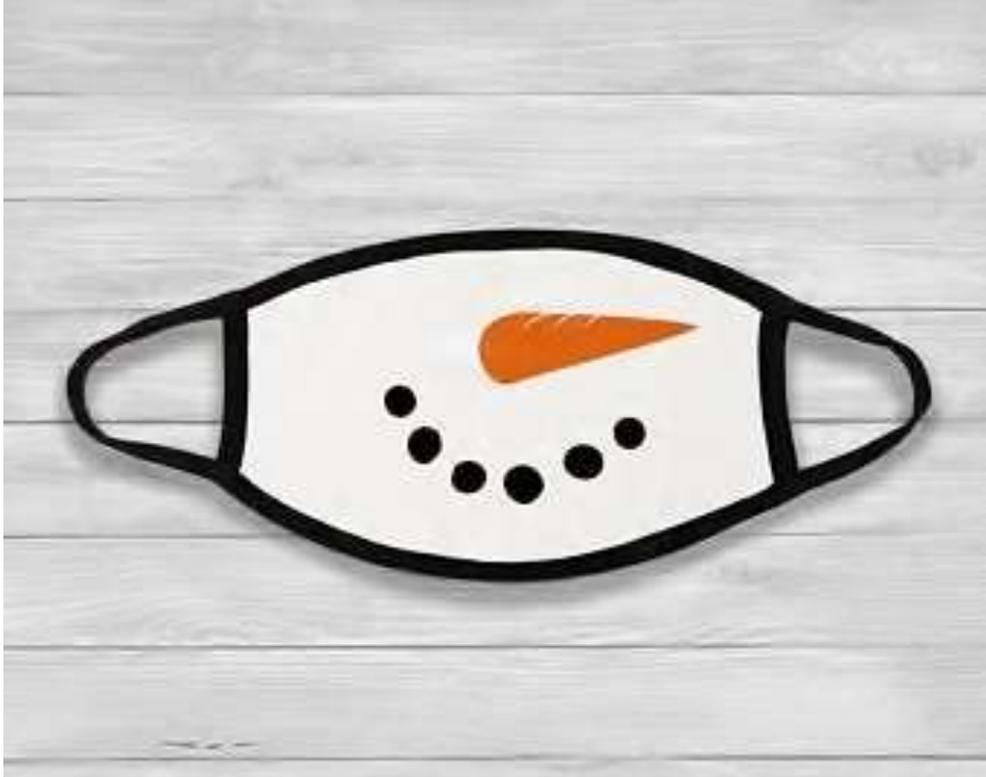


THE INGED NEWSLETTER



NEWS ON-LINE

Together we stand!

Issue 4
December 2020

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From the President

Dear members,

We are living in an unexpected and unprecedented time. The current pandemic has had an enormous impact on global education as more than 1.3 billion learners are unable to go to school now (stated in an article by [UNESCO, dated 29th April 2020](#)).

In order to ensure the continuity of learning, educational institutions have embarked on technological platforms to deliver online learning programs to students. Some students enjoy getting to work at their own pace, set their own schedule and be free from “the stressful environment of school.” Others, though, recounted the challenges of distance learning, from struggling to understand assignments and getting easily distracted to not having reliable internet.

The teacher’s private life and work life are no longer separate as their personal spaces have become a classroom. Now, as they don’t go to school, they don’t have an escape from their private life. They are now stuck in tiny spaces and they have to work with lots of distraction. School is a place for building friendships, learning responsibility, and getting an escape from the house, but it seems as though the Coronavirus has taken that all away from us.

There are some differences between face-to-face teaching/learning and distance teaching/learning (<https://miamioh.edu/regionals/academics/elearning/ecampus-faculty-staff/eccoe-news/2019/01/differences-between-f2f-and-online.html>).

Difference #1: Online courses are predominantly asynchronous

Unlike their face-to-face counterparts at school, online courses are predominantly asynchronous where the students (and teachers) each determine when they will engage and participate in their online courses. Asynchronous courses present an advantage to non-traditional students, like parents and working professionals, who need a flexible schedule in order to pursue their education. Additionally, asynchronous courses are also advantageous to students who learn best when they can review course lectures and materials multiple times and through a variety of exercises.

Difference #2: Successful online learners must also be motivated, disciplined, self-directed, and good at time management

Successful students in face-to-face courses must actively listen and participate in class, take good notes, study, and complete coursework. Showing up to class goes a long way to successful completion. In the online environment, without an instructor standing before you telling you exactly everything you need to know to pass the next test or ace an upcoming writing assignment, successful online learners must also be motivated, disciplined, self-directed, and good at time management.

Difference #3: Diverse communication skills are paramount in online learning

In online courses, many learning exercises and course materials involve diverse communication skills such as reading written content, consume video and audio content, and interact with others in a variety of communication styles. ...to new learn content. ...to see how new concepts are applied. ...to understand assignment descriptions. ...to get feedback on your performance. Diverse communication skills are paramount in online learning. While different from its face-to-face counterpart, which involves more lecture- and dialogue-based learning exercises, the advantage of having diversely communicated course content is that students may read or view and review the course materials over and over again (as many times as needed), thereby better supporting student achievement.

Difference #4: Students depend even more on the facilitation, assignment clarification, and feedback provided by their instructor

In a face-to-face course, students can plan on getting information and feedback about their learning and performance whenever they attend class. In asynchronous online courses without the live in-person class component, students depend even more on the facilitation, assignment clarification, and feedback provided by their instructor. There are lots of time-saving ways to add frequent and meaningful feedback through using both written and multimedia strategies.

Difference #5: Majority of communication from student-to-teacher and student-to-student involves non-verbal asynchronous correspondence

In online learning, the vast majority of communication from student-to-teacher and student-to-student involves non-verbal asynchronous correspondence largely in the form of email, instant messages, video and audio messages, discussion forums and reflections. While different from a face-to-face course, which also involves more in-person dialogue and conversations, an advantage of an online course is that you can generally communicate more ideas as well as clear, comprehensive messaging given that students may view, reread and review again and again. In a face-to-face course, they may have only had that one time it was said during class.

Difference #6: Digital literacy and netiquette are a must

Digital literacy and netiquette are a must - for teachers and for students. You do not need to be proficient at computer programming languages and writing code to teach an online course. But, you do need to be comfortable working within a learning management system and basic computing programs such as email, Google apps and publisher software (such as Word), as well as comfortable with helping students troubleshoot basic technical difficulties. Netiquette (Links to an external site) is also vital to ensure that you are able to communicate and build relationships with others in a productive manner without face-to-face interaction. While you don't have to be a computer whiz, you should have a positive attitude and an open mind about learning new things and interacting with others in the digital world.

Difference #7: Discussions in the online environment may offer more opportunity for students to think about, research and even draft their discussion posts and responses

Rich and complex student-driven class discussions may be facilitated in both environments, but with distinctly different advantages and disadvantages. Because they are asynchronous

and often occur over longer periods of time (even days), discussions in the online environment may offer more opportunity for students to think about, research and even draft their discussion posts and responses. Furthermore, in the online environment, extroverted and introverted students stand on equal footing, which may result in more even, open, and honest discussions.

Difference #8: Online courses are often more personal and individualized

Without synchronized meeting times and places for the whole-class like in face-to-face courses, student engagement in learning in an online course may feel, or even actually be, more personal and individualized than in a face-to-face setting. In online courses, teacher-led lectures and in-class exercises are replaced with student-directed learning options that are universally designed for all learners. Generally, instructors interact with students more frequently on an individual and personal basis, facilitating the learning of each student throughout the course; and student-student interactions are generally more abundant.

Difference #9: Bring together diverse people, cultures, communities and cities

Comprised of students logging in from all over the nation, online courses may tap into endless possibilities imaginable from bringing together diverse people, cultures, communities, and cities that expand our learning opportunities based on unique experiences and perspectives outside of our physical location.

Difference #10: Multi-dimensional content and learning exercises

When every aspect of learning and engagement in a class takes place in the online environment, it is very easy to infuse lots of multi-dimensional content and learning exercises throughout the course, including numerous technology-based learning opportunities. This is different than a traditional face-to-face course, which may rely more heavily on traditional lecture-style delivery of content and classroom-based learning exercises.

Both students and teachers sometimes feel that online learning is impersonal, isolating, cold, and non-interactive. However, for the time being, online teaching/learning is all that we have. We can overcome the difficulties if we stay positive.

As INGED, we started the INGED Zoom series in October. We have had and will have various speakers sharing their experiences and knowledge with us. This professional activity will, we hope, keep us motivated throughout this hard time.

Together we stand!

Prof. Dr. Aydan Ersöz



From the Editor

Dear Colleagues,

Welcome to our winter issue and our wish for a healthy 2021 for all of us! Of course, we would like to add happiness and success, and a year that is MUCH better than the past one! But enough with covid and all that. INGED started a series of online presentations, some in Turkish to cater for the needs of teachers of all subjects, and some in English: The INGED Zoom Series. These presentations attracted a large audience and many comments & responses on the discussed issues. This series will continue into the spring. If you missed any of these, the videos are available on the INGED Youtube Channel: INGED Turkey: https://www.youtube.com/results?search_query=ingedturkey Three of the early sessions have been summarized for you in this issue. In this issue you can also find info on the INGED Special Interest Group QLAM, Kahoot, the online game-like app, selected articles on the topic of class culture and many others. So without much ado, here is the winter issue for you, dear INGED members.

Best wishes for a healthy, happy and successful new year,

A. Suzan Öñiz
INGED Newsletter Editor

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



INGED Afternoons

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

INGED Events

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

FOR PROSPECTIVE CONTRIBUTORS



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



NOTES FROM A CONFERENCE

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



TECHNOLOGY IN TEACHING

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



YOUR PAPERS

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



THE VOICE OF INGED MEMBERS

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

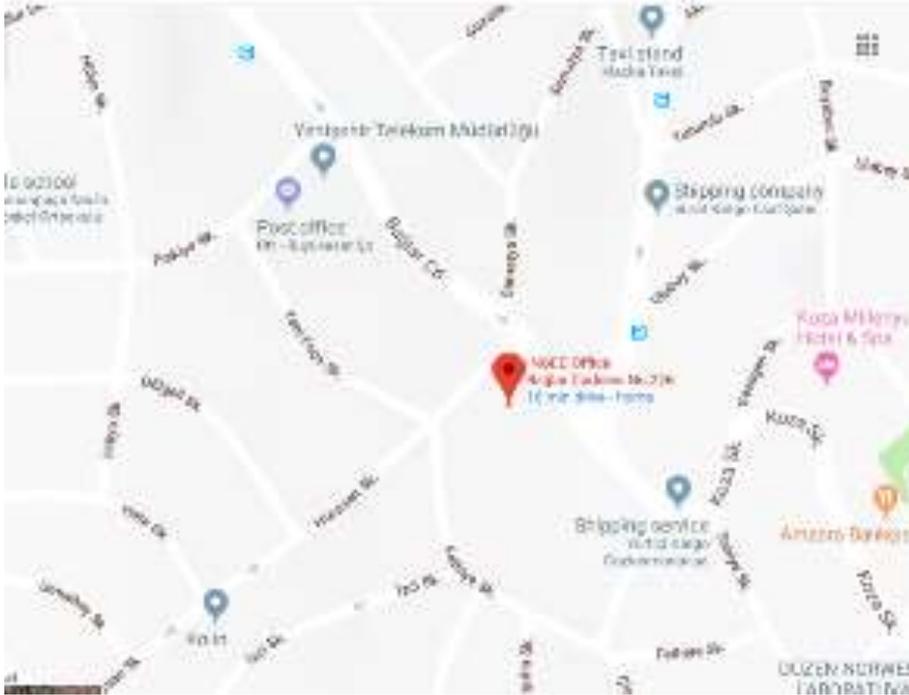


**Please send us your manuscript
AS A WORD FILE
& WITHOUT ANY FORMATTING.**

NEWS NEWS NEWS

THE NEW INGED VENUE

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



INGED ZOOM SERIES

In October, we launched an online series of seminars and workshops called

THE INGED ZOOM SERIES

in order to cater to 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.

INGED ZOOM SERIES #1

9 October 2020

"Özel okullardaki küçüklerin online eğitiminden bazı gözlemler:
Öğretmenlere ve çocukların eşlikçilerine öneriler"

Speaker: A. Suzan Öniz

INGED ZOOM SERIES #2

23 October 2020

"Oturmaya mı geldik:
Çocuklar için bedensel etkinlik uzaktan eğitime nasıl yedirilir?"

Speaker: Aydan Ersöz

INGED ZOOM SERIES #3

31 October 2020

"Your students are always learning,
but what you are teaching them might not be what they are learning!"

Speaker: Roger Cohen

INGED ZOOM SERIES #4

6 November 2020

"Uzaktan eğitim sürecinde hazırlık programları"

Speaker: M. Akın Güngör

INGED ZOOM SERIES #5

13 November 2020

"Sesim geliyor mu? Beni duyabiliyor musunuz?"

Uzaktan eğitimde dersleri daha etkileşimli hale getirmek için neler yapabiliriz?"

Speaker: Dr. Sedat Akayöđlu

INGED ZOOM SERIES #6

20 November 2020

"From photobombing to centre stage: Prospective teachers leading change in ELT"

Speaker: Prof. Dr. Ayşegöl Amanda Yeşilbursa

INGED ZOOM SERIES #7

4 December 2020

"Pandemi döneminde proje-tabanlı öğretim ile motivasyonu yükseltmeye
var mısınız?"

Speaker: Associate Professor Dr. Hayal Köksal

INGED ZOOM SERIES #8

11 December 2020

"Can we really really motivate students ... in our remote classes?"

Speaker: Dr. Tony Gurr

INGED ZOOM SERIES #9

18 December 2020

"Uzaktan eğitimde tasarım ilkeleri"

Speaker: Prof. Dr Soner Yıldırım

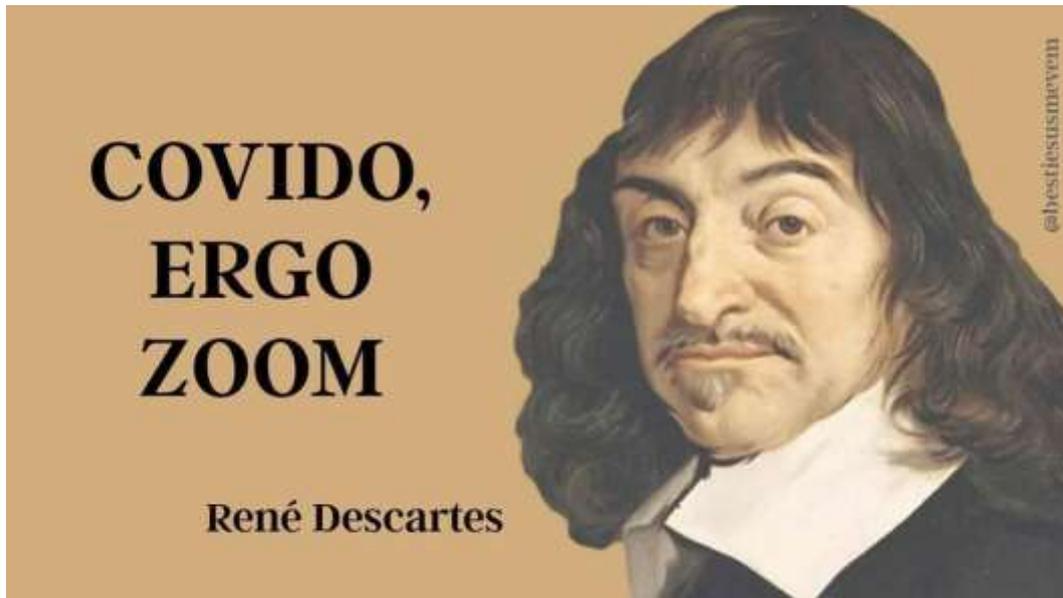
INGED ZOOM SERIES #10

25 December 2020

"No New Year is complete without decorations:
Get paper & scissors ready & let's get to work"

Speaker: Dr. A. Suzan Öñiz

**CHECK OUT OUR WEBPAGE
FOR THE UPCOMING ZOOM SESSIONS!**



INGED ZOOM SERIES

S U M M A R I E S

Summary of INGED Zoom Series 1
"Observations from the distance learning lessons of young learners:
Suggestions for teachers and chaperons"
by A. Suzan Öniz

INGED

ÖZEL OKULLARDAKİ KÜÇÜKLERİN ONLINE EĞİTİMİNDEN GÖZLEMLER: ÖĞRETMENLERE VE ÇOCUKLARIN EŞLİKÇİLERİNE ÖNERİLER

Moderatör:
Prof. Dr. Ayhan ÖRMEZ
INGED Başkanı

9 Ekim 2020 Cuma 21:00

Zoom meeting link:
<https://zoom.us/j/92352836484?pwd=VWpHNDQ3WkQ2bEh5TkpYTWVhUjQwZz09>

Meeting ID: 923 5283 6484
Passcode: 2d5YE2

Organizatör:
Dr. Ayşe Suzan ÖNİZ
INGED Başkanı YEDİ

I started out with a brief intro: This is our very first session; we would like to thank all participants VERY much both for setting aside time and sharing their thought through their comments and questions. We have all had to adapt to a new life style due to the pandemic conditions. Technology is now an inseparable part of our daily lives, the education lifeline of our children. We take this opportunity to wish our very best to all educators, learners in schools and the families of these students. Everyone is trying to adapt to this novel situation and getting tired in the process because it requires different preparation and a new perspective. In this presentation, the purpose is not to criticize our teachers; on the contrary: we applaud all their efforts. We are trying to overcome obstacles that may hinder educators, the children and their chaperons, if there are any through joining our efforts, sharing our experiences and thinking of new ways. The main aim of this session is to share the impressions and suggestions of an educator who has observed a group of lucky kids at private schools and with internet connection, following their work and how they responded to online education. We hope to have achieved our purpose. You can find the presenters observations and suggestions in note form below.

See you at our next Zoom session...

Together we stand!

MY OBSERVATIONS	WHAT THE TEACHER COULD DO	WHAT THE CHAPERON COULD DO
Clean and cared for appearance	Hair, clothing: Shows special care	Kids: dressed as if going to school or going out; hair combed; waiting for T in a “classroom corner” in the house
Greeting the ss	Brief round of greetings and asking about the kids’ lives	Kids: Prepared to answer; should reciprocate
A weekly and daily lesson program	<p>School admin: Emails weekly program to parents</p> <p>Craft materials: Weekly and one day prior reminders to get craft materials ready</p> <p>First teacher every day first thing: Summarize daily lesson flow</p> <p>At the beginning of the lesson: teacher specifies the books, printouts, toys, materials needed for that lesson</p>	<p>Download, print, hang up (in”classroom corner” & easily seen place in the house; e.g. on fridge</p> <p>Help get paper, paint, etc. ready</p> <p>Chaperon can easily help find/bring materials if they were forgotten</p>
Potential causes of confusion/chaos	<p>Microphones: off</p> <p>Videos: on</p> <p>Modelling the language in the English Lesson: The T gives an example in one form but asks individual students using a different form! PLEASE carefully plan WHICH patterns of the new language you want ss to repeat or respond to.</p> <p>Doing Pair Work using puppets or toys: Wonderful! Get the ss to do the same. (Prior to the lesson: Ask ss to bring stuffed animals or action figures to class; remind ss and chaperons at the beginning of the lesson)</p>	<p>Check.</p> <p>BUT in weird/ embarrassing situations: Turn off camera!</p> <p>Have the necessary puppets/toys ready.</p>

	Then ask ss to do what the T modelled.	
Loss of attention due to noise or not being chosen to give the answer	<p>While checking answers together: Students who want to say sth should raise their hands!</p> <p>One possibility: T: First ask ss to hold up the page in their notebooks or the book or paper and then share the correct answers</p> <p>T: Decide on a method for selecting ss to answer; e.g -Select ss who lift their hands, - Keep a classlist handy; mark the ss who you nominated or who already answered. Marking the class list could provide a good summary of communication patterns☺ -Make sure all ss get a turn. -Avoid concentrating on the weak or slow learners. The good ss need motivation too.</p> <p>While using the answer key: (Sometimes) “One answer is wrong! Who can find it? No talking when you find it, just put your hand up!”</p> <p>Early finishers: Plan for these ss. With young learners: Get them to draw a picture or make sth with playdough about the topic/theme (At the end of the lesson: Ask for a photo via email)</p> <p>Balancing the right amount</p>	<p>“Be patient, please” “Bravo/Good for you, you got it/you’re right. Let’s see if it will be your turn next”</p> <p>Keep ss busy: Even if the T doesn’t ask ss to do this, <i>you</i> could or you could ask your child to write the first letter of the new words/the new words they learned, decorate these and color them. “Let’s show mommy and daddy tonight what you learned today!”</p>

	<p>is important. Craft making should not become more important; it's a filler. e.g. In an English class: Topic: the weather; Filler for early finishers: "Draw the sky/the weather/etc. where you are!"</p> <p>In an English class: "When I call on a classmate, with your microphones turned off, pretend I asked YOU and say out loud the answer. Pay attention to any pronunciation corrections I make. Repeat your answer."</p> <p>The T should give the ss who are NOT called on a PURPOSE for listening; otherwise they get bored and lose their concentration.</p>	<p>YOU ask your little person to do this even if the T doesn't.</p> <p>Ss that are selected by the T are often slow: they turn on their microphones slowly and give their answers slowly; the other children are bored waiting. What I did: I found related youtube songs and we listened to them.</p>
<p>Screen sharing: Picture & sound not clear</p>	<p>In the English class: Youtube songs: Good idea BUT they must be heard clearly! The video picture is small! Solution: Send the youtube link to parents prior to lesson. Homework: Get the ss to listen to the video every evening (with in-class repetition, the ss can understand and sing the song)</p> <p>Give the ss a PURPOSE for listening. e.g. How many times can you hear the word "X"; will the singer say the word "X". Ask ss before you play the video: which word/s will you hear the</p>	<p>Open the link, listen together with your little person, sing and dance... The mic is off: have fun together (With every opportunity to move, stand up TOGETHER! Move out of the camera range and move TOGETHER. The more you laugh or make him/her laugh, the better)</p>

	<p>most in this video; count & let's see who can get the right number. (get them to focus; a mini contest is motivating)</p> <p>Dear T: Please don't sing out loud!!!! In the real classroom: Certainly sing; this is necessary but in distance learning it can be problematic!</p> <p>When screen sharing: Make sure ss can see your screen continuously. Don't switch modes quickly.</p>	
<p>Ss not being able to find their place in the book</p>	<p>T: Which book? Say the name CLEARLY, show the cover. Page number & exercise: say and show; give them time to find it.</p> <p>At the beginning of the lesson: tell ss which books or materials they will need</p> <p>T: send parents a message about this; explain & ask for their help.</p> <p>If ss are using printouts: These are usually black & white. Check. Do all ss have books? Can they see the colors? If not: Get ss with colorful materials to name the colors and others to color in their pictures; turn it into an activity. If necessary: get ss to only mark the colors and do the actual coloring as hw after class.</p> <p>For difficult topics: Video the lesson and share it with</p>	<p>I lost my place many times! Couldn't help my little person! Young ss have serious problems locating the right book and place in the book.</p>

	ss who were absent or who request it.	
Sending in homework	To which address, in which format? A lot of jpgs: problem to send as email attachment (too big). One suggestion: A free app called Microsoft OfficeLens	Try it! Don't be intimidated!!
The little people are socially disconnected	A new group each week: Fun projects)/ Normal hw Communicating with each other via Zoom, wa. Skype...	1 st graders couldn't get acquainted. 2 days a week at school: not enough. Those who wish to: Communicate via online chats
Decreasing motivation	T: frequently remind ss: "Not grades, GOOD QUALITY WORK!" "EVERY piece of your work should be worthy of display on the fridge☺" Frequently: Ask ss to stand up for a very short time to stretch, do balance movements (standing on one leg, etc.), do eye gym (blinking, looking far left/right, rolling eyes, etc. then derse devamcontinue with the lesson	Join them! Do it in a funny way to make them laugh☺
Often the T's language: Sounds like a Command-Obey chain	I-centered language: Could sound like a command! Other option: Child/you-centered language☺: The choice, responsibility is theirs with this type of language; ownership of activity. E.g. Your aim in this activity is to ... When you do this activity, you'll ... You have 2 options: You can choose one of the following☺	Could be applied anytime at home, too.

Summary of INGED Zoom Series 2
“Are we here to sit?”
by Aydan Ersöz

Due to the COVID-19 pandemic, huge numbers of children – the majority in developed countries – have moved towards some form of distance learning, limiting contact between students and teachers. For many schools, families and children, the transition to online learning has been a challenge. Unfortunately, distance learning is expected to continue, and many young children are to continue participating in online classes.



Considering the fact that young children are highly active and energetic, it is very hard for them to sit in front of the screen for long hours. We all know that there is a direct positive correlation between parent involvement and student's academic success. Hence, it is imperative for the parents to actively participate in their child's daily online learning. Children will achieve their best work in a quiet, comfortable, and dedicated space devoted to learning. Ideally, this will be a different set-up than where they normally play games or watch television. Thus, parents should make space for learning. They should turn off TV or other gadgets that may distract the child. They should converse with others in a low tone or in another room. They should minimize gadgets connected to internet to maximize the quality of the child's connection. They should avoid criticizing the teacher, online classes or school's efforts. They should always support and guide their children.

Teachers of young children should try to incorporate physical movement into their sessions. It is recommended that at least 5 minutes in every hour should be spent away from the screen, but it's also important to make sure children change posture regularly, refocus eyes; and doing some simple physical exercises at their desk can be very useful too.

Students (and teachers) get extremely tired after a day of online learning/teaching. That's because learning online is mentally taxing, i.e. it is emotionally troubling, annoying, heavily demanding and straining). Movement produces dopamine which can help students (and teachers) focus and aids their executive function skills.

Research shows that there are typical ages when kids are able to sit still for certain amounts of time:

- 3-year-olds: 5–10 minutes
- 5-year-olds: 15 minutes

- 7-year-olds: 25 minutes
- 10-year-olds: 40 minutes

Some suggestions

TPR activities

Songs, chants and nursery rhymes (Say and do; say and dance, etc)

Art and Craft activities (Coloring, Tracing, Collage, Puppet making, Toilet paper roll works, Mask Making, Model Making (Using “play-doh” or modelling clay), Photo frames, Card Making, Doorknob Hanger, etc)

Games (Physical Games, Cognitive Games – Word hunt, maze, puzzle, etc.)

Storytelling / Story Reading and Dramatizing

If you can smoothly incorporate the physical activity, do so.

Example 1: (song learned before)

Stand up. Let’s sing and touch the body parts in the song.

Head, Shoulders, Knees and Toes

Head and shoulders, knees and toes,

Knees and toes, knees and toes.

Head and shoulders, knees and toes,

This is how it goes

Eyes, ears, mouth and nose,

mouth and nose, mouth and nose,

Eyes, ears, mouth and nose,

This is how it goes.



Now, sit down. On a piece of paper

draw a head. Draw shoulders. Draw two big eyes, a small nose, and a big mouth.

Is your Picture a HE or a SHE?

Let’s draw black hair. If it’s HE, draw short curly hair. If it’s a SHE, draw long straight hair. etc.

Example 2:

Listen to and watch your teacher. Stand up. Do the actions together. (describing actions at the time of speech learned before)

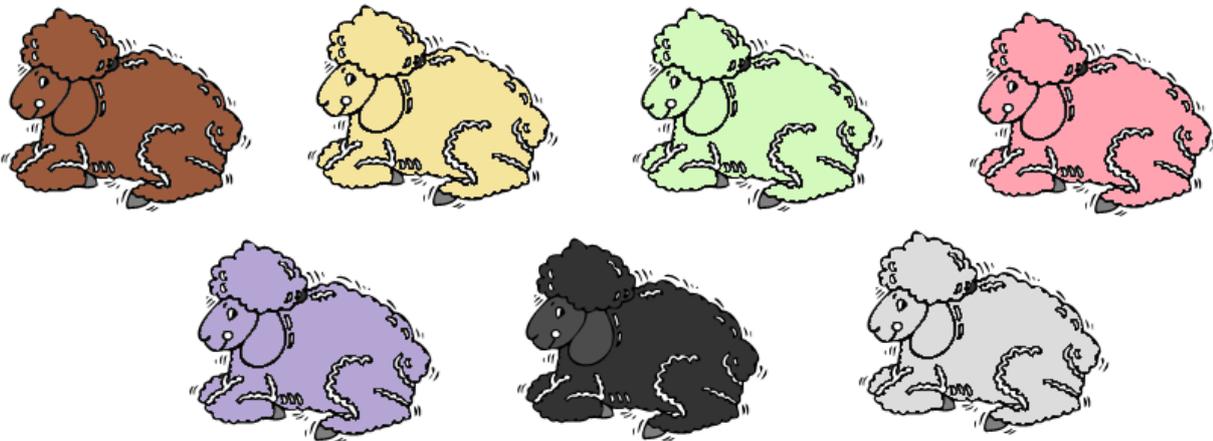
- You’re a bird. (flap your wings and chirp)
- You’re walking. (walk like a bird with small steps)
- You’re running. (run like a bird)
- You’re running and flapping your wings.
- Now, you are flying. (flap your wings and every now and then keep your wings open without flapping)
- You’re tired. (flap your wings slowly)
- You’re flying slower.
- You’re landing. (hold your body back, flap your wings to stop)
- You’re resting.

Now, write and tell. What's the bird doing?

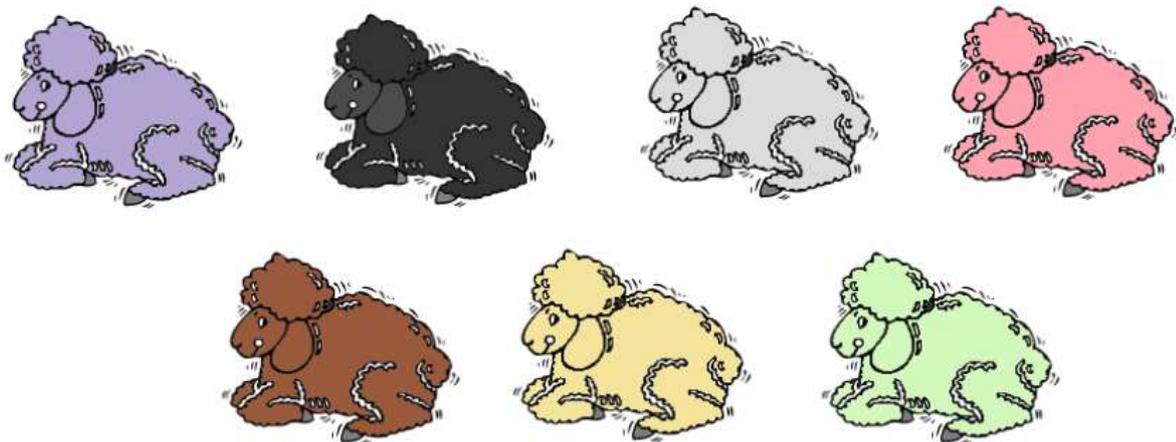


Example 3:

Look at the picture carefully. You will need to remember the picture.



Now, stand up. Turn your back to the screen. March in place 10 times (Mark time). Turn back and sit down. Look at the picture. Is it the same picture? Can you remember the differences?



Now, let's learn a song.

Baa, baa, black sheep,
Have you any wool?
Yes sir, yes sir,
Three bags full;
One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

Example 4:

Let's make a puppet rabbit. (materials assigned beforehand)
When the puppet is ready, go to another room
HOPPING like a rabbit. Give the puppet to someone
(or put it on a table) and run back.

Other suggestions:

- Stand up if you know the answer.
- Stand up and jump three times if you have a question.
- Race in place (run in your place) while I'm asking the question. Stop if you want to answer.
- Hop in place once if you agree with your friend (opinion questions)

If you can't incorporate the physical activity smoothly, have a movement break. (with time limit)

- Ask them do chair or wall push-ups.
- Play Simon says
- Ask them to go to the window SKIPPING and come back
- Do stretching while they're standing up
- Ask them to crab walk to the window and come back
- Ask them to go and get something blue/round/small etc.
- Tell them to go and ask someone something come back and write the answer
- Try easy yoga poses



Without a doubt, this is a challenging time for parents, teachers, and children alike. We can only tackle with this situation if we support each other. Empathy is the key to support.

**Reflection on Prof. Dr. Amanda Yeşilbursa's
"From photobombing to centre stage:
Prospective teachers leading change in ELT" *
INGED Zoom Series 6**

by Büşra ÇELEN

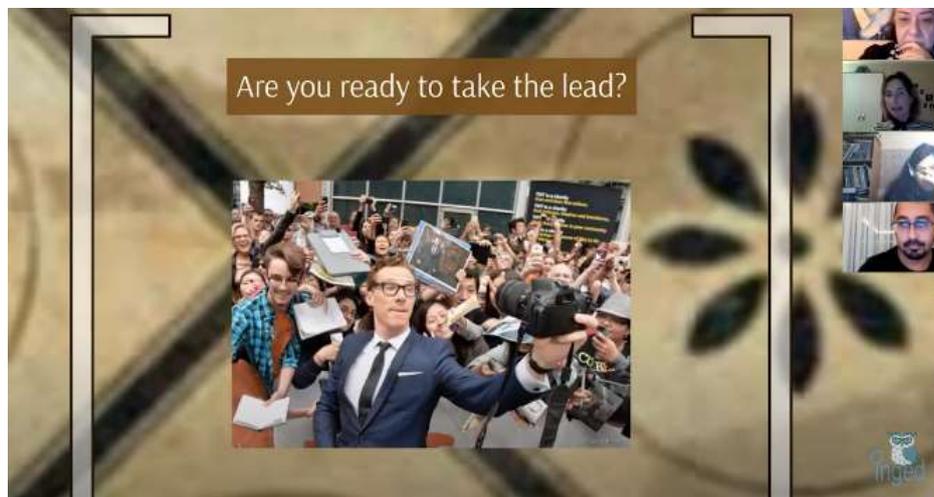
Prof. Dr. Amanda Yeşilbursa of Bursa Uludağ University, ELT Program contributed to the INGED Zoom Series with her session titled "From Photobombing to Centre Stage: Prospective Teachers Leading Change in ELT" on 20 November 2020, Friday. The main argument in the talk was that prospective English teachers' position in the ELT scenery is shifting in that they are moving to the foreground gradually with all the adjustments they will be expected to do in these trying and changing times.



Dr. Yeşilbursa had three main dimensions in her talk, i.e. the concept of English as an International Language, global skills, and MoNE ELT Programs, which are the components that set the context for a prospective English teacher. Although she beautifully wrapped up

all what prospective English teachers should expect in terms of the ELT scenery, what struck me the most in this session was the ‘global skills’ section, for it felt very personal and realistic at the same time.

Global skills are those that are necessary in order to adapt to education systems, which are in a state of flux, to the demands brought about by the pandemic, to the research-inspired



changes in the teacher knowledge base, and to emergent cases of diversity. One of the most important takeaways for me was her emphasis on the opportunities hidden in plain sight, such as

the case of students’ lack of proficiency in Turkish in diverse classrooms. Although it sounds like a huge disappointment for a Turkish-speaking English teacher, it could indeed be what we have always been looking for: Using English with a very real purpose in the classroom, a.k.a. communication! Another valid point made by Dr. Yeşilbursa was how elemental a teacher’s well-being is. Moving from the research looking into teacher burnout, Dr. Yeşilbursa posited that it is time to find out what is to be done to cope with it rather than diagnosing it, putting teacher emotions right at the center of it. She extended on her argument with a very fitting metaphor: “You can’t give water out of an empty jug”, highlighting the fact that we, as teachers, need to take care of ourselves in order to keep up with all the massive changes these times are bringing along and in order to be of use to those who need our expertise. Another piece of helpful advice given by Dr. Yeşilbursa in this regard was that we need to be able to define ourselves with something other than our professions because as she put it: “Teaching can get lonely at times.”

Prof. Dr. Amanda Yeşilbursa might have primarily aimed to inform prospective English teachers about what is waiting for them just around the corner in their future profession, which she did brilliantly I must say. However, as a relatively experienced teacher of 13 years and counting and as a teacher educator, I must also say that her well-made points seemed to have struck the right chord with me and, I believe, with many other colleagues that chose to spend an hour and twelve minutes of a Friday night online, resulting in a mutual understanding among us, just as INGED has set out to do in the first place.

**You can watch the entire session along with all the other Zoom sessions at INGED’s YouTube channel: https://www.youtube.com/watch?v=Iu3yY_-0CaY&list=PLRkZFKiBoDaOVOC9CbwYmkO6GH90t8vaG&ab_channel=INGEDTurkey.*

TECHNOLOGY IN TEACHING:

WHAT IS KAHOOT! AND HOW DOES IT WORK FOR TEACHERS?

By Luke Edwards



<https://www.techlearning.com/how-to/what-is-kahoot-and-how-does-it-work-for-teachers>

Game-based learning has never been so easy for teachers and students to enjoy, thanks to Kahoot!



Kahoot! is an online game-based system that can be used by teachers in the real or virtual classroom to help educate students using quiz based learning.

In an age of digital learning, a tool that allows for online learning using free cloud based services is a very useful option for educators to have.

[Kahoot!](#) is free to use and can help to create a fun and social learning experience for students. The fact it works on most devices, thanks to being cloud-based, makes it great for use outside of the classroom, too.

Since Kahoot! encourages research, it's a great learning tool to help teach younger and older students alike.

So how does Kahoot! work and is it for you? Read on to find out everything you need to know about Kahoot!.

What is Kahoot!?

As you've likely gathered, Kahoot! is a cloud-based quiz platform that is ideal for students and teachers. Since the game-based platform allows you to create new quizzes from scratch it's possible to be creative and offer bespoke learning options for students.

Kahoot! offers more than 40 million games already created that anyone can access, making it quick and easy to get started. Ideal for distance learning during which time and resources are at a premium.

Since Kahoot! is free to use it simply requires an account to be created to get started. Students can use Kahoot! across most devices from any location with an internet connection.

How does Kahoot! work?

At its most basic, Kahoot! offers a question and then optional multiple choice answers. This can be accompanied with rich media such as images and videos to add more interactivity.

While Kahoot! can be used in the classroom, it's ideal for remote learning use. It's possible for teachers to set a quiz and wait to see the scores as students complete it. Or they can carry out a live hosted quiz using video – with third party apps such as [Zoom](#) or [Meet](#) – to be there as students are working through the challenges.

While there is a timer-based quiz mode, you can also choose to turn that off. In that instance, it's possible to set more complex tasks that require research time.

Teachers can also review results and run analytics from game reports for formative assessments so as to better judge progress being made in the class.

To get started head to getkahoot.com and sign up for a free account. Select "Sign Up" then pick "Teacher" followed by your institution be it "school," "higher education," or "school administration." You are then able to register using your email and a password or with a Google or Microsoft account – ideal if your school already uses [Google Classroom](#) or [Microsoft Teams](#).

Once you're signed up, you can get started making your own quiz or using one of the many options already created. Or go for a bit of both, building a new quiz but using the half a million question options already available on Kahoot!.

Who can use Kahoot!?

Since Kahoot! is online-based, it will work across lots of devices, including laptops, tablets, smartphones, Chromebooks, and desktop machines. It works online in a browser window as well as in app form with iOS and Android versions available.

Kahoot! works with [Microsoft Teams](#), allowing teachers to share challenges more easily. In the premium or pro versions, this provides more options, such as the ability to co-create Kahoots with colleagues.

What are the best Kahoot! features?

Ghost

Ghost is a great feature that allows students to play against their own previous high scores, making a game out of improving performance. This also means going over a quiz more than once, helping to make sure information sinks in at a deeper level.

Analysis

Improve each student's understanding by using the analytics of results to see which student has struggled and with what, so you can help them in that area.

Copy

Take advantage of the wealth of quizzes created by other educators and already available on Kahoot!, which are available to use freely. You can even combine multiple Kahoots for an ultimate quiz.

Assess students first

A Kahoot quiz can be a great way to check students' knowledge before you start teaching a subject to help avoid making it too simplistic or too complicated for the class.

Use media

Add in videos right from YouTube very easily. This is a great way to have students watch and learn, knowing they're going to be questioned after the video ends. You can also add in images and, in the case of the iOS app, your own drawings.



INGED SIG NEWS QLAM



18. INTERNATIONAL ICT SEAGULLS PROJECT

International ICT Seagulls Project is going to start its 18th year under the difficult conditions of Covid-19 virus. Even though the second term of the previous year was chaotic, four teams could complete their projects successfully. We realized once more that the methodology of this project is one of the best for distance education. The following section will give the needed information concerning the projects of the year 2021. I wish a very fruitful and successful project season with intensive participation and great collaboration. We are very happy for being supported by three important organizations (CMS, Lucknow, India, WCTQEE & Human Dignity and Humiliation Studies) along with the non-profit, non-governmental organization: Association for Innovative Collaboration (AIC/YIMEDER).

This project is very different from the accustomed project designs. Why?

*Its origin is Turkey & **It is an online project.**

*It is a very innovative project. It does not show any similarities with any project on earth.

*It works within teams (SQCs). World Bank awarded its methodology in 2005 at the “Competition for the Turkey’s Creative Development Ideas”.

*It continuously improves. It is modified within time based upon the necessities and requirements of the year/age.

*It is a guided project. The coordinator of the project always follows your steps through the e-mails and guided templates and motivates you when is needed. She help you draw your roadmap.

*Computer using and the Internet are essential for the project, but other innovative means might replace them. It is up to your imagination. We use computers for communication, data collection and data analyses and for sharing.

*Its goal is learning, involving & sharing the acquired 21st Century skills through that project such as; creativity, innovation, critical thinking, collaboration, communication, time and conflict management, effective technology use and ethics.

* There is no need for negative rivalry. When the project is completed and delivered as a PPT or a web address, team members get the Achievement Certificate.

Microsoft Turkey supported this project for the first 5 years until the seagulls learned how to fly higher. International teams have been registering since 2006.

Undergraduate students have taken part in for 8 years and graduate students for 2 years.

In order to learn more, please visit our web page:

www.bilisimcimartilar.com/English

PROJECT GOALS AND OBJECTIVES:

We aim at training innovative, contemporary and qualified generations who are;

- good at using the Internet, social media and ICT technology efficiently and effectively,
- aware of the importance of collaboration (=İmece) and team spirit,
- skilful in determining and solving their own problems and also the problems of the community,
- knowledgeable about research rules and ethics,
- visionary, brave and hardworking enough to implement the strategies developed for the problem areas,
- sensitive enough to the problems of own community, environment, cultural diversity and self-improvement,
- Well-trained and creative in sharing their project steps on an innovative PowerPoint presentation, web page and/or Blog.

Through this Project:

1. Awareness will be created upon the K-12 level student-teacher circles (teams)/university circles, community circles including NGOs and local authorities related to;
 - Human dignity, cultural sensitivity and tolerance,
 - Cultural sensitivity and tolerance,
 - Sustainability in various areas,
 - Gaining a historical perspective about the studies issues,
 - Team spirit through “World Bank 2005 Turkey’s Creative Development Ideas” AWARDED “İmece Circles” methodology,
 - Quality focused issues and tools,
 - Technological & Environmental literacy,
 - Creativity: Original and authentic design info,
 - Time, meeting, conflict, stress and portfolio management,
 - Ethics, especially respecting the copyrights of others,
 - Communication skills & Problem-solving skills,
 - The necessity of feeding “Mind-Body and Spirit” in a positive way.
2. Young generations will be motivated to be more creative, productive and investigative whatever they study.

3. All generations_young and old_ will be able to come to the same platform to solve the common problems.
4. Participants will develop a positive attitude towards the importance of sharing the results of their projects at a very extraordinary style_ using their imagination to fly towards the beyond of limits just like; “The Seagull Jonathan Livingstone”; not only at national but also at international platforms.

PROJECT TOPICS:

This year, we proposed SEVEN main themes in order to enlarge the project areas to give more freedom to the student teams. They are as follows:

- 1. PROBLEMS APPEARED WITH COVID-19 VIRUS (HEALTH PERSONNEL, RESPECT TO THE HUMAN BEINGS, TREATMENT OF CORONA VIRUS & HYGIENE)**
- 2. WHAT KIND OF EDUCATION (DISTANCE, HYBRID, FACE TO FACE)**
- 3. ENVIRONMENT, AGRICULTURE AND ENDEMIC SPECIES**
- 4. SENSE OF MODERN CITIZENSHIP-FREEDOM AND LIMITS**
- 5. WOMEN RIGHTS AND VIOLENCE TO WOMEN**
- 6. CHANGES AT CAREER DEVELOPMENT**
- 7. INNOVATION AND SUSTAINABILITY**

OUR SLOGAN:

The Young and the Experienced: Hand-in-hand for peace, quality and dignity!

METHODOLOGY:

Project teams that we call “Imece circles” will prepare their projects based upon the PDCA Mindset (Plan-Do-Check-Act) by means of using quality tools. They will use the Information and Communication Technologies (ICT) at a maximum rate. If there is limited Internet access, they can use your cellular phones. It was proved after a 17-year experience that the project adds a lot knowledge and skills to participants. They gain and improve the philosophy of lifelong learning and team spirit. It is worth of noting that, those outcomes are noticed highly not only in the national level but also at the international platforms. We are proud of having students’ Imece circles (SQC)s from India, Nepal, United States of America, United Kingdom, Cyprus, South Africa and Sri Lanka in addition to Turkish schools.

The Project is open to all age groups starting from preschool education to graduate level of universities. The circles work on their problem topics for 6 months focusing on Multiple Intelligences approach of Gardner. They are free at using various arts like producing songs, drawings, caricatures, skits, documentary films, photographs, etc. Then, they share all the steps and the products through four media. They are:

- a- Web page design,
- b- Web+Blog design,
- c- PPT presentation.

TARGET GROUP: In the year 2021, national and/or international circles will work in the following age and school groups:

- 1 K-12 graders (**ICT Seagulls**)
2. University students and lecturers (Graduate and Undergraduate) (**Leading Seagulls**)
3. Disabled and/or gifted adults and/or students (**Challenged Seagulls**)
4. Local authorities, NGOs, companies and families (**Community Seagulls**).

REGISTRATION RULES:

In order to participate in the Project, sending the “Registration Form” to Hayal Köksal through an e-mail is the only prerequisite. In order to take part in the project, technology must not form an obstacle for the team. The internet connection and PCs (Or Cellular Phones) should be accessible for the circle members. Each project member is advised to have an e-mail account. It is also recommended to include the parents of the students and the community members around the project school to the project cycle as team members.

As is known, the team, which completes the Project after following the rules, is regarded as a “WINNER”. The school administration of the winning circle and all the team members get e-Certificates. This project does not have a financial award. The biggest award is the internalization of; Team spirit, Critical thinking skills, Continuous Improvement Philosophy (Kaizen), Communication skills, Leadership skills and gaining reputation at national and international platforms.

PROJECT STEPS:

At the School Administration level (Only for K-12 Student Teams):

- Volunteer Team registers to the Project by sending the Registration Form to the General Coordinator of the Project who is namely; Assoc.Prof.Dr. Hayal Köksal through Phone and/or fax (+90 212 341 26 02) or e-mail (hayal@hayalkoksal.com) to participate in the Project. The Form will be provided by Prof Köksal upon request.
- After the approval of the registration, a virtual training seminar will be either given by Dr. Köksal or sent as PowerPoints training. All the team members and the leading teachers start their project journey after getting the detailed information about the steps.
- It is a guided project at many steps. Please do not feel alone.

At the Team Level:

Projects must follow the PDCA Mindset (Plan, Do, Check, Act) steps as follows:

- Identification of the project topic (problem area) with the participation of students.
- Conducting a detailed research (Literature review) related to the problem area.
- Drawing of the “Road Map” of the project by using quality tools, such as; brainstorming, fishbone diagram, matrix, etc.

- Determination of the strategies and tactics after the main and root causes of the problem.
- Implementation of the strategies to bring solution to the problem.
- Collecting and analysing the data related to the problem.
- Measuring the success rate of the change and sharing all the outcomes through various ways (web page, Blog or PPT).
- After drawing the Road map of the project, it must be approved by the general coordinator of the Project who is Dr. Köksal.
- Assessment steps will be shared in time.

ASSESSMENT PROCESS:

2021 ICT Seagulls Projects will be assessed in two phases after getting the approval from the General coordinator who is Dr. Hayal Köksal. Assessment Approval will be given based upon following the rules and timing.

1. PEER ASSESSMENT:

All the circles from all participating countries will assess the other projects (excluding theirs).

2. JURY ASSESSMENT:

The jury members will assess all the projects based on five criteria. Each year, the assessment criteria show differences depending on the age groups.

This project is supported by the Association for Innovative Collaboration (YIMEDER), World Council for Total Quality and Excellence in Education, “CMS-Lucknow/ India”, the “Human Dignity and Humiliation Studies” and South Africa NYDT .

**It starts in October and ends in June.
The deadline for Registration is 31st January 2021.
Good luck.**

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SELECTED FOR YOU

In this issue of our newsletter, you will find articles on class culture: how you can create a class culture through seating arrangements, how to build positive classroom culture during online learning, how parents can increase student stress, tips for handling stress and anxiety in students returning to class and an exercise type that increases stress resilience.

<https://www.edsurge.com/news/2019-08-17-create-a-culture-not-a-classroom-why-seating-charts-matter-for-student-success>

Create a Culture, Not a Classroom: Why Seating Charts Matter for Student Success **By Kevin Behan**

The start of a school year means a new seating chart for each classroom—full of students that the teacher likely hasn't met. Without knowing the students, how does a teacher know where to assign their seats?

This question comes up each summer as teachers strive to create the best learning environment possible. From my experience in the classroom, I've found that seating chart choices can be critical to how students engage with one another and the teacher.

Today, the influx of digital tools and new instructional models means that the traditional classroom settings of “quiet students, talking teacher” may no longer apply. Already, some teachers are [letting go of tradition](#) and allowing flexible seating in classrooms to give students freedom to choose where they want to sit. For others, placing students into assigned groups for cooperative learning can produce the optimal learning environment.

As each teacher develops their own style of seating students, their process involves weighing several factors to create their ideal classroom arrangement. But how does a teacher know what's best for their classroom and which student dependencies should factor into these decisions?

Prep and Plan

The seating chart is an underrated tool that can help turn a good learning environment into a great one.

The lead times for seating chart planning range from the moment the teacher receives the class roll to the first day of class. Some teachers wait until getting to know the students before assigning seats, with open seating in earlier weeks and a solid chart after seeing how

students interact, focus, and learn. This reactive approach can work better for teachers who enjoy flexibility and adaptability.

Others take a proactive approach, often by asking previous teachers of those students for their feedback. While this warrants extra legwork at the beginning, polling fellow teachers about their previous students can sometimes help identify when seat placements are beneficial to how an individual student engages in class.

Consider Preferences

Options for seating arrangement type vary, from row-and-column grids to two-person tables to stadium seating. Some draw inspiration from their favorite popular hangout spots, like [Starbucks](#). (But others warn against turning [flexible furniture design](#) into a fad.)

For more traditional layouts—whether in rows or in the form of a semi-circle arrangement—past [research](#) suggests that students who sit toward the center tend to participate more in classroom discussions.

Although a fixed seating chart does make it easier to remember students' names, a teacher might decide to change up the layout regularly for a variable learning experience, some as often as every day and others about once a month. That's not to say that change is necessary for everyone. As long as a classroom is functioning harmoniously, a fixed seating chart can remain unchanged throughout the year. If something doesn't work, then the teacher can adjust until an arrangement sticks.

Other Factors and Dependencies

There's more to a seating chart than telling a student where to sit, as many other considerations must be taken into account. Learning disabilities, academic performance, and vision problems could necessitate students being placed in the front of the classroom to ensure better learning and higher engagement.

Social considerations and partner compatibility are important to consider because some students work well with others, even if their socialization can be distracting. It's common for friends to ask to sit together and not unusual for a teacher to separate them to avoid over-socialization. What they might later learn is that the friends complement and challenge each other in a positive way. Being open and malleable as a teacher creates opportunities for students to learn from each other collaboratively.

Clustering students into groups can also lead to learning environments that foster student collaboration. Previous [studies](#) conducted by psychologist and John Hopkins research director, Robert Slavin, points to positive outcomes from cooperative learning, in the form of students learning more, enjoying school and the subject, and feeling more successful.

Create a Culture, not a Classroom

It is integral for teachers to find a layout that suits their preference and instructional style, in ways that make them most engaging and effective. But it is also important to create an environment where students can support each other.

Grouping high level and low level learners together is useful in facilitating peer coaching, and heterogeneous groups can help each other in the learning process. In my experience, this method has been the most effective way to encourage a positive exchange for collective learning in a classroom community.

The seating chart is an underrated tool that can help turn a good learning environment into a great one. While there is no clear model for where to place students, if done correctly, a well-thought-out seating chart fosters an effective classroom environment that allows students to maximize their learning potential.

Kevin Behan is a product manager at GoGuardian.



<https://www.nytimes.com/2020/08/27/learning/7-activities-to-build-community-and-positive-classroom-culture-during-online-learning.html>

7 Activities to Build Community and Positive Classroom Culture During Online Learning

Ideas for creating authentic connections, meaningful relationships and classroom camaraderie through the screen.

By The Learning Network



When schools transitioned to remote learning in the spring, teachers worked quickly to adapt lesson plans and curriculums for virtual classes, while also trying to maintain community and connection. This fall, not only will many educators continue that same work, but they will have the added challenge of building community with students they've never met.

To support educators who are trying to do this, we've compiled a list of strategies that can foster meaningful relationships and authentic connection in the virtual classroom. They come from the community building exercises we used during our three-day virtual New York Times Teaching Project summer institute. After several participants told us they

planned to start the school year with some of these activities, we thought we should share them with all of our readers.

How are you planning to get to know your students while teaching remotely this school year? Let us know in the comments.

Please note: The activities we describe below were all conducted via Zoom, but many other video conferencing platforms have similar capabilities.

Activities:

- Discussion Starters
- That's Me!
- Flipgrid Introductions
- Human Bingo
- Write and Show
- What's Going On in This Picture?
- Meditation and Mindfulness

Discussion Starters

Teaching Project

Prompt #1

What would your dream home be like and where would it be located?

The New York Times



Teaching Project

Prompt #2

What have you been eating and cooking during quarantine?

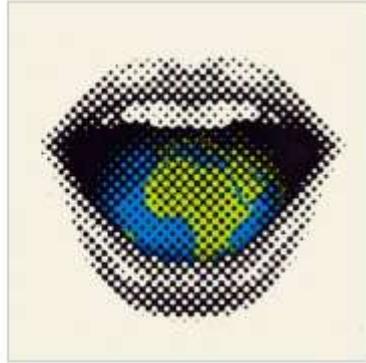
The New York Times



Teaching Project

Prompt #3

What does your accent say about who you are?



Elle Nye [ask] Ellen

Joel Peltzer

Teaching Project

Prompt #5:

What have you learned about yourself during the pandemic?



Elle Nye [ask] Ellen

Stephan Edelmann

Teaching Project

Prompt #4

What's a crazy thing you did as a kid?



Elle Nye [ask] Ellen

Shel

We started off our first professional development session with a series of discussion questions to get to know one another. Before the session, we selected a handful of questions from our daily student writing prompts that we thought would give participants an opportunity to learn something new about one another, while remaining low-stakes — no one had to share anything too personal.

Here's how it worked: We shared a question on the screen, then sent participants into breakout rooms with one other person to discuss. After four minutes, we brought them back to the main Zoom room. We shared the next question on our screen, then sent them back

into a breakout room, this time with a different partner. We repeated the process a total of three times.

This quick game allowed for short but meaningful conversations and, at the end, participants had gotten to know three new people.

If you want to try this with students:

- *The teacher will need the ability to create breakout rooms and assign students to them on their digital learning platform.*
- *We put participants in groups of two, but if you're starting the school year with this activity, consider that students might feel most comfortable talking in a group of three or four.*
- *We gave participants four minutes to chat. Your students might need more or less time.*
- *If we were doing this with students, we might give the class two minutes to write down some ideas in their notebooks before pairing them up to discuss.*

That's Me!

"I have two cats." "I love eating Oreos dipped in peanut butter." "I speak two languages at home." These are the kinds of personal statements participants shared during our game of That's Me.

To set up the activity, everyone started with their cameras and microphones turned off. Then, one person came on camera and shared a statement about themselves like, "I have a sister." Anyone else who had a sister turned on his or her camera and said, "That's me!" Then, everyone turned their cameras and microphones back off and the next person made a statement.

If you want to try this with students:

- *Teachers need to have a remote learning classroom space that allows individual students to control their cameras and microphones.*
- *If you're concerned that students might have trouble coming up with statements about themselves, you can provide the class with a list of possibilities from which to choose: "I like mint chocolate chip ice cream." "I have never tried surfing." "Math is my favorite subject. ..."*
- *Instead of having students jump on the mic whenever they have a statement, you might have them use the "raise hand" icon or group chat to volunteer. Then you call on them one at a time.*
- *This activity works best using the "gallery view" or something similar so you can see all participants.*

Flipgrid Introductions



A screenshot of some of the introductory videos Teaching Project participants made using FlipGrid. Flipgrid is a video discussion tool that allows you to have face-to-face conversations without being in the same place at the same time. It's easy: You create a discussion topic. Share it with your class. Then, learners record and share short videos to respond.

Before our summer institute began, we asked our

Teaching Project participants to create short Flipgrid videos introducing themselves, including their name, pronouns, subject area, location and the answer to a fun question of their choice:

- What's your favorite show to binge-watch?
- If you had to eat one thing for the rest of your life, what would it be?
- What's one thing that people don't know about you by looking at you?

After they posted their own videos, we asked them to reply to at least one other person's introduction. It was a way for participants to get to know one another and make connections before the sessions even started.

If you want to try this with students:

- Teachers will need to create a class Flipgrid account. It's free.
- The default video length is 90 seconds, but you can adjust it to anywhere between 15 seconds and 5 minutes.
- Start by posting your own video answering the questions you ask students and reply to them as they post their own.
- Need ideas for questions to ask? Check out our 550 Prompts for Personal and Narrative Writing.

Human Bingo

You might be familiar with the game Human Bingo: students walk around the room and mingle until they find someone that matches the facts listed on a bingo-style sheet. The student writes down the person's name, and the first student to get five in a row — or fill out the whole board — wins.

Well, we adapted this for the virtual classroom: We used the Flipgrid introduction videos to populate a Bingo board, with each space including a statement about one of the participants. Then, we displayed the board on a shared screen and invited participants to write, using Zoom's annotation tools, the correct names in each square. Participants discussed the answers in the chat and on the mic. The only rule was that you couldn't write your own name.

This can be a great follow-up to the Flipgrid introductions to see how many students watched their classmates' videos and remembered what they shared.

If you want to try this with students:

- Zoom, Adobe and Google Jamboard all offer built-in annotation tools that students can use. We had participants practice by writing their names first so we could make sure everyone knew how to access the tools.
- If you don't have access to a meeting annotation tool, then students can share answers in the chat or on the mic while the teacher writes them on the board.
- Here is a blank Bingo card you can edit for your own class.
- If you have a large class, you can split students up into small groups in breakout rooms. Make it a *competition: Whichever team completes the card first wins!*

Write and Show



A screenshot from our one-word reflection activity at the end of the first day of our Teaching Project summer institute.

As a daily closing activity, we invited participants to sum up their reactions to the session on a written sign, then hold it up for everyone to see. The first day we asked them to describe how they were feeling in one word. Another day, we asked them to find a New York Times headline that reflected their moods. On the last day, we asked them to craft their own headlines, ones that captured how they felt and what they had learned after the three-day session.

If you want to try this with students:

- For this activity, everyone will need to be able to see everyone else's screen. It works best in "gallery mode" or something similar.
- Students will need a piece of paper and a marker so their text is easy to read on the screen.
- You can use this activity to get a sense of students' emotional well-being at the end of each class or as an exit ticket to gauge their understanding of academic content.

What's Going On in This Picture?

What's going on in this picture? Look closely at the image above or view it in a [larger size](#), then tell us what you see by posting a comment. On Thursday afternoon, we will reveal more about the image and its origins at the bottom of this post. Credit...D. Gorton



After participants had gotten a chance to get to know one another via the community-building activities, we introduced them to “[What’s Going On in This Picture?](#)” one of our most popular Learning Network features. It encourages communication and collaboration - and teachers tell us it’s fun for students too.

We sent participants into breakout rooms to look closely at the Times photograph above and discuss the three questions we ask every week as part of this activity:

- What is going on in this picture?
- What do you see that makes you say that?
- What more can you find?

Participants chimed in on the microphone and in the group chat to share their observations, offer their interpretations and build on one another’s answers, while a facilitator summarized their responses and kept the conversation moving. This exercise isn’t about getting the right answer; it’s about examining an image, looking for details, practicing inference skills and then, based on the clues, drawing a conclusion.

If you like [What’s Going On in This Picture?](#) then you should also consider trying [What’s Going On in This Graph?](#) — its sister feature that we run with the American Statistical Association.

If you want to try this with students:

- Teachers can share their screens with the image — either copied onto a PowerPoint presentation slide or directly from The Times’s website — and students can respond on the microphone or in the chat. Watch this video to see how a teacher uses the Visual Thinking Strategies protocol in her classroom.
- You can also put students into small groups in breakout rooms to discuss while viewing the image on The Times’s website. Have them come back to the main room to share their conclusions with the rest of the class.
- Participants from the Teaching Project told us they plan to use this activity in their classes to create a *predictable weekly structure and as a warm-up activity to get students thinking and engaged before diving into academic content.*

Meditation and Mindfulness

Sitting at a screen all day can be tiring and physically uncomfortable — even if the lessons or conversations are engaging. Throughout our Teaching Project, we tried to hold space for this reality by sharing a mindful moment together once a day.

One way we did this was by practicing different breathing techniques and mindfulness meditation. We practiced box breathing (exhale for four counts, hold for four counts, inhale for four counts, hold for four counts, repeat) and a five-minute body scan, like the one below.

Body Scan Meditation

A 12-minute practice involving the whole body, led by Tara Brach.

If you want to try this with students:

- “*How to Meditate*,” an article from the *Well* section, offers a step-by-step guide with various techniques, as well as audio guided meditations. You can start with a one-minute meditation and work your way up to 15 minutes.
- If you’re looking for something quick and easy, try “*Basic Mindfulness Meditation*” for a script you can read aloud to students.
- For more ideas, see *Well*’s “*Mindfulness for Children*” guide, which is geared toward parents and teachers of children of all ages, including a section on mindfulness in schools and mindfulness with teenagers.
- You can play one of the guided meditations by sharing your audio on Zoom or lead your own.



<https://www.healio.com/psychiatry/practice-management/news/online/%7B873ebfe6-4baa-4618-bfb4-bbc013e0baa9%7D/parents-may-transmit-suppressed-stress-to-children>

Parents may transmit suppressed stress to children



By Sara F. Waters

Parents who suppress feelings of stress around their children may increase their children’s stress, according to study findings published in *Journal of Family Psychology*.

“We set out to determine whether parents transmitted their physiological stress to their children and whether suppressing their emotion while interacting with their children actually increased that stress transmission,” **Sara F. Waters, PhD**, assistant professor in the department of human development at Washington State University Vancouver, told *Healio Psychiatry*. “This is, of course, the opposite of what we as parents are hoping to do when we hide our negative emotions from our children, and this study can help parents think about better ways to manage their emotions around their children. Even very young children are more sensitive to parental emotional states than we might assume. In other published studies, we have found that mothers transmit their physiological stress to their 12-month-olds.”

Prior studies have reported the importance of shared affective states for healthy early development because children learn self-regulation skills, in part, through behavioral and affective synchronization with adult caregivers. In the current study, Waters and colleagues examined associations between parental acute stress responses and potential stress transmission among their children, who were aged 7 to 11 years, as well as how parental emotional suppression might affect parents’ and children’s physiological behavior and responses.

The researchers recruited 107 parent-child dyads and separated the parents and children. They then asked each parent to perform a stressful activity, such as public speaking, to

activate the physiological stress response system. Before parents were reunited with their children, the researchers randomly assigned them to either suppress their affective state (ie, hide their emotions from their child) or to serve as controls and act naturally. Upon reuniting, parents and children engaged in a conversation about the topic that ranked highest on a “conflict list” of five topics that generated conflict between parent and child. The researchers filmed the interactions, and third-party viewers who did not know which parents were in which group scored them. Body sensors measured participants’ sympathetic nervous system responses.

Key associations between parental stress suppression and stress among children:



- suppressing mothers' sympathetic nervous system responses influenced these responses in their children;
- suppressing fathers' sympathetic nervous system responses were influenced by these responses in their children; and
- dyads with suppressing parents appeared less engaged and less warm during interaction compared with control dyads.



Data reference: Waters S, et al. J Fam Psychol. 2020;doi:10.1037/fam0000664.

Results showed three key associations:

- suppressing mothers' sympathetic nervous system responses influenced these responses in their children;
- suppressing fathers' sympathetic nervous system responses were influenced by these responses in their children; and
- dyads with suppressing parents appeared less engaged and less warm during interaction compared with control dyads.

“I was really glad that we included both mother-child pairs and father-child pairs,” Waters told Healio Psychiatry. “The majority of parenting research only includes mothers, which leads to the assumption that what we find applies to fathers, too. Our study showed that the effects of suppression on parent and child physiology were different for fathers than for mothers. Fathers are important for child development and we do not yet know all the ways in which fathers differ from mothers, so we need to include fathers in research much more.”

Waters also noted that significant stressors, like the COVID-19 pandemic, provide important opportunities for caregivers to model healthy stress coping strategies.

“If caregivers are feeling stressed out about something big, like the pandemic, then odds are our children are experiencing some stress about it, too,” Waters said. “Be honest with them about the situation without sharing more information than is needed. Acknowledge to them that you are stressed and then show them what you do to help yourself feel calmer and better. This makes you a role model of emotional resilience for your children and allows you to work together with your child to come up with methods to help them feel better, too.” –
by Joe Gramigna

Disclosures: Healio Psychiatry could not confirm relevant financial disclosures at time of reporting.



<https://districtadministration.com/expect-heightened-anxiety-behavioral-issues-in-returning-students/>

Expect heightened anxiety, behavioral issues in returning students **By Cara Nissman**

Students with disabilities are particularly vulnerable to experiencing anxiety, regardless of whether they exhibited such signs before the COVID-19 outbreak. Here are 6 tips to help these students find success back at school.

Photo by Phineas Adams on Unsplash



After spending months with just their families during the pandemic, students with disabilities may show signs of anxiety as they return to school regardless of whether they exhibited such signs before the COVID-19 outbreak.

“We need to be very thoughtful and prepared because anxiety will be up,” says Jessica Minahan, a Board Certified Behavior Analyst and consultant based in Massachusetts.

“Routines will be different and fears around germs and sickness may be more common. Many students may experience a sense of trauma. It’ll be more important than ever to be anxiety-informed and trauma-informed in our interventions with kids.”

Follow these tips to ensure students’ smooth return to school despite anxiety related to COVID-19:

- **Review the curriculum.** Encourage colleagues to review their curriculum before assigning reading and other work. For example, if a character in a book becomes

seriously ill or dies, you may want to wait until later to assign that one. “You may want to reshuffle the timing of it or be very thoughtful how you introduce it,” Minahan says. “If two-thirds of the students in your class are from an apartment complex that was heavily hit by COVID-19, that should influence your decision to use that text.”

- **Validate, reframe student feelings.** If a student begins to panic in the classroom about herself or someone else getting sick, use or encourage your colleague to use the tone and volume you would use to tell a bedtime story, validate the student’s feelings by saying something such as, “I’m sorry you’re worried about your health,” and then express that she is safe, Minahan says.
- **Reframe the student’s thinking to focus on what she has control over, such as washing her hands, taking her vitamins, and standing six feet away from others.** The student might keep a journal so she can feel some control over documenting the situation. Pointing out to the student how many helpers exist in the world and encouraging her to research someone doing good for society may be helpful, she says. Also suggest the student watch positive coverage of inspiring people rather than focus nonstop on negative news.
- **Rethink breaks.** Asking a student to take a walk or engage in drawing to calm down if he is feeling anxious may allow the student’s negative thoughts to fester rather than help him calm down, Minahan says. “We assume the student needs to move, but now they’re alone with their thoughts. The brain is like a remote control. You have to change the channel to calm down.” Instead, a teacher may want to ask the student to engage in brain teasers such as sudoku, trivia, Mad Libs, and other exercises when he is feeling anxious, Minahan suggests. Or ask the student to listen to an audiobook for two minutes or think of the second verse of his favorite song. “Doing that is incompatible with worrying,” she says.
- **Prevent misunderstandings because of face coverings.** Students may show heightened anxiety because of everyone wearing masks. They may not be able to understand others’ intentions well because they can’t read their facial expressions or body language. Avoid using sarcasm or spell out when something is funny to help students navigate interactions.
- **Offer predictable positive attention.** Don’t wait for an anxious student who wants attention—or, more accurately, connection—to start to exhibit attention-seeking behavior, such as banging her knee on her desk, Minahan says. Preempt the behavior by positively greeting the student at the beginning of class and saying something like, “I can’t wait to see what you think of this assignment.” Then tell the student you’re going to check on her in five minutes and set a timer. When time is up, ask the student a question, then say you’re going to check on her again in 15 minutes and set the timer. “The student won’t act out all the time because they know you’re coming,” she says. “It’s important for teachers to always think about attention-seeking behavior as attachment-seeking or connection-seeking behavior.”

Cara Nissman covers autism, school psychology, and IEP team issues for Special Ed Connection, a DA sister publication.



<https://www.inverse.com/mind-body/brain-study-exercise-increases-resilience-to-stress>

Brain Study Reveals One Type of Exercise Increases Stress Resilience

Exercise does a lot more than make you sweat. It helps you cope with stress down the line.

IN TIMES OF SERIOUS STRESS, people might turn to exercise to blow off steam and shake off nervous energy. However, despite anecdotal evidence, the link between working out and relieving stress isn't well understood by scientists. Researchers haven't yet pinned down exactly how exercise modulates stress in the brain and body, despite knowing that exercise benefits mental health.

In a recent study conducted in mice, researchers became one step closer to that understanding, discovering that exercise actually **strengthens the brain's resilience** to stress. Exercise helps animals cope with stress by enabling an uptick in a crucial neural protein called galanin, the study suggests. This process influences stress levels, food consumption, cognition, and mood. Leveraging this finding, researchers were able to genetically tweak even sedentary mice's levels of galanin, shifts that lowered their anxious response to stress.

The study's authors explain that this study helps pin down the biological mechanisms driving exercise's positive effects on stress. While further human experiments are needed to confirm these findings, the researchers have practical advice for people looking to get these benefits: perform regular, aerobic exercise.

"Not exercising at all and then suddenly going for a hard 10 mile run just before a stressful event isn't as helpful as regularly jogging 3 miles several days a week over several months," researchers David Weinshenker and Rachel Tillage, tell *Inverse* by email.

That's because, based on these results, a history of increased exercise doesn't affect the immediate physiological response (like a release of cortisol) during a stressful event, Weinshenker and Tillage explain. Instead, exercise increases behavioral resilience after stress exposure.

"This could suggest that increased exercise doesn't impact our immediate feelings of stress, but does allow us to cope with stress in a healthier way," the co-authors say.

These findings were released Monday in the *Journal of Neuroscience*.

THE SEARCH FOR THE BRAIN MECHANISMS — Research shows exercise protects against the deleterious effects of stress in both mice and humans. Galanin, that pivotal brain protein that modulates stress and mood, is expressed in similar areas of both animal's brains.

To examine how these factors interact and influence each other, the study team turned to mice.

"Mechanistic questions are difficult to answer in humans due to ethical and technical limitations, so we used mice for this purpose," Weinshenker and Tillage say. With these overlapping properties, the team adds that the neurobiological substrates underlying galanin's role in physical activity-related stress resilience could occur across species.

The measured mice's anxious behavior 24 hours after a foot shock test — aka the stressful event. They also analyzed their levels of galanin and examined its source. Half the mice had regular access to an exercise wheel in their cage, while others had no running wheel. Mice steadily increased their running distance over the first week, after which they ran approximately 10-16 kilometers per day. Researchers tracked the mice's activity for three weeks.

Those who exercised showed less anxious behavior after the stressful event compared to mice that didn't exercise. Exercising mice also had **elevated galanin levels** in the locus coeruleus, a cluster of neurons in the brainstem involved in the stress response. The amount of time the mice spent exercising in the third week correlated with the amount of galanin in the locus coeruleus, which in turn correlated with their degree of stress resilience.

Based on these findings, the team then genetically increased galanin in the locus coeruleus in sedentary mice. This gave these inactive mice exercise's beneficial stress resilience effects, without changing their physical activity patterns.

If further human experiments confirm these findings, it could mean **hijacking the galanin system** could help people gain exercise's stress resilience benefits, even if they aren't able to work out.

"These findings build on what we know by isolating a specific biological mechanism — increased galanin in the locus coeruleus— by which exercise can influence how we respond to stress," Weinshenker and Tillage explain. "One of the major implications from this study is that the galanin system could be a potential target for future therapies to gain the positive effects of exercise on stress resilience for people who are not able to exercise."

Interestingly, the increased galanin didn't influence other aspects of the mice's behavior, suggesting galanin may be recruited only during periods of high stress, the team says.

More human data is needed to figure out exactly what type or how much exercise confers this stress-resilience effect. But based on the current evidence, the researchers say they can offer some general guidance:

- Aerobic exercise (like walking, running, biking, swimming) probably has a greater effect on stress resilience than non-aerobic exercise (like weight lifting).
- Exercise probably needs to be routine; completed a few times a week. Cramming in a HIIT workout or long run right before a stressful event isn't likely to be as helpful as regularly hiking or hitting the elliptical.

Abstract: The neuropeptide galanin has been implicated in stress-related neuropsychiatric disorders in humans and rodent models. While pharmacological treatments for these

disorders are ineffective for many individuals, physical activity is beneficial for stress-related symptoms. Galanin is highly expressed in the noradrenergic system, particularly the locus coeruleus (LC), which is dysregulated in stress-related disorders and activated by exercise. Galanin expression is elevated in the LC by chronic exercise, and blockade of galanin transmission attenuates exercise-induced stress resilience. However, most research on this topic has been done in rats, so it is unclear whether the relationship between exercise and galanin is species-specific. Moreover, use of intracerebroventricular galanin receptor antagonists in prior studies precluded defining a causal role for LC-derived galanin specifically. Therefore, the goals of this study were twofold. First, we investigated whether physical activity (chronic wheel running) increases stress resilience and galanin expression in the LC of male and female mice. Next, we used transgenic mice that overexpress galanin in noradrenergic neurons (Gal OX) to determine how chronically elevated noradrenergic-derived galanin, alone, alters anxiogenic-like responses to stress. We found that three weeks of *ad libitum* access to a running wheel in their home cage increased galanin mRNA in the LC of mice, which was correlated with and conferred resilience to stress. The effects of exercise were phenocopied by galanin overexpression in noradrenergic neurons, and Gal OX mice were resistant to the anxiogenic effect of optogenetic LC activation. These findings support a role for chronically increased noradrenergic galanin in mediating resilience to stress.

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REFLECTION AND INSIGHT ON TEACHING ONLINE



By
Pınar Şahin

As known, the dynamic nature of English language teaching leads the teachers while orienting the teaching process and facilitating the students experiencing the target language. Recently, the outbreak that has a huge impact on our lives changed the way we live and as a newly graduated English teacher at the beginning of her career and who is currently working with the young learners (1st graders), I can easily say that it has also brought a change along with itself in the aspects of our roles as the teachers, so my view about teaching and to be an English teacher, and the teaching methods we apply in the classroom.

The more recent undergraduate level English language education program includes technology-enhanced language learning and teaching courses and we have learnt how to use the technology in synchronous and asynchronous way as being pretty different from the current practices and full-time online education. As expected, in the first day of my career as an English teacher, I felt so unclear about how to control my classroom filled with 6 years olds from a computer screen. However, in the process, I start to see that the objective of each lesson should focus on excitement to learn and willingness to use the language more than ever. For the purpose of making it real, collaborating with the planners, we add a name jar for nominating the students to speak that increases the student talk, online class rules with illustration helps us to manage the class effectively, and some brain breaks with unit related songs or games were quite effective in the online lessons. Additionally, at our homes, we have an opportunity to reach the realia and use authentic materials. To illustrate, talking



about seasons and the clothes to stimulate the students' prior knowledge in a content integrated flow, different from what is written in the daily plan, we have decided to add a part in which the teachers are showing the real materials and the students are asked to find their favorite clothes and acting out the

weather and the season that they are pretending. It was so satisfying and motivating to see how my children are excited being the part of each and every lesson this way.

Additionally, contrary to how I define my role as “facilitator” in teaching with my theoretical knowledge and student practicum background, I start to see my new role as an “orchestra conductor” in a pretty different manner as planning the different voices using the gestures most of the time and it creates kind of music, for me. Also, as a teacher in the “new normal”, you start to be a mentor/counselor who suggest the students that they need to protect themselves simultaneously saying that the virus will eventually over. Through this, you have a reason to social distancing from these pretty faces in those times that they want to give hug to their new teacher after how they called as their “first school”. Some of them were even interfering my name with their prior teacher at the beginning. So, to create an

emotional bond with my pupils in Covid-19 days, I find myself always saying “I want to give a huge hug to you” and soon they got used to this approach and started to say “but the coronavirus...” with a sad face and smile soon since we have nothing to do about it. So, luckily, when they began to come to the school, I was not a stranger who is speaking a different language from the space wearing a mask and shield showing them the distance that we need to preserve. It also helped me to create a bond with my students these days. Moreover, the parents were very anxious about if the students are learning and they were actually unclear about how the education system will run soon. This situation also explains how my role as the teacher is also being a mentor who needs to increase her knowledge about stress management at the beginning of her career. Searching useful sites, some of them were even open these days for free access to the teaching resources, to get an idea about remote teaching and to share our worries and useful practices with the teachers in online platforms and the other people also searching for some blogs and essays about outbreak psychology helped me a bit to relief myself first and then to make use of some strategies communicating with the parents that is gaining more and more importance recently.

I was not aware that we need to add various colors to the screen as it is the only place that we do not put on our masks and show our caring eyes and smiling face and I see that I need some makeup that eases the younger ones’ in my class following how I am using my mouth to pronounce the words even though I know that outlook counts for the first impression and it was also a sign of self-care. When I start to add a colorful background through the posters I have stuck on my house’s wall, my pastel makeup every morning, and my costume, I feel motivated and energetic and it attracted the students’ interest as well.

As an English teacher in online education days, I emphasize what I was believing that teachers should first get enjoy by their courses and we, as the teachers, should do our bests being aware that a person feels satisfied only if s/he could reach her/his fullest potential. These days, reflecting myself and collaborating was helpful for me to understand that we are all human and education is vital and everywhere. Now, I am looking forward to see the healthy days and make use of the technology for teaching as we could test them recently.



HAVE YOU RENEWED YOUR MEMBERSHIP?

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REFLECTION ON A SESSION AT THE 2ND ILTERG CONFERENCE

By
Aydan Ersöz

International Language Teacher Education Research Group (ILTERG) held its second international conference online between 16 and 17 October 2020. There were 9 plenary sessions and a number of concurrent sessions. The conference turned out to be a great success even though it lacked any face-to-face networking or socializing opportunities.

Dr. Sedat Akayoğlu's session entitled "The Changing Roles of Language Teachers to Maximize the Student Potential in Online Teaching Platforms" was extremely beneficial which he kindly accepted to repeat as a part of INGED Zoom Series.



I represented INGED at this conference with a plenary talk entitled "Don't do what I do, do as I say" on 16 October, Friday. You can find a brief summary of this talk below: Prospective teachers come to the Faculty of Education with a bunch of negative habits and experiences that they had developed and encountered in their own schooling process. That is why regardless of all the academic input they receive, they have a tendency to stick to the traditional ways of teaching. It is commonly known that teachers begin to work differently only if they begin to think differently about the learning that mattered for their students in their school.

The key to changing habits and keeping them changed is to take conscious control; and the key to taking conscious control is REFLECTION.

Reflective teaching involves critical reflection. Critical reflection is not limited to teaching techniques, but includes our attitudes, beliefs, behaviors, and perceptions. It enables us to take more responsibility for our actions.

Approaches to Teacher Training Programs

Teachers are a crucial and integral part of the education system. A good teacher is crucial to a student's development and growth. Teacher training influences and shapes the professional

practice of teachers and their understanding of their role. Being equipped with the theoretical knowledge cannot be enough to create a good teacher.

The traditional approach (lecture) which involves passive instruction, such as reading or lecturing, has been found to have little or no impact on learning outcomes.

The experiential approach (demonstration) which involves demonstrating the correct steps for completing a task, or showing an example of a correctly completed task is a bit more effective.

The performance-based approach which involves participants actually discussing and solving a problem or acting out a real-life situation in an instructional setting is the most effective.

Only if prospective teachers encounter a well-balanced mixture of these approaches, they may decide to start teaching in a different way.

Teacher development programs should be discovery oriented and inquiry based. Prospective teachers should engage in reflecting critically on their own teaching and on their own roles in the classroom. They should be given opportunities to develop the ability to make judgements about the content and process of their work, and to "act and react -- to initiate and respond".

The learning experiences and tasks should include (based on J. C. Richards' principles):

- Values clarification: activities and tasks that engage teachers in examining their own values, attitudes, and belief systems.
- Observation: activities in which teachers observe either other teachers at work or themselves. The aim of observation is to provide data for reflection and analysis.
- Self - reflection: journal and diary accounts can be used to provide opportunities for student teachers to use the process of writing about their own teaching experiences as an analytical tool and to provide information for later reflection.
- Self-reporting: the use of self-reports and inventories or checklists, in which teachers record information about what they did during a lesson and describe what worked or did not work.
- Project work: individual or collaborative projects in which teachers address specific classroom issues and then design projects around them.
- Problem-solving: sessions in which participants bring examples of problems that have arisen out of their classroom experience, reflect on possible causes, and design strategies to address the problems.
- Action-research: small-scale classroom based projects in which teachers identify an aspect of their own classroom that they want to learn more about and then develop an action research program involving data gathering, intervention, monitoring, and evaluation.

In order to accomplish this, the teacher educator should move from the role of expert, trainer, or supervisor, to that of collaborator, consultant, or facilitator. No longer merely a transmitter of information, knowledge, and skills, the teacher educator should be involved in a collaborative and interactive relationship. As Loughran and Berry have asserted good teacher educators should bring practical experiences to the theoretical level.

SOMETHING TO THINK ABOUT

In this issue we would like to share with you an article on playful assessment.

<https://www.edsurge.com/news/2018-12-10-is-assessment-ready-to-move-beyond-standardized-tests-these-mit-researchers-think-so>

Is Assessment Ready to Move Beyond Standardized Tests? These MIT Researchers Think So

By **Emily Tate**

This is the first part of a two-part story looking at how MIT researchers are developing playful assessments to measure student growth. Read [part two](#) to learn about how one school is implementing this work.

In recent years, educators have spent countless collective hours designing, experimenting with and implementing new kinds of learning experiences for students—learning experiences that are fun, engaging and formative. But assessments haven’t evolved at the same pace.

As a result, there is a disconnect between what schools value and what they measure. But it’s a tough nut to crack, because many of the skills and characteristics treasured most are in fact the hardest to evaluate.

“By making assessment playful, we can get closer to measuring the things we actually value.”
-Louisa Rosenheck, MIT research manager

That’s why a team of education researchers at MIT has embarked on an ambitious project to address the missing link—measuring outcomes—that so often holds back new-age learning environments. They’re calling it “playful assessment.”

Playful assessment, not to be mistaken for gamification, seeks to capture student mastery in many of the areas that are hard to gauge. Louisa Rosenheck, a research manager at MIT with experience in game design, says the idea is to measure “all the things we say we care about”—like curiosity, creativity and critical thinking—but that traditional assessments miss. “By making assessment playful, we can get closer to measuring the things we actually value,” she says.

The beauty of playful assessment, she says, is that it can be done without interrupting the rhythm of learning, thereby alleviating student anxiety around testing. “Kids don’t even have to know they are being assessed,” Rosenheck tells EdSurge.

It’s not just students who find traditional assessments “threatening,” adds Yoon Jeon Kim, the project lead and MIT researcher with expertise in assessment science. “Teachers are

evaluated on those standardized tests. They have high anxiety about it, too. They do assessments because they have to.”

“Playful assessment is a punch to that notion of assessment being so serious,” Kim continues. “I think it could change, really, how schooling is done.”

Playful assessment is a punch to that notion of assessment being so serious. I think it could change, really, how schooling is done.”

-Yoon Jeon Kim, MIT researcher

So, what does playful assessment look like? Much of it, as Rosenheck envisions it, hinges on self-reflection and peer evaluation. “We want students to be able to recognize for themselves what is quality work,” she explains. But teachers need support to design learning experiences where these kinds of assessments can be embedded, and to develop assessments that are tailored to what students are learning.

Researchers at the MIT [Teaching Systems Lab](#) (TSL) have been pursuing this body of work for several years, but only dubbed it “playful assessment” in the last year. In that time, they’ve pursued a few distinct strands of this work, including the development of a playful activity to help teachers build better rubrics and the implementation of a pilot for playful assessment in schools—which EdSurge got to see first-hand.

Going Meta on Building Rubrics

Researchers at the lab understand that while “most people recognize the limitations of standardized testing,” they may still rely on it because it’s hard to know what to do instead. So they’re trying to offer teachers an alternative.



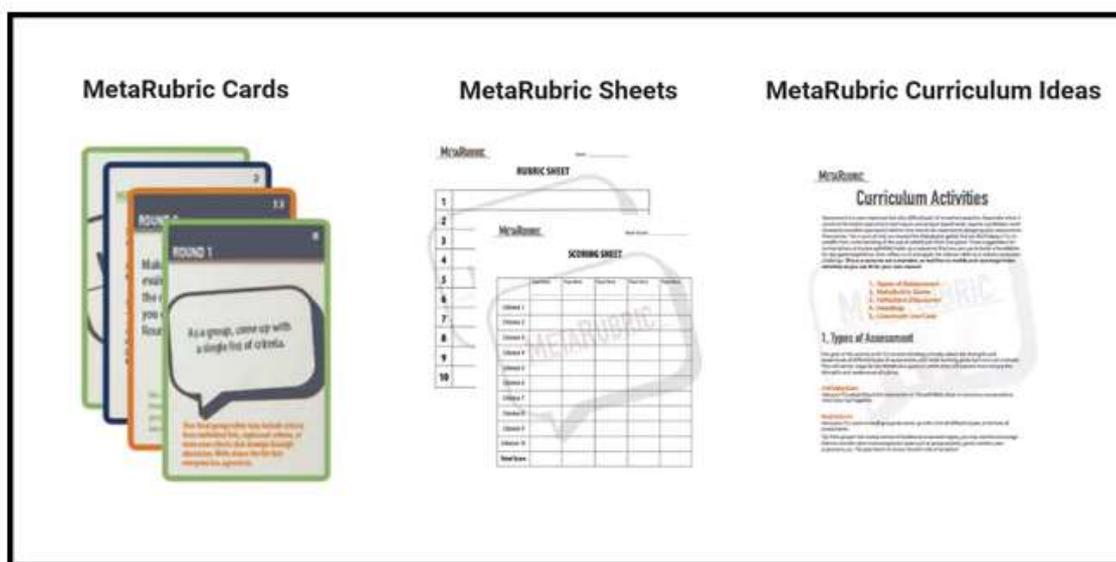
MetaRubric overview. Credit: MIT Teaching Systems Lab

Watch at: <https://youtu.be/PfmyUy47cEc>

Rubrics have long been a popular tool for educators looking to experiment with alternative ways of capturing growth. Anyone can build them, and they can be adapted for any topic or project. But building effective rubrics is no easy feat, especially when it comes to measuring growth for non-academic areas like creativity and out-of-the-box thinking.

MIT researchers want to help teachers craft more effective rubrics to measure those areas that are hard to quantify, so they've developed an activity called [MetaRubric](#)—and in the name of keeping things playful, it's designed to be fun for teachers.

Part card game, part discussion group, the activity asks players—in this case, teachers—to participate in a short, open-ended assignment that requires some creativity. Players then circle back to evaluate their own project, and ultimately collaborate to build a shared MetaRubric (a rubric that lays out the qualities of a good rubric).



MetaRubric resources for educators. Image Credit: MIT Teaching Systems Lab

It's one thing for schools to recognize that traditional assessments aren't capturing a complete picture of student growth. It's another for them to decide to shift toward a new way of evaluating that growth. Two schools, one in California and another in Virginia, have taken the plunge and are actively using MIT's new playful assessment tools with their students.

Piloting Playful Assessment

Maker-centered learning, which encourages tinkering, hacking, building and all things hands-on, fosters skills like creativity, problem solving and agency. But it's difficult to measure many of the skills associated with maker education.

With insight and oversight from MIT and [Maker Ed](#) (a nonprofit partner of MIT), and funding from the [National Science Foundation](#) (NSF), two dissimilar schools are implementing a new set of assessment tools designed to gauge student mastery in making.

“We picked two quite different middle schools so we can say the iteration of these tools and methods could work for any type of learning environment,” Stephanie Chang, director of impact at Maker Ed, tells EdSurge. (They were limited to just two schools because of the duration and scope of the NSF grant.)

Corte Madera School, a public K-8 school in San Mateo, Calif., is implementing MIT’s “Beyond Rubrics” framework to demonstrate whether and how a traditional school could implement playful assessment. Corte Madera uses traditional curriculum and assessment on commonly taught subject areas, has standard class periods and has a shared physical makerspace that students visit during lunch, recess or when their teacher signs up to use it.

On the other end of the spectrum is Community Public Charter School (Community Middle) in Charlottesville, Va. Community Middle is a lab school for the Albemarle County School District and offers what Rosenheck calls “ideal conditions” for this project.

At Community Middle, scoring and report cards have been set aside. Class distinctions among sixth, seventh and eighth grades have all but disappeared. It’s not unusual for a group of classmates to be pursuing wildly different activities simultaneously. One might be playing piano in the hallway, while another builds a model engine in a nearby room and a third operates a power drill in a lab.

These students rarely take multiple choice tests. Instead, they participate in projects that build capacities and skills, and they either master those skills or they don’t.

MIT and Maker Ed have worked closely with both Corte Madera and Community Middle to pilot seven measurement tools they’ve developed to illustrate that maker education is not only engaging, but effective, too.

Read more about MIT’s pilot project at Community Public Charter School [here](#).

What’s Next for Playful Assessment?

Rosenheck, Kim and their colleagues at MIT will continue to workshop and expand their ongoing playful assessment projects. The team is also working on a [third project](#): a digital, game-based assessment system that can evaluate subject matter knowledge as well as cognitive and non-cognitive skills like spatial reasoning, persistence and creativity. They believe it could eventually replace traditional math exams, including multiple choice tests.

There is still much to be researched, tested and understood before playful assessment is something that can be introduced in classrooms everywhere, Rosenheck says. The absence of a familiar score or letter grade, for example, is something she and Kim expect will get pushback.

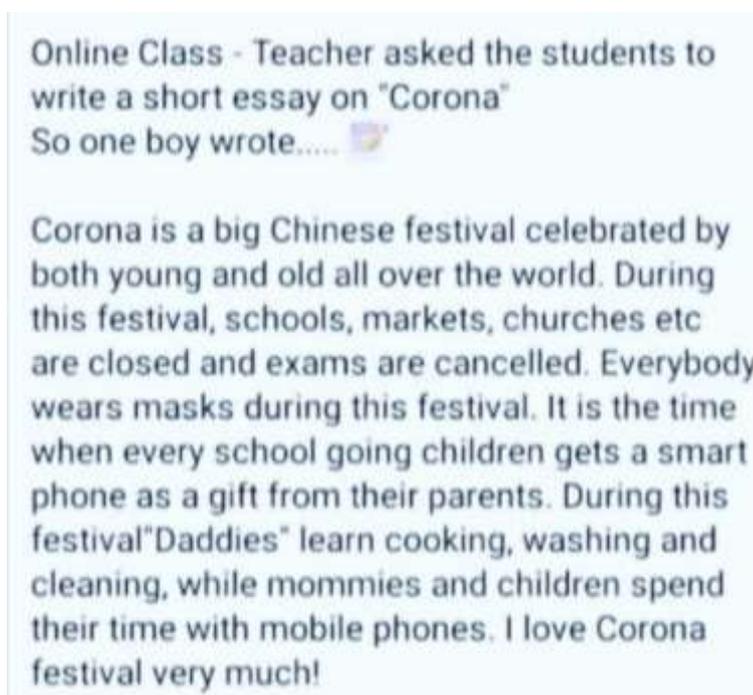
“I think, in the foreseeable future, the best we can hope for is a middle ground where teachers are excited and comfortable doing these creative, playful assessments,” Rosenheck says, but she predicts that schools will need support to translate the findings into a grade or some other form to communicate growth.

For the most progressive schools, however, that won’t be necessary. Albemarle’s Community Middle school is proof. Rosenheck has been on the ground at the Virginia lab school, and while she calls it bold and perhaps a bit radical, “it’s going in a direction we would love to envision for all schools,” she says.

[Read more](#) about what it’s like inside Albemarle’s lab school, and how the school is using MIT research concepts and tools to assess maker-centered, project-based learning.

This story is part of an EdSurge Research series about how school communities across the country are changing their practices to meet the needs of all learners. These stories are made publicly available with [support](#) from the [Chan Zuckerberg Initiative](#), which had no influence over the content in this story. (Read our ethics statement [here](#).) This work is licensed under a [CC BY-NC-ND 4.0](#).

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**From general to academic:
making materials for EAP vocabulary teaching and learning
Clare Maas and Christiane Resch
(taken from the IATEFL Voices, November/December 2020 Issue, #277)**

Multiple authors stress the importance of vocabulary in language learning. In our particular context, developing specialised lexical competence is a vital element in moving students towards using English for academic purposes (EAP). Nonetheless, many syllabi and coursebooks are organised around the learning of progressively ‘more difficult’ grammatical structures, or focus on academic skills such as presenting or essay structure. Thus, the need arises for a greater focus on vocabulary in materials and lesson activities. In this article, we share ideas that may help inexperienced materials writers or teachers devising materials and activities in their quest for effective ways to teach vocabulary.

Our contexts Chris’ undergraduate and doctoral students learn English for general academic purposes at B2 and C1 CEFR levels, which may be optional, additional or compulsory alongside their academic studies. The students have eclectic educational and subject discipline backgrounds and career goals. Clare teaches English for specific academic purposes in the Department of English Studies, where students pursue bachelor’s and master’s degrees covering Anglophone linguistics, literatures and cultures. Many of them aim to be future EFL teachers in the German state-school system and are working at C1+ level. Nonetheless, our students share some background. The majority of them are German L1 users, typically aged 18–24. We also notice common areas of difficulty in their language learning. Regarding vocabulary, these include L1 interference mistakes, often stemming from (mis-) appropriated English words in German. And, perhaps more importantly for EAP, they have issues in formality and register. German schoolbooks often neglect register, so it is only later, at tertiary level, that an understanding of register becomes important as part of the academic process. The issue is also related to students’ English consumption, which often centres on social media and popular culture, leading to limited exposure to more formal language input in English beyond their university classes. This last point is not particular to our context, making the ideas we discuss here applicable and adaptable to other settings, too. Learning vocabulary To tackle the issues of vocabulary teaching, we first have to decide what vocabulary our students should learn. This depends on their needs and level, and word frequency, specificity and relevance. Word lists developed from corpora can help us select high frequency vocabulary for teaching. In EAP, we often refer to the University Word List (Xue & Nation, 1984), the (New) Academic Word List (Coxhead, 2000), and the Academic Spoken Word List (Dang et al., 2017). Since these mainly focus on individual words, we check collocations and common phrases using tools like Sketch English for Language

Learning (sketchengine.eu/skell/). Learner dictionaries and online profiling tools can also be used to ascertain words' CEFR level and appearance on academic word lists (e.g. vocabkitchen.com and lextutor.ca).

Knowing the students (L1, learning goals, etc.) then helps us select vocabulary items from relevant word lists and levels. For example, 'potential' is a B2-level word on the AWL, but probably unproblematic for our German-speaking students, thus not warranting extensive focus. Likewise, 'morphosyntactical' is highly academic, but probably irrelevant to Chris' science students. However, seemingly easy words like 'paper' (A1, uncountable, meaning 'material to write on') require attention in EAP due to the different lexicogrammar of their more advanced meanings (e.g. 'She's published two papers.' [C2]). Thus, all of these factors should be included when considering what vocabulary to teach. Secondly, we must understand what truly learning or 'knowing' vocabulary entails: knowing a word's meaning, lexicogrammar, collocations, colligations, connotations and register. Since receptive knowledge precedes active usage of vocabulary, learners have to understand all this before they can appropriately use the lexis in their own production. In order to internalise these aspects of vocabulary items, learners need to encounter them repeatedly in context – research suggests at least 6–20 times (Laufer & Rozovski-Roitblat, 2015). Our task as teachers and materials writers, then, is to combine these elements, offering numerous opportunities to encounter suitably selected, context-embedded vocabulary.

Vocabulary input

Probably the most common way EAP students encounter new vocabulary is by reading non-fiction in English, be it to gain content knowledge or to discover discourse and structural elements of texts to imitate. Such texts are often treasure chests of useful lexical chunks that can be exploited for teaching. Depending on our starting point, we take two basic approaches to enhancing the vocabulary learning value of an input text: 1. We have a text and want to focus on vocabulary. Check CEFR levels and word lists to determine which vocabulary is likely to be new and useful to students, then design activities to help them notice/practise those words and phrases. We discuss possible activities below. 2. We have vocabulary items we want students to learn. Write a text using them, or insert them into a suitable text that students are going to read by replacing known synonyms with the new vocabulary. For example, Clare replaced lexis like 'extremely' (B1) or 'a lot' (A1) with 'profoundly' (C2 on NAWL) wherever it fit in example essays students read, so they encountered it ten different times on a 12-week writing course. This approach of 'sneaking' new vocabulary into various texts that students read, even if vocabulary is not the focus of any lesson activities, means that they repeatedly see it in context.

However, although there is some evidence that learners may 'pick up' a few new words simply by reading them (incidental learning), research suggests that more successful vocabulary learning results from doing tasks requiring explicit attention to the new words (Laufer & Rozovski-Roitblat, 2015). To really learn vocabulary from reading, then, students need to deliberately engage with the lexis multiple times.

Example activities

Activity 1

Such focused repetition can constitute a pre-task to a reading comprehension or study-skills focus. For example, inspired by Shapiro-Steinberg (2019), we suggest that learners listen to the text (e.g. teacher/students reading), read it aloud, and then say/repeat certain words or phrases (i.e. vocabulary we want to teach). This activates the phonological loop, where information is rehearsed before moving into memory. Further, students can work with edited versions of the text, where the new vocabulary is gapped for students to complete (activating short-term memory), or where new vocabulary is swapped and students identify the changes to decide whether any meanings or colligations are different (Shapiro-Steinberg, 2019). These activities particularly help expand learners' receptive vocabularies. Figure 1 shows an example from Clare's essay writing course.

Text:

A comparison of the educational opportunities in prisons and perceived social aims of these in other European countries, as well as their rehabilitation and reoffence rates, may provide insight into which aspects the UK could benefit from adopting, in an attempt to reduce recidivism rates.

Version 1 (Gap-fill):

A _____ of the educational opportunities in prisons and _____ social aims of these in other European countries, as well as their rehabilitation and reoffence rates, may provide _____ into which _____ the UK could benefit from adopting, in an _____ to reduce recidivism rates.

Version 2 (Synonyms):

An assessment of the educational opportunities in prisons and underlying social aims of these in other European countries, as well as their rehabilitation and reoffence rates, may provide understanding of which elements the UK could benefit from adopting, in an endeavor to reduce recidivism rates.

Figure 1: Example of focused repetition of vocabulary from a text excerpt.

Activity 2

Since EAP necessitates both receptive knowledge and oral/written production, students also need to learn to use academic language themselves. Text-based vocabulary learning activities combined with scaffolded tasks using dictionaries and other reference tools can enable students to employ strategies progressively leading to the appropriate lexical choices in their own work. Figure 2 shows an example from Chris' academic writing course.

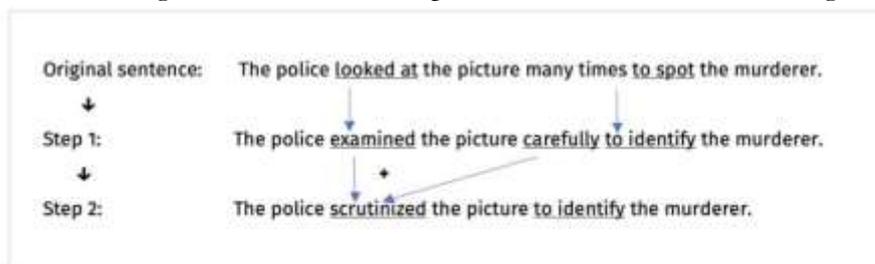


Figure 2: Scaffolded approach to vocabulary learning

Activity 3

Transferring receptive lexical knowledge into productive vocabulary use in appropriate, academic register is often challenging. We find paraphrasing a helpful and effective tool here, and an essential academic skill. After features of academic written language (e.g. nominalisation, conciseness/information density) have been introduced or identified in sample texts, paraphrasing promotes the use of this formal tone. It can target recurrent stylistic slips in students' production, like the (over)use of 'get', e.g. 'The situation gets ugly' can be paraphrased as '...deteriorates...' We find it helpful initially for students to re-write individual sentences, focusing on 'translating' the content into more formal language. Such controlled tasks, familiarising students with using formal, academic vocabulary, can enhance learners' employment of such expression in their own work. Example sentences for paraphrasing can be invented by the teacher/materials writer (as in Figure 3), or taken from less academic texts (e.g. newspapers) or previous student work. In class, the paraphrasing could also be done collaboratively, to collect multiple ways of expressing the same content in a more academic tone. An example: Re-write the following sentence (from a previous student's work) to be more concise and formal; try to reduce it to less than 20 words.

"What this research paper aims to do is to look at a large number of different things that studies have found out about how a non-meat-eating diet can be good for the health of individual people."

1 = Simplistic sentence: 2 = Student's amended sentence

Example A:

1. Men earn more than women and this shows how unjust (the) society is.
2. The gender pay gap exposes/reveals social injustice/inequity.

Example B:

1. Paul has sacked many cabinet ministers and this has caused a lot of political instability.
2. Cabinet members' dismissals have provoked serious political instability.

Example C:

1. The economic gap between the rich and poor people will end up in a revolution.
2. Socio-economic disparities will eventually trigger a revolution.

Figure 3: Sample exercise showing paraphrasing with a focus on nominalisation.

Activity 4

Long-term vocabulary retention can also be enhanced by allowing students choice in which lexis to learn. Here, student planned lessons, as in Chris' C1 Academic Oral Communication class can be helpful. This AOC course uses student-generated materials geared to helping their peers develop critical thinking, while reinforcing and expanding their lexical scope. Knowledge about the vocabulary is the first step in acquisition, use and finally long-term retention. Therefore, students on this course prepare to host discussion sessions by providing their peers with a vocabulary record including target words the group is encouraged to use during those sessions, alongside articles to introduce and illustrate the topic in question. The vocabulary record presents the target lexis (with word families, collocations, etc.) the host has selected as important for peers to effectively hold their discussion. The template (Figure 4) is adaptable to many different contexts. Preparing such

records helps raise students' lexical awareness of the semantic and contextual implications of the target vocabulary and provides them with a strategy relevant to their own vocabulary learning from input texts. Giving students the responsibility of selecting vocabulary to learn is also motivating and can stimulate a sense of ownership, which can strengthen learning. Variants of this type of vocabulary record could include placing words along semantic gradients according to the degree/intensity of their meanings or connotations. Key vocabulary can also be introduced in a word cloud based on the input text(s) – especially as the visualisation of a word in a cloud is often determined by its frequency within a text.

Verb: 1) Synonym 2) Antonym	Noun 1) Synonym 2) Antonym	Adjective: 1) Synonym 2) Antonym	Adverb: 1) Synonym 2) Antonym	Collocation or sentence
	(social) justice 1) equity/fairness 2) injustice/inequity	1) just/ fair/equitable/ 2) unjust/unfair/	Justly/fairly	Social justice implies the fair distribution of wealth. Political prisoners will be <u>treated</u> justly. Too much social injustice can provoke a revolution. To receive one's just deserts
To scrutinize 1) To analyse/to examine	scrutiny 1) analysis / examination	scrutinising / scrutinised 1) analysing /analysed		They scrutinised the documents and discovered their mistakes. Always scrutinise the small print before you sign a contract. After <u>thorough</u> scrutiny, they signed the contract.

Figure 4: Example of a vocab record table

Activity 5

Academic lexical chunks as alternatives to simple and high frequency lexis can also be practised in entertaining ways such as word puzzles. For example, crosswords or rebuses can be effective and engaging for almost all language learners – even in EAP. These puzzles can be created either for or by the students. Devising and then solving them, e.g. in pairs/groups or as competitions, often stimulates active and lively participation among the students. The definitions or clues provided encourage students to find the target word by deducing from the context or simpler synonyms/ paraphrases of the meaning. Identifying the correct solution shows that they have understood the word and how it is used within the specific topic. Likewise, creating their own puzzles and clues means that students engage with the new vocabulary and demonstrate an understanding of its meaning and contextual usage, resulting in stronger mental associations of the word and its topical context.

Conclusion

To summarise, then, we observe a need for structured vocabulary instruction. Moreover, we feel materials and lesson activities aiming to promote vocabulary learning should include multiple opportunities for students to purposely engage with relevant lexical items in appropriate contexts, and expand their (academic) vocabularies. To foster long-term retention and accurate employment of new vocabulary, we thus advocate combining input engineered to allow for numerous encounters with the words and phrases in context, with controlled activities, like those presented here, requiring the use of the new lexis in written and spoken production. Although popular culture texts and those on social media can contribute to the dynamic process of learning English and general vocabulary enrichment, in

EAP we believe this input should not be prioritised. Instead, students should be encouraged to work with formal, academic input such as published papers, presentations or textbooks – either on general interest topics or from their subject discipline. The focus should be on students learning to employ this tone and style of language usage in their own work.

Naturally, the long-term efficacy of the activities depends on the individuals and their learning preferences. Nonetheless, our activities can be adapted to include vocabulary from various fields, and we hope they will be helpful for anyone designing materials for EAP and many other English-learning contexts.

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Considerations when building e-learning courses, (Part 3)

Michelle Ocriciano

(taken from the IATEFL Voices, November/December 2020 Issue, #277)

To say that 2020 has been unusual is an understatement. ELT has shifted from face-to-face to emergency remote teaching, to a more structured online delivery and back to face-to-face. Technology became ubiquitous, and many of us developed a love-hate relationship with Zoom-like platforms and even started dreaming in Zoom-style. The shift to emergency remote teaching has triggered the desire to better understand what quality e-learning in ELT can be. In the past two articles I have discussed students' context, good education and good e-learning, universal learning design, LMS, synchronous and asynchronous e-learning, the SAMR model and student autonomy in e-learning settings. In this third article, I talk about

wellbeing, emotions and assessment, and I will wrap up with key questions to be asked when deciding to use/develop a good and well-structured e-learning course in ELT.

Wellbeing

Abraham Maslow, with his hierarchy of needs, is a very common name in education regarding wellbeing and human motivation. A less common but very important name is psychotherapist and psychiatrist William Glasser, who in the 1960s developed Choice Theory. Choice Theory assumes that human beings, like all animals, have genetic instructions to satisfy five basic needs: survival, love and belonging, power, freedom and fun. Unlike Maslow's ideas, Choice Theory does not rank needs; it only recognises that the need for survival is genetic, and therefore fundamental, while the other needs are said to be psychological. Glasser has also developed six conditions for educational wellbeing that he calls Quality Schoolwork. These are as follows:

1. There must be a warm and supportive environment.
2. Students should be asked to do only useful work.
3. Students are always asked to do the best that they can do.
4. Students are asked to evaluate their own work and improve it.
5. Quality work always feels good.
6. Quality work is never destructive.

Whether you prefer Maslow's hierarchy of needs, Glasser's Choice Theory or a more modern approach such as Positive Psychology, what matters is that different frameworks related to wellbeing are available, and these should be used in education in general, as well as in ELT. Since e-learning is education, a framework for wellbeing should certainly be part of it. We need to create an inclusive, supportive structure where students can engage in social interactions, and where a sense of online community can be fostered. The online community

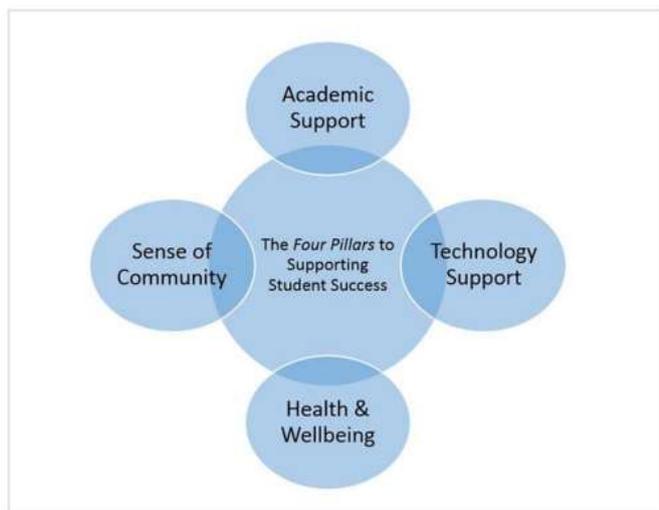


Figure 1: 'Four Pillars' of support (Roddy et al., 2017)

can potentially create a sense of belonging, which is a key component that has an impact on student engagement (Rody et al., 2017). The absence of a physical infrastructure and opportunities for face-to-face interactions in online environments places a greater emphasis on alternate forms of communication and support. For this reason, the adoption of the 'Four Pillars' – academic support, sense of community, technology support and health and wellbeing – to support student success in online learning is highly beneficial (see Figure 1).

Emotions

If asked, every teacher is likely to say that emotions play an important role in education; this is corroborated by recent research in educational neuroscience. A great number of studies have reported that human cognitive processes are affected by emotions, including attention, learning and memory, reasoning and problem-solving. It is also well established that emotions influence memory retention and recall. In e-learning, it can be difficult to generate emotions. So, a great ally is Plutchik's Wheel of Emotions. The psychologist Robert Plutchik developed the Wheel of Emotions in the 1980s to provide a visual representation of emotions (see Figure 2). For him, emotions are neither good nor bad in themselves, but they are all necessary and have concrete functions that promote survival and adaptation. Here are some suggestions to bring emotion to e-learning based on Plutchik's Wheel of Emotions:

1. Have a synchronous live session at the beginning of the course so students can get to know each other and bond.
2. Use images that trigger an emotional response.
3. Create a mix of emotions using the wheel.
4. Use a type of game mechanics.
5. Use an element of surprise.
6. Use group collaboration.
7. Use engaging stories.



Figure 2: Plutchik's Wheel of Emotions

Assessment

Assessment needs to be reconceptualised when e-learning is chosen as a method of delivery. It is a mistake to believe that it is effective to transfer the traditional model of face-to-face assessment to its digital version. We need to create a different way to think about assessment in e-learning. We need to consider what and why we are assessing and testing in a given content, but most importantly what we are doing with the outcome of this assessment or test. We always have the responsibility of writing tests as fairly as possible, and this is particularly true for this type of delivery.

Proctoring tools

Proctoring became a buzzword during Covid-19. It is just a fancy word for invigilating or supervising an examination or test. Online proctoring has many features, ranging from simple ID verification to multi-factor identity verification and completely locking the computer, stopping students from using anything but the test screen. Some of the most common proctoring tools are ProctorU, Mercer|Mettl, Examity and Verificient. There are many more, and all of them have their pros and cons. A careful and detailed inspection of the proctoring tool is essential if it fits your context.

Wrapping up

As I finish this short series of articles about e-learning, it is time to reflect on what we need to be aware of when considering this type of delivery. Here is a brief checklist of questions you can ask:

- ❖ Accessibility. Are students able to access content from diverse platforms, such as mobile phones, tablets and computers? Are devices shared by other people in the household? What is their average bandwidth?
- ❖ Assessment. Is your assessment really linked to the learning objectives? What is the role of formative and summative assessment? Can you use portfolios in your context? Is assessment internal (developed in-house), external (using big players such as Cambridge assessment, IDP, TOEFL) or commercial (Exam.net or SpeedExam)? Do you need a proctoring tool? Why/why not?
- ❖ Design. Is your course designed with all learners in mind? Have you adopted the principles of Universal Learning Design?
- ❖ Digital tools. Which ones are you using, and why? Are there any issues related to privacy? Who, if anyone, is benefiting from the data generated by students' interactions?
- ❖ Emotions. Have you considered the importance of emotions, and how you can use this knowledge to help students to learn?
- ❖ Modality. Is going entirely online a possibility? Or is a blended approach with a mix of face-to-face and online learning better for your context?
- ❖ Pacing. Is the course self-paced, class-paced or a mix of both?
- ❖ Pedagogy. How have you adapted your activities? Remember that it is often a bad idea to simply convert face-to-face activities to e-learning. Keep in mind that e-learning is a different space, and the choice of pedagogy should reflect that.
- ❖ Student ratio. Can you choose your class size, or do you have to follow certain government requirements? Are all students at similar levels?

- ❖ Students. What should they be doing? Who do they contact when they have a question, and how do they do that? How is the course going to develop students' autonomy?
- ❖ Synchronicity. Is the course synchronous, asynchronous or a mix of both?
- ❖ Teacher. Is the teacher being supported in terms of teacher education/development and wellbeing? What role does the teacher play in this course? How, and how often, should teachers be contacted? How are they going to be paid in terms of contact time with students?
- ❖ Wellbeing. Have you ensured that a wellbeing framework is adopted and used throughout the course? The final question is this: What does good education mean to you? What is its purpose? This question is fundamental to help you answer all the other questions during the development of an in-house e-learning programme, or in the assessment of a third-party programme.

Conclusion

To sum up, even though online education often has a bad reputation when people compare it to face-to-face learning, this is not necessarily the case. E-learning can be an excellent alternative to traditional face-to-face instruction, but, like any other good class, it needs to be properly designed and be taught by qualified teachers.

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By Berke Oğuz Yılmaz

Students of the English Language Teaching (ELT) field are to be exposed to a language that is widely accepted as a global language. Such a language's possibilities and wealth should be revealed if becoming a successful learner, speaker, and teacher of the same language is needed. And because the language at hand holds the key for enriching ourselves with global knowledge, culture, and understanding, one may still find it difficult to locate the essential steps to maintain a steady progression. This progression, when combined with the goal of becoming educators of different levels, plays a greater role in the ELT field. The main subject of our field which is English and the ultimate goal of us pre-service teachers share a similar notion of advancing correspondingly. Indeed, these two aspects of English Language Teaching work together for a broader, more comprehensive, and more edifying task; succeeding in the fulfilment of a pre-service teacher's needs which begin the flow as a student's needs and then develop into a teacher's. GELTS will be the gateway to those achievements as it advances with a student-centred philosophy.

Entirely Dedicated to Students, by the Students

Several aspects lie beneath GELTS' understanding. To create an identifiable legacy, we must first attain our goals that aim to propose an identity to the students of English Language Teaching. Each and every single student has put a specific level of effort to sign themselves to a higher education institution and reach where they are. This effort should be impelling, if not rewarding, to maintain the students' motivation to go one step further. This process should not just contain an academic development. A teacher was, in fact, a student once, and more importantly, they are a person. If personal, cultural, social, and professional needs are disregarded for the sake of academic development, the flow will be disrupted. This is what our philosophy will be pursuing in order for it not to occur. GELTS will meet these needs and preserve this approach as a norm. Students also need an opportunity to distinguish themselves amongst many other colleagues of theirs. Everyone makes an addition to our field at different rates and in different ways. Such differences will be of the utmost importance for GELTS to turn them into advantages that will establish an "identity" for students. As a result, each remarkable occasion within GELTS will have a signature of those who designed it and with each signature, the student will go beyond their ordinary "student" profile, letting themselves known unlike those who never wondered about such possibilities.

Our society encompasses individual students and everything they bring along. While this creates an infinite range of possibilities, individual identity's importance is carried out as collegial environment itself. Another important column of our understanding is unity. It can be arguably said that the academic environment may be a house for competitive scenes. This can bring up problems as we will be future instructors of our field who will be inevitably working together, once again, for a common goal and leading the path for others. Structures of GELTS' community is based on the "sense of community" which means such sense is a feeling members possess for the community they are a part of, reminding them they matter to each other and their commitment to remain united is what defines their shared faith (McMillan & Chavis, 1986, p. 9). As one of the main elements of GELTS' philosophy, we

believe creating unity within our field will help us overcome one of the strongest obstacles which is not being able to gather the scattered groups of people, all brilliant yet lost. Furthermore, with individual identities and a strong feeling of a community, we will be striving for global knowledge behind the doors of English. As our field puts English into its core, only through different cultures, way of thinking, and lifestyles can pre-service teachers structure a dynamic model for both themselves and their future students. In a time of globalization, it is inevitable to seek out knowledge from overseas and once explored, such knowledge will scaffold pre-service teachers in many ways.



The Roadmap of GELTS

Due to the currently on-going pandemic, we had to alter our events just like many other organizations around the globe. As a result, most of the activities taking place during this time will be online and function as a preparation phase for our actual, face-to-face events. GELTS is established within Gazi University English Language Teaching department by the students and supported by the faculty of the same department. To achieve a broader unity within the ELT field, we cannot apply our principles within Gazi University only. Our audience consists of every student of ELT meaning that any pre-service teacher of ELT is more than welcome to attend our events. Currently, our platform is growing within Gazi University ELT department, but as our branches continue to extend, we are more than pleased to see pre-service teachers from other universities. Expect to see GELTS wherever there is an event related to our cause. As a platform itself, GELTS presents various events to meet its members' multiple needs. For an instance, we are planning to do academic discussion platforms to have a broader view upon topics that are beneficial for our career. Perfect for a brainstorming session, this discussion platform will also bring together different viewpoints and contribute to our unity. But as mentioned earlier, we cannot just put academic progression into consideration. That's why we have recurring meetings to have a breather. Even the simplest topic discussed in a friendly manner can help us keep going due to how beneficial it is for our social bonds. We are planning to have interviews with a variety of names, but such interviews will not just consist of instructors. We aim to have a colourful and rich time ahead of us as we sit together with people who can contribute to our needs. It is very likely that you can find your favourite Dutch cook having an interview with GELTS, telling his experience about learning Turkish and English at the same time. We are all about exposing one's talents within our field, that's why we have also created a blog associated with GELTS. Lovers and writers of literature, students who want to share their academic work, or any valuable written work can easily refer to our blog which we are decorating with different themes, each fitting for a specific time of the month or the week. Our blog can be accessed through this link: <https://gazieltcollab.wixsite.com/geltsociety> Our newsletter will

keep the mailboxes filled for a good reason once in a while, giving our subscribers a recap of the most recent events and the upcoming events. It is also being planned to put a blog post once in a while to support our enthusiastic writers. Keeping track of everything at the same time for a platform that is ever-extending can be difficult. To solve this problem, we have created a Notion page to function as our main hub of information. Our mission, vision, upcoming events, event calendar, information about all of our extensive social platforms, and more can be found there (<https://www.notion.so/GELTS-Main-Hub-02c8a82ddfb44f76b209d004d3748ec3>). And lastly, we have a Discord server where students can stay connected even under today's circumstances and chat, share resources, discover more, and have a good time in general. We are constantly creating content for our Youtube and Instagram platforms, which share the same name of Gazi ELT Society, for our announcements and updates, but they will be extended to include student-oriented content soon as well.

The fabric of English Language Teaching cannot be torn apart, but it can be distinguished to discover what it needs and demands from the group of people who are going to study it. Therefore, if a change in the zeitgeist of ELT is needed, it is possible that disregarding policies that sow division and unifying ourselves can be the first step towards this. GELTS is all about bringing students together and supporting them in all ways possible for students are the legacy of our field. We will always be on the lookout for new ways to scaffold our members, help them understand their individual role in this massive field, and leave them with a merry look of proud accomplishments and pleasure at the end of the day.

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<https://www.elgazette.com/teaching-tracks-top-ten/>

Teaching Tracks: Top Ten

By

Wayne Trotman

9th October 2020



www.teachingtracks.co.uk

Chris Walklett, 2020

ISBN: 978-1-916058-86-6

While recent reviews in this column have tended to focus heavily on aspects of teacher development from mainstream publishers, on this occasion a self-published entertaining musical resource for those hard at work in the language classroom is highlighted. In a way, though, I'm almost certain using *Teaching Tracks: Top Ten* will also prove developmental. How many of us have previously taken the opportunity to use songs by legendary artists such as David Bowie to teach reported speech?

In his introduction, the author provides three strong reasons for how music can help develop language learner proficiency. He explains there how the short, rhythmical repetitions in authentic musical material containing thought-provoking issues tends to spark something in the minds of even the least motivated student. How many teenagers today could not name the song this line comes from: "Planet earth is blue, and there's nothing I can do."?

The ten songs used in *Teaching Tracks* will largely have most appeal to late teenage learners at good intermediate level and beyond. They are all available on YouTube (I listened to the lot on there), but if required the relevant QR codes are provided in the accompanying Teacher's Book. Chronologically, tracks range from '*Space Oddity*' (1969), to R.E.M's '*Everyday is Yours to Win*' (2011) In between, along with several others, learners can feast on Pink Floyd's legendary '*Money*', Ed Sheeran's '*The A Team*', and Lily Allen's '*LDN*'. I'll leave you to guess the years they came out. And I must confess to feeling a bit of a dinosaur when I only recognised four of the ten artists and their tracks listed.

Several pages of activities are devoted to each of the tracks. The seventh, for example, which utilises Katy Perry's '*Roar*', is titled 'Fight For Your Rights' and like all others begins with a detailed overview of related activities. As these include a reading text covering issues like

female contraception and domestic abuse, such material would need to be used with a good degree of teacher sensitivity. And where deeply controversial subjects such as drug-addiction in the track by Ed Sheeran are dealt with, this is indicated in bold red fonts in the Teacher's Book. The same applies to tracks which include the odd swear word, although students these days tend to know them already.

Valentine's Day on February 14th grows increasingly popular worldwide, and one of the songs in this selection that will go down well with your classes on that date would of course be *'The Power of Love'*, by Frankie Goes to Hollywood. Probably one of the most beautiful ballads ever written, even without the accompanying tasks in unit nine, I'm sure just listening to it in the background as they work would lead to language acquisition. And here's a question you could ask your group: which track not in this book prevented *'The Power of Love'* from being Number One in the charts on Christmas Day in 1984? The answer lies withing the reading text on page 175.

As postal services are only recently picking up after 'you-know-what', I was working from a digital version of this title, the flip-page format of which enabled fairly easy reading (although I sometimes wished the fonts were a bit larger). A paper copy is also available, of course, and personally I would always recommend this. From their comments, I noticed in the blurb on the back cover how this title is already receiving positive feedback from teenage users. *Teaching Tracks: Top Ten* might be just what you need to liven up an afternoon in mid-winter on a course that might have become a little predictable.



Wayne Trotman

Wayne is a teacher educator at Izmir Katip Celebi University in Izmir, Turkey. Wayne has been involved in language teaching both in the UK and overseas since 1981. He holds an MSc in TESOL from Aston University and a PhD in ELT and Applied Linguistics from the University of Warwick.



Nancy Naylor Casting, based in Los Angeles, is excited to announce that we're currently conducting an international search for two leading roles for the feature film, **ALEPPO**, directed by **David Schurmann** (*LITTLE SECRET*- Brazil's 2017 Oscar-select) and starring **Olivia Munn** (*OCEAN'S 8*, *X-MEN: APOCALYPSE*)

The film is scheduled to start shooting in February 2021 in Jordan.

LOGLINE: When they find themselves caught in the middle of the Battle of Aleppo, Yaz and his brother, Anas, are forced to leave everything they've known and loved behind as they try to make it to a safe place, and come to grips with their new reality. Their father, a surgeon at a local hospital, has to trade his own life for his sons and entrusts his dear friend and photo-journalist, Jasmine (OLIVIA MUNN), to lead his surviving sons to safety, even at the risk of never seeing them again.

Click here for the press release: [DEADLINE ARTICLE - ALEPPO - 9.23.20](#)

The script is confidential at this time, but will be shared as we narrow down our contenders for final callbacks. In the meantime, all instructions and information on how to make the audition tape and where to access the audition material is included in the casting flyer attached.

WE ARE IMMEDIATELY SEEKING:

- Middle Eastern (preferably from Syria) boys aged 11 – 13 years and 14 – 16 years who are fluent in Arabic but also have a strong command of English
 - ***No prior acting experience required***

CHARACTER DESCRIPTIONS:

[YAZ] 12 years old. Male. Middle Eastern, Syrian descent. Looking for someone VERY facially expressive, someone who can let us know what they're thinking by looking at us. Kind, considerate, confident, full of life, Yaz is a young Syrian boy. When the civil war hits close to home, Yaz and his surviving family are forced to go on the run to escape the horrors in Aleppo.

We encourage talent of Syrian descent to apply.

LEAD.

MUST SPEAK FLUENT ARABIC.

MUST ALSO HAVE A STRONG COMMAND OF ENGLISH.

[ANAS] 15 years old. Male. Middle Eastern, Syrian descent. The older brother to Yaz, Anas identifies as homosexual and isn't sure he believes in Islam's way of thinking. Although he is an outsider to his family, he still loves them very much, and would do anything for them, especially his little brother.

We encourage talent of Syrian descent to apply.

LEAD.
MUST SPEAK FLUENT ARABIC.
MUST ALSO HAVE A STRONG COMMAND OF ENGLISH.

The attached flyer has all the information for you to share with anyone you think might be interested. We are moving very quickly and hope to receive auditions as soon as possible! Are you able to distribute this casting flyer to anyone in your database, network and in your region who you feel could be right for the project? We are asking all young actors (including those with prior acting experience or with no experience at all) who fit the descriptions above to send a **self-taped audition** to us.

Everything parents/guardians and their kids need to know about making a self-tape and submitting it to us is included in the document below! If anyone has any additional questions, they can email us at: aleppo@nancynayorcasting.com.

Please note that this film production will follow state-of-the-art Covid-19 safety guidelines to ensure the protection of the cast and crew during all phases of production.

Thank you for your time and we look forward to seeing your amazing talent!

ALEPPO - SELF-TAPE INSTRUCTIONS and SIDES - OPEN CALL - Role of ANAS -
12.02.20: https://drive.google.com/file/d/1Kws9WLUgaP08Z0zRL9s_Jicj4vTb0PhK/view?usp=sharing

ALEPPO - SELF-TAPE INSTRUCTIONS and SIDES - OPEN CALL - Role of YAZ - 12.02.20:
<https://drive.google.com/file/d/1nQNmJ7v1jme5Gw9goOON0UxSnfZ3ejFv/view?usp=sharing>

ALEPPO - CASTING FLYER - 11.20.20:
https://drive.google.com/file/d/1df_H7bhUsy_In6wmRTWZeNkI3bXi8uX0/view?usp=sharing

Kind regards,
Kaitlin

--
ALEPPO Casting Team
Nancy Naylor Casting

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[WEB](#) [IMDB](#)

News from



<http://www.tesol.org>



TESOL 2021 INTERNATIONAL CONVENTION AND LANGUAGE EXPO TO TAKE PLACE ON 24-27 MARCH, 2021-VIRTUALLY!



Registration for attendance at the Convention is open now.

Keynote speakers of this year's convention are Glenn Singleton, Cindy Mi, and Janet Zadina.

The presidential keynote will be delivered by the TESOL President, Deborah J. Short.

For more information on the convention <https://www.tesol.org/convention-2021>.

***RESOURCES FROM TESOL INTERNATIONAL: TESOL RESOURCE CENTER and TESOL -INTERNATIONAL YouTube CHANNEL**

You can find a plethora of lesson plans, activities, teaching tips and more in the TESOL Resource Center, which can be found at <https://www.tesol.org/connect/tesol-resource-center>.

In addition to the resources provided in the TESOL Resource Center, you can always reach a significant number of virtual seminars TESOL International has organized so far through its YouTube channel: <https://www.youtube.com/user/tesolinc>

TESOL Resource Center

[Home](#) > [Connect to TESOL](#) > TESOL Resource Center

Welcome to the TESOL Resource Center! Need a lesson plan? An activity? How about ideas for what to do in class tomorrow morning? Well, you've come to the right place. The TESOL Resource Center contains lesson plans, teaching tips, activities, assessment tools, and much more. Can't find what you need? Be sure to check back: New resources are posted frequently.

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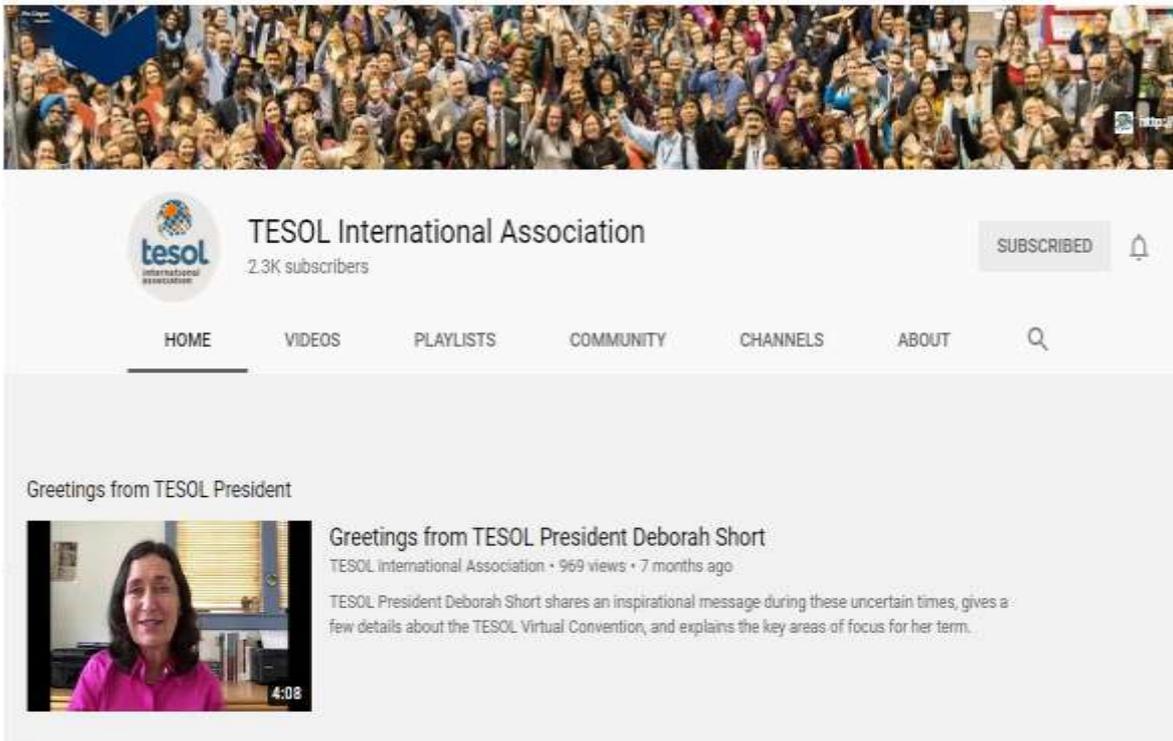
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***CALL FOR PARTICIPATION: ELECTRONIC VILLAGE ONLINE (EVO) 2021!**



What is EVO?

As a project of TESOL's Computer-Assisted Language Learning Interest Section (CALL-IS), EVO has been offering free, open online professional development sessions and workshops to teachers of English around the globe for 20 years.

For five weeks in January and February, TESOL experts and participants from around the world engage in collaborative online discussions or hands-on virtual workshops of professional and scholarly benefit. These sessions bring together participants for a longer period of time than is permitted by land-based professional development conventions and allow a fuller development of ideas than is otherwise possible.

Sessions are **free** and open to anyone around the globe. It is not necessary to be a TESOL or IATEFL member nor to attend the TESOL Convention in order to participate. All you need is access to the Internet.

The sessions that will be offered this year are as follows:

1. [CEFR VS Assessment: How can new revisions help?](#)
2. [Classroom-based research for Professional Development](#)
3. [Digital Imagery and Designs](#)
4. [Effective Presentation Skills](#)
5. [EVO Minecraft MOOC 2021](#)
6. [Flipped Learning in language teaching](#)
7. [Grammar for TESOL](#)
8. [Immersive Storytelling in Virtual Worlds](#)
9. [Intercultural Competence 2021](#)
10. [M4TEVO21](#)
11. [Scientific Literacy and CLIL](#)
12. [Self-Care for Educators with Mindfulness](#)
13. [Shaping New Ways of Teaching English for Tourism in Uzbekistan](#)
14. [Synchronous Online Flipped Learning Approach](#)
15. [TECHNO CLIL 2021](#)
16. [TEFL2YL EVO21](#)
17. [Tools for Student Collaboration](#)
18. [Technology for Spoken English](#)
19. [Wellness: A Happy and Healthy You](#)

To register for the sessions, you can visit the EVO website at <http://evosessions.org>.

*(Retrieved from myTESOL forums and
http://evosessions.pbworks.com/w/page/10708567/Call_for_Participation_EVO21)*

TO BE A TESOL INTERNATIONAL ASSOCIATION MEMBER...

After you have completed your membership procedure with INGED, all you have to do is log into the TESOL website and process your membership online. For details, please see <http://www.tesol.org/about-tesol/membership>.

...and you can always send us an e-mail for further information at ingedturkiye@gmail.com☺

TESOL ONLINE SELF-STUDY

<https://www.tesol.org/attend-and-learn/online-courses-seminars>

Online Courses

Self-Study

These courses offer you a self-paced, individualized learning experience. You can register at a time that best fits your schedule.

- [Exploring Grammar: Phrasal Structures](#)
- [Exploring Grammar: Multiclausal Structures](#)
- [Fundamentals of TESOL](#)
- [Teaching & Assessing Adult Learners](#)
- [Teaching & Assessing Young Learners](#)
- ESL for the Secondary Mathematics Teacher (under revision, available soon)
- ESL for the Secondary Science Teacher (under revision, available soon)

Facilitated

These courses offer you an online classroom environment with peer-to-peer exchange and instructor feedback. In addition, Continuing Education Units (CEUs) are offered for all facilitated online courses. Registration deadlines and the number of CEUs offered can be found on each course's webpage.

- **Separating Difference from Disability with Students Learning English as an Additional Language**
 - [29 March – 25 April 2021](#)
 - [28 June – 25 July 2021](#)
 - [11 October – 7 November 2021](#)
- **Supporting English Language Learners With Exceptional Needs**
 - [18 January - 28 February 2021](#)
 - [17 May - 27 June 2021](#)
 - [2 August- 12 September 2021](#)
- **TESOL: Training for Trainers**
 - [13 January - 23 February 2021](#)
 - [12 May - 22 June 2021](#)
 - [29 September – 9 November 2021](#)

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3 Innovative Ways to Use Breakout Rooms in ELT

Posted on [25 August 2020](#) by [Stephanie Marcotte](#)
(taken from the **TESOL Bulletin**, October 2020)

In the age of remote and online teaching, it is more important than ever that we find ways to encourage group work in our lessons. While we can no longer rearrange desks in a circle or

send groups of students into different classroom spaces, we need to find ways to create these similar collaborative and horizontal learning experiences for our English learners (ELs).

As more and more educators rely on video conferencing to host their online, synchronous courses, now is the time to think creatively and strategically about how we will encourage student discussion and small group work. One beneficial function to many video conferencing programs is the option to create a breakout room. This enables educators to divide their course into smaller groups, for example completing “get to know you” activities in small groups or discussing a chapter in a novel with guided discussion questions. More and more, the breakout room is becoming staple of the online, synchronous classroom. However, there less traditional ways that we can take advantage of this useful online teaching tool, and this blog aims to draw attention to three innovative ways that you can embed breakout rooms in your online teaching.

Breakout rooms are one of the best tools that we have when we are teaching and facilitating learning online. These rooms can be used for smaller worksheet-type activities or larger, more interactive learning experiences. Though we may face some limitations when teaching online, we have more flexibility than we know if we are willing to think innovatively about the tools available to us for collaborative learning.

Idea #1: Jigsaw Skits

Jigsaw activities are great to do with students; however, with the transition to online teaching, creating a jigsaw might be the last thing on your mind. A jigsaw is when you are able to separate a text into smaller parts. Students are able to become experts in their part of the story before they hear the other parts or the text as a whole. Then, students are able to uncover the story, meaning, and order together. This activity helps to outline how you could create a jigsaw skit activity using breakout rooms.

Step 1: Select a classroom reading that is new to the students. Divide that reading into different parts. For example, you might create four parts of a short story. Create a Google Docs for each part of the story. If you have four parts, you will create four separate Google Docs.

Step 2: Divide your class roster by the number of parts in your story. Keep in mind, you will not want your groups to be too large. You might have to adjust how you have grouped students or how you have divided the reading.

Step 3: Have students get into their breakout groups. Provide each breakout group with access to their Google Doc for their specific part of the reading/text. You can provide this to students in an email or in the chat feature within the video conferencing software.

Step 4: Give students time to read their part of the story. (Alternatively, assign the reading in advance.) They will have missing information as they will only have access to their specific part of the story. Then, students will need to create a skit to represent their part of the story. When presenting skits, students within groups can each perform their part in front of the whole class using gallery view. Here are three ways students can share their skit with the class as part of the jigsaw activity:

Option A: Each group creates a skit based on their section of the reading. Randomly call on different groups to perform their skit to the rest of the class. Between each skit, the class can then decide what the order is of the skit in the full story. In the end, each group can do their skit again in the correct order.

Option B: Each group has to create a skit that can be done individually and replicated by everyone in the group. Give the groups time to practice so that each individual feels comfortable with their part of the skit. Then, randomly group students (like speed dating) within the video conferencing software. Students would share their performance with one student at a time. Then, after everyone has rotated multiple times, everyone can come back together to discuss the correct order.

Option C: Have groups create skits that are silent. Their silent performance will be shown to the rest of the class. Groups can do this live while in class or choose to record their own video performance. Then, after each performance, the class has to take note of what happened in the skit. A shared Google Doc would be screenshared so that everyone can add their ideas to a note-chart.

Step 5: Once everyone has performed in whatever way you have decided, take the time to review (1) the content of the story, (2) the order of the story, and (3) the skit performance. Additional grammar and language components can also be tacked on to this activity.

Step 6: After the work is done, have students return to their breakout room with their group. Send each group a Google Form to complete with reflective questions about their experience in the skit. Students can screenshare the Google Form with the rest of the group and type the answers, and only one person per group would submit the group's answers. Then, all of the answers could be viewed together as a whole class.

Idea #2: Virtual Running Dictations

A running dictation is a fun way to engage students and help them use multiple English skills at once. Information (text or audio) is broken down into smaller parts. Students work in teams to gather the information, share the information with their group, and document it correctly.

Step 1: Find a text that you would like to use for a running dictation. Think about what is within the text and not necessarily how long the text is. Break this text into smaller parts. This might be by sentence or phrase. Decide what is best for your students. For example, you might have 10 sections of your text.

Step 2: Divide your class into small groups (three to four students each) for breakout. Make sure that each student is using a device that will allow them to easily join and leave a breakout group.

Step 3: You will be the keeper of the running dictation text. Students will bounce in and out of their breakout room. Only one person from each group can leave their breakout group at a time. You might code the students so that you can keep track of who is in which group. For example, if you have four groups, you might write a number 2 next to a student and a

number 4 next to someone else. People can freely leave a breakout room. However, you might have to send them back in once they are ready.

Step 4: Have each group create a Google Doc or piece of paper numbered with as many pieces of text as you're using. For example, if your text is broken into 10 parts, they should number their page from 1 to 10. Decide how you want to present the running dictation information. You might focus on reading and writing, speaking and listening, or a combination.

Here are two ways students can engage in this running dictation:

Option A: Create a short slideshow presentation. Each part of the text will need its own slide. As a representative from each group comes out of the breakout room, you can show them one slide. Once they have the information (without writing anything), they will go back to their breakout room, share the information with others in the team, and someone else will write the information. Then, a new member will leave the breakout room, and so on.

Option B: As representatives from each breakout room come back to the larger group, you will not show them anything. Instead, you will read part of the text out loud. You can say it a few times. Then, the representative goes back to their group, repeats that information, and someone else writes it down.

Step 5: Once each group feels that they have all of the pieces of the puzzle, ask them to discuss in their small groups to verify if the order of the information is correct.

Step 6: When a group is done, check their work for both order and accuracy. Check the information from each group to determine how everyone did. Then, together, have a larger discussion about the text, the meaning within it, grammar points, and/or any other language element pertaining to your course.

Idea #3: Concentric Circle/Speed Dating

A concentric circle is when you have two groups (A and B). Group A would form a circle facing in. Group B would form a circle inside the larger circle and face out. Students would rotate so that they are able to talk to everyone from the opposite group. Concentric circles might feel like something that can only happen in a physical classroom; however, there are ways that we can do a similar activity using breakout rooms. To modify it for a synchronous experience, it takes on a similar look to speed dating.

Step 1: Create the task that you want students to complete during this activity. For example, you might use an information gap assignment, discussion questions, or give every student a single line from a paragraph. (Together, they can document the new sentences that they hear and try to decide the correct order.) Consider activities in which students need to question multiple others in order to formulate a response or solution.

Here are two activity options:

Option A: Give each student in the class a different clue about a murder mystery. Make sure that each clue is numbered. You might email the clue to students before class or send them

to students individually in the chat. Have students meet one-on-one with each other in the breakout rooms to determine the solution to the crime.

Option B: Provide a real-world case study for something that the students might experience, something general or, for example, a specific career path. For each round of the breakout room rotation, you can broadcast a new question (or send a chat message) to all small groups to discuss. At the end, they should have processed the case study and come up with some possible solutions and/or reflections.

Step 2: Put students in breakout rooms. Most video conferencing software allows you to group and regroup participants so that they are able to constantly meet and talk with new people for each round. You can decide how many times they meet with people and for how long.

Step 3: At the end, you can have everyone come back to the group and share their work. Depending on the task that students were completing, this might take more or less time. It is always a good idea to ask students to reflect on their experience in the assignment as well.

Tips and Considerations

- If you are grouping students specifically, you might have students change their name within the online video platform. For example (First & Last Name, Group A). This way, you can see who is in each group in the participant view of the meeting.
- In video conferencing software, typically, you can choose whether you want it to automatically group students or if you want to manually do this. Take time to consider what is best for your specific task and class.
- As students work together on a document in their groups, you might have them use a Google Doc. This way, they can all see what is being written by the scribe. This will also make it easier for them to share group work with you to be reviewed and graded. Google Docs also provides a good opportunity for students to practice using keyboard shortcuts and typing skills as they shift and move information.

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7 Tips for Better Classroom Discussions

Posted on [18 September 2020](#) by [A. C. Kemp](#)

(taken from the **TESOL Bulletin, October 2020**)

We've all been there: You introduce what you think is a red-hot topic to discuss, but when you ask the first question, there's so much silence you can hear the classroom clock ticking.

Or, in a class of 30, two or three students dominate the conversation—and you’re so happy anyone is talking you don’t want to discourage them.

So how do you get everyone talking? What steps can you take to increase participation? Following are seven tips for better classroom discussions, whether you’re talking about a familiar topic like holidays or a difficult reading for a college prep class.

1. Warm Up

Start with a short activity that lowers affect. It doesn’t need to be related to the topic—it just needs to be fun. For instance, it can be something as simple as Two Truths and a Lie, or as silly as the game Jump In, Jump Out. This game can be played without holding hands for social distancing purposes, or even online, with students participating individually in their own homes.

2. Break It Down

Don’t feel like you need to start with a whole class discussion. Small groups in the classroom or online breakout rooms help students practice what they want to say in a lower stakes environment before they speak to the larger group.

3. Practice Communication Skills

Introduce students to conversational gambits so they know how to politely state their opinion, disagree, and interrupt—and know how to get the topic back on track if they are interrupted. It’s important to practice those skills separately before the discussion. For instance, one student in a group tells a simple story about themselves, such as what they did the day before, while other students politely interrupt them (“Could I interrupt to say something?”, “Excuse me, but could I ask...”). The storyteller then uses gambits (“As I was saying...”, “Anyway...”) to get back to their story.

4. Give Students a Head Start

One sticking point for students is trying to find the words they need on the fly, so ensure that students have already learned the words likely to come up in the discussion.

Likewise, some students feel more confident participating if they have a chance to think about the discussion before class, so consider posting the questions a day or two in advance. This also allows students to look up any extra vocabulary they need to make their point.

5. Assign Roles

If your goal is for shyer students to be more involved in conversation, ask pairs to interview each other and report on what they find. Because students will share their partner’s ideas instead of their own, they need to participate equally.

For small groups, assign students roles, such as facilitator, time-keeper, note-taker, and reporter. It’s especially important to have a facilitator to make sure everyone has the chance to speak. Though it’s easier to let the students choose these roles themselves, it’s worth planning ahead of time who will do what. If you leave it up to the students, the most confident will want to lead the discussion, while the shyest will opt to be the note-taker.

6. Make Connections

Ask open-ended questions and make them relevant to students' lives and experiences. What do they already know about the topic? How does it affect them? For instance, if you're going to discuss climate change, what changes have the students seen during their lifetimes? What are some examples of extreme weather they have experienced? If students are discussing a novel, how are their lives different from and similar to the characters? Would they do something differently if faced with the same challenges?

7. Change Things Up

If you're in a physical classroom, get students out of their seats and up at the board. They can use it to answer questions, list ideas, or write up two sides of a debate—whatever is appropriate for your discussion. For brainstorming, students can write at the same time, limited only by space and the number of markers. Online, you can change the scenery by asking them to cocreate a Google doc or Google presentation based on their discussion that can then be shared with the class.

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2021 TESOL Election Slate

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(Education)

The election slate for the 2021 TESOL International Association President-Elect, Board of Directors, and Nominating Committee is below.

The voting period will be from 30 October 2020 to 20 November 2020. If you have questions about the election, please contact [Sita Buckner](#) (+1 703.518.2507).

President-Elect, 2021–2022 (President 2022–2023)



Joyce Kling
University of Copenhagen
Copenhagen, Denmark

Shelley Taylor
Western University
London, Ontario Canada

Board of Directors, 2021–2024

The Board of Directors will have **three** open seats.

Amy Alice Chastain
ESL Programs
The University of Iowa
Iowa City, Iowa USA

Tamara Jones
Howard Community College
Columbia, Maryland, USA

Nominating Committee, 2021

The Nominating Committee will have **eight** open seats.

Kisha Bryan
Tennessee State University
Nashville, Tennessee USA

Valerie Jakar
Educator (Retired)
Jerusalem, Israel

Georgios Vlassios Korpas
Al Yamamah University
Riyadh, Saudi Arabia

Stephen Looney
Pennsylvania State University
University Park, Pennsylvania USA

Benjamin McMurry
Brigham Young University
Provo, Utah SA

Alex Maccraun
AELRGlobal
Orange, Texas USA

Marnie Reed
Boston University
Boston, Massachusetts USA

Dudley Reynolds
Carnegie Mellon University in Qatar
Doha, Qatar

Zuzana Tomas
Eastern Michigan University
Ypsilanti, Michigan USA

Misty Wilson
IELTS USA
Savannah, Georgia, USA

Sailua Xia
Murray State University
Murray, Kentucky USA

Ponderables for 2020

- 🤖 Having plans sounds like a good idea until you have to put on clothes and leave the house.
- 🤖 It's weird being the same age as old people.
- 🤖 When I was a kid I wanted to be older...this is not what I expected.
- 🤖 Life is like a helicopter. I don't know how to operate a helicopter.
- 🤖 It's probably my age that tricks people into thinking I'm an adult.
- 🤖 Never sing in the shower! Singing leads to dancing, dancing leads to slipping, and slipping leads to paramedics seeing you naked. So remember...Don't sing!
- 🤖 During the Middle Ages they celebrated the end of the plague with wine and orgies. Does anyone know if there is anything planned when this one ends?
- 🤖 If 2020 was a math word-problem: If you're going down a river at 2 MPH and your canoe loses a wheel, how much pancake mix would you need to re-shingle your roof?
- 🤖 I see people about my age mountain climbing; I feel good getting my leg through my underwear without losing my balance.
- 🤖 We can all agree that in 2015 not a single person got the answer correct to, "Where do you see yourself 5 years from now?"
- 🤖 If you can't think of a word say "I forgot the English word for it." That way people will think you're bilingual instead of an idiot.
- 🤖 I'm at a place in my life where errands are starting to count as going out.
- 🤖 Coronacoaster *noun*: the ups and downs of a pandemic. One day you're loving your bubble, doing workouts, baking banana bread and going for long walks and the next you're crying, drinking gin for breakfast and missing people you don't even like.
- 🤖 I'm at that age where my mind still thinks I'm 29, my humor suggests I'm 12, while my body mostly keeps asking if I'm sure I'm not dead yet.
- 🤖 Don't be worried about your smart phone or TV spying on you. Your vacuum cleaner has been collecting dirt on you for years.
- 🤖 I'm getting tired of being part of a major historical event.
- 🤖 I don't always go the extra mile, but when I do it's because I missed my exit.
- 🤖 At what point can we just start using 2020 as profanity? As in: "That's a load of 2020." or "What in the 2020." or "abso-2020-lutely."
- 🤖 You don't realize how old you are until you sit on the floor and then try to get back up.
- 🤖 We all get heavier as we get older, because there's a lot more information in our heads. That's my story and I'm sticking to it.

ENGLISH IS FULL OF CONTRADICTIONS

Found Missing
Open Secret
Small Crowd
Act Naturally
Clearly Misunderstood
Fully Empty
Pretty Ugly
Seriously Funny
Only Choice
Original Copies
Exact Estimate
Tragic Comedy
Foolish Wisdom
Liquid Gas

And

Social Distancing