps;
- Encourage students to step out of their comfortable zones and try new technologies and advanced use of basic technology tools in teaching and learning;
- Critical reflection upon appropriateness, effectiveness and engagement
- Collaboratively investigate how apps can 'gamify' instruction to engage learners and how apps can inspire in-person instructional design

## Shift in Mindset

- Understanding learner
- Conceptualizing learning
- Realizing new culture of learning
- Developing digital literacy /Meta-literacy

# Understanding Learners

## Teachers who “keep up”

Digital immigrants/DSL  
Traditional classroom setting  
Non-digital/Print texts users  
Audience  
Passive viewing and consumption  
Static and fixed set of content  
Indirect/vicarious experiences  
Individual learning

## N-Gen Learners

Digital natives /DFL  
Connective mobile learning environment  
Screenagers/digital media users  
Actors, creators and collaborators  
Active manipulation and producing  
Desire communication, personal connection, relevant, real-life experiences  
Must be visual, functional, motivating, and doable

# Conceptualizing learning

## Having

Acquisition Metaphor  
(Language is something that one has and to be possessed)

Taking in linguistic forms, a collection of context-independent symbols, as a mental act

Cognitive  
Psycholinguistic

## Doing

Participation Metaphor  
(Language is something that one does)

Developing discursive routines through participation in speech or discourse communities.

Functional  
Social

# Realizing the “new culture of learning”

D. Thomas and J.S. Brown (2011)

- ✓ Fluid
- ✓ Mobile
- ✓ Personal
- ✓ Local & Global
- ✓ Social
- ✓ Connective
- ✓ Delivery in all manners of digital devices

Mobile-Apps  
on the rise,  
tablet on the  
rise

Personal - Personalized learning ,  
which is contextual , self-directed,  
reflective and meaningful to the  
learner

- ✓ Participation
- ✓ Imagination and innovation
- ✓ Passion
- ✓ Sense of purpose and direction
- ✓ Manipulation
- ✓ Real Life world
- ✓ Self-expression
- ✓ Learning-based
- ✓ Critical thinking and problem solving

Social - Peer  
learning, group  
work, community  
practice , and  
collective/collabo  
rative knowledge  
construction

## PLAY TO LEARN



“Playing to learn”

Play - a modality of exploration, experimentation, and engagement

Play - the basis for cultivating imagination and innovation



# Developing digital literacy

## Meta-literacy

(knowing how to be literate about your own literacy)



## Digital Literacy Definition

[www.library.illinois.edu](http://www.library.illinois.edu)

The ability to use digital technology, communication tools or networks to locate, educate, use and create information.

The ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.

A person's ability to perform tasks effectively in a digital environment... to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environment.



# Digital resources

Google search

Youtube

Slideshare

Dropbox/Google drive

Google site/weebly

Wordpress

Scoop.it

Pinterest

Learnist

Delicious

Photo story 3

Windows movie maker

iMovie

The latest additions to search -  
[www.google.com/insidesearch/features](http://www.google.com/insidesearch/features)

## Top 100 Tools for Learning

<http://c4lpt.co.uk/top100tools/>

1. Twitter- micro-sharing site
2. YouTube- video-sharing tool
3. Google Docs- collaboration suite
4. Skype- instant messaging/video
5. WordPress- blogging tool
6. Dropbox- file synching software
7. Prezi- presentation software
8. Moodle- course management system
9. Slideshare- presentation sharing
10. Wikipedia- collaborative encyclopedia
11. Blogger/Blogspot- blogging tool
12. Diigo- social annotation tool
13. Facebook- social network
14. Google Search- search engine
15. Google Reader- RSS reader
16. Evernote- note-taking tool
17. Jing- screen capture tool

## Find the right Apps

- Apps reviews, blogs, lists
- Apps that help find good apps
- App Store
- SAMR model
- Bloom's taxonomy

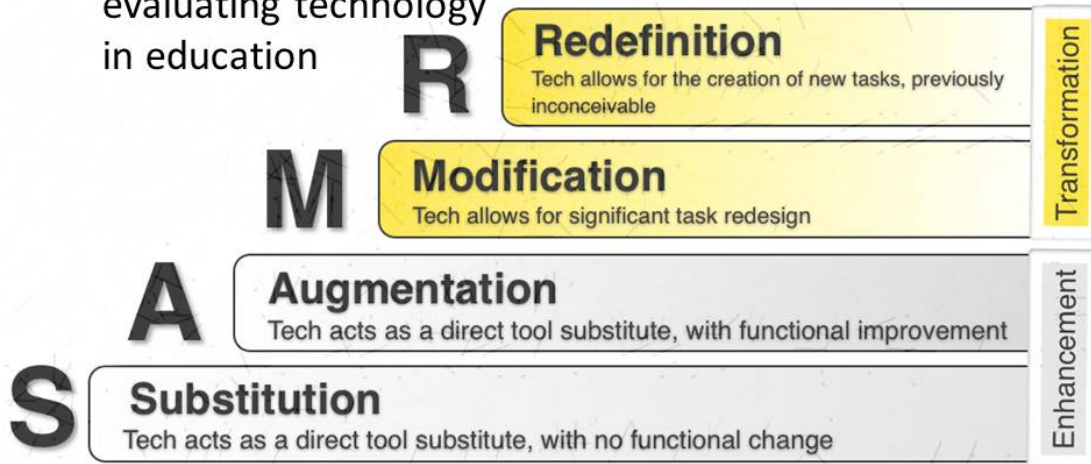
Worditout.com



# SAMR Model

Puentedura, R. (2006)

- 4-level approach to selecting, using, and evaluating technology in education



<http://www.dg58.us/2012/08/are-you-ready-to-become-samri/>

## Apps classified by SAMR Model

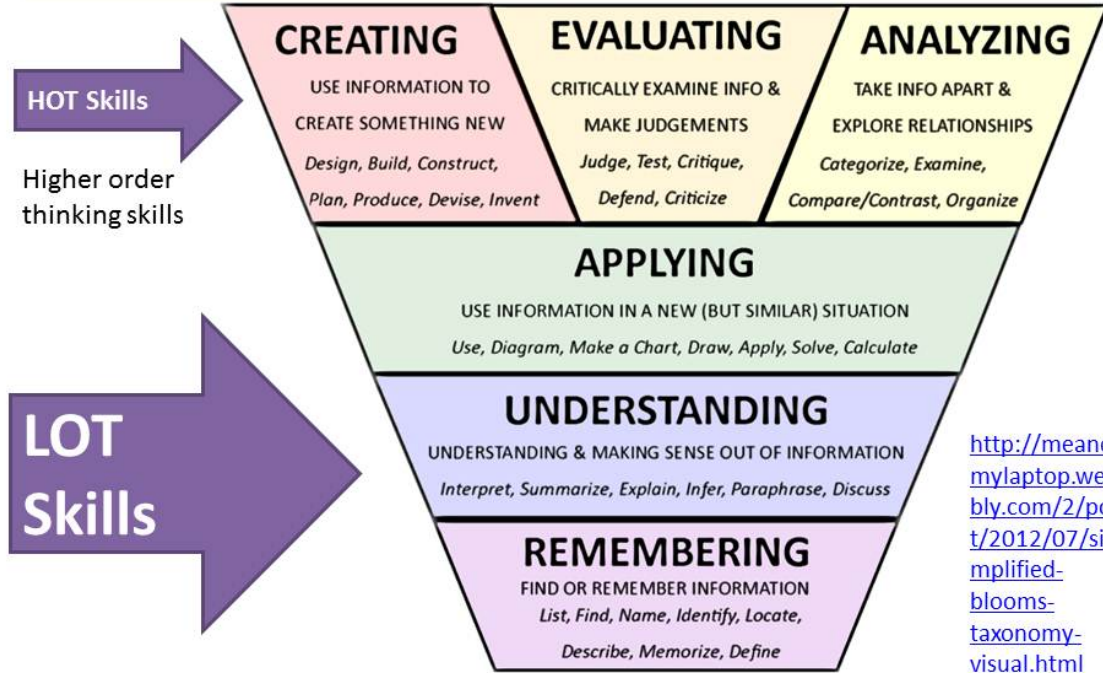


<http://appsineducation.blogspot.com/2012/11/samr-model-apps-poster.html>



# Bloom's taxonomy :

knowledge, comprehension, application, analysis, synthesis, evaluation



## Bloom's Taxonomy for iPads

Creating	Audioboo          iMovie          ComicBook!          ReelDirector          SonicPics          Animoto          Puppet Pals          Toontastic          DoInk
Evaluating	HootSuite          Skype          Mobile RSS          Science 360          Zite          FlipBoard          Instapaper          Goodreads          Wunderlist
Analyzing	iThoughts HD          Lino          Popplet          Today's Documents          Diigo          Explain Everything          3D Cell Simulation          GoSky Watch          GoDocs
Applying	ShowMe          Poetry Creator          Keynote          Visualize          Posterous          ZigZag Board          Presentation Link          Xperica          GearHD
Understanding	ScreenChomp          Motion Math          123 Charts          Idea Sketch          Corkulous          Blogsy          Good Reader          Touch Draw          Pages
Remembering	iBook          NotesHelf          Stack the Countries          Evernote Peek          NxtApp 4Kids          Ansel & Clair's Adventure          Word Seek HD          eClicker          Globe

<http://maps.playingwithmedia.com/>



<http://www.digitalfutures.org/>

HOME

## Digital Futures in Teacher Education

An Open Resource on Digital Literacy for Educators, Teachers and Schools

- Introduction
- About Digital Literacy
- Practice with Digital Literacy
- Teacher Education and Digital Literacy
- Examples of Practice
- The Story of DeFT

**DIGITAL FUTURES IN TEACHER EDUCATION**

**OPEN TEXTBOOK**

**MENU**

- HOME PAGE
- About DeFT

**CONTENT AREAS**

- Digital Futures in Teacher Education
- Key Questions
- Digital Literacy for Teachers

**THINKING SPACE**

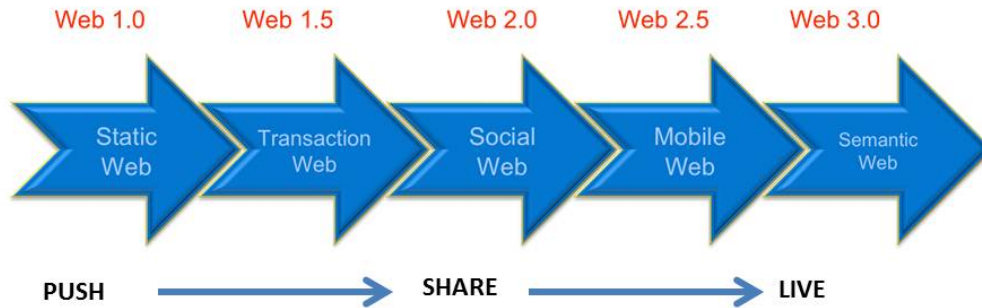
An Introduction to Thinking Space

Username

Password



# Get ready for web 3.0



**instaGrok**  
Research, Customize, and Share

What would you like to learn about?  Grok

Examples: earthquakes, photosynthesis, standard deviation

- Research a topic with an interactive map
- Customize it with facts, links, and videos
- Share it to show what you've learned

**WolframAlpha** computational knowledge engine

Enter what you want to calculate or know about:

Examples Random





wordle. net

Centre **for** Learning & Performance Technologies

<http://c4lpt.co.uk/directory-of-learning-performance-tools/>



<http://edtechteacher.org/index.php/teaching-technology/86-great-tech-tools>

<http://learni.st/users/junderw/boards/5606-workshop-designing-social-mobile-language-learning>

## Guanchen Wang

### Application of iPad Apps in Personalized Curriculum

Main apps -

#### Four Apps

##### ● Tiny Tap

- Parents and kids create educational game books that suit individual needs.
- Simple steps: add a photo, record some questions, trace the answers.





## Four Apps



### ● Sentence Builder

Sentence Builder allows users to move the words around to build the sentence themselves. Start with the built-in sentences. Then create your own sentences, use your own images, and use your voice to record your own sentences and words.



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## Four Apps

### ● Story Creator

With Story Creator you can easily create beautiful story books containing photos, videos, text, and audio all in one gorgeous collection.



## Curriculum Implementation- 4 Stages

