Promoting Digital Literacy
in the Context of English Language Education
– Focusing on Tolerance and Diversity

Abstract

A lot of time and effort has been spent in educational research looking into and devising new ways to help English language learners acquire and develop digital literacy skills. Gone are the days of students fiddling around with cassette tapes and pre-Windows computers in language labs. A whole host of new and creative methods have been developed to ensure students are equipped with the most effective tools to pick up, learn, integrate and use new skills grounded in digital literacy. Civic-minded consciousness as well as tolerance can play a key role in this process as students pick up new skills necessary for success in a complex world. This interactive workshop will briefly review the theoretical and practical literature on how students can locate and verify reliable sources of information, understand the routes through which digital information comes to them, constructively engage in digital communities, maintain their privacy and security online, understand that they themselves are producers of information, and evaluate the value of the internet as a mechanism for civic-minded action. This will be followed by an introduction to several methods that can assist learners in developing their digital literacy skills within the context of the English language classroom, culminating in a demonstration of how such methods can be integrated into the classroom, with a particular focus on tolerance and diversity.

Speaker

Daniel Svoboda

**Assistant Professor
in the Graduate School of Interpretation /
Translation at the Hankuk University
of Foreign Studies (HUFS)**

Daniel Svoboda is an Assistant Professor in the Graduate School of Interpretation and Translation at the Hankuk University of Foreign Studies (HUFS) in Seoul. Following an undergraduate degree in English, he graduated with an MA in English in 2011 and is currently working on his doctoral dissertation.
Over a teaching career that spans more than a decade, Daniel has worked with learners as diverse as kindergarten students, undergraduates, graduate school students and civil servants, and just about every age level in between at private academies, elementary schools, high schools, universities, and in-house corporate training programs.
A fluent Korean speaker, Daniel uses a variety of learning strategies and tools on a daily basis as he tries to ensure his two young children grow up to be fully bilingual.
Daniel has presented papers at more than thirty international conferences both in Korea and abroad on topics related to TESOL, literary theory and translation.

Promoting Digital Literacy in the Context of English Language Education
-Focusing on Tolerance & Diversity

Daniel Svoboda

Hankuk University of Foreign Studies

Road Map

- Digital Literacy & Tolerance & Me
- Understanding Digital Literacy
- Terminology
- Five Principles of Digital Literacy
- Empathy & Understanding
- Digital Literacy Activities to Build Tolerance

Digital Literacy & Tolerance & Me

The Digital World & Tolerance

We cannot escape or avoid the digital world.

Therefore,

We must build tolerance in the new digital world.

Understanding Digital Literacy

Why is digital literacy important?

- Our students are digital nomads

- We live in a globalized world

- Our students need digital literacy to understand the world

What is digital literacy?

Social media (SNS) – Facebook/Instagram/Twitter/etc.

Email

Online communities (cafés, blogs)

Gaming

Media – YouTube, etc.

Does digital media inspire/worry you?

Positives

1. Meet new people
2. Find information/content
3. Create/share digital content

Negatives

1. Meet dangerous people
2. Find misinformation
3. Privacy concerns
4. Hate speech
5. Intolerance

Terminology

Bias

noun

1.

prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

"there was evidence of **bias against** foreign applicants"

Clickbait

noun: **clickbait**;

(on the Internet) content whose main purpose is to attract attention and encourage visitors to click on a link to a web page.

"these recent reports are clickbait"

Digital detox

noun: **digital detox**;

a period of time during which a person refrains from using electronic devices such as smartphones or computers to reduce stress or focus on social interaction in the physical world.

"break free of your devices and go on a digital detox"

Digital footprint

noun: **digital footprint;**

the information about a particular person that exists on the Internet as a result of their online activity.

"there are several ways to ensure your digital footprint doesn't damage your reputation"

Information overload

noun: **information overload**

exposure to or provision of too much information or data.

"the main challenge for consumers is information overload"

Sponsored content

noun: **sponsored content**

material online which resembles a publication but is paid for by an advertiser and intended to promote the advertiser's product.

"sometimes, we are unsure what is sponsored content and what is not"

Five Principles of Digital Literacy

From www.tolerance.org

1. Students can locate and verify reliable sources of information.

Reliable – Wikipedia, official websites
Unreliable – Twitter, random Naver Café

2. Students understand how to find digital information.

Teach students how to use Google and Duck Duck Go

Search in Facebook, use #hashtags in Instagram/Twitter

Check the URL

.com vs. .org/.gov

.co.kr/.or.kr/.go.kr

3. Students can constructively engage in digital communities.

Participate in digital communities (Facebook, Instagram, Kakao Group Chat, Twitter)

Promote inclusivity and empathy during group communications.

Be aware of bad words, hate speech, racist/sexist language.

4. Students understand how online communication affects privacy and security.

Map and monitor their digital footprint (personal information exposure)

Identify platforms and techniques for safe digital communication.

Naver BAND vs. Twitter

Protect full names, ID numbers, addresses, family info, phone numbers, passwords

5. Students understand that they are producers of information.

Make and share digital content.

Ensure shared content reflects tolerance.

Be kind, be gentle, be understanding online.

Ignore the haters. Report hate speech.
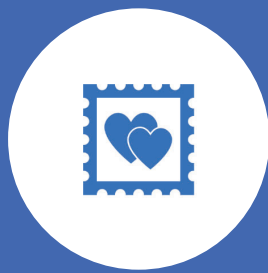
Empathy & Understanding

Using digital literacy to prevent bullying/ostracization of special groups

Tolerance for multicultural backgrounds

VIDEOS ON DAILY LIFE IN VIETNAM
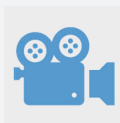
LANGUAGE LESSONS HOW TO SAY "HELLO" IN VIETNAMESE

COOKING LESSONS "HOW TO COOK PHO"

VIDEOS OF TRADITIONAL VIETNAMESE FASHION/MUSIC/ART/ETC.
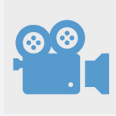
Tolerance for different body shapes

Videos with body positive role models

Videos on healthy lifestyles (not how to lose weight)

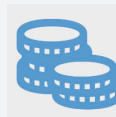## Tolerance for different genders

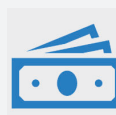- Videos that break gender stereotypes
- "Run like a girl" video
- Boys playing with dolls

Tolerance for different social classes

- Videos on socio-economic inequality
- Life on $1 a day survey

Tolerance for physical and learning disabilities

- Videos of kids with learning disabilities succeeding
- Voice recognition (Google Assistant)
- Subway wheelchair accessibility challenge

Digital Literacy Activities to Build Tolerance

1. Storypal

Find a pen pal from another country

Learn about other cultures/languages

2. Open a Facebook account

JOIN A GROUP ON A TOPIC OF INTEREST

POST ON CLASS ACTIVITIES

3. Watch a YouTube video on a related topic

LEAVE A COMMENT

UPLOAD A RESPONSE AND TAG THE ORIGINAL

4. Follow a celebrity from another country

FIND THEM ON INSTAGRAM USING #HASHTAGS

READ AND LEAVE COMMENTS

5. Follow someone interesting on Twiter

RETWEET THEIR POSTS

INTERACT WITH THEM DIRECTLY

6. Start a language learning blog

Open a class blog on Naver, etc.

Post learning diaries, photos, videos

7. Record and share a video
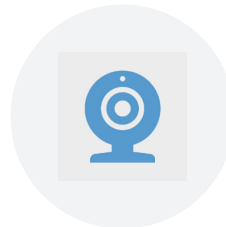
LIFE IN KOREA

KOREAN SCHOOL CULTURE

UPLOAD TO YOUTUBE

8. Cross-cultural video chatting

FIND STUDENTS/CLASSES FROM OTHER COUNTRIES

HOLD SKYPE VIDEO SESSIONS

9. Conduct surveys

DISCOVER ATTITUDES TO HALLYU/K-POP

FIND OUT WHICH KOREAN FOOD IS MOST POPULAR

10. Charity

FIND A REPUTABLE CHARITY

MAKE A SMALL CLASS DONATION TO A WORTHY CAUSE

THANK YOU!

Questions?

Email me @ dansvo82@naver.com

Digital Literacy :
Beyond Digital Information Consumption

Abstract

Digital literacy is the ability to do more than simply consume information through the internet and digital tools. It is the ability to evaluate, interpret, analyze, and create using tools for a specific purpose and audience. Digital literacy is necessary for success in today's world, and the incorporation of these skills into the learning experiences of young people is vital. Digital tools allow students to create content combining the physical and digital world. We no longer have a choice in being immersed in a digital world. The world exists and it is our role to help students understand how to navigate and learn in these new environments. Discussion topics will include an understanding of digital literacy as it applies to English language learning, exploration of analog and digital tools that allow teachers to develop digital literacy in students, and how to utilize these skills and tools to transform the learning for students.

Speaker

Mareena Kohtala

**Elementary School Associate Principal /
Korea International School, Jeju Campus**

Mareena Kohtala is the Associate Principal for the Korea International School, Jeju campus elementary school. In this position, she works with teachers and students in junior kindergarten through grade 5 classes. Previously she worked as the 21st Century Learning Coordinator in Doha, Qatar where she led the planning and integration of technology for an international school of students ranging from preschool to grade 12. She has taught elementary school in the United States and worked as a technology integration specialist to support classrooms at Qatar Academy in Doha. She has presented and led training on technology integration tools, strategies, and implementation in schools and organizations around the world.

Digital Literacy: Beyond Digital Information Consumption

Mareena Kohtala

mkohtala@kis.ac

@mareenakohtala

Technology Foundation Standards for Students

Year: 1998

1. Basic operations and concepts

2. Social, ethical, and human issues

3. Technology productivity tools

4. Technology communications tools

5. Technology research tools

6. Technology problem-solving and

decision-making tools

National Educational Technology Standards for Students, 1998 https://www.iste.org/docs/pdfs/nets_for_students_1998_standards.pdf

ISTE Standards for Students

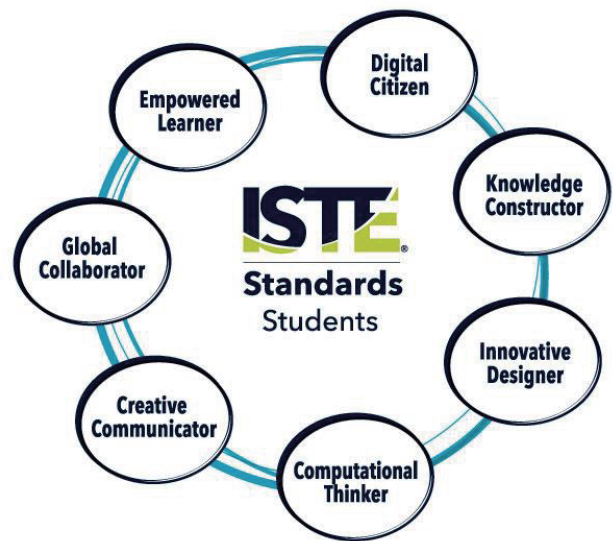| 1998	2007	2016
Computer lab	Laptop carts	1:1
Computer teacher	Innovative teachers	All teachers
Teacher directed	Student-centered	Learner-driven
How to use tech	Using tech to learn	Amplifying learning with tech

evaluate   interpret

analyze   create

Digital Literacy

digital tools

purpose   audience

ST

Seoul Training
Teacher

| Journal | Activities | Inbox | Skills |

ST Class Journal
0 items

Sample Student
0 items

Student 1
0 items

Student 2
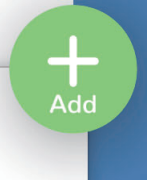0 items

Student 3
0 items

Student 4
0 items
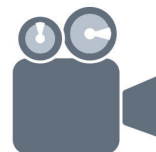
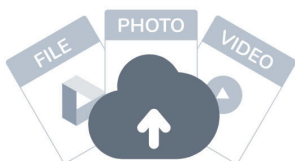Student 5
0 items

⊕ Students   ⊕ Families   ?

See How Seesaw Empowers Students to Demonstrate Learning

✏️ Post Student Work   ➕ Add

➕ Add

Post Student Work

Photo

Drawing

Video

Upload

Note

Link

Create and Reflect

Select Students

	ST	All Students in Seoul Training
		Sample Student
		Student 1

iPad

Student Account
Student - 1 class

9:40 AM

Journal

Fri, July 20, 2018

🦊 C   ✕

🦊
C

Waiting for Teacher Approval

🛰 62% ▮

🤖

NEW PreK-2

Student

📖 Journal   💡 Activities   💬 Inbox

🤖 Class Journal

🐌 A

🐬 B

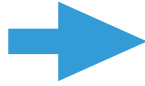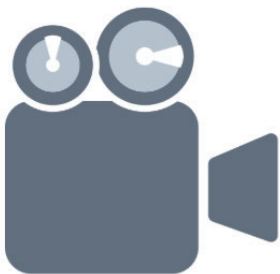🦊 C   📁

🐍 D

Photo → Drawing

Add a caption
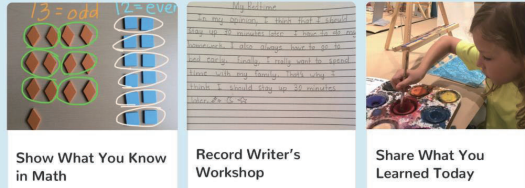
Record voice

Record voice or a caption

Students use Seesaw's creative tools to capture learning. Start b[y]
ideas ready to use in your classroom!

Show What You Know in Math

Record Writer's Workshop

Share What You Learned Today

Add

ST

Seoul Training
Teacher

Jour[nal]   Activities   Inbox   Skills

Browse Activity Library
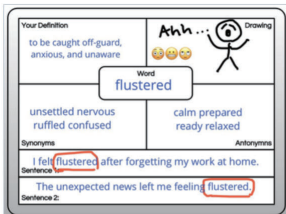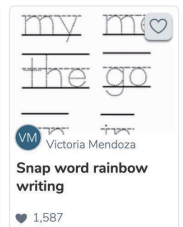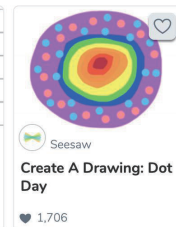
Activity Library

Community   My Library

Pre-K ▾   English Language L... ▾   Search Pre-K Activities...

Pre-K English Language Learners
248 Activities

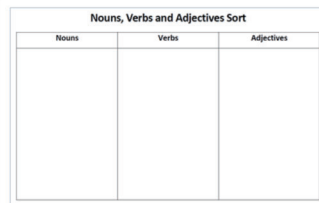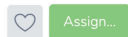|				
Xx Kk Ss Nn Ll Jj Hh Gg Mm Ff Ww Vv Bb Uu Yy	Beginning Sounds	h M J D S F T e O V x b I Z C q i g U R c s X X A S D v t k W c N u Q	Create A Drawing	my me the go
Laura Butler	Lorie Felippa	Mrs. Aguilar	Seesaw	VM Victoria Mendoza
Letters and Sounds I Know	**Beginning Sounds Matching**	**Letter Fluency**	**Create A Drawing: Dot Day**	**Snap word rainbow writing**
♥ 4,492	♥ 2,563	♥ 2,213	♥ 1,706	♥ 1,587

Andy Leiser

Student Instructions

Vocabulary Organizer

Using Labels and Ink, complete each section of the graphic organizer.
Where appropriate, you may use one or two emoji to better explain the word.
Record your voice reading your sentences before submitting.

▶ Play Instructions (0:18)

📷 English Language Arts, English Language Learners, Writin[g]
♥ 2744 teachers like this
💻 Compatible with: Chromebooks, computers, iPads, iPhones, phones, Kindle Fire

Students will edit this template
Remember to choose labels, col...

♥   Assign...

Your Definition
to be caught off-guard, anxious, and unaware
Word: flustered
unsettled nervous ruffled confused
calm prepared ready relaxed
Synonyms   Antonyms
I felt flustered after forgetting my work at home.
Sentence 1:
The unexpected news left me feeling flustered.
Sentence 2:
Ahh...   Drawing

Nouns, Verbs and Adjectives Sort

Nouns	Verbs	Adjectives

AC   Angela Chant

♥   Assign...

Student Instructions

Nouns, Verbs and Adjectives sort

1. Choose Add response to start the activity.
2. Use **T** to type in the words from the board and sort into the correct column of the table.
3. Use 🎤 to record yourself explaining your activity
CHALLENGE: Try adding some of your own words to the table.
4. Press the ✓ to save your work to SeeSaw.

Students will edit this template

📷 English Language Arts, Reading, Writing, 3rd, 2nd, 4th
♥ 2040 teachers like this
💻 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

···

Seesaw
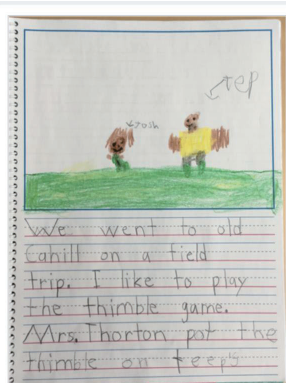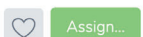
Student Instructions

Activity 2: Record Writer's Workshop

Tell us your story.
Add response 1. Tap the add button.
📷 2. Take a photo of your writing.
🎤 3. Tap the mic and read your writing.
✓ 4. Tap the check and add to your journal.

▶ Play Instructions (0:20)

We went to old Cahill on a field trip. I like to play the thimble game. Mrs. Thorton put the thimble on teep[s]

Kim, David

♥   Assign...

Student Instructions

Korean Greeting and Say your Name in Korean

Record your Korean Greeting Video. Bow 45 - 90 Degree and Say 안녕하세요. (Annunghaseyo) and Say Your Name 입니다 (Ibnida).

For example 안녕하세요. 존 입니다. (Annunghaseyo Jon Ibina) Hi I am John

🌐 World Languages, 7th
💻 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

···

Create New Activity

Activity Name (required)

> e.g. Writer's Workshop

Student Instructions

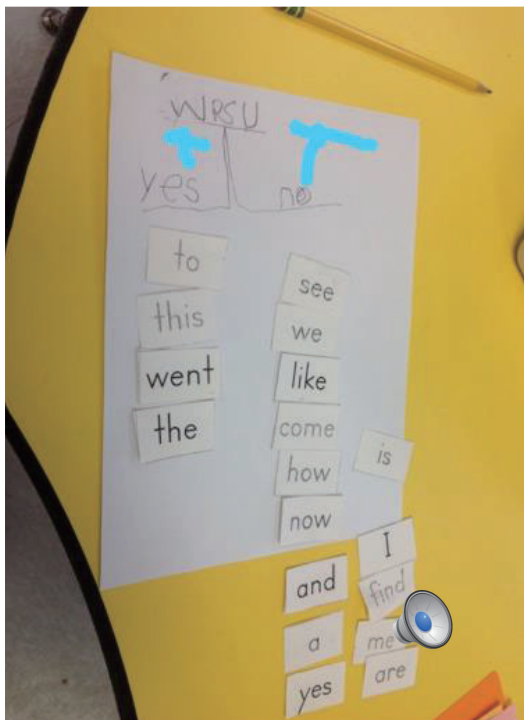> Type instructions for your students...

🖊 Add Voice Instructions

⊕ Add Multimedia Instructions or Example

Student Template
Students will respond directly on top of this template. Photos, drawings, and notes work best.

⊕ Add Template for Student Responses

CLASS SETTINGS

Class name	Seoul Training >
Grade level	2 ▾
Manage teachers	>
Class Theme	Ocean >
Class Icon	ST >

Seoul Training
Teacher

Journal | Activities | Inbox | Skills

Add

STUDENTS

Student sign in mode	Class Code - Shared Devices >
Manage students	>
Student likes and comments	>
Students can see each other's work	⬤
New items require approval	⬤
Enable item editing	⬤
Enable sample student	⬤

FAMILIES

Enable family access	⬤
Invite families	>
Manage families	>
Pending family approvals	>
Family likes, comments and sharing	>

Seoul Training
Teacher

Journal | Activities | Inbox | Skills

Add
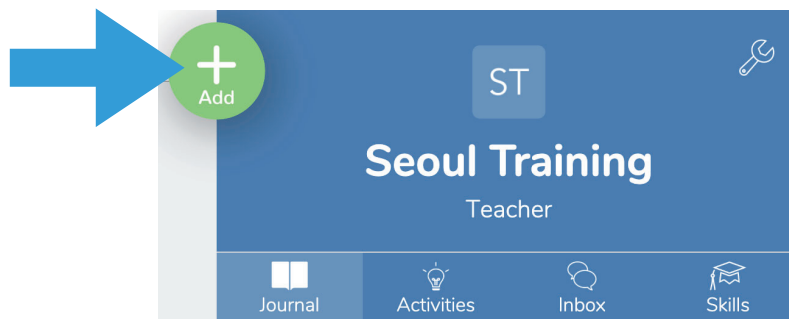
Send Announcement

Send Announcement

Send To...	⌄

Send To...

All Students (6)

All Family Members (0)

All Students and Family Members (6)
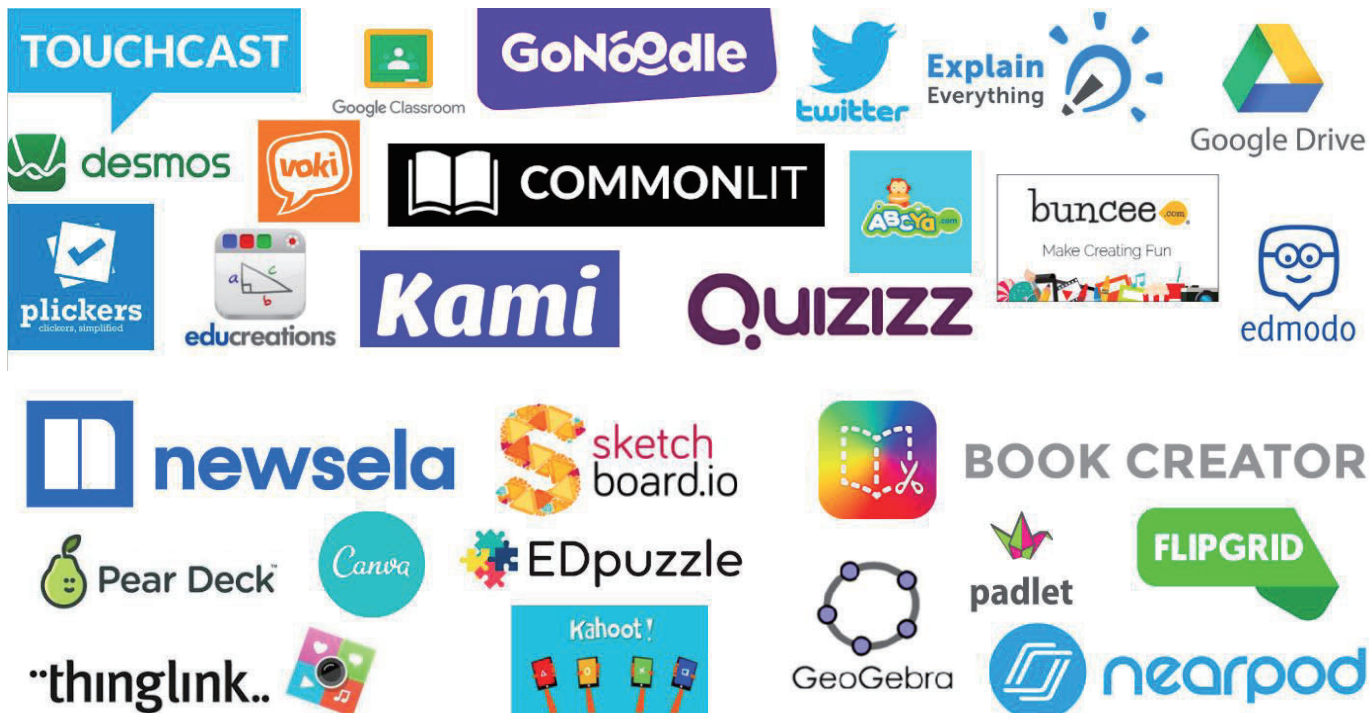
Type your announcement here...

⊕ Add Attachment

Send Now

TOUCHCAST

Google Classroom

GoNoodle

twitter

Explain Everything

Google Drive

desmos

voki

COMMONLIT

ABCya.com

buncee.com
Make Creating Fun

plickers
clickers, simplified

educreations

Kami

QUIZIZZ

edmodo

newsela

sketch board.io

BOOK CREATOR

Pear Deck

Canva

EDpuzzle

padlet

FLIPGRID

thinglink..

Kahoot!

GeoGebra

nearpod

Effective Ways to Promote Digital Literacy in Korean EFL Classrooms

Abstract

English and digital literacy are the keys that offer our students access to the global world. Making digital literacy a core component of our English teaching allows us to leverage the unique advantages it provides such as access to science, technology, and business content as well as entertainment from around the world that can enrich their lives. We must also be mindful of the pitfalls of failing to give digital literacy the attention it deserves. We need to move beyond our possible trepidation about keeping up to date with the ever-evolving technological tools at our disposal because each tool has the potential to help our learners acquire English more efficiently. This session will explore these themes as well as overview of some of the key concepts and issues related to digital literacy, reflect on handling potential obstacles to integrating digital literacy such as widespread lack of critical information literacy and offer some suggestions for digital literacy tools that you can use to move your students forward.

Speaker

Dennis Murphy Odo

Associate Professor in Department of English Language Education, College of Education / Pusan National University

Dr. Dennis Murphy Odo received his Ph.D. in Language and Literacy Education from UBC. He has previously served as an in-service public school TESOL methods teacher trainer in Canada and for the Korean Ministry of Education and as a tenure-track Assistant Professor of ESOL/ Reading education at Georgia State University where he taught courses in first and second language reading. He is currently an associate professor in the department of English Education at Pusan National University where he teaches courses in second language acquisition and literacy instructional methods. His main research interests include learner autonomy, technology, second language literacy instruction and teacher development.

EFFECTIVE WAYS TO PROMOTE DIGITAL LITERACY IN KOREAN EFL CLASSROOMS

FOSTERING SECOND LANGUAGE DEVELOPMENT THROUGH MULTIMODAL DIGITAL TOOLS

Dennis Murphy Odo, PhD
Associate Professor
Dept. of English Education
Pusan National University

AGENDA

- Background and Defining Digital Literacies

- Digital Literacies in English Language Teaching

- The Affordances and Constraints of Digital Tools

- Digital Literacies in the language classroom

BACKGROUND

- English is the world's second language (sorry Esperanto).

- This fact might change but very likely not in our lifetime.

- If we want our learners to be global leaders, we need them to form them into competent English users.

BACKGROUND

- English and digital literacy are the keys that offer our students access to the global world.

- English provides such as access to science, technology, and business content as well as entertainment from around the world that can enrich their lives (British Council, 1995).

- We must also be mindful of the pitfalls of failing to give digital literacy the attention it deserves.

BACKGROUND

- Advances in digital communication technologies have led to important changes in the way that people read, write and communicate.

- New forms of representation in the digital context are increasingly hypertextual, multimodal, interactive and plurilingual.

- So, we need to rethink the curriculum and take such digital literacies into account.

BACKGROUND

- An English language learner (ELL) tasked with understanding texts online now has to do much more than simply "decode" their written message.

- These texts go beyond writing and draw on unique digital affordances of hypertext, multimodality and interactivity.

- In a "post truth" era we need to critically evaluate online information.

BACKGROUND

- Digital communication tools are everywhere.

- These digital tools have changed the nature of language and communication.

- Effective participation in a globalized society now depends on mastery of these digital communication tools.

BACKGROUND

- Learners have more opportunities to communicate online.

- Online spaces offer learners authentic content that support autonomous language learning (Sauro & Zourou 2019).

- Teachers often don't use digital literacies instruction in their practices (Tan & McWilliam 2009) so their learners may struggle to use these tools.
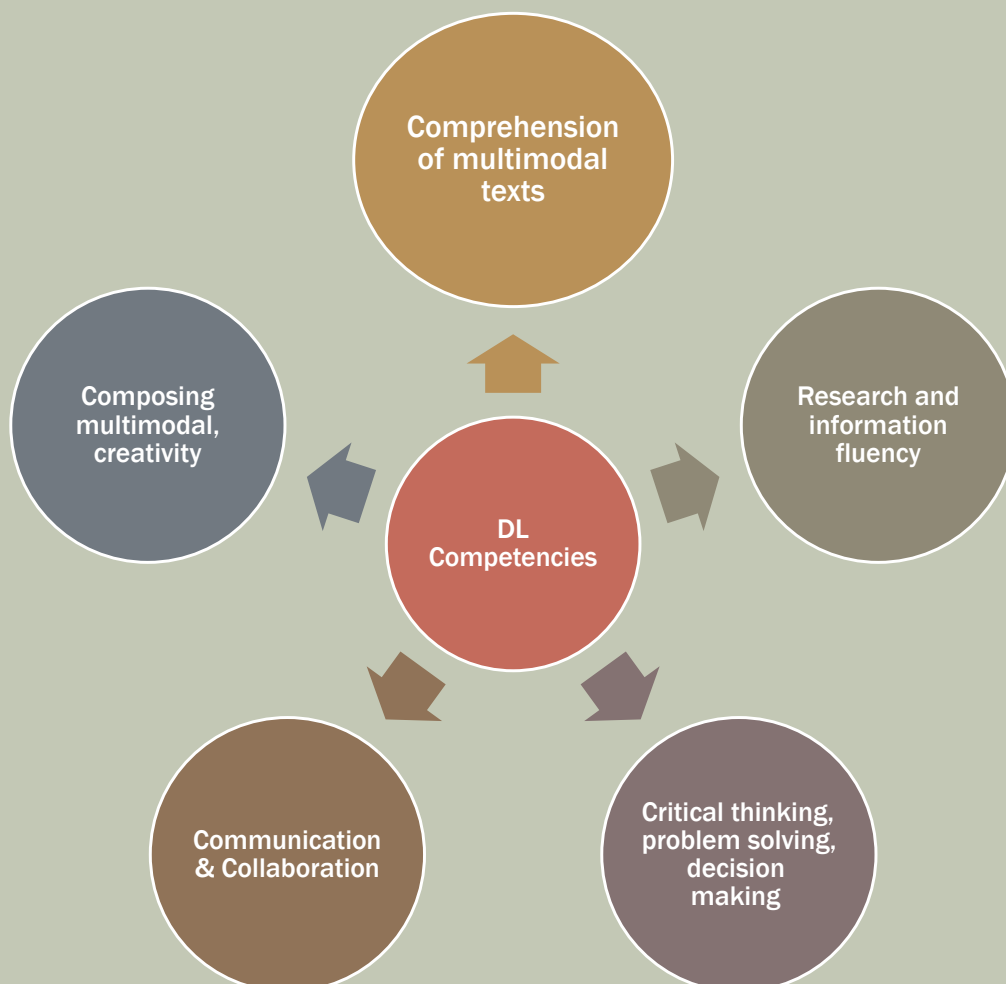
DEFINING DIGITAL LITERACY

OTHER NAMES FOR DIGITAL LITERACIES

- New literacies (Coiro et al. 2008)

- Multiliteracies (New London Group 1996)

- Multimodal literacies (Lotherington & Jenson 2011)

- Electronic literacies (Warschauer 1999)

DEFINING DIGITAL LITERACY

- "The practices of communicating, relating, thinking and 'being' associated with digital media" (Jones & Hafner 2012).

- 'Digital literacy defines those capabilities which fit an individual for living, learning and working in a digital society' (Beetham, 2010).

- Information literacy is 'a set of skills and knowledge that allows us to find, evaluate, and use the information we need, as well as to filter out the information we don't need' (Eisenberg, 2008)

Comprehension of multimodal texts

Composing multimodal, creativity

Research and information fluency

DL Competencies

Communication & Collaboration

Critical thinking, problem solving, decision making

TEACHER AND STUDENT ROLE

- Teacher
  - Sage on the stage to guide at the side
  - Technology won't replace teachers. Teachers who are confident using technology will replace those who aren't.
  - Digital technology gives us access to so many more tools that allow us to give learners access to 3D learning experiences.
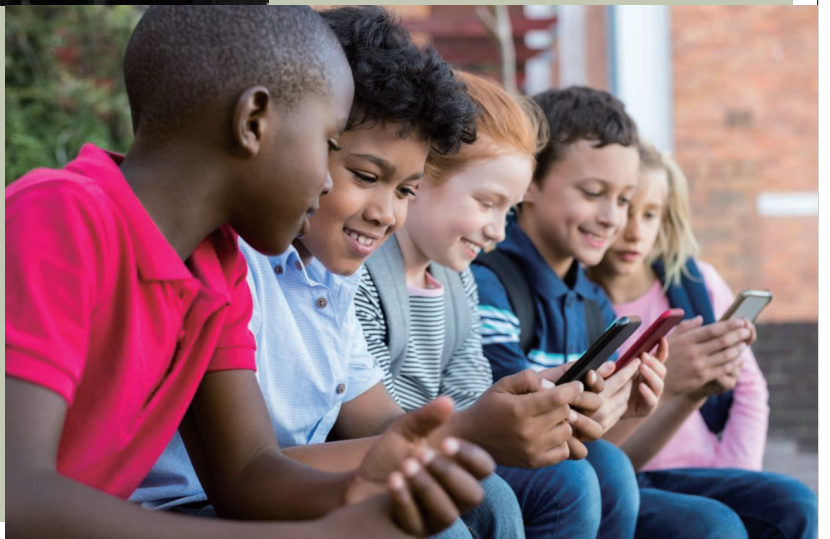
- Students
  - DL offers more opportunities for self-directed learning.
  - Students will have to accept more responsibility for their learning.

MYTH OF THE DIGITAL NATIVE

The myth that our learners already know more about DL than us or can learn DL independently is wrong.

WHAT DO YOU THINK ARE 2-3 BENEFITS OF USING A CLASS BLOG?

WHAT ARE 2-3 DRAWBACKS?

AFFORDANCES AND CONSTRAINTS

- Rather than trying to learn how to use many different tools. We need to understand affordances and constraints associated with particular digital tools and digital communication.

- Digital tools affect reading, writing and communicating because they have different affordances and constraints.

- Different users will see different affordances and constraints different possibilities in particular tools.

- Example: microphone, provides its user with a louder voice for a large audience but limits private conversations (Jones & Hafner, 2012)

AFFORDANCES

- Digital tools allow people to gain access to large amounts of information

- Hypertexts offer multiple reading paths

- Multimodal texts that combine speech, writing, sound and image

- Allow one-to-many interactions with global audiences

CONSTRAINTS

- New information brings new norms and values

- Affects the identities that people can adopt

- Higher order thinking, synthesis and evaluation is needed

- Reliability of online information

- Algorithms in social networks serve create self-reinforcing "filter bubbles" or "echo chambers"

INCORPORATING DIGITAL LITERACIES INTO THE CLASSROOM

INCORPORATING DIGITAL LITERACIES IN THE FORMAL ELT CURRICULUM

1. Structured participation in online affinity spaces

2. Embedding digital literacies in the language curriculum

3. Digital multimodal composing projects

4. Virtual exchange projects.

STRUCTURED PARTICIPATION ONLINE
(THORNE & REINHARDT, 2008)

- Students bring examples of their out-of-class digital communications to class:
  - Online gaming virtual worlds
  - Online fan communities
  - Social networks
  - Instant messaging
  - etc.

- Analysis of these texts' features can help students see what these features communicate.

- The teacher then encourages learners to try out these tools for themselves.

PROCESS-ORIENTED GENRE APPROACH
(HAFNER & MILLER, 2019)

- Issue of how to fit DL into a full curriculum.

- Identify authentic text genres and practices as targets that could be shared online.

- Reflect on what digital tools can be used to explore these genres and practices.

- Design projects, tasks and materials that allow students to explore the genres through the digital tools.

PROCESS-ORIENTED GENRE APPROACH (HAFNER & MILLER, 2019)

- For example, earners can create and share multimodal texts like:
  - Web pages
  - Posters
  - Brochures
  - PowerPoints,
  - Audio essays
  - Digital stories
  - Documentaries etc.

- Creating these multimodal texts helps students see the affordances of different modes.

TELECOLLABORATION OR VIRTUAL EXCHANGE PROJECTS (O'DOWD 2006, 2018)

- Telecollaboration or virtual exchange.

- US and Korean students work together to develop some kind of digital text (e.g., web page, documentary etc.).

- Analyze "parallel texts," like stories, books or films.

- Conduct ethnographic interviews with target language speakers.

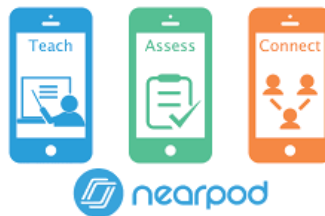- Develops language acquisition, intercultural learning and digital literacies.

DIGITAL LITERACY TOOLS

- Glogster
- Great Big Story
- Webjets
- Buncee:
- Nearpod:
- edpuzzle

THINK OF ONE WAY THAT YOU COULD USE 1-2 OF THESE TOOLS?

- Glogster:

- Great Big Story:

- Webjets:

- Buncee:

- Nearpod:

- Edpuzzle:

REVIEW

- Background and Defining Digital Literacies

- Digital Literacies in English Language Teaching

- The Affordances and Constraints of Digital Tools

- Digital Literacies in the language classroom

**Digital Resources for
Project-based Learning**

Abstract

This talk will introduce three examples of in-class and outside-of-class activities that can help students develop their language skills by closing their textbooks and leveraging technology through practical activities. The first is an internet-based scavenger hunt for learning about other countries. The second is creating websites based on current events or personal interests. The third is creating videos and podcasts for specific target audiences. These activities can be adapted for a variety of ages and ability levels and will help students improve their teamwork and communication skills.

Speaker

Tim Thompson

Former Visiting Professor / KAIST

Tim Thompson (MA TESOL) was an educator in Korea from 1996 to 1998 and from 2002 to 2016. He has been certified as an IELTS and BULATS examiner and designed the outgoing exchange student testing system used at KAIST. His volunteer activities included serving as program chair for the 2014 KOTESOL-KAFLE International conference. Tim also redesigned and served as editor-in-chief of The English Connection magazine and was the national coordinator of KOTESOL Teacher Trainers. He is now the founder and head consultant at Archer Consulting.

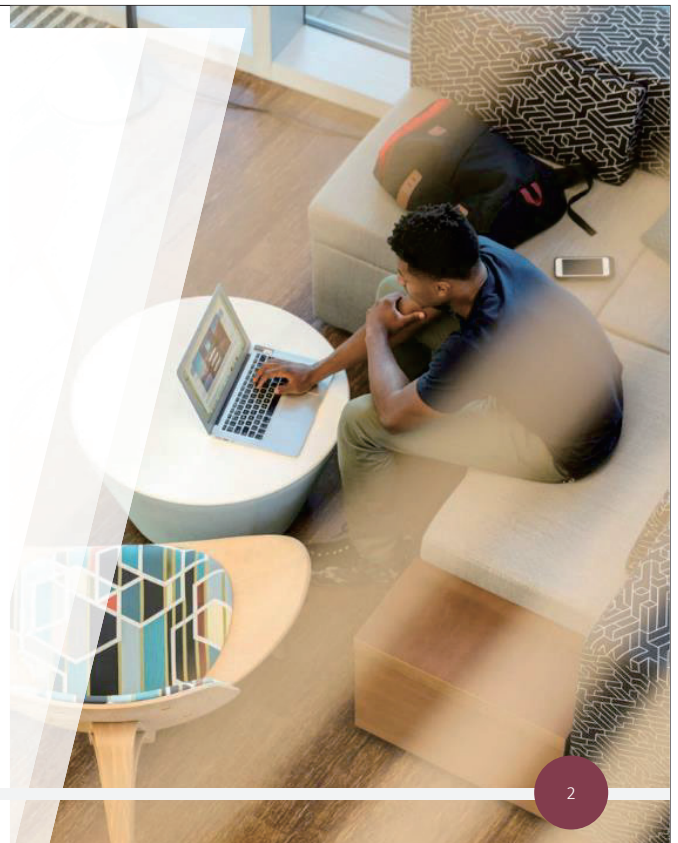# Utilizing Digital Resources for Project-Based Learning

Using and producing online content

••••

Tim Thompson

Archer Consulting

Online PBL Activities

1. Foreign Country Scavenger Hunt
2. Current Events Website Building
3. Podcast and Video Projects

Search for the following information about a foreign country on your phone

- Capital
- Flag
- Exchange rate
- Flight route (are there stops?)
- Three interesting things to do there

Current events

How to do it

Current Events

How to do it

Student Websites

- Put students in groups of three or four
- Have students select a current event or topic of interest that they feel is not being covered sufficiently
- Have students collect and organize published content on the subject
- Create a free Weebly website and use a variety of media/UCCs to cover the topic (links, summaries, infographics, short videos and podcasts, etc.)

Current Events

Why to do it

- Group work
- Leadership
- Time management skills
- Learner independence
- Practice asking for help/feedback
- Attention to detail
- Considering a target market/audience and their needs

CURRENT EVENTS WEBSITES CHECKLIST

_____ Content is linked to main homepage

_____ All content is published and links work

_____ Organized landing page

_____ Clearly labeled submenus

_____ Proper citations/labeling

_____ Efficient/effective use of visuals

_____ Pages not overly text heavy

_____ Topic is fully covered

_____ Diverse range of sources

Podcast projects

How to do it

Podcasts

How to do it

- Record on cell phones
- Audacity is free audio editing software
- Let students work in pairs or groups of three
- Have students choose a podcast theme
- Assign minimum and maximum episode times
- Assign number of episodes
- Have students upload podcast episodes to a website like Soundcloud and track clicks

Podcasts

How to do it

- Teamwork/leadership skills development
- Long and short-term time management practice
- Experience with technology for audio recording and editing
- Students select their own topics and content
- Experience identifying a target audience based on the topic selected
- Experience making advertising and promotion plans including tags and keywords
- Having the opportunity to listen to themselves speak in their second language

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PODCAST CHECKLIST

Per episode
_____ Episode(s) match the time requirements
_____ Spoke at an appropriate volume and speed
_____ Showed energy and enthusiasm
_____ Used appropriate language/pronunciation understandable
_____ Appropriate episode introductions and conclusions
_____ Utilized segments
_____ Appropriate teamwork/involvement
Overall
_____ Designed with a target audience in mind
_____ Podcast format and contents match the target audience
_____ Podcast could be sustained
_____ Effective in terms of entertainment or education
_____ Team made appropriate promotion plan
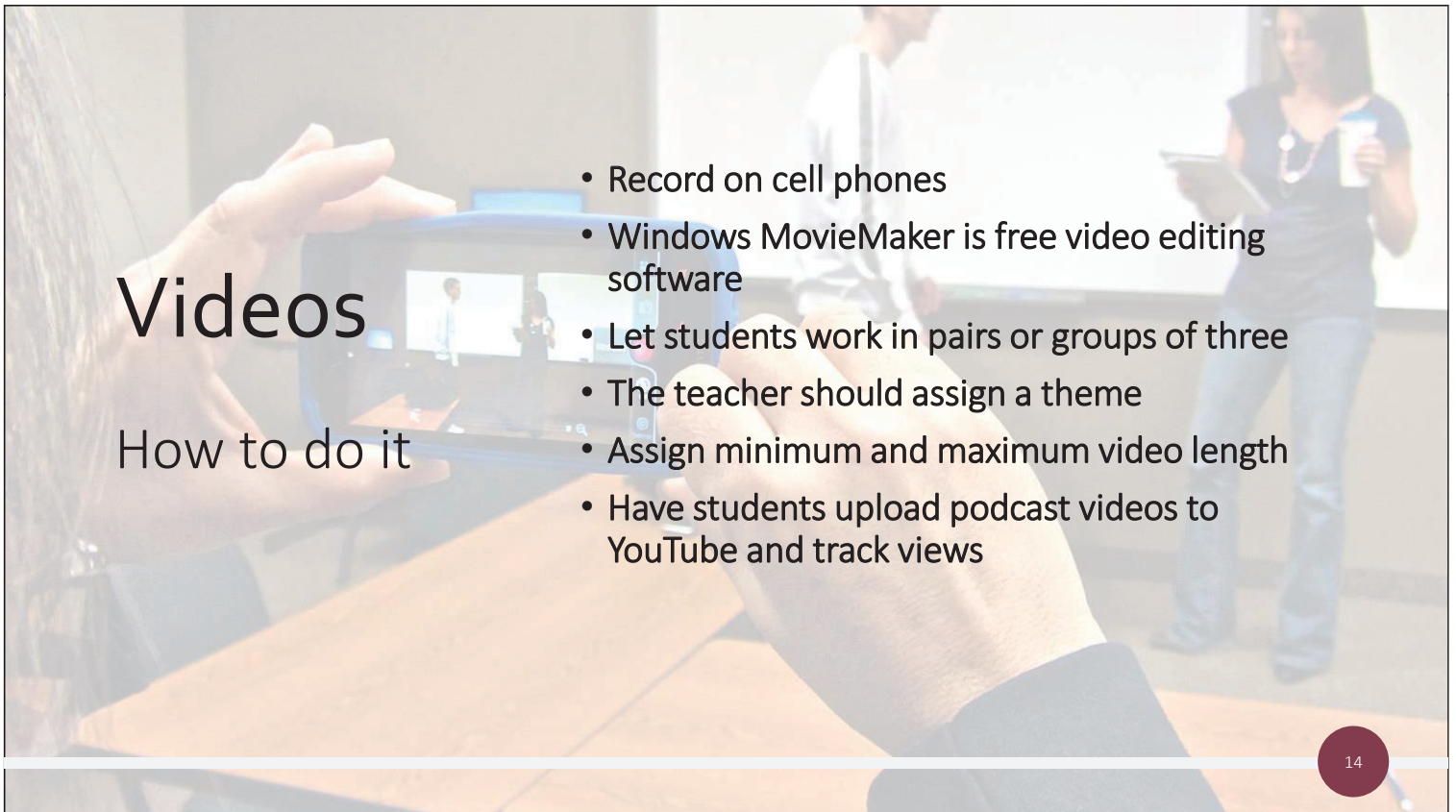_____ Goals were met for number of hits

Video projects

How to do it

Videos

How to do it

- Record on cell phones
- Windows MovieMaker is free video editing software
- Let students work in pairs or groups of three
- The teacher should assign a theme
- Assign minimum and maximum video length
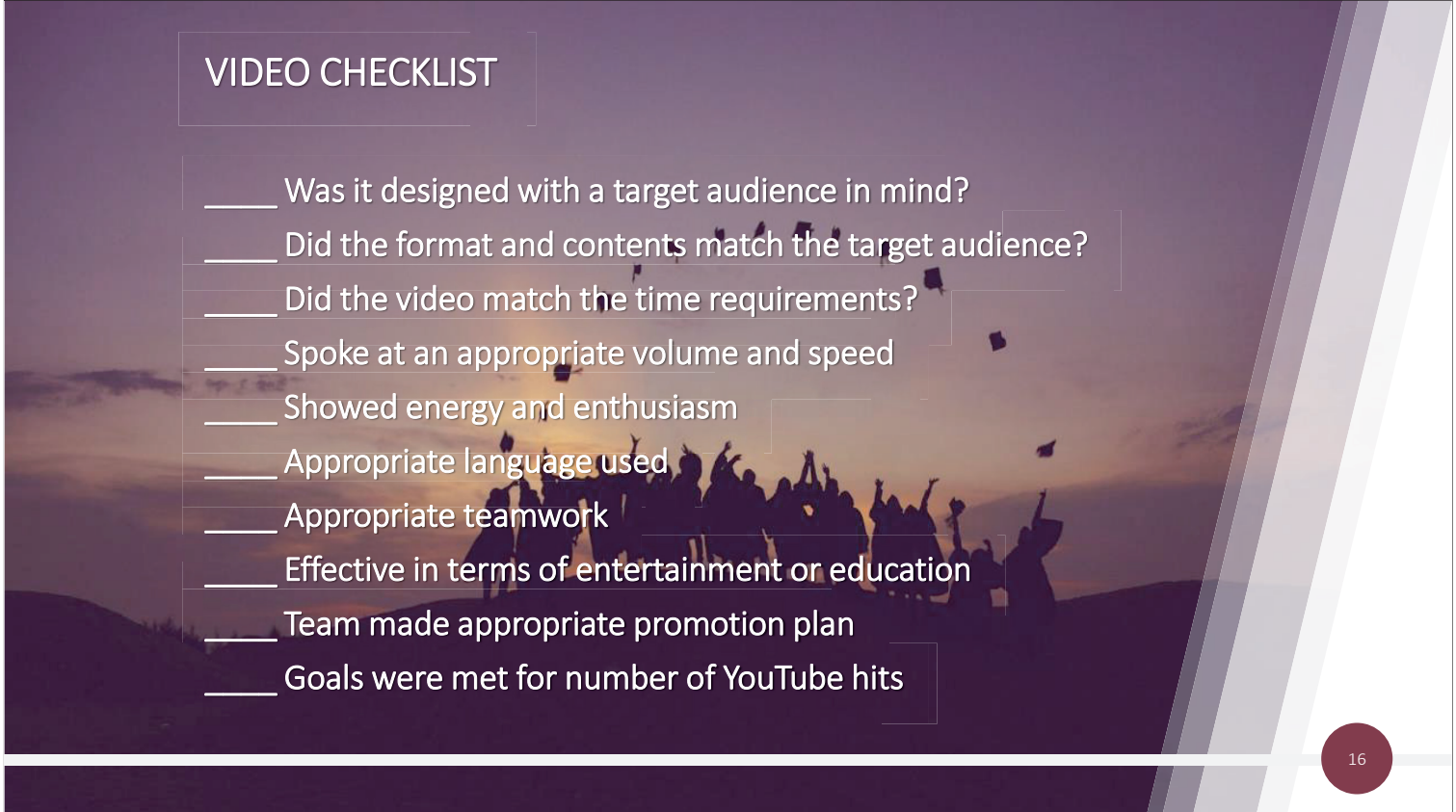- Have students upload podcast videos to YouTube and track views

Slide 15

- Teamwork/leadership skills development
- Long and short-term time management practice
- Experience with technology for video recording and editing
- Students select their own sub-topics and content
- Experience identifying a target audience based on the content
- Experience making advertising and promotion plans including tags and keywords
- Having the opportunity to watch and listen to themselves speak in their second language

Videos

Why to do it

15

Slide 16

VIDEO CHECKLIST

_____ Was it designed with a target audience in mind?

_____ Did the format and contents match the target audience?

_____ Did the video match the time requirements?

_____ Spoke at an appropriate volume and speed

_____ Showed energy and enthusiasm

_____ Appropriate language used

_____ Appropriate teamwork

_____ Effective in terms of entertainment or education

_____ Team made appropriate promotion plan

_____ Goals were met for number of YouTube hits

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Activities for getting students online to learn through English

Project-based learning opportunities improve technical skills, language skills, and soft skills.

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