

NEWS ON-LINE
2022-Issue 1 ~ Together we stand!



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From the President

Dear members,

Bursa Uludağ University ELT Department regularly holds career planning sessions to help the students be familiar with the strategies and approaches to set a career vision, goals and action plans. This will help the students to design a career path that fits their personal values, interests, personality, and skills. I was invited to promote INGED as a civil and professional organization. That session where I have talked about what INGED is and what we do has inspired me to write about the importance of professional associations.

Professional associations have great importance as civil organizations as they give voice to the disorganized, voiceless members of that profession. Kirk Weisler has once stated *“You must treat yourself as a professional if you expect others to respect your profession.”* Becoming a member of a professional association is the first step.

Membership in a professional association is beneficial for those who work in the education sector because such associations hold educational meetings, seminars, webinars, workshops and the like that provide continuing education to help their members stay updated on innovations and recent changes that affect their success in their jobs. Teachers are often extremely busy and can get stuck in their own little bubbles. Getting together with other teachers with different viewpoints can expose them to new ideas and practices. This can have a very positive effect not only on their personal growth and development but impact the overall success of their school/institution as well.

Professional associations usually offer numerous events that allow their members to network with their peers. They also give access to newsletters, magazines, other publications, and announcements that provide news about upcoming events, conferences, meetings, and even

BUÜELT
ING1111 Career
Planning - Sector
Days 1

**Prof. Dr.
Aydan
ERSÖZ
President of
INGED**

**December 01,
2021 20:00**
Zoom Meeting ID:
856 1682 1414
Passcode:
ingedinged

career opportunities not publicized elsewhere. Joining professional events will increase your own visibility as well as that of your school or institution.

Fiona Tapp has claimed “Teaching is a rewarding yet demanding career. With long hours and a heavy workload, it’s easy to fall prey to teacher burnout. Without proper support, teachers are in danger of being overworked and not taking care of their own mental and physical health needs.” Belonging to a professional group will give you opportunities to connect with like-minded professionals, to find others who have faced the same (or similar) challenges, to communicate with colleagues rapidly, and to shed light on common issues.

Well, of course, we must remember that we are only human. There is only so much we can do in the time we have. We need to balance both our work and our own lives, and also find time to rest, relax and have fun. We cannot put our profession before ourselves. If we want to be successful in our profession, we need to spend time refueling and looking after our health and wellbeing. We need to take time doing the things we enjoy; spend time with family and friends, get outside and enjoy the world.

Education Corner claims “Teacher burnout can be alleviated when teachers feel like they belong, but this is difficult for new teachers to do. ... When teachers take the time to get together and vent, bond, and just talk, they often realize that they aren’t the only one struggling with a particular student or group of students. This alone can make the job much less isolating, and it can give newer teachers confidence when they realize that even tenured teachers struggle.” And this is exactly what INGED does; we bring teachers together. Together we stand!

Prof. Dr. Aydan Ersöz
INGED President



From the Editor

Dear Colleagues,

Spring is almost here or will be very soon. It is a good opportunity to refresh our outlook, techniques and methods. This issue of of INGED On-Line has articles on various teaching issues. In the Selected for You, we share with you three articles the first of which is on 11 educators' perspectives on post-covid learning. Our Tech page looks at practical tips for using Google Chrome more efficiently. This year we gave out an award to the Best Teacher, the details of which are on page 12. Reflections on the online Fluency Festival and an online conference on testing are also awaiting your eyes in this issue. Our President clarifies the difference between icebreakers, warmers, fillers and energizers giving examples to clarify these terms. Our cover picture is the first in a series of nature photos that have a specific angle, making the photo more interesting. The moon plays a minor role in our urban lives these days but for some, the shape of the moon has significance. This could serve as a topic for interested students to investigate and discover new cultural perspectives.

We wish you a happy, healthy and successful spring term with no or very little covid worries. Keep your masks and teaching materials handy :) Have a pleasant semester!

Warm greetings

A. Suzan Öñiz
INGED Newsletter Editor



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.



**Please send us your manuscript
AS A WORD FILE
& WITHOUT ANY FORMATTING.**

I N G E D Z O O M S E R I E S

On 9 October 2020, we launched an online series of seminars and workshops called

THE INGED ZOOM SERIES

in order to cater for the needs of teachers and also parents.

It was exactly for this reason that we planned some of these in Turkish.

In this way, we aimed to address issues relevant to ELT teachers
as well as instructors working in other fields and
who may feel more comfortable in using Turkish.

We have completed **60** Zoom Sessions as of February 2022.

We also conducted the second Zoom Session with one of our esteemed professors!

Go to **INGED Turkey Youtube** to watch these Zoom sessions.
Please subscribe to our channel and LIKE all our social media posts.

Here is a reminder of what you have participated in or missed:

INGED ZOOM SERIES # 54

14 January 2022

"AR we Ready? Augmented Reality in Language Education"

Speaker: Cemil Gökhan Karacan

INGED ZOOM SERIES # 55

21 January 2022

"Teaching Soft Skills by Design"

Speaker: Gökçe H. Sincer

INGED ZOOM SERIES # 56

28 January 2022

"Here's How You Do X" and "Here's What You Need To Know About X" The
Changing Role of Instructors with IT"

Speaker: Dr. Ahmet Başal

INGED ZOOM SERIES # 57

4 February 2022

"The Intersection of Corpora and Language Teaching: Practical Tips and
Suggestions"

Presenter: Assoc. Prof. Dr. Elif Demirel

INGED ZOOM SERIES # 58

11 February 2022

"Have We Discovered Our Philosophy of English Teaching?"

Presenter: Prof. Dr. Gülsev Pakkan

INGED ZOOM SERIES # 59

18 February 2022

"Real-World English Meets School English: Insights from a Collaborative Research Project"

Presenter: Assoc. Prof. Dr. Ali Karakaş

INGED ZOOM SERIES # 60

25 February 2022

"Getting Feedback on your Teaching"

Presenter: Prof. Dr. Richard Smith

INGED USTALARLA SÖYLEŞİ # 2

Prof. Dr. Özcan Demirel

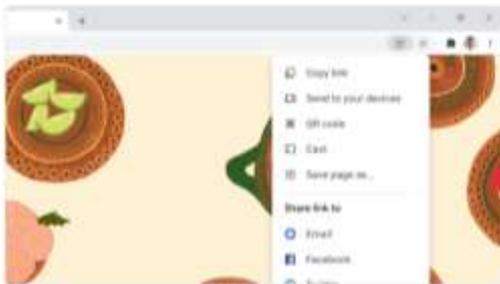
7 January 2022

**CHECK OUT OUR WEB PAGE
FOR THE UPCOMING ZOOM SESSIONS!**

TECHNOLOGY IN TEACHING



WHAT'S NEW IN GOOGLE CHROME

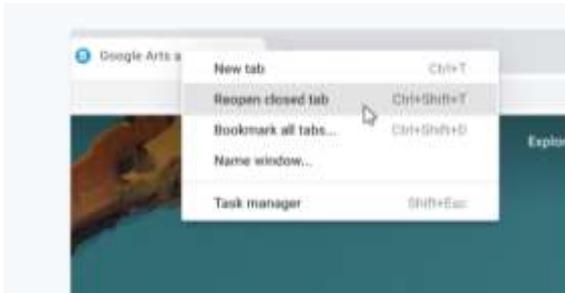


SHARING

Easily share links with others – or yourself

Use the new share menu to share a link, create a QR code, or send the link directly to your own phone.

1. Click the  share icon in your address bar.
2. Select from a variety of options to share the link with others or yourself for later.



CHROME TIP

Accidentally close a tab? It's easy to reopen.

"Gah! I closed the wrong tab!" No need to fret. With Chrome, it's easy to get your tab back.

1. Right-click on an empty space of your Chrome tab strip.
2. Click **Reopen closed tab**.

You can also use a keyboard shortcut: **Ctrl + Shift + T**.

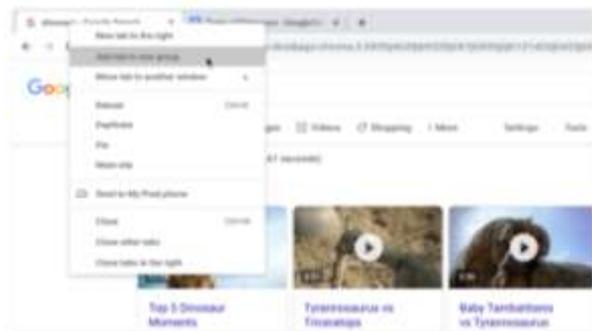
TIPS AND SHORTCUTS FOR BETTER BROWSING

From tab groups, to learning time-saving keyboard shortcuts, these Chrome tips can help you get things done more quickly with your browser.

Organize your tabs with Chrome tab groups

Create your tab group

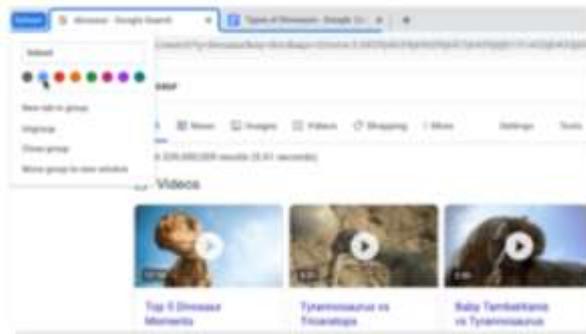
You can group tabs to keep related pages together in one workspace. To create a tab group, just right-click any tab and select Add tab to new group.



1. Right-click a tab.
2. Click Add Tab to new group.
3. Click New Group or click the name of an existing tab group.

Name your Chrome tab groups and customize colors

When you create a group, the tabs in your group will all have the same color. You can assign different colors to different groups to find them faster. Just click the circle next to your tab group to enter a name and pick a color.

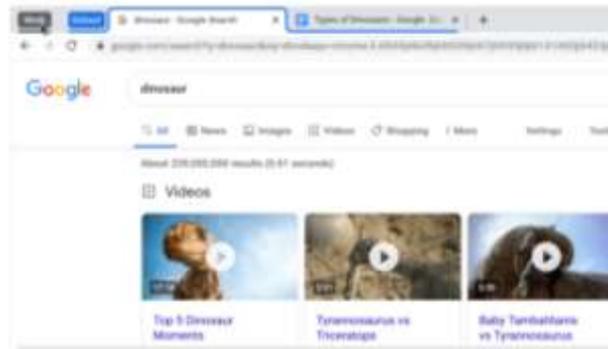


1. Right-click the colored circle next to the tab group you wish to name.
2. Enter a name for the tab group.
3. Pick a color for the tab group.

Collapse tab groups

A simple click is all it takes to collapse a tab group when you need more space. Just click once on your Tab Group name to collapse, then click again to reopen.

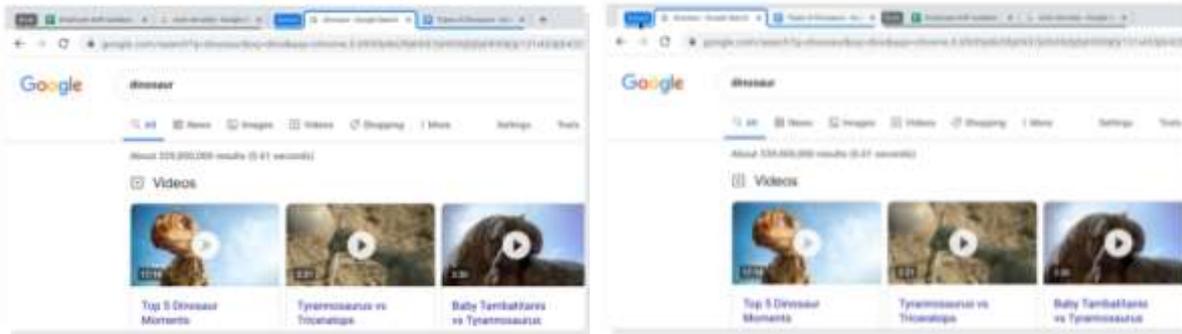
1. To expand or collapse a tab group, click its name or colored circle.



Reorder tab groups

Tab groups are easy to rearrange. Click and hold the name of your Tab Group and drag to the desired spot.

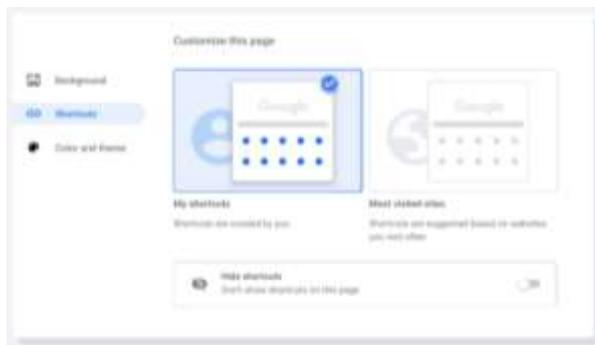
1. Click and drag a tab group name or colored circle to move the whole group.



Create Chrome shortcuts to your favorite sites

Shortcuts can help save you precious time. Just go to the 'Shortcuts' dialog in the Customize menu.

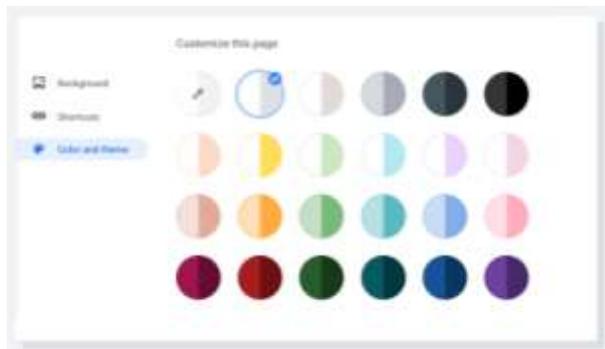
1. Open a new tab.
2. At the bottom right, click Customize.
3. Click Shortcuts.



Choose your browser's color

Pick a color theme that fits your mood, or apply different themes to different Chrome profiles.

1. Open a new tab.
2. At the bottom right, click Customize.
3. Click Color and theme.



Add a Chrome profile

Adding a Chrome profile will help save your bookmarks and history.

1. At the top right, click Profile
2. Click Add.
3. Choose a name and a photo.
4. Click Add.

The Most Inspiring Teacher of 2021 in Turkey Award

by
Prof. Dr. Aydan Ersöz

As you all know, INGED (founded in 1995) aims to bring together English language professionals from all levels of education in Turkey and all over the world. As a professional and educational association, INGED tries to build bridges between teachers, teacher trainers, and academics who may feel distanced or alienated otherwise.

In 2021, the Executive Board has decided to start giving "the Most Inspiring Teacher Award» every year. We aim to honor English teachers who never stop improving themselves and, meanwhile, helping the ELT society by providing opportunities for professional development. Nominations which will be done by teachers themselves in the future has been done by the Board in 2021. Teachers who have exhibited intensive social media presence with professional activities such as interviews, seminars, educational videos were nominated, and the winners were Volkan İner (ODTÜ Ülkem Koleji, Manisa) and Setenay Sanin (Freelance).

If you know an inspiring teacher who is enthusiastic, creative, and empathetic, you can nominate them for 2022. As INGED, we want to show our appreciation to those teachers who have a positive attitude toward life and toward teaching to inspire students to do their best. Exceptional teachers with a positive worldview who also inspire colleagues to improve their teaching skills by acting as role models and coaching them surely deserve to be awarded.

The award ceremony was done online on 24 December 2021. Both winners were given time to talk about themselves, how and why they have chosen this profession, the most important events in their education and professional life, and what inspires/motivates them.

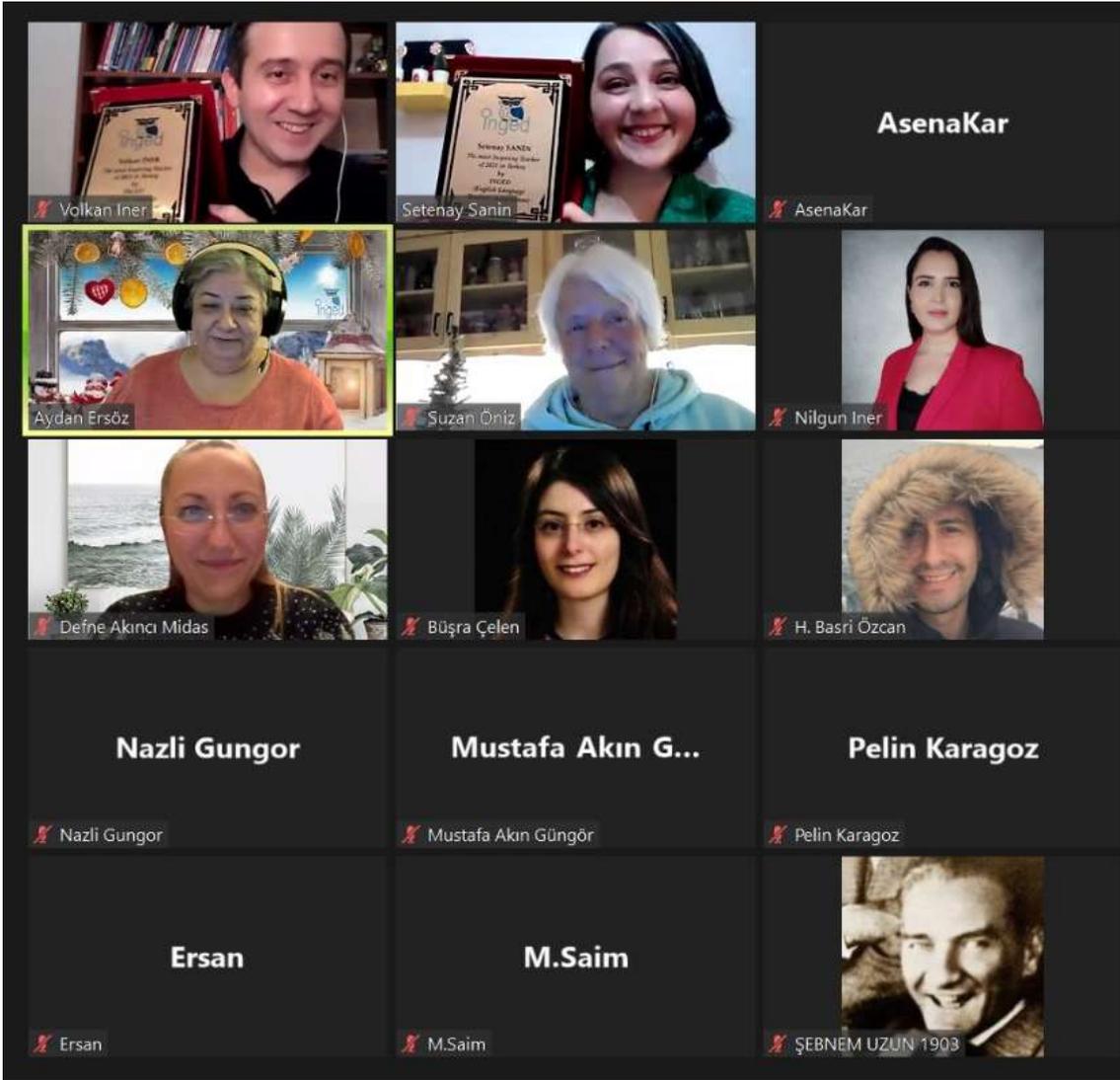
Both Volkan İner and Setenay Sanin have stated that outstanding and inspiring teachers are the ones who are warm, accessible, enthusiastic, passionate and caring. Such teachers make themselves available to their colleagues, students and parents who need them. They don't



pretend to have all the answers and look for opportunities to improve themselves. They love learning and they are life-long learners themselves. Outstanding and inspiring teachers don't follow trends and traditions; they are forward-thinkers and leaders. They try to develop meaningful and sustainable approaches to education.

Both winners received a set of books, a plaque, and a certificate as their award. They both expressed their gratitude for receiving this award as they have felt even more motivated to continue being exceptional and inspiring teachers.





HAVE YOU RENEWED YOUR MEMBERSHIP?

**INGED
NEEDS
YOU!**

PLEASE RENEW YOUR MEMBERSHIP!

SELECTED FOR YOU

In this issue of our newsletter, you will find articles on perspectives on post-covid learning, the difference between emergency remote teaching and online learning and rethinking teaching.

<https://www.eschoolnews.com/2022/03/01/educator-perspectives-on-post-covid-learning/>

11 EDUCATOR PERSPECTIVES ON POST-COVID LEARNING

By LAURA ASCIONE

Post-COVID learning will certainly look different--here's what the experts have to say on what to expect and where to go from here

March marks two years since the COVID-19 pandemic forced nationwide classroom closures. And in those two years, educators and students have learned to make virtual learning work for them, they've shared how equity gaps impact their ability to teach and learn, and they've proven how resilient they are despite ongoing struggles.

eSchool News asked educators and industry experts to share some of their valuable post-[COVID](#) learning insights, lessons learned, and next steps for their students, schools, districts, and the edtech industry as a whole.

Here's what they said about post-COVID learning:

[Mark T. Bedell, Ed.D.](#), Superintendent, Kansas City Public Schools

What has been your district's biggest accomplishment since March 2020?

Last month, Kansas City Public Schools received full accreditation from the Missouri State Board of Education for the first time in 20 years. We've been striving for full accreditation the six years I've been superintendent, and we made it happen even as a global pandemic disrupted learning for our students and all students. I'm just so proud of my team for the way they showed up for students last year and continue to show up this year. It's still tough, but we're getting through it together, as a school district and as a community.

What have you learned from pandemic learning?

If we truly want to prepare students for life after high school, we're going to have to change high school. We've been doing school the same way for a century, and it no longer works for many students and families. So many of our high schoolers got jobs last year to support their families, jobs they couldn't afford to give up when we reopened schools for in-person learning. This fall, we launched an Evening Academy program to keep students who needed to work in school. But the model is flexible enough to work for credit recovery, too. And we have a few students who are taking classes in the evening to make room in their schedules

for advanced coursework during the school day. Don't you love that? We need more paths to graduation, not less.

What will you do with those lessons learned?

Right now, we are working with our students, parents, teachers and community on Blueprint 2030, a strategic plan for Kansas City Public Schools. Their feedback is going to help us design a more equitable and flexible school system that meets the social, emotional and academic needs of students. As superintendent, I get to see the great things happening in our schools every day. But those great things can't only exist in pockets. The pandemic has us rethinking what's possible, and I can't wait to see where these community conversations lead us.

David Adams, Chief Executive Officer, The Urban Assembly

What has been your school/district's biggest accomplishment since March 2020?

Our biggest accomplishment has been maintaining strong learning environments that integrate social emotional and instructional supports to engage student learning through remote, hybrid, and in-person formats. For example, throughout the pandemic and recovery eras, Urban Assembly schools maintained an emphasis on social emotional skill development that helped students cultivate independent learning approaches, maintain connections to their peers and teachers, and set and achieve goals. We're going to continue to think through how these elements of learning get named and integrated directly into the core curriculum so that students and teachers have access to the language and the concepts it evokes when solving problems in and out of the classroom.

What is your biggest take-away—what have you learned from pandemic learning?

The ability to watch student engage in tasks, struggle, succeed, and interact with their peers as well as instructional concepts is essential to the learning process. Artifacts make thinking visible, but observing students in the process of learning is a key input to decisions about pacing, differentiation, and questioning loops that need to be reprioritized as we invest in student growth. It's a doubling down on the emphasis on learning versus teaching. How do students learn? Where do they struggle? How do we raise up misconceptions? How do we create instructional formats that allow students to exchange, refine, and elevate ideas with each other around a common problem set? We're going to continue to focus on learning, which is to say, focus on how students integrate new concepts and information into already existing understandings of themselves and the world as well as develop whole new insights into the world around us. We re-learned the fundamental truth that teaching is as much about watching and listening as it is about delivering content.

What will you do with those lessons learned, at the school level or the district/state level?

We're reinvesting in the kinds of structures that drive insight. Things like small groups, discourse, and argument development and defense. We hope that as the pandemic effects ease, as well the corresponding constraints around social distancing, the return to normal allows us to reinvest in the type of instructional interactions the facilitate social emotional and academic development of our students. Lastly, we're also looking deeply into understanding what information is included in students' grades. We're reorienting around the

role of formative assessment and how that information is fed back to students to help them develop self-awareness and facilitate goal setting that supports their efficacy around learning. There are many different ways to know a student. Assessment is just one of them, so placing different forms of assessment in the right sequence of learning is an investment that we are making as a network.

Kathy Hoffman, State Superintendent of Public Instruction, Arizona Department of Education

What has been your state's biggest accomplishment since March 2020?

It is difficult to nail down just one accomplishment since March of 2020 and the onset of the pandemic. Arizona's teachers, families and students have been resilient and shown tremendous grace for the past two years. Today, I am most proud of the Arizona Department of Education strategically using federal relief and recovery dollars to fund over 180 new school counselors and social workers bringing desperately needed supports into Arizona school communities.

What is your biggest take-away—what have you learned from pandemic learning?

Students and teachers need and want additional supports to bring teaching and learning into the 21st century. Digital resources like those provided to teachers and students through our new partnership with Discovery Education have the ability to take students beyond their classroom and introduce them to people, places, and ideas they might not otherwise encounter. However, in the past, access to transformative, high-quality digital content was not equitable. Our partnership with Discovery Education brings these resources to classrooms across our state, ensuring every Arizonan student has the opportunity to access a new world of information and ideas from any device.

What will you do with those lessons learned?

We're continuing to learn from the experiences of students, families and teachers during the pandemic. There is still so much work left to do when it comes to accelerating learning, re-engaging families and ensuring students have the mental health supports they need. We are thrilled about our [already announced and upcoming projects and initiatives](#) funded used federal relief and recovery dollars.

Meagan Erwin, First Grade Teacher, Columbus (OH) Public Schools

What has been your school/district's biggest accomplishment since March 2020?

It's difficult for me to choose our biggest accomplishment because I feel that the teachers, students, and staff of the Columbus City Schools have accomplished so much. What stands out to me is the resilience and perseverance of our teachers. Last year, we were asked to teach 100% online from August to February. Those outside of education may not fully understand the gravity of asking teachers to provide engaging, rigorous instruction in a completely new format with very little time to plan and prepare. It felt like just as we got into an online groove, our district then asked us to move to hybrid classrooms where we had to teach in person and also provide learning for those students at home. Again, a huge shift in our job with very little time to plan and prepare. Finally, this school year we are "all in," a term which betrays the complexities and stresses of teaching students who are not used to full-time school and many of whom are dealing with loss and trauma. All of this while trying

to navigate COVID protocols, too. And yet, our teachers continue to come to school and do the best job they can.

What is your biggest takeaway- what have you learned from pandemic learning?

Teaching during this pandemic has reminded me that helping students to develop their place in the community is as equally important as helping them meet the standards set forward by the state. Yes, students should leave my classroom with the math, reading, writing, and critical thinking skills they need for the next grade level, but they also need to know how to work with one another, how to express themselves appropriately, how to ask for help, how to share and take turns, and how to respectfully disagree. The social isolation of the pandemic took a toll on my young learners. They missed out on time at the playground, birthday parties and other celebrations where they would have learned important social cues and norms. My first graders didn't have that critical time in kindergarten where they learned about being a part of the school community. This deficit is going to take time to fix. I've started dedicating classroom time to these activities to reflect the importance of these skills.

What will you do with those lessons learned?

We learned quickly that the quality of our online programs mattered. Programs that were visual and tactile, like [ST Math](#), were a lifesaver to me. The engaging puzzles in this program let me do problem-solving with my students even though we weren't all together in a room. Remote learning caused us to look at our online programs with a much more critical lens. We also learned that the teaching profession is at a critical point. There were a couple of months in 2020 when it felt like our society finally realized that teaching is a hard job. Those of us who have been teaching for a while knew that it was always a hard job, but the pandemic made it even harder. I agree that teaching is a calling, but at the end of the day, teaching is a *job*. If we want young people to make teaching a career, then the decision-makers need to decide what kind of job they want it to be. I think as a district and as a state we need to think about how we are going to attract and retain the type of teachers who can do this challenging job well. Teachers are the people who often spend more waking hours with children than the children's parents or caregivers do. Who do we want these people to be? How does how we talk about, treat, and compensate teachers reflect their importance? I hope that we ask ourselves these hard questions and use what we've learned from the pandemic to try to find good answers together.

Tony Spence, Chief Information Officer at Muskego-Norway School District, Muskego, Wisconsin

What has been your district's biggest accomplishment since March 2020?

From the onset of planning for the 2020/21 school year, our Board of Education approved our administrative plan to open fully for in-person learning in the fall. Making this decision early on in the process allowed us to create a strong plan, including tracking data, having constant communication with our teachers, families, and community, and using technology to continue to innovate with instruction. This plan allowed us to stay open since the start of the 2020/21 school year. Being able to avoid the uncertainties of switching between opening and closing schools and switching students from in-person to remote and remote to in-person helped us accomplish three important things. First, our district had the opportunity to continue co-curricular and extra-curricular activities which are so important to student

wellbeing. Second, we were able to reduce or eliminate loss of learning for all students. Third, we made sure to implement technology and find ways for it to help in classrooms every day.

What is your biggest take-away – what have you learned from pandemic learning?

The biggest takeaway from all of this is how incredibly important it is for everyone to work together.

Everyone in our district collaborated to find ways to be aligned with one another, whether it was at a macro level across various district-level departments or at a micro-level in our schools, classrooms, libraries, and other work spaces. Our goal was to be open for students from the beginning and we understood the difficulty of going back and forth. By working together, we eliminated blind spots and stayed focused on providing a continuity of all services for staff and students.

What will you do with those lessons learned?

Our district has become focused on what potential changes we keep as well as the ones we move on from. The past two years taught us how to make good decisions about what our best practices are. This helped us realize how important it was to align our universal standards and units of study, and share resources between classrooms and even schools across the district. It was definitely a growth opportunity for our district and another great example of how our staff pulled together to navigate extraordinary challenges.

Maria Armstrong, Executive Director, Association of Latino Administrators and Superintendents (ALAS)

What are some of the biggest accomplishments you've seen schools achieve since March 2020?

Nationwide, the biggest accomplishment I've seen is a consciousness about the need to provide a more personalized learning environment to meet individual student needs. By this, I mean to create an environment that isn't dictated by seat time, the school bell, or the Carnegie unit – the measure of the amount of time a student has studied a subject, which go hand in hand with the constructs of a traditional graduation from one grade level to the next. We're in a constant state of change where anything can happen at any time and the pandemic has caused us to consider the need to look at a more competency-based approach. Some states have made huge strides in this, and some still have a way to go. The good news is this continues to be a topic of conversation among states and national education leaders.

What have we learned from pandemic learning, as an education industry and/or education as a whole?

The pandemic has validated what we've known for quite some time in education – that as an industry, we have a system with very little flexibility to react and with minimal resources with which to respond to such an event. As an education industry, and education as a whole, thinking about the future has sometimes taken a back seat in our strategic planning within education. Perhaps we need to collaborate and think about how other industry sectors utilize research, design and development to innovate. Our current education system is designed in a way that creates an environment with very little systems flexibility. Oftentimes we find ourselves having to create sideline or pilot programs to try new things and they stay as pilot

programs decade after decade and it leaves very little chance to reconstruct the system in a way that's aligned with state-of-the art tools and methodologies for teaching.

What can educators and edtech partners do with those lessons learned?

There are plenty of lessons learned and perhaps one of the most important is that collaboration extends throughout the community. Through encouraged collaboration and continuous improvement of available resources, and evaluation of effectiveness, we may find untapped innovative approaches to improve partnerships. Edtech partners and educators may consider the value of constant communication, reflective practices and seamless integration. This collaborative process opens the communication door between educator and edtech leader on what is working and what needs to be improved. We can also welcome the learner alongside educators and edtech leaders in this process. Students have an appetite for creating and designing how to improve learning tools. Perhaps if we expand beyond educators and edtech leaders, and we make room at the table for students to engage in this collaborative process, we can then address the needs of students at various levels.

[Scott Kinney](#), CEO, Discovery Education

What are some of the biggest accomplishments you've seen schools achieve since March 2020?

I believe K-12 education's rapid, almost total pivot to digital learning at the onset of the pandemic is the biggest accomplishment of the COVID era. As the Pandemic erupted, school systems rapidly leveraged all available resources to make the digital transition. This shift, which prior to COVID sometimes took months or years, was in many cases made in a matter of weeks and maintained the continuity of learning for students worldwide.

What have we learned from pandemic learning, as an education industry and/or education as a whole?

I believe educators' use of digital content and other edtech resources during the COVID era validated the belief that technology can connect students and take them beyond the traditional classroom. During remote instruction, Zoom, Microsoft Teams, and other collaboration software helped teachers and students maintain contact and provided learners a much-needed lifeline to their friends and peers. With a connection to students established, educators used digital content to engage students in online instruction. Through rich digital media, like virtual field trips, educators could take students beyond their homes or neighborhoods to visit places and meet people that were off-limits due to COVID. While it is certainly true that improvements to the remote learning experience must be made, Pandemic-era instruction showed education stakeholders across the spectrum that digital content and other edtech resources can meet the needs of today's learners wherever they are.

What can educators and edtech partners do with those lessons learned?

As we enter the post-pandemic world, the most important thing edtech partners can do is accelerate the pace at which we merge educator feedback and best teaching practice into our products and services. For example, as the pandemic wore on, we heard directly from educators that, given the increased demands on their time, they needed simple, standards-aligned, ready-to-use digital resources they could quickly snap into instruction. That feedback, coupled with the detail they provided as to what they needed and how they would

integrate those lessons, drove the implementation of our [no-cost Ready-To-Use resource initiative](#). Aligning educator feedback to best practice and then rapidly building and deploying useful solutions to educators that specifically meet their needs is a lesson everyone in the edtech space should take to heart.

[Ken Tam](#), Executive Director of Personalized Learning and Assessment, Curriculum Associates

What are some of the biggest accomplishments you've seen schools achieve since March 2020?

There are so many success stories from districts across the country, but two districts really stand out to me – Kansas City Public Schools (KCPS) and Georgetown County School District (GCSD). After a multi-year effort, KCPS achieved [full accreditation](#) this fall. They were able to improve student growth and accomplish this accreditation by focusing, in part, on using criterion-referenced data to guide their teacher-led instruction, ensuring fidelity of implementation, and setting and maintaining high expectations for all of their students. In GCSD, teachers' hyper focus on data allows them to utilize their time more effectively and personalize learning for their students. This has led to notable progress during the pandemic – in reading, [21 percent of students](#) went from being a grade level behind to being above grade level. This is something that should be celebrated!

What have we learned from pandemic learning, as an education industry and/or education as a whole?

As evident by the [unfinished learning](#) experienced by students over the past couple of years, the historical relationship between normative data and grade-level learning has changed. To help support student growth and get more students to grade-level learning, educators need solutions that save them time and make their jobs easier. And, with turnover and the additional stress of teaching through a pandemic, educators want – and deserve – empathetic partners who understand their situation and can provide intensive support to aid them in addressing their students' unfinished learning. Giving more resources without guidance on how they can be used to scaffold grade-level instruction is not effective.

What can educators and edtech partners do with those lessons learned?

The pandemic has emphasized the importance of kindness and patience which go a long way in relationships with educators and students, educators and their colleagues, and educators and edtech partners. These two things should always be prioritized both in and out of education. During the pandemic and beyond, it is also important for edtech partners to remain flexible with the implementation of their programs. For example, we are seeing some district office staff going back into the classroom because of staffing issues and, understandably, they may not be able to implement the programs with the same level of fidelity as classroom teachers. Edtech partners should understand this and be offering up support as much as possible.

[John Wheeler](#), CEO, Vernier Software & Technology

What are some of the biggest accomplishments you've seen schools achieve since March 2020?

The pandemic has reshaped education. And, from the onset of the pandemic until today, the

challenges have been enormous. Educators and the education system quickly had to pivot from presential education to remote learning. This presented technological and connectivity issues as well as equity issues ranging from ensuring accessibility to making sure students had food to eat. While there is no denying we have seen the impact these challenges have had especially among many students of color, English learners, and those living in poverty, there have been great accomplishments that should be recognized. One of them is how many districts reimaged what schools should look like and how teaching can be delivered. Remote learning, while not for everyone, is becoming a good option for children with diverse needs and for those who want expanded access to courses. Another great accomplishment is how thousands of educators created content almost on the fly to keep students learning when they transitioned to remote learning. Today, educators and education leaders all over the United States are also continuing to design programs to address learning loss and accelerate students' progression.

What have we learned from pandemic learning, as an education industry and/or education as a whole?

Educators need ongoing support and resources to ensure they can perform their job and to help avoid burnout. As such, at Vernier, we are extending the free usage of our software to educators for the entire school semester until June. We are also continuing to provide educators with ongoing tech support and professional development services. It is also evident that remediation alone will not get students back to grade-level learning. We collectively need to rethink how to engage students to accelerate their learning and recognize that learning can – and should – take place anywhere.

What can educators and edtech partners do with those lessons learned?

We have the opportunity to reimagine education and invest assets to empower students, especially those who have been historically marginalized, to succeed after high school. Since learning happens anywhere/anytime – and should be relevant to students' experiences and lives – edtech partners should provide educators with solutions that enable students to catch up on missed learning opportunities and be successful.

[Kate Eberle Walker](#), CEO, PresenceLearning

What are some of the biggest accomplishments you've seen schools achieve since March 2020?

The pandemic served to shine a spotlight on some of the limiting factors that were holding schools back from supporting their students, including Medicaid and legislative restrictions that previously prevented the use of online service solutions, and unclear funding paths for mental health counseling in schools.

What have we learned from pandemic learning, as an education industry and/or education as a whole?

The crisis activated policy changes and expanded funding resources that, if preserved beyond COVID, will open up more flexibility for schools to solve for special education and mental health service needs in their communities. Under-resourced schools, particularly those in rural areas with limited access to qualified therapists, are now more empowered to make

their own decisions about when and how to deploy online therapy services, with less cumbersome limitations on how they fund them.

What can educators and edtech partners do with those lessons learned?

These changes have brought us closer to the ultimate goal of closing gaps in access to services, and have given edtech companies the opportunity to demonstrate what we can uniquely accomplish for underserved students. In essence, much of the stigma or assumptions about the legitimacy of online services have been resolved as schools across the country have experienced firsthand the power of leveraging technology to connect with and impact students.

Tyson Smith, CEO, Reading Horizons

What are some of the biggest accomplishments you've seen schools achieve since March 2020?

At [Reading Horizons](#), we've been awed by the speed, creativity, commitment, and flexibility schools and districts have shown since March of 2020. Their steadfast work to keep students learning and teachers teaching is inspiring and a model for all of us. Also worth noting was teachers' rapid embrace of technology to help them accomplish their work. The pivot to virtual learning, virtual professional development, and digital communication for families and communities, followed by even more pivots as schools reopened in difficult circumstances, underscores teachers' unwavering commitment to their students. Because we are a literacy-focused organization, we also applaud schools and districts for finding new ways to ensure that learners continued to have quality instruction in foundational reading skills throughout remote learning and then again as schools reopened. Through digital resources, take-home learning packets, and special support for families and communities, we made enormous efforts to make sure students could make progress in learning to read. Now, as we work together to address the inevitable learning interruption from the pandemic, we once again see teachers, schools, and district leaders embracing innovation and their commitment to make sure we are building momentum for every child to read proficiently by the end of grade 3.

What have we learned from pandemic learning, as an education industry and/or education as a whole?

As we've shared with our own team at Reading Horizons, at the top of our list of "pandemic learning" is a renewed appreciation for the work of frontline classroom teachers. And more than just appreciating their work, we learned how important it is to support teachers, in the ways they need and want most. For us, that means expanding and enhancing our professional development delivery options and finding ways to reduce lesson-planning demands without compromising instructional quality. We've also recognized the growing importance of providing critical flexibility in instructional scope and sequence, to accommodate shifting schedules, greater needs for individualized instruction, and the need to compensate for the impacts of interrupted learning over the past 24 months. We've also learned the growing value and importance of making sure K-3 learners have every opportunity to build and strengthen foundational reading skills so that in the event of other circumstances such as the pandemic, they're prepared to continue learning in any kind of educational environment.

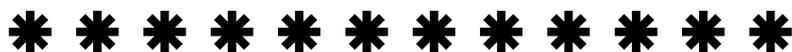
What can educators and edtech partners do with those lessons learned?

At the start of the pandemic, we reached out to our customers, at all levels of their organizations, starting with the teachers who rely on our literacy resources and professional learning, and involving site and district leaders as well. We asked what they needed. We **listened** to them and responded. We collaborated with them to deliver the support and resources they needed. That made a difference for them and reinforced the value of authentic collaboration. We've taken that lesson to heart and infused collaboration, support, and deep listening into our service mission going forward. Teachers told us about the support and services they needed, and we learned to listen even more carefully, respond even more collaboratively, and to continually invest in the relationships among our team members and the educators we serve. In fact, we launched a listening tour as soon as schools reopened to be in classrooms, side by side with the teachers using Reading Horizons, bringing back learning and takeaways we would not have seen or understood otherwise. Most significantly, as partners to schools and districts, we've reinforced the learning we've done over our 40 year history that underscores the value, work, and role of teachers. Teachers are the professionals who know their students, their needs, and their potential. The many lessons we've learned during the pandemic all point to honoring and supporting teachers' work. It's the direct route to students feeling empowered and ready to learn, and that leads to lifelong success.



[Laura Ascione](#)

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<https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

The Difference Between Emergency Remote Teaching and Online Learning

By Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond

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Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating this emergency remote teaching.



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Due to the threat of COVID-19, colleges and universities are facing decisions about how to continue teaching and learning while keeping their faculty, staff, and students safe from a public health emergency that is moving fast and not well understood. Many institutions have opted to cancel all face-to-face classes, including labs and other learning experiences, and have mandated that faculty move their courses online to help prevent the spread of the virus that causes COVID-19. The list of institutions of higher education making this decision has been growing each day. Institutions of all sizes and types—state colleges and universities, Ivy League institutions, community colleges, and others—are moving their classes online.¹ Bryan Alexander has curated the status of hundreds of institutions.²

Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime, but the speed with which this move to online instruction is expected to happen is unprecedented and staggering. Although campus support personnel and teams are usually available to help faculty members learn about and implement online learning, these teams typically support a small pool of faculty interested in teaching online. In the present situation, these individuals and teams will not be able to offer the same level of support to all faculty in such a narrow preparation window. Faculty might feel like instructional MacGyvers, having to improvise quick solutions in less-than-ideal circumstances. No matter how clever a solution might be—and some very clever solutions are emerging—many instructors will understandably find this process stressful.

The temptation to compare online learning to face-to-face instruction in these circumstances will be great. In fact, an article in the *Chronicle of Higher Education* has already called for a "grand experiment" doing exactly that.³ This is a highly problematic suggestion, however. First and foremost, the politics of any such debate must be acknowledged. "Online learning" will become a politicized term that can take on any number of meanings depending on the argument someone wants to advance. In talking about lessons learned when institutions

moved classes online during a shutdown in South Africa, Laura Czerniewicz starts with this very lesson and what happened around the construct of "blended learning" at the time.⁴ The *idea* of blended learning was drawn into political agendas without paying sufficient attention to the fact that institutions would make different decisions and invest differently, resulting in widely varying solutions and results from one institution to another. With some of that hindsight as wisdom, we seek to advance some careful distinctions that we hope can inform the evaluations and reflections that will surely result from this mass move by colleges and universities.

Online learning carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise. These hurried moves online by so many institutions at once could seal the perception of online learning as a weak option, when in truth nobody making the transition to online teaching under these circumstances will truly be designing to take full advantage of the affordances and possibilities of the online format.

Researchers in educational technology, specifically in the subdiscipline of online and distance learning, have carefully defined terms over the years to distinguish between the highly variable design solutions that have been developed and implemented: distance learning, distributed learning, blended learning, online learning, mobile learning, and others. Yet an understanding of the important differences has mostly not diffused beyond the insular world of educational technology and instructional design researchers and professionals. Here, we want to offer an important discussion around the terminology and formally propose a specific term for the type of instruction being delivered in these pressing circumstances: *emergency remote teaching*.

Many active members of the academic community, including some of us, have been hotly debating the terminology in social media, and "emergency remote teaching" has emerged as a common alternative term used by online education researchers and professional practitioners to draw a clear contrast with what many of us know as high-quality online education. Some readers may take issue with the use of the term "teaching" over choices such as "learning" or "instruction." Rather than debating all of the details of those concepts, we selected "teaching" because of its simple definitions—"the act, practice, or profession of a teacher"⁵ and "the concerted sharing of knowledge and experience,"⁶—along with the fact that the first tasks undertaken during emergency changes in delivery mode are those of a teacher/instructor/professor.

Effective Online Education

Online education, including online teaching and learning, has been studied for decades. Numerous research studies, theories, models, standards, and evaluation criteria focus on quality online learning, online teaching, and online course design. What we know from research is that effective online learning results from careful instructional design and planning, using a systematic model for design and development.⁷ The design process and the careful consideration of different design decisions have an impact on the quality of the instruction. And it is this careful design process that will be absent in most cases in these emergency shifts.

One of the most comprehensive summaries of research on online learning comes from the book *Learning Online: What Research Tells Us about Whether, When and How*.⁸ The authors identify nine dimensions, each of which has numerous options, highlighting the complexity of the design and decision-making process. The nine dimensions are modality, pacing, student-instructor ratio, pedagogy, instructor role online, student role online, online communication synchrony, role of online assessments, and source of feedback (see "Online learning design options").

Online learning design options (moderating variables)

- **Modality**

- Fully online
- Blended (over 50% online)
- Blended (25–50% online)
- Web-enabled F2F

Pacing

- Self-paced (open entry, open exit)
- Class-paced
- Class-paced with some self-paced

Student-Instructor Ratio

- < 35 to 1
- 36–99 to 1
- 100–999 to 1
- > 1,000 to 1

Pedagogy

- Expository
- Practice
- Exploratory
- Collaborative

Role of Online Assessments

- Determine if student is ready for new content
- Tell system how to support the student (adaptive instruction)
- Provide student or teacher with information about learning state
- Input to grade
- Identify students at risk of failure

- **Instructor Role Online**

- Active instruction online
- Small presence online
- None

Student Role Online

- Listen or read
- Complete problems or answer questions
- Explore simulation and resources
- Collaborate with peers

Online Communication Synchrony

- Asynchronous only
- Synchronous only

- Some blend of both
- Source of Feedback**

- Automated
- Teacher
- Peers

Source: Content adapted from Barbara Means, Marianne Bakia, and Robert Murphy, *Learning Online: What Research Tells Us about Whether, When and How* (New York: Routledge, 2014).

Within each of these dimensions, there are options. Complicating matters, not all of the options are equally effective. For example, decisions around class size will greatly constrain what strategies you can use. Practice and feedback, for example, are well established in the literature, but it's harder to implement this as class size grows, eventually reaching a point where it's just not possible for an instructor to provide quality feedback. In the case of synchrony, what you choose will really depend on your learners' characteristics and what best meets their needs (adult learners require more flexibility, so asynchronous is usually best, perhaps with optional synchronous sessions, whereas younger learners benefit from the structure of required synchronous sessions).

Research on types of interaction—which includes student–content, student–student, and student–learner—is one of the more robust bodies of research in online learning. In short, it shows that the presence of each of these types of interaction, when meaningfully integrated, increases the learning outcomes.² Thus, careful planning for online learning includes not just identifying the content to cover but also carefully tending to how you're going to support different types of interactions that are important to the learning process. This approach recognizes learning as both a social and a cognitive process, not merely a matter of information transmission.

Those who have built online programs over the years will attest that effective online learning aims to be a learning community and supports learners not just instructionally but with co-curricular engagement and other social supports. Consider how much infrastructure exists around face-to-face education that supports student success: library resources, housing, career services, health services, and so on. Face-to-face education isn't successful because lecturing is good. Lectures are one instructional aspect of an overall ecosystem specifically designed to support learners with formal, informal, and social resources. Ultimately, effective online education requires an investment in an ecosystem of learner supports, which take time to identify and build. Relative to other options, simple online content delivery can be quick and inexpensive, but confusing that with robust online education is akin to confusing lectures with the totality of residential education.

Typical planning, preparation, and development time for a fully online university course is six to nine months before the course is delivered. Faculty are usually more comfortable teaching online by the second or third iteration of their online courses. It will be impossible for every faculty member to suddenly become an expert in online teaching and learning in this current situation, in which lead times range from a single day to a few weeks. While

there are resources to which faculty can turn for assistance, the scale of change currently being required on many campuses will stress the systems that provide those resources and most likely will surpass their capacities. Let's face it: many of the online learning experiences that instructors will be able to offer their students will not be fully featured or necessarily well planned, and there's a high probability for suboptimal implementation. We need to recognize that everyone will be doing the best they can, trying to take just the essentials with them as they make a mad dash during the emergency. Thus, the distinction is important between the normal, everyday type of effective online instruction and that which we are doing in a hurry with bare minimum resources and scant time: emergency remote teaching.

Emergency Remote Teaching

In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis. When we understand ERT in this manner, we can start to divorce it from "online learning." There are many examples of other countries responding to school and university closures in a time of crisis by implementing models such as mobile learning, radio, blended learning, or other solutions that are contextually more feasible. For example, in a study on education's role in fragility and emergency situations, the Inter-Agency Network for Education in Emergencies examined four case studies.¹⁰ One of those cases was Afghanistan, where education was disrupted by conflict and violence and schools themselves were targets, sometimes because girls were trying to access education. In order to take children off the streets and keep them safe, radio education and DVDs were used to maintain and expand educational access and also were aimed at promoting education for girls.

What becomes apparent as we examine examples of educational planning in crises is that these situations require creative problem solving. We have to be able to think outside standard boxes to generate various possible solutions that help meet the new needs for our learners and communities. In some cases, it might even help us generate some new solutions to intractable problems, such as the dangers girls faced trying to access education in Afghanistan. Thus, it may be tempting to think about ERT as a bare-bones approach to standard instruction. In reality, it is a way of thinking about delivery modes, methods, and media, specifically as they map to rapidly changing needs and limitations in resources, such as faculty support and training.¹¹

In the present situation, the campus support teams that are usually available to help faculty members learn about and implement online learning will not be able to offer the same level of support to all faculty who need it. Faculty support teams play a critical role in the learning experiences of students by helping faculty members develop face-to-face or online learning experiences. Current support models might include full-course design support, professional

development opportunities, content development, learning management system training and support, and multimedia creation in partnership with faculty experts. Faculty who seek support typically have varying levels of digital fluency and are often accustomed to one-on-one support when experimenting with online tools. The shift to ERT requires that faculty take more control of the course design, development, and implementation process. With the expectation of rapid development of online teaching and learning events and the large number of faculty in need of support, faculty development and support teams must find ways to meet the institutional need to provide instructional continuity while helping faculty develop skills to work and teach in an online environment. As such, institutions must rethink the way instructional support units do their work, at least during a crisis.

The rapid approach necessary for ERT may diminish the quality of the courses delivered. A full-course development project can take months when done properly. The need to "just get it online" is in direct contradiction to the time and effort normally dedicated to developing a quality course. Online courses created in this way should not be mistaken for long-term solutions but accepted as a temporary solution to an immediate problem. Especially concerning is the degree to which the accessibility of learning materials might not be addressed during ERT. This is but one reason that universal design for learning (UDL) should be part of all discussions around teaching and learning. UDL principles focus on the design of learning environments that are flexible, inclusive, and student-centered to ensure that all students can access and learn from the course materials, activities, and assignments.¹²

Evaluating Emergency Remote Teaching

Institutions will certainly want to conduct evaluations of their ERT efforts, but what should they evaluate? First, let's consider what *not* to evaluate. A common misconception is that comparing a face-to-face course with an online version of the course constitutes a useful evaluation. This type of assessment, known as a media comparison study, provides no real value, for at least three reasons:

First, any medium is simply a way to deliver information, and one medium is not inherently better or worse than any other medium. Second, we need to better understand different media and the way people learn with different media to design effective studies. And, third, there are too many confounding variables in even the best media comparison study for the results to be valid and meaningful.¹³

Researchers who conduct media comparison studies are looking at "the whole unique medium and [giving] little thought to each one's attributes and characteristics, to learner needs, or to psychological learning theories."¹⁴

Other approaches to evaluation can be useful in this move to ERT. The success of distance and online learning experiences can be measured in a variety of ways, depending on how "success" is defined from a given stakeholder's perspective. From the faculty point of view, student learning outcomes would be of primary interest. Did learners achieve the intended knowledge, skills, and/or attitudes that were the focus of the instructional experience? Attitudinal outcomes are also possibly of interest, for students and for faculty. For students, issues such as interest, motivation, and engagement are directly connected to learner success

and so would be possible evaluation foci. For faculty, attitudes toward online instruction and all that it entails can affect the perception of success.

Programmatic outcomes such as course and program completion rates, market reach, faculty time investments, impacts on promotion and tenure processes—all of these are relevant issues related to the offering of distance courses and programs. Finally, implementation resources and strategies are possible areas of evaluation inquiry, such as the reliability of selected technological delivery systems, the provision of and access to learner support systems, support for faculty professional development for online teaching pedagogies and tools, policy and governance issues related to distance program development, and quality assurance. All of these factors can influence the effectiveness of distance and online learning experiences and can serve to inform learning experience design and program development and implementation.¹⁵ These recommended areas of evaluation are for *well-planned* distance or online learning efforts and may not be appropriate in the case of ERT. Evaluating ERT will require broader questions, especially during initial implementations.

Next, let us recommend where you should focus your evaluation related to ERT efforts. The language of the CIPP model will be used for structure.¹⁶ CIPP is an acronym representing context, inputs, process, and products (see table 1).

Table 1. CIPP evaluation terms

Context Evaluations	Input Evaluations	Process Evaluations	Product Evaluations
"Assess needs, problems, assets, and opportunities, as well as relevant contextual conditions and dynamics"	"Assess a program's strategy, action plan, staffing arrangements, and budget for feasibility and potential cost-effectiveness to meet targeted needs and achieve goals."	"Monitor, document, assess, and report on the implementation of plans."	"Identify and assess costs and outcomes—intended and unintended, short term and long term."

Source: Daniel L. Stufflebeam and Guili Zhang, *The CIPP Evaluation Model: How to Evaluate for Improvement and Accountability* (New York: Guilford Publications, 2017).

In the case of ERT, institutions might want to consider evaluation questions such as the following:

- Given the need to shift to remote instruction, what internal and external resources were necessary in supporting this transition? What aspects of the context (institutional, social, governmental) affected the feasibility and effectiveness of the transition? (context)
- How did the university interactions with students, families, personnel, and local and government stakeholders impact perceived responsiveness to the shift to ERT? (context)
- Was the technology infrastructure sufficient to handle the needs of ERT? (input)

- Did the campus support staff have sufficient capacity to handle the needs of ERT? (input)
- Was our ongoing faculty professional development sufficient to enable ERT? How can we enhance opportunities for immediate and flexible learning demands related to alternative approaches to instruction and learning? (input)
- Where did faculty, students, support personnel, and administrators struggle the most with ERT? How can we adapt our processes to respond to such operational challenges in the future? (process)
- What were the programmatic outcomes of the ERT initiative (i.e., course completion rates, aggregated grade analyses, etc.)? How can challenges related to these outcomes be addressed in support of the students and faculty impacted by these issues? (product)
- How can feedback from learners, faculty, and campus support teams inform ERT needs in the future? (product)

Evaluation of ERT should be more focused on the context, input, and process elements than product (learning). Note that we are not advocating for no evaluation of whether or not learning occurred, or to what extent it occurred, but simply stressing that the urgency of ERT and all that will take to make it happen in a short time frame will be the most critical elements to evaluate during this crisis. This is being recognized by some as a few institutions are beginning to announce changing to pass/fail options rather letter grades during ERT.¹⁷

Also, given the continued evidence of problems surrounding student evaluations of instruction under typical higher education experiences, we recommend that the standard, end-of-semester teaching evaluations definitely not be counted against faculty members engaged in ERT.¹⁸ If an institution's policy mandates that those evaluations be administered, consider amending the policy, or make sure that the results are clearly qualified with the circumstances of the term or semester.

Final Thoughts

Everyone involved in this abrupt migration to online learning must realize that these crises and disasters also create disruptions to student, staff, and faculty lives, outside their association with the university. So all of this work must be done with the understanding that the move to ERT will likely not be the priority of all those involved. Instructors and administrators are urged to consider that students might not be able to attend to courses immediately. As a result, asynchronous activities might be more reasonable than synchronous ones. Flexibility with deadlines for assignments within courses, course policies, and institutional policies should be considered. For a high-level example, the US Department of Education has relaxed some requirements and policies in the face of COVID-19.¹⁹

Hopefully the COVID-19 threat will soon be a memory. When it is, we should not simply return to our teaching and learning practices prior to the virus, forgetting about ERT. There likely will be future public health and safety concerns, and in recent years, campuses have been closed due to natural disasters such as wildfires, hurricanes, and the polar vortex.²⁰ Thus, the possible need for ERT must become part of a faculty member's skill set, as well as professional development programming for any personnel involved in the instructional mission of colleges and universities.

The threat of COVID-19 has presented some unique challenges for institutions of higher education. All parties involved—students, faculty, and staff—are being asked to do extraordinary things regarding course delivery and learning that have not been seen on this scale in the lifetimes of anyone currently involved. Although this situation is stressful, when it is over, institutions will emerge with an opportunity to evaluate how well they were able to implement ERT to maintain continuity of instruction. It is important to avoid the temptation to equate ERT with online learning during those evaluations. With careful planning, officials at every campus can evaluate their efforts, allowing those involved to highlight strengths and identify weaknesses to be better prepared for future needs to implement ERT.

Notes

1. See, for example: **"Information for Ohio State University Students, Faculty and Staff,"** The Ohio State University, Wexner Medical Center; **"President Eisgruber Updates University on Next Steps Regarding COVID-19 to Ensure Health and Well-Being of the Entire Community,"** Princeton University; and **Everett Community College.** ↵
2. **"Coronavirus and Higher Education Resources,"** Bryan Alexander blog, March 17, 2020. ↵
3. Jonathan Zimmerman, **"Coronavirus and the Great Online-Learning Experiment,"** *Chronicle of Higher Education*, March 10, 2020. ↵
4. Laura Czerniewicz, **"What We Learnt from 'Going Online' during University Shutdowns in South Africa,"** PhilOnEdTech, March 15, 2020. ↵
5. **"Teaching,"** Merriam-Webster. ↵
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Charles B. Hodges is a Professor of Instructional Technology at Georgia Southern University.

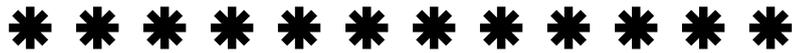
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Torrey Trust is an Associate Professor of Learning Technology at the University of Massachusetts Amherst.

M. Aaron Bond is Senior Director, Professional Development Network and Faculty Digital Fluency at Virginia Tech.

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<https://www.teachingchannel.com/blog/rethink-distance-learning>

Let's Use Distance Learning to Rethink the Way we Teach by [Andrew DeBella](#)

While the pandemic has drastically changed our social lives, it also greatly shifted the way our students experience education. To the surprise of many, students across the nation ceased traditional classroom education in place of what most school districts refer to as 'distance learning.' While many parents were initially unhappy about this change, as they felt it may deter their child's education, we can actually take advantage of this shift to rethink how we see education.

For centuries, students have been taught that their wealth of knowledge defines intelligence. How many facts, dates, formulas, scientific ideas, vocabulary words, and so on can they soak into their brains before they exit the 55 minute class? Memorizing many facts might land them on "Are you Smarter Than a 5th Grader?," but this type of intelligence is not indicative of [real-world problem solving](#), a skill most often emphasized in the professional workplace. In fact, most educators today refer to this rote memorization as the lowest level of understanding, or 'remembering,' citing the of levels of knowledge in Bloom's Taxonomy as a source.

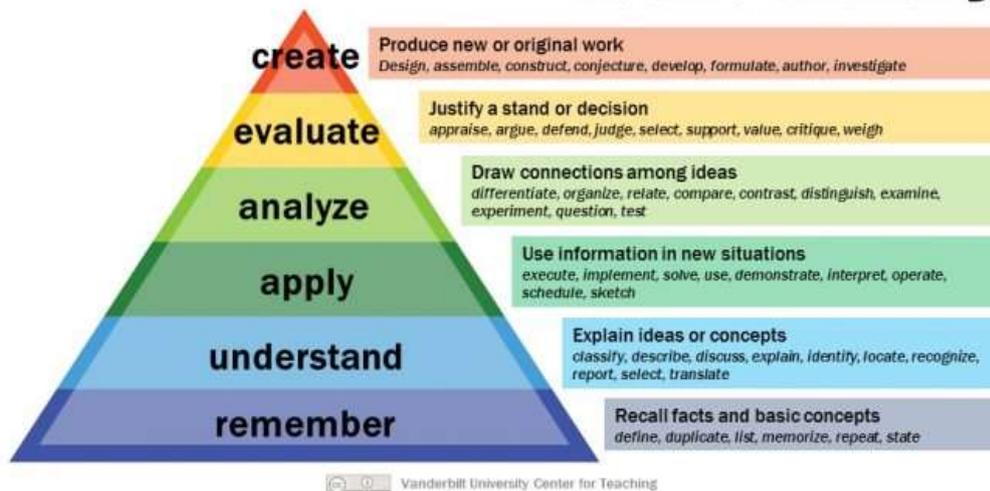
Instead, an approach to education in which creative problem solving, discussion, and asking good questions is promoted might be the most useful [21st century skill](#) that we can teach our kids. Workplaces emphasize communicating with others and arriving at solutions through discussion, as well as asking [well thought out questions](#).

Most information can be Googled and found in less than fifteen seconds. Students are quickly realizing that distance learning assignments that only focus on fact finding can be finished within minutes. Students can often find a similar lesson online and merely reword another student's answer.

As upsetting as this is, this stark reality could actually be a huge advantage in how we view education moving forward. If teachers want to prevent students from Googling all of the answers to their assignments - a problem previously monitored through in-class learning - they are now encouraged to create a curriculum that pushes the students to [question the material](#) and discuss with others to arrive at more unique conclusions that can't be found online. For example, instead of asking students to identify and explain a symbol in a short story - something they could (and do) easily Google - teachers are more compelled to [create a discussion](#) about that symbol in which students can ask each other questions as to why it represents a certain idea, which would ensure that all students have differing answers. While this approach might start simply to create genuine response, it is exactly what we need in order to give our students a competitive edge in our modern society.

Even though distance learning may have interrupted a large chunk of our school year, its silver lining lies in its ability to encourage its stakeholders to re-evaluate how we think about learning and emphasizing a much needed modern skill: engaging in a deeper and more in-depth understanding of the curriculum.

Bloom's Taxonomy



Resources to Engage Students in Discussion:

- Use [discussion boards](#) to elicit further discussion
- Engage in [Socratic Seminar](#)
- Have students [create websites](#)
- Create [digital stories](#)



[Andrew DeBella](#)

During his short five year years as an educator, Andrew has taught ELA in all grades 9-12, including both advanced and co-taught IEP sections. In addition, Andrew created the Journalism and Creative Writing curriculum for his school - alongside an online publication for students. When Andrew is not teaching or writing, he's traveling, spending time with his 18

month old daughter, or playing the drums. Publications:
<https://oklahoman.com/gallery/6041472/editorial-cartoons-07-13-20>
https://www.tulsaworld.com/opinion/columnists/andrew-debella-what-teaching-has-taught-me-about-todays-polarizing-political-climate/article_7cc6939a-f547-542d-b6fb-bd26f48a2610.html



REFLECTIONS ON THE SEMINAR FOR THE FLUENCY FESTIVAL

16 December 2021

by Prof. Dr. Aydan Ersöz

As a part of the Fluency Festival that the MoNE teachers held as their eTwinning Project, I was invited to hold an online seminar on 16 December 2021.

The title of the presentation was “Making Speaking Activities More Effective”. We started with discussing the necessary conditions for effective speaking activities. We came up with these:

- The teacher needs to be a good role model. They should be good communicators who use the target language appropriately, employ conversational strategies, and utilize body language and gestures.
- The classroom atmosphere should be safe and positive where people do NOT laugh at each other but laugh together. No bullying should be tolerated. There should be respect, acceptance, compassion, kindness, and friendship.

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MORE EFFECTIVE**

Pinar AKAR
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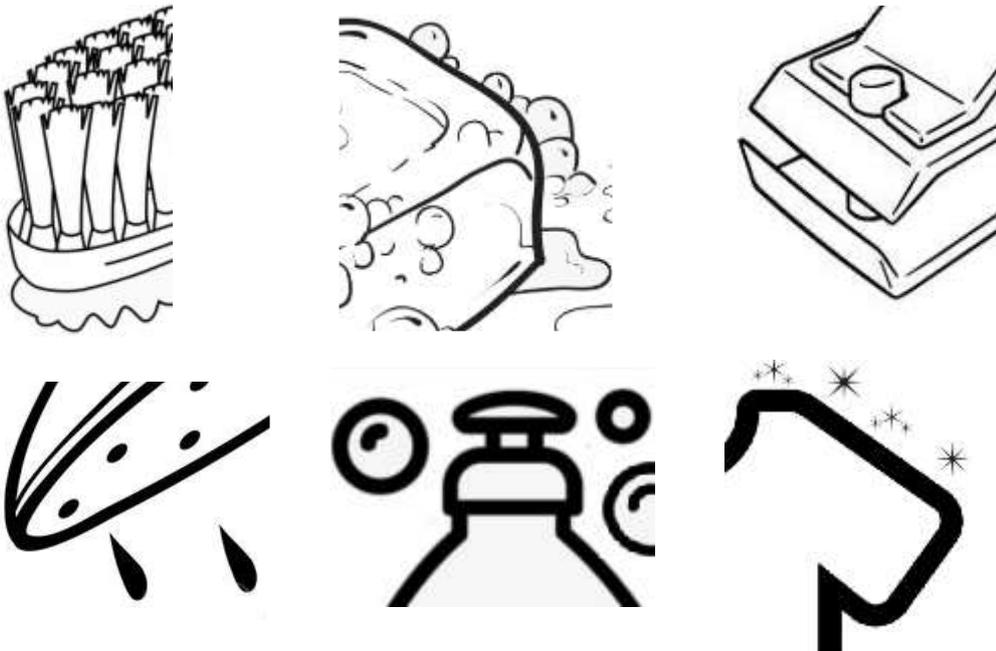
16 December 2021, Thursday 20.00 pm (Istanbul time)
MEETING ID: 849 5996 0512
PASSCODE: ingedinged

- The teacher should choose relevant, interesting, engaging and motivating activities and tasks.
- There should be sufficient scaffolding and input as students need to be ready produce.
- Teacher Talk Time (TTT) should be reduced, and Student Talk Time should be increased. This can be done by using more games, interactive activities and communicative activities (information gap, opinion gap, reasoning gap/problem-solving).
- There should be more pair work and group work where students are assigned to complete tasks or projects.

In the session, as an example I chose “Personal Hygiene” as the topic from the national curriculum. You can see the activities I used below.

Activity 1:

a) Guess what these items are



b) What do you think our topic is?

Activity 2: Watch the video clip (the first part was used) and answer these questions: (Find the video on You Tube: <https://www.youtube.com/watch?v=3fvjPkOps48&t=134s>)

1. Why is everyone moving away from the boy?
2. Where do you think his friends take him to?

Activity 3: Work in groups of 5. Discuss:
What did or didn't the boy do to stink?
What will his friends tell him to do in the bathroom?

Activity 4: Listen to the recording (The second part of the video clip was used as an audio recording). Put a tick if you hear a similar sentence to:

1. You should use mouthwash to have fresh breath.
2. You must brush your teeth for two minutes.
3. You should wash your hands after using the toilet.
4. You should wash your feet regularly.
5. You should wear the same socks every day.
6. You should bathe or shower every day.
7. You don't need soap to wash your body.
8. You must use deodorant.

Activity 5: Work in groups of 5. Discuss:
If you can't wash your hands, what else can you do?
If you can't brush your teeth, what else can you do?
If you can't take a shower, what else can you do?
If you can't comb or brush your hair, what else can you do?
If you can't wash your clothes or socks, what else can you do?

Activity 6: Work in pairs. Look at the picture. This is Mike. Answer the questions.

1. Explain the importance of personal hygiene to Mike.
2. What advice can you give him?



MEGAPIXL

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All in all, the participants claimed that the session was very beneficial to raise awareness about the role of the teachers while preparing effective speaking activities and the importance of “warmers” to prepare students

- emotionally by placing them back into the classroom again after a break, grabbing their attention and creating a positive atmosphere for learning.
- cognitively by activating their schemata (i.e. what they already know about the topic or language) and by adding more input to enrich their intellectual knowledge and background.
- linguistically by revision and recycling. When necessary, introducing new language in context to give them the necessary means to tackle with the activity or task.

Millians stated that learning readiness is the physical, motor, socio-emotional, behavioral, linguistic, and cognitive skills indicating preparedness to receive formal educational instruction (Millians M. (2011) Learning Readiness. In: Goldstein S., Naglieri J.A. (eds) Encyclopedia of Child Behavior and Development. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-79061-9_1631). Learning readiness refers to how well equipped a student is to learn, including circumstantial and environmental factors and how likely that person is to seek out knowledge and participate in behavior change.

In many ways being ready means you are equipped with skills to deal with what lies ahead and to learn from as well as contribute to what is happening. This combination of preparedness and openness to learning is ideal for development. It means you are equipped with key skills you may need not only to survive but also to thrive in the next opportunity for learning. Learning readiness is the prerequisite conditions for the effective learning process among school students. Creating learning readiness among students is essential to achieve success. The absence of learning readiness seriously harms the teaching/learning process.

(<https://blog-youth-development-insight.extension.umn.edu/2015/01/the-importance-of-readiness.html>).





REFLECTIONS ON THE “ENLIGHT THE LANGUAGE TESTING” ONLINE CONFERENCE

26 February 2022

by Prof. Dr. Aydan Ersöz

International Exam Centre held an online conference with the theme “Enlight the Language Testing”. I was invited to hold a session for them. My session title was “Detesting Testing”. Here is a summary of my session.

Assessment is an inseparable and invaluable part of education for both learners and teachers. However, exams have become the bogeyman for students.

Psychologists claim that a little bit of nervousness can actually be helpful, making the person feel mentally alert and ready to tackle the challenges presented in an exam.

But if the stress levels cross the red line, the excessive test anxiety can actually interfere with test performance and cause both mental and physical problems such as depression, aggressiveness,

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Prof. Dr. Selami AYDIN
Using E-Portfolios in
Testing Writing

Şulener ÜNLÜ
Moderator

Berna ASLAN
Formative Assessment: A Powerful
Dialogue about Learning

Lara ÖZER
20 Ways to Gamify
Your Class

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headache, stomachache, sleep deprivation, etc.

Psychologists assert that test/exam anxiety is NOT a natural fear; it is learned. We learn fears from our environment and culture via social means such as verbal warnings or observing others.

Many people hate exams because they do NOT believe that exams are realistic tools for rating their progress or success.

Some scholars believe that traditional tests/exams are not beneficial because

- they are biased in favor of individuals who are superior at memorization.
- students study ONLY to pass the test not to learn (backwash effect).
- exam writers make exams difficult on purpose. They intentionally attempt to trick the test taker so the least amount of people possible pass the exam. This creates a paradigm where students are encouraged to fail rather than to succeed.
- exams that do not involve concrete, quantifiable data are highly subjective. For example, any test question that states, “choose the BEST answer” is subjective. The “best” answer is arguable, and therefore meaningless.
- standardized tests only determine which students are good at taking tests, offer no meaningful measure of progress, and have not improved student performance. They ignore developmental and experiential differences among individuals.
- tests are not present in the job market. When students complete their education, they will never see a written exam again. However, they will potentially carry out surveys, do research, write reports, and complete projects.

What can we do?

For classroom assessment, it is best to use alternative assessment tools (such as Portfolio Assessment, Projects and Tasks, Observation, Conferencing, Learner-developed assessment tasks, Self-assessment, and Peer assessment)

Evaluation ↔ Assessment
(various sources, but especially Dan Apple 1998)

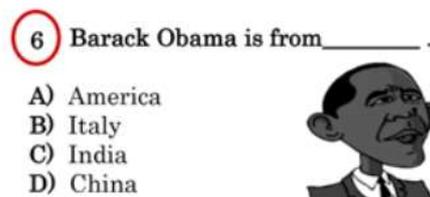
Product-Oriented: What's Been Learned	Process-Oriented: How Learning Is Going
Prescriptive: External-ly Imposed Standards	Reflective: Internally Defined Criteria/Goals
Judgmental: Arrive at an Overall Grade/Score	Diagnostic: Identify Areas for Improvement
Fixed: To Reward Success, Punish Failure	Flexible: Adjust As Problems Are Clarified
Comparative: Divide Better from Worse	Absolute: Strive for Ideal Outcomes
Competitive: Beat Each Other Out	Cooperative: Learn from Each Other

While we use assessment techniques in the classroom, we can also help our students to prepare for standardized and/or traditional tests/exams, we can

- give quick, easy practice quizzes
- give short exams frequently
- make practice tests low-stakes (with minor to no grades)
- provide near-immediate feedback to help students improve.

Important points to remember:

- Assess what you teach.
- Assess the way (how) you teach.
- Test what you want to test. (knowledge/skill vs memory)
- Test what the student can do, not what they cannot (you are not trying to penalize or punish students).
- Use a format and contexts which are familiar.
- Use clear instructions. If necessary, give an example.
- Do not ask questions that require general world knowledge.



- Ask a colleague to check the exam that you have written. If it needs further clarification or modifications, do those before you give the exam.
- Conduct the test in a friendly and positive manner.
- Give results with feedback which are useful.
- Have a marking scheme which seems fair to the children, giving appropriate weight to different items
- Do NOT emphasize «cheating» too much. Don't forget that students are more likely to cheat or plagiarize if the assessment is very high stakes.
- Try to create a classroom culture that discourages cheating and dishonesty. Try to convince the students that they should worry less about grades and more about getting most out of their education. If they study hard and learn, they can easily pass exams.

If you are interested, you can watch the recording of the sessions on YouTube:
https://www.youtube.com/watch?v=CvS5WzL_rMI&t=4279s



USING ICEBREAKERS, WARMERS, FILLERS, ENERGIZERS AND COOLERS IN ENGLISH CLASSES

**By
Prof. Dr. Aydan Ersöz**

Icebreakers are the activities that are used when the students and the instructor do not know much about each other. They could be used *either* to get to know each other and create a positive atmosphere in the class *or* just for the purpose of having fun and create a genuine communication between the instructor and the class.

Icebreakers help students to

- get to know each other
- break down social barriers
- reduce tension and anxiety
- create a positive group atmosphere
- develop communication skills and team building skills
- promote a sense of trust and friendship
- "think outside the box«
- motivate students to express their opinions.

Icebreakers can also reach out to students who have developed a negative attitude to learning English because of their past experiences and come to the class with a mental barrier.

Example:

On the board, draw this shape and in each box write your favorite food, animal, leisure time activity, and movie genre (or any other category you like without mentioning the category name).

spaghetti & meatballs	dog
watching TV	mystery

Ask students to find the questions for these answers.

1. What's your favorite food (dish)?
2. What's your favorite animal?
3. What's your favorite leisure activity?
4. What's your favorite movie genre? Etc.

Optional:

- Ask students to draw the same square on a piece of paper and write their own answers.
- Collect the papers. Shuffle them. Then call a student and ask them to choose one paper and read the information on it.
- Everyone (but the owner) tries to guess who that information belongs to.

Warmers or Warm-ups, are activities that we use at the beginning of a class or before we begin a unit. These are specifically intended to prepare students for learning

- by getting them in a learning frame of mind,
- by helping them activate their schemata (previously acquired knowledge and experience), and
- by helping them focus on a new topic.

It is a common fact that it takes time and mental stimulation to start thinking about the world in another language, so a warm-up activity effectively supports this transition. Warmers are also excellent for scaffolding. "Scaffolding" refers to the preparation for a task provided by the teacher/materials because, without it, learners might find the task too difficult to do. Here, we are talking about

Energizers are classroom based physical activities that integrate physical activity with academic concepts. These are short (about 5 - 7 minutes) activities that classroom teachers can use to provide activity to learners. They are also excellent to bring life to a class that feels down (maybe after a hard exam, or bad news, or a tiring and boring class, etc.). Storytelling, drama, dramatization activities, singing and dancing, and some games can be used as energizers by nature.

Example: Snowball fight (for all age groups)

1. Let each student take out a sheet of paper and write down 3 interesting, but not widely known, facts about themselves. There can't be any names on the papers!
2. Let students crumple up their papers into balls and have a paper "snowball" fight.
3. After a few minutes, all the paper snowballs will be all over the classroom. Now, students need to find a snowball, and unfold the paper.
4. Each student must try to find the student whose snowball they picked up.



Whether you want something soothing to calm students down at the end of class or are looking for something to get noisy students under control, a **cooler** activity is just what you need. Games and tasks are excellent but sometimes students can become extremely noisy and hyperactive, especially if you are working with young learners. In that case what you need is an activity to help students calm down and relax. A cooler activity will also help you regain control of the class. You can also use coolers to review and revise the lesson in a fun and engaging way.

Example: Odd One Out

Considering all the vocabulary you have covered so far, Write a list of four or five items in a line. They should all belong to a certain category except one which should be the 'odd one out'.

For example: 16, 64, 27, 8, 32

The odd one is 27 as the others are in the 8x table.

an ant	a cockroach	a spider	a beetle
dollar	purse	euro	lira
pig	parrot	pigeon	cat
shower	oven	cooker	fridge
grey	pink	brush	yellow

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SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article discussing the possibility of so-called “metaversities” becoming part of a three-tiered system, with traditional schools for the rich, metaverse virtual reality education for the middle classes, and the two-dimensional remote learning – like that being used now – for those who can’t afford anything else.

<https://theconversation.com/college-could-take-place-in-the-metaverse-but-these-problems-must-be-overcome-first-176379>

College could take place in the metaverse, but these problems must be overcome first

By

Nir Eisikovits



Questions abound about what it means to go to college in the metaverse. [Iryna Veklich/ Getty Images](#)

Higher education in the United States is in trouble. Spiraling tuition costs and a student debt crisis threaten to make college unaffordable to all but the wealthy.

In an attempt to cut spending and control tuition hikes, American universities are relying more and more on temporary instructors who are underpaid, teach a heavy course load and often lack job security and health insurance.

Many schools are also increasing class sizes and moving courses online in order to lower costs. And students are not happy: Online learning is less popular than in-person instruction, and dissatisfaction has only increased during the pandemic.

On top of these problems, universities in the U.S. and other parts of the world are challenged by apprenticeship and boot-camp initiatives that question the relationship between the formal academic credentials a college gives and real-world success.

The metaverse – a series of emerging virtual and augmented reality technologies that will offer a more immersive experience than the current internet – may help universities solve some of these problems and revolutionize the experience of remote learning.

But as my colleagues and I at UMass Boston's Applied Ethics Center have found through our research, solving one set of problems through artificial intelligence, or AI, and other technologies often creates another set of problems.

We've found that AI has the potential to weaken people's capacity to make ordinary judgments about matters that include mundane things, such as what movie to watch, as well as more weighty decisions, such as who should get a promotion at work. We've also found that it undermines the role of serendipity – that is, the chance encounters and other unexpected events that you experience in the real world – and can undermine people's belief in the importance of human rights.

Will the metaverse bring better news for higher education? Potentially. But to build flourishing universities in the metaverse, computer engineers, higher education leaders and policymakers will have to solve some difficult problems. Here are five challenges that I view as the most urgent to address.

1. Academic freedom

Academic freedom – the ability of faculty and students to discuss and study any topic they deem important – is not assured on privately held platforms. If university teaching and intellectual exchanges are going to happen on platforms owned by corporations, what happens when these discussions become controversial?

Would platforms like Meta and Zoom be committed to unfettered free exchange, even when the publicity can hurt their stock price? The recent historical track record is not encouraging. For example, Zoom, Facebook and YouTube blocked a virtual lecture hosted in 2020 by San Francisco State University that featured Laila Khaled, a member of the Palestinian Front for the Liberation of Palestine who was involved in two plane hijackings in the late 1960s and early 1970s.

Universities cannot give social media companies veto power over what subjects students and faculty can discuss. That would kill academic freedom. If we are going to have higher education on the metaverse, this problem has to be solved.

2. Focus

Successful learning requires the ability to pay attention to what is going on in class. A good university seminar needs to shut out the world for an hour or two. It's hard enough to achieve this level of focus with students in the real world, tempted as they are by their

phones and laptops. How does one create a fully virtual learning environment conducive to concentration?

Facebook's promotional videos for the metaverse, filled with psychedelic tigers and dancing parrots, heighten this concern. How, then, can designers make sure that the metaverse will not worsen the already serious challenges to classroom focus? There are times when, no matter how amazing an instructor may be, technological devices and what they offer are simply too tempting for students, even during class.

One might think that this is an easy fix. Surely, a feature could be built in to eliminate distractions. But the same could be said about distractions originating from students' phones and computers in the current environment. It is not so easy to restrict what students can view on their own devices. Universities may worry about being seen as intrusive if they do. And just imagine how tempting immersive 3D shopping during class might be.

3. Communication

A great deal of human communication happens nonverbally: Facial expressions and body language reveal many of our intentions. Can avatars – cartoon representations of ourselves – convey facial expressions and body language in the same way? This is important because much of the learning in university classes, particularly in discussion-heavy classes typical of humanities courses, depends on lively, spontaneous communication. That spontaneous communication often involves the ability to transmit and receive nonverbal signals. Engineers have only started thinking about these problems. They will need to make a great deal of progress before nonverbal virtual communications mature.

4. A sense of community

Much of what students like about college – and a great deal of what they learn – happens outside the classroom. The best university experience fosters a sense of community: students getting together informally, becoming friends, developing views about each other, themselves and the political institutions that govern their lives.

This crucial sense of community can begin in class, but it typically develops further outside of it. Is there any way that this experience, one of the great selling points of university life, can be replicated in the metaverse? In other words, can a meaningful community between students and their teachers, and students and themselves, be created without physical presence, when all members are ensconced in their homes, wearing a headset?

5. Digital divides

Finally, policymakers and educators need to ask themselves whether higher education in the metaverse will really make universities more accessible. Will these technologies offer a compelling educational experience for a lower cost, or will they just usher in a new digital divide – a two-tiered system consisting of elites who can pay for brick and mortar schooling and those who must make do with the virtual counterpart? Or, to complicate things, what if so-called “metaversities” become part of a three-tiered system, with traditional schools for the rich, metaverse virtual reality education for the middle classes, and the two-dimensional remote learning – like that being used now – for those who can't afford anything else?

In spite of the challenges they face, universities remain crucial social institutions – for the generation of knowledge, for the personal development of those who attend and for hosting difficult conversations. The metaverse, if it gets off the ground, and if these very real problems can be addressed, may well offer universities a new way to survive.

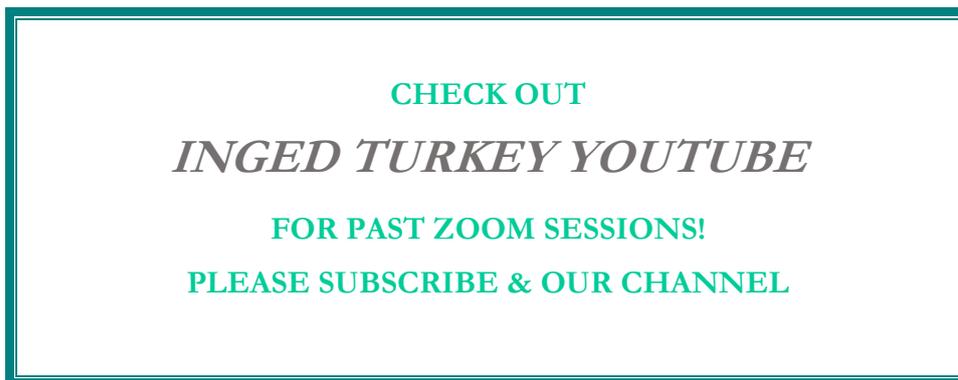


Nir Eisikovits

Associate Professor of Philosophy and Director, Applied Ethics Center, UMass Boston

Disclosure statement

Nir Eisikovits does not work for, consult, own shares in or receive funding from any company or organisation that would benefit from this article, and has disclosed no relevant affiliations beyond their academic appointment.



News



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Plenary Speakers

Tuesday 17 May 2022

Nayr Ibrahim

“(Re)imagining and (re)inventing early English language learning and teaching”

Wednesday 18 May 2022

Gabriel Díaz Maggioli

“Reading the world and the word”

Thursday 19 May 2022

Libor Štěpánek

“EMI: A language teacher's leap into the unknown?”

Friday 20 May 2022

Asmaa AbuMezied and Hansa AbuMezied

“Education, English and the question of future in conflict areas”

Closing plenary panel discussion

Geoffrey Maroko, Owain Llewellyn & Ceri Jones

“Environmental Sustainability & ELT in 2022 – Which Way Now?”



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Opening Keynote

Tuesday, 22 March 2022

Hector Ramirez

“Mini-Lessons Motivate Your Learners to Assemble the Language Puzzle”

Presidential Keynote

Wednesday, 23 March 2022

Gabriela Kleckova

“Embracing the Balancing Act: ELT Professionals Empowering Themselves”

Presidential Keynote Performer

Wednesday, 23 March 2022

Mai Khoi

Mai Khoi will perform excerpts from her biographical song cycle entitled *Bad Activist*.

Thursday Keynote

Thursday, 24 March 2022

Gisele Barreto Fetterman

“Invisible Immigrant to Advocate”

James E. Alatis Plenary

Friday, 25 March 2022

Helaine W. Marshall

“Creating Fertile Spaces for Instructional Innovation in a Digital Age”

ENGLISH IS HARD



"THEY WALK AMONG US" OR HAS THE PANDEMIC RESOLVED THIS ISSUE WITH MOST THINGS BEING ON-LINE ?

Customer: 'I've been calling 700-1000 for two days and can't get through; can you help?'

Operator: 'Where did you get that number, sir?'

Customer: 'It's on the door of your business.'

Operator: 'Sir, those are the hours that we are open.'

Samsung Electronics

Caller: 'Can you give me the telephone number for Jack?'

Operator: 'I'm sorry, sir, I don't understand who you are talking about.'

Caller: 'On page 1, section 5, of the user guide it clearly states that I need to unplug the fax machine from the AC wall socket and telephone Jack before cleaning. Now, can you give me the number for Jack?'

Operator: 'I think it means the telephone plug on the wall.'

RAC Motoring Services

Caller: 'Does your European Breakdown Policy cover me when I am travelling in Australia?'

Operator: 'Does the policy name give you a clue?'

Caller (enquiring about legal requirements while travelling in Europe).

'If I register my car in France, and then take it to England, do I have to change the steering wheel to the other side of the car?'

Directory Enquiries

Caller: 'I'd like the number of the Argo Fish Bar, please'

Operator: 'I'm sorry, there's no listing. Are you sure that the spelling is correct?'

Caller: 'Well, it used to be called the Bargo Fish Bar but the 'B' fell off.'

Then there was the caller who asked for a knitwear company in Woven.

Operator: 'Woven? Are you sure?'

Caller: 'Yes.. That's what it says on the label -- Woven in Scotland ...!'

On another occasion, a man making heavy breathing sounds from a phone box told a worried operator: 'I haven't got a pen, so I'm steaming up the window to write the number on.'

Tech Support: 'I need you to right-click on the Open Desktop.'

Customer: 'OK.'

Tech Support: 'Did you get a pop-up menu?'

Customer: 'No.'

Tech Support: 'OK. Right-Click again. Do you see a pop-up menu?'

Customer: 'No.'

Tech Support: 'OK, sir. Can you tell me what you have done up until this point?'

Customer: 'Sure. You told me to write 'click' and I wrote 'click!'

Tech Support: 'OK. At the bottom left hand side of your screen, can you see the 'OK' button displayed?'

Customer: 'Wow! How can you see my screen from there?'

Caller: 'I deleted a file from my PC last week and I just realized that I need it. So, if I turn my system clock back two weeks will I get my file back again?'

A true story from the WordPerfect Helpline, which was transcribed from a recording monitoring the customer care department ... Needless to say the Help Desk employee was fired; however, he/she is currently suing the WordPerfect organization for 'Termination without Cause.'

Actual dialogue of a former WordPerfect Customer Support employee.
(Now I know why they record these conversations!):

Operator: 'Ridge Hall, computer assistance; may I help you?'

Caller: 'Yes, well, I'm having trouble with WordPerfect.'

Operator: 'What sort of trouble?'

Caller: 'Well, I was just typing along, and all of a sudden the words went away.'

Operator: 'Went away?'

Caller: 'They disappeared'

Operator: 'Hmm. So what does your screen look like now?'

Caller: 'Nothing.'

Operator: 'Nothing??'

Caller: 'It's blank; it won't accept anything when I type.'

Operator: 'Are you still in WordPerfect, or did you get out?'

Caller: 'How do I tell?'

Operator: 'Can you see the 'C: prompt' on the screen?'

Caller: 'What's a sea-prompt?'

Operator: 'Never mind, can you move your cursor around the screen?'

Caller: 'There isn't any cursor; I told you, it won't accept anything I type..'

Operator: 'Does your monitor have a power indicator?'

Caller: 'What's a monitor?'

Operator: 'It's the thing with the screen on it that looks like a TV. Does it have a little light that tells you when it's on?'

Caller: 'I don't know.'

Operator: 'Well, then look on the back of the monitor and find where the power cord goes into it. Can you see that??'

Caller: 'Yes, I think so.'

Operator: 'Great. Follow the cord to the plug, and tell me if it's plugged into the wall.'

Caller: 'Yes, it is.'

Operator: 'When you were behind the monitor, did you notice that there were two cables plugged into the back of it, not just one? '

Caller: 'No.'

Operator: 'Well, there are. I need you to look back there again and find the other cable.'

Caller: 'Okay, here it is.'

Operator: 'Follow it for me, and tell me if it's plugged securely into the back of your computer..'

Caller: 'I can't reach.'

Operator: 'OK. Well, can you see if it is?'

Caller: 'No..'

Operator: 'Even if you maybe put your knee on something and lean way over?'

Caller: 'Well, it's not because I don't have the right angle -- it's because it's dark.'

Operator: 'Dark?'

Caller: 'Yes - the office light is off, and the only light I have is coming in from the window.'

Operator: 'Well, turn on the office light then.'

Caller: 'I can't.'

Operator: 'No? Why not?'

Caller: 'Because there's a power failure.'

Operator: 'A power A power failure? Aha. Okay, we've got it licked now. Do you still have the boxes and manuals and packing stuff that your computer came in?'

Caller: 'Well, yes, I keep them in the closet...'

Operator: 'Good. Go get them, and unplug your system and pack it up just like it was when you got it. Then take it back to the store you bought it from.'

Caller: 'Really? Is it that bad?'

Operator: 'Yes, I'm afraid it is.'

Caller: 'Well, all right then, I suppose. What do I tell them?'

Operator: 'Tell them you're too stupid to own a computer!'