

BLENDED LEARNING

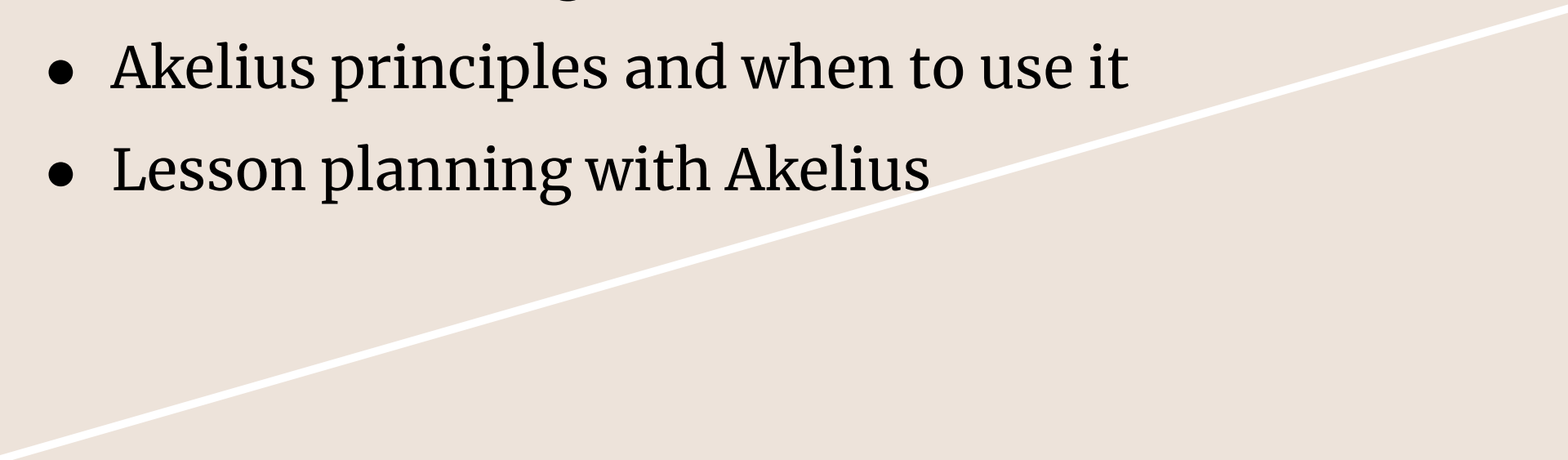
Inside the classroom



Akelius



Workshop objectives

- Blended learning and its benefits
 - Akelius principles and when to use it
 - Lesson planning with Akelius
- 

BLENDED LEARNING (BL)

- educational and instructional method that uses digital technology in combination with F2F classroom methods,
- requires both teacher and student involvement,
- grants learners a more personalized approach to learning,
- gives learners control over time, place, path and pace of their learning,
- combines multiple teaching techniques, learning styles, and delivery methods.

Blended Learning inside the classroom

"To implement the Akelius platform in class meant to rethink the whole process of lesson planning, timing, predicting, scheduling, dividing in separate and discrete steps so that the introduction of technology would be complementary to the lesson."

"The Akelius platform is an alternative and interactive tool that enriches lessons, and empowers students, including those with learning difficulties."

Benefits of BL

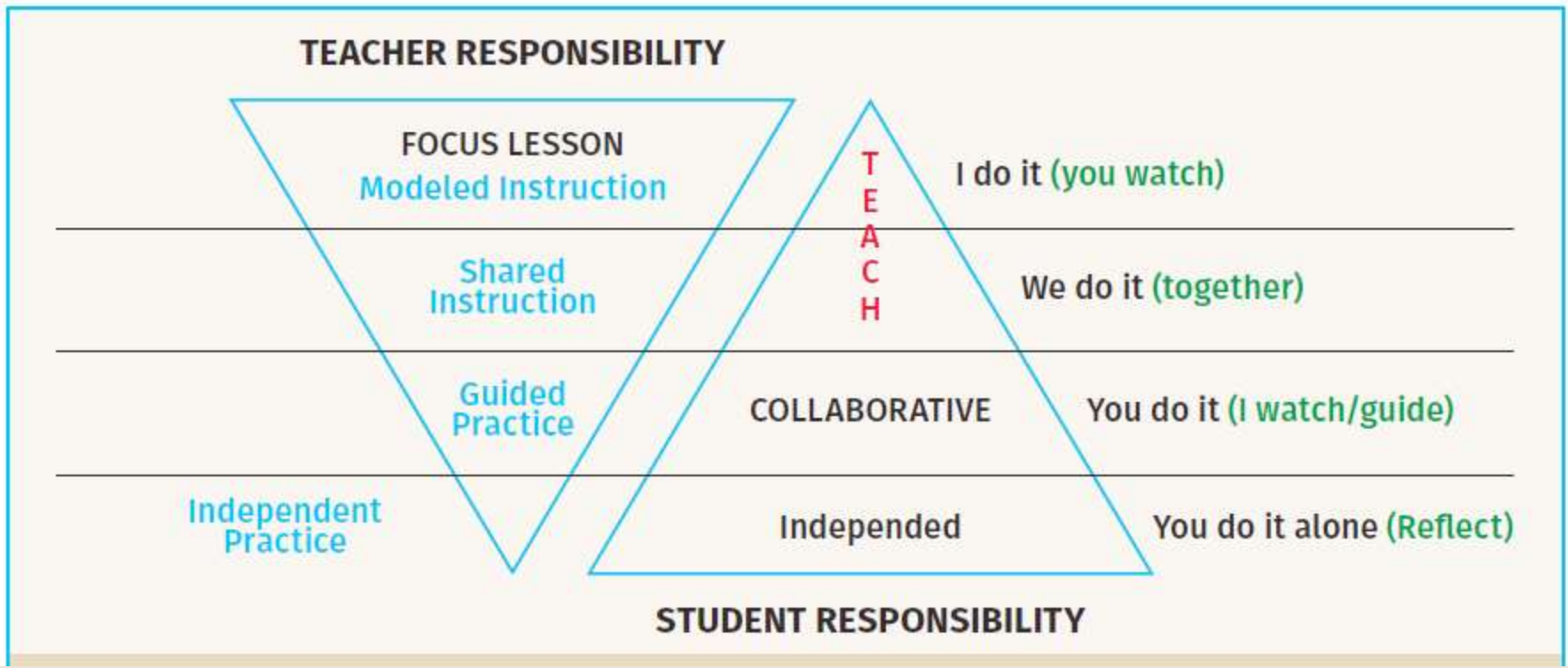
- Strengthens learner engagement.
- Can be adjusted to individual learning styles.
- Provides more individual attention.
- Expands social interaction.
- Builds learner autonomy.

Show me – modelling
Help me – scaffolding/support
Let me – transfer



Show me–Help me–Let me

GRR - Gradual Release of Responsibility



AKELIUS platform and its key principles

Digital language learning platform (Akelius Foundation and UNICEF)

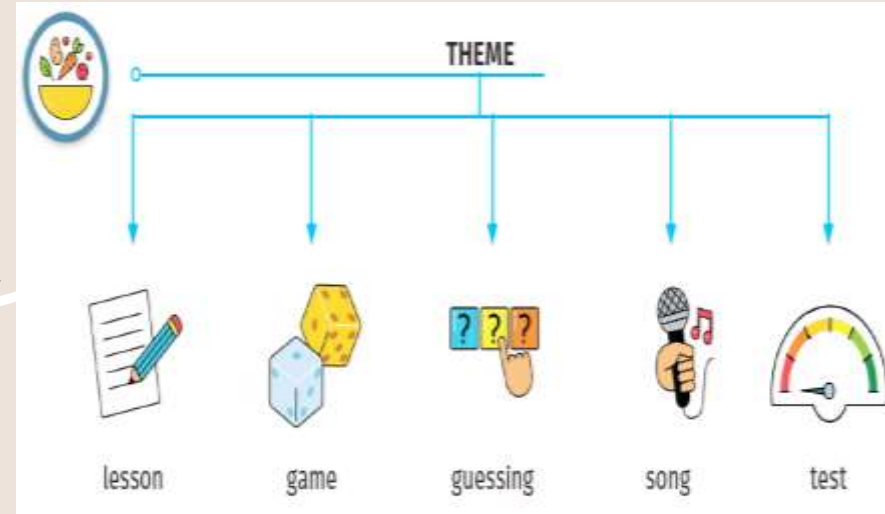
- Communication
- Learning at one's own pace
- State of the art digital pedagogy
- Thematic, vocabulary-focused content
- Immediate feedback and support
- Thousands of small steps
- Freedom to choose chapters
- Different learning methods
- User engagement, interactivity and fun

Introduction of electronic devices in the classroom

Step 1: *Establish rules and policies on how the students handle the tablets, laptops and the headphones.*

Step 2: *Once the tablets/laptops and earphones are in place in front of the students, demonstrate how to switch on.*

Step 3: *Introduce the content and basic features of the Akelius platform to the students.*



When to use Akelius Platform

- **Introduction** of new linguistic elements (warm up or main session)
- **Practice** linguistic elements (main session or application)
- **Consolidation** of linguistic elements (application)

Warm-up:	(Digital or face-to-face) prepare for class, introduce, brainstorm, review
Main session:	(Digital or face-to-face) focus on learning objective, communication, instruction
Practice Application:	(Digital or face-to-face) review, assess, extend, and consolidate

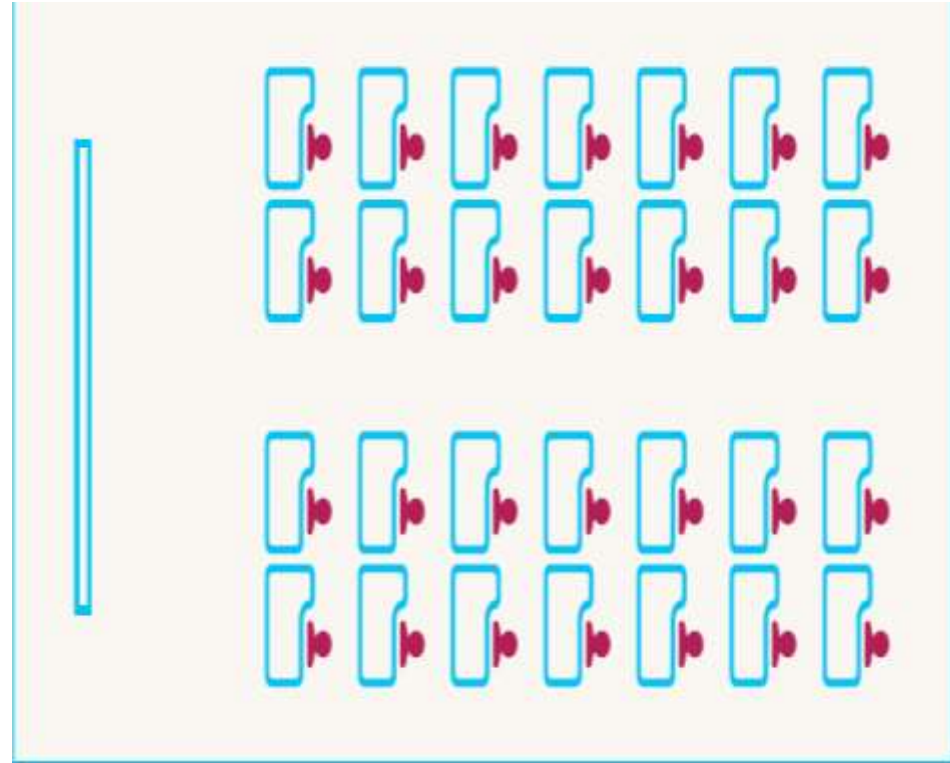
Lesson Planning template

Topic:	
Level:	Duration:
Overview and Purpose:	<i>what we hope our students to achieve</i>
Students are expected to:	<i>what exactly you want them to be able to do by the end of the lesson</i>
Language elements:	<i>the elements of language that will be covered throughout the lesson.</i>
Skills:	<i>skills that will be acquired by the students at the end of each lesson.</i>
Process and Duration:	<i>the description of how the plan will be executed, the actual procedures (i.e. methodology) proposed.</i>
Akelius Destination	<i>connecting lesson objectives digitally.</i>
Material Needed	<i>list of the materials teacher will use with the students</i>

Classroom layout for the whole class approach

Rows of tables with all students facing forwards are typically best for classrooms where individual work is the norm.

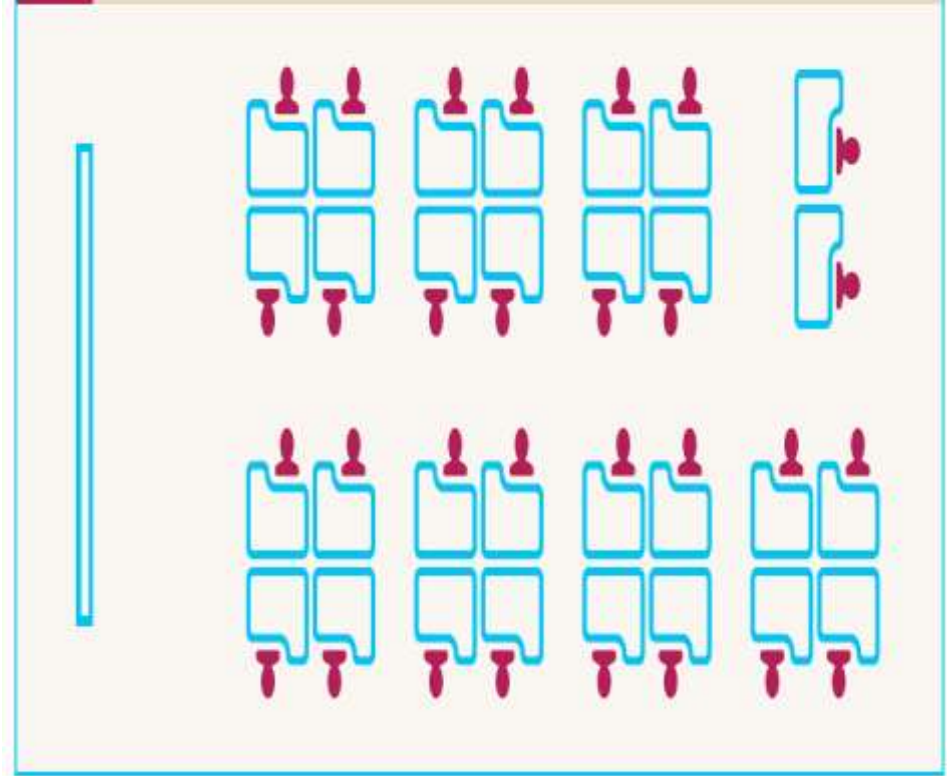
Row seating



Classroom layout for the whole class approach

Smaller group arrangements (pair or group seating) can help students engage in periodic group work.

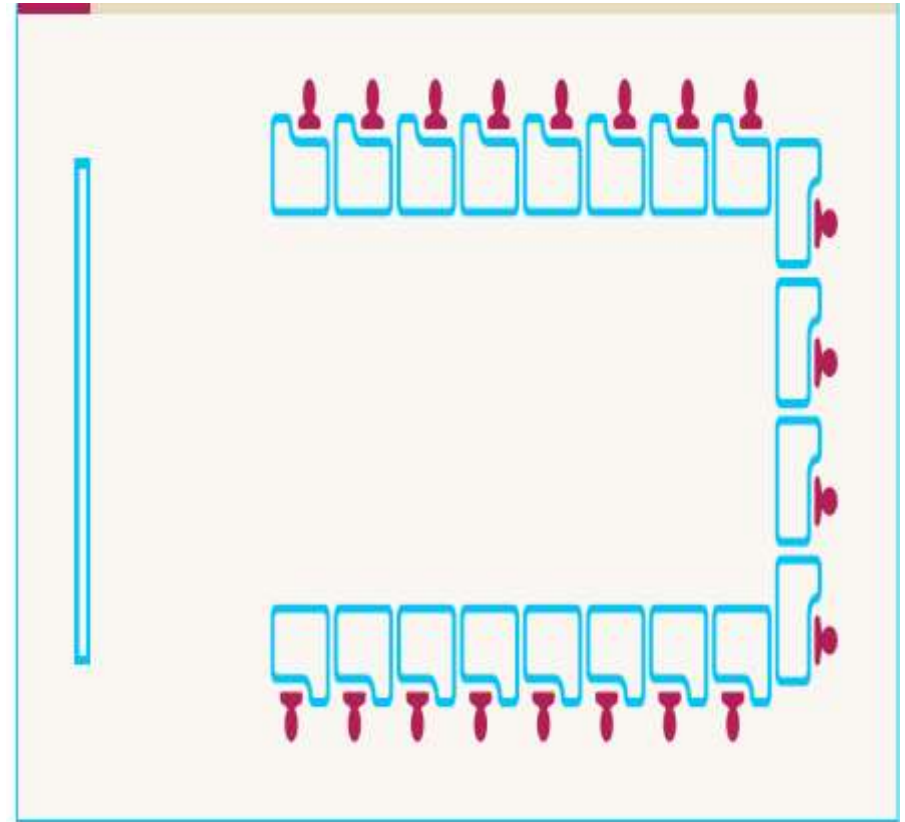
Group or pair work seating



Classroom layout for the whole class approach

Arranging students in a u-shape or circle will facilitate an environment where group work is the primary focus of the classroom.

U-shape or circle seating






Learning styles

Roles and responsibilities



Workshop objectives

- Mentoring roles and responsibilities
 - Learning styles
 - Lesson planning with Akelius
- 

Students retain:

10% of what they read

20% of what they hear

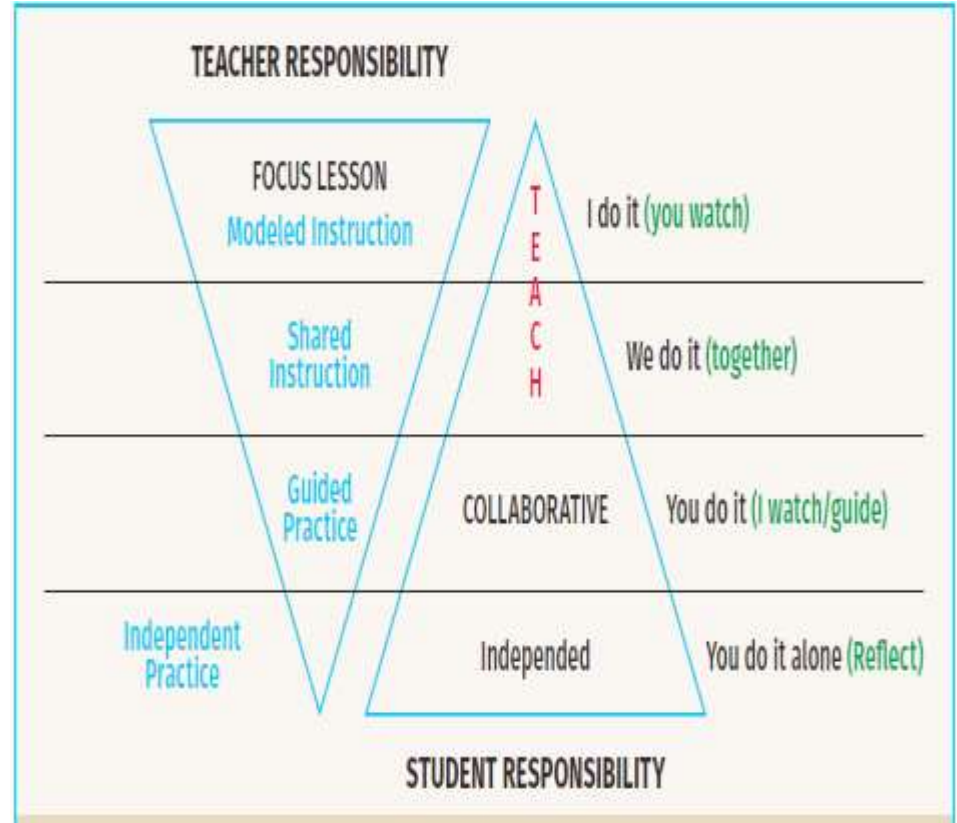
30% of what they see

50% of what they see and hear

70% of what they say

90% of what they say and do

GRR- Gradual Release of Responsibility



Show me-Help me-Let me

Mentoring roles and responsibilities

	Teacher	Student
Pre organize	<ul style="list-style-type: none">• <i>Seeks pre-existing knowledge (F2F or Akelius)</i>• <i>Helps students use existing skills related with the new topic</i>• <i>Make connections to the platform content</i>	<ul style="list-style-type: none">• <i>Responds to questions</i>• <i>Interacts (with T- with other Ss)</i>• <i>Make connections from the Akelius platform</i>
I do it Direct instruction	<ul style="list-style-type: none">• <i>Provides direct instruction</i>• <i>Establishes goals and purpose</i>• <i>Models ((F2F or Akelius)</i>	<ul style="list-style-type: none">• <i>Actively listens or follows on the Akelius platform as instructed</i>• <i>Takes notes</i>• <i>Asks for clarification</i>

Mentoring roles and responsibilities

	Teacher	Student
We do it	<ul style="list-style-type: none">• <i>Interactive instruction -using Akelius</i>• <i>Works with students</i>	<ul style="list-style-type: none">• <i>Asks and responds to questions</i>• <i>Works with T- with other Ss (hands on activities or using Akelius)</i>
Guided instruction	<ul style="list-style-type: none">• <i>Checks, prompts, clues</i>• <i>Provides additional modelling (F2F or with Akelius)</i>• <i>Meets with needs-based groups</i>	<ul style="list-style-type: none">• <i>Completes process (hands on or using Akelius)</i>
You do it	<ul style="list-style-type: none">• <i>Provides feedback</i>• <i>Evaluates</i>• <i>Determines level of understanding</i>	<ul style="list-style-type: none">• <i>Works alone (Hands on or Ak)</i>• <i>Relies on notes, classroom learning to complete tasks</i>• <i>Takes full responsibility for outcome</i>
Independent Practice		

Mentoring roles and responsibilities

	Teacher	Student
you do it together Collaborative learning	<ul style="list-style-type: none">• <i>Moves among groups</i>• <i>Clarifies confusion</i>• <i>Provides support</i>	<ul style="list-style-type: none">• <i>Works with classmates, shares outcome (hands-on activity)</i>• <i>Collaborates on authentic tasks (hands-on activities or using Akelius)</i>• <i>Consolidates learning(hands-on or using Akelius)</i>• <i>Competes process in small groups ((hands-on activities or using Akelius)</i>• <i>Looks to peers for clarification</i>

Learning styles

Verbal	<i>Words are your strong points. You prefer to use words both in speech and in writing.</i>
Visual	<i>You prefer to use pictures, diagrams, images to help you learn.</i>
Musical/ auditory	<i>You prefer using sounds or music or even rhythms to help you learn.</i>
Physical/ kinesthetic	<i>You use your hands, body, and sense of touch to help you learn. You might ‘act things out’.</i>
Logical/ mathematical	<i>Learning is easy for you if you use logic, reasoning, systems and sequencing.</i>

Learning styles

Social	<i>You like to learn new things as a part of a group. Explaining your understanding to a group helps you to learn.</i>
Solitary	<i>You like to work alone. You use self-study and prefer your own company when learning.</i>
Combination	<i>Your learning style is a combination of two or more of these styles.</i>

Learning styles – visual learners

Use **visual materials** such as pictures, charts, and maps.

Use **color to highlight** texts and own notes

Take notes or use handouts; look carefully at headings and patterns of topics.

Brainstorm using illustrations, mind maps and models.

Use **multi-media** where possible (computers; mind maps)

Study in a **quiet place** away from visual disturbances.

Visualize information as a picture.

Skim-read to get an overview before reading in detail.

Learning styles - auditory learners

Participate frequently in discussions and debates.

Make speeches and presentations.

Use a **audio recorder** if possible instead of (or as well as) making notes.

Read text aloud.

Discuss your ideas verbally.

Dictate to someone else while they write your ideas down.

Speak onto an audio recorder and listen to your own ideas played back.

Create **musical jingles and mnemonics*** to aid memory

Learning styles – physical learners

Take frequent **study breaks**.

Move around to learn new things (e.g., read while you are using an exercise bike; model in clay to learn a new concept).

Stand up to work.

Use bright colors to highlight reading material and turn it into **posters or models**.

Skim-read before reading in detail.

Akelius Content Method & Interaction

Level -----	Chapter -----
Theme	
What should the user learn in this chapter	
Which elements are included and why	
What methods and interaction are included and why	
Words used	

Theme	Food
What should the user learn in this chapter?	<ul style="list-style-type: none">• Learn 30 food related words• Learn parts of the alphabet
Which elements are included and why?	<ul style="list-style-type: none">• 8 Lessons/units with 21 words per unit; to learn words and letters• Games - to learn words in a playful way• Guessing - to learn the words• Song - to help memorize the alphabet• Test - to repeat the lessons

What methods and interactions are used and why?

- **Guessing**
To learn words in a playful way by trial and error
- **Games**
 - *Falling Leaves* - to learn words in a playful way, by connecting written word, sound and picture
 - *Memory* - to learn words in a playful way, by connecting written word to picture
 - *Password* - to learn words by guessing, trial and error
- **Interactions in lessons**
 - *Alphabet puzzle* - to memorize the shape of letters
 - *Drag and Drop* - to learn the spelling
 - *Pick the right picture* - to learn the word
 - *Pick the right word* - to learn the word
 - *Pick the right letter* - to learn the (handwritten) letter
 - *Drag and drop (word to picture)* - to learn the word
 - *Crosswords* - to learn words and spelling
 - *Find the object in picture* - Learn word in playful way

Words used?

- bread, apple, strawberry, olive, pizza, juice, toast, lentils, pineapple, pepper, pie, tea, salad, milk, fish, water, honey, banana, carrot, ham, rice, bagel, etc.



THANK
YOU



Principles of Language Learning



Workshop objectives

- Principles of language learning
- Three E's when planning with blended learning
- Lesson planning with Akelius

Key principles of language learning

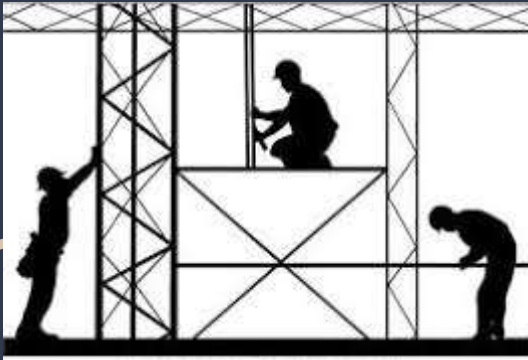
- Provide a welcoming and safe learning environment
- Modulate the level of the targeted language
- Focus on communication and task based

Key principles of language learning

- Scaffold
- Activity based, participatory teaching and learning
- Use blended learning in the classroom

Scaffolding-

paraphrase, give examples, provide analogies, elaborate student's response



Scaffolding strategies

- Modelling
- Bridging
- Contextualizing
- Schema building

The three **E**'s:

Engage learners

Enhance lessons

Increase **E**fficiency



Engage learners

Why?
Discuss



How?
Focus on strategies that encourage:
Active learning
Communication
Collaboration

Enhance lessons

Why?
Discuss



How?
Incorporate digital learning
videos
games
songs

Increase **E**fficiency

Why?
Discuss



How?
Increasing learning opportunities
Decrease time and effort
Teaching smaller group of students
Promoting individualized learning

Akelius Content Method & Interaction

Level -----	Chapter -----
Theme	
What should the user learn in this chapter	
Which elements are included and why	
What methods and interaction are included and why	
Words used	

Theme	Food
What should the user learn in this chapter?	<ul style="list-style-type: none">• Learn 30 food related words• Learn parts of the alphabet
Which elements are included and why?	<ul style="list-style-type: none">• 8 Lessons/units with 21 words per unit; to learn words and letters• Games - to learn words in a playful way• Guessing - to learn the words• Song - to help memorize the alphabet• Test - to repeat the lessons

What methods and interactions are used and why?

- **Guessing**
To learn words in a playful way by trial and error
- **Games**
 - *Falling Leaves* - to learn words in a playful way, by connecting written word, sound and picture
 - *Memory* - to learn words in a playful way, by connecting written word to picture
 - *Password* - to learn words by guessing, trial and error
- **Interactions in lessons**
 - *Alphabet puzzle* - to memorize the shape of letters
 - *Drag and Drop* - to learn the spelling
 - *Pick the right picture* - to learn the word
 - *Pick the right word* - to learn the word
 - *Pick the right letter* - to learn the (handwritten) letter
 - *Drag and drop (word to picture)* - to learn the word
 - *Crosswords* - to learn words and spelling
 - *Find the object in picture* - Learn word in playful way

Words used?

- bread, apple, strawberry, olive, pizza, juice, toast, lentils, pineapple, pepper, pie, tea, salad, milk, fish, water, honey, banana, carrot, ham, rice, bagel, etc.



Activity structures



Akelius



Workshop objectives

- Activity structures
 - Lesson planning with Akelius
- 

Activity structures

- Circle time
- Listening and read aloud
- Focused instruction
- Establishing purpose
- Modeling and thinking aloud
- Guided instruction
- Collaborative learning
- Independent learning

Circle time – *is all about language and discussion*

- Discussions **WITH** children and not talking **AT** children.
- Games, songs and stories to encourage the use of letter sounds, recognizing letters, rhyming words, new vocabulary thereby helping develop language skills, enhance listening and speaking skills, and may also reinforce using the Akelius Platform.
- Open ended questions and short role plays to optimize children's comprehension, listening and speaking skills.

Listening and read aloud– *Why?*

- Enhance listening and comprehension skills
- Build vocabulary
- Associate reading with pleasure
- Motivate, encourage and excite
- Develop comprehension, assist children in making connections
- Activate and create background knowledge
- Provide a reading role model of any language
- Plant the desire to read and use the targeted language

Focused

Instruction– *How?*

Why

How?

- present the lesson purpose, alerting students to the learning target and providing them with goals to measure their progress.
- Present the lesson's content, using modeling to demonstrate processes or skills.

Why?

- FI prepares students for learning by focusing them on the content, strategies, or skills being taught.

Establishing purpose– *How?*

- Whenever a new content is introduced, a teacher should provide students with a statement of purpose that identifies the targets for the lesson.
- For beginners this could happen just by introducing the basic phrase / phrases of the new lesson.

Modeling and thinking aloud— *How?*

Think-aloud is a strategy where teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

Modeling and thinking aloud— *How?*

- What do I know about this topic?
- What do I think I will learn about this topic?
- Do I understand what I just read?
- Do I have a clear picture in my head about this information?
- What more can I do to understand this?
- What were the most important points in this reading?
- What new information did I learn?
- How does it fit in with what I already know?

Modeling and thinking aloud– *How?*

Think Aloud Checklist

Make a tally mark every time you hear one of the following:

Strategy Think Aloud	Tally Mark For Each Time Strategy Used	Cue Words
Predicting		I predict... In the next part I think... I think this is...
Questioning		Why did... What did... How did... Where was... Should there...
Visualizing		I see... I picture...
Personal Response		I feel... My favorite part... I liked/disliked...
Clarifying		I got confused when... I'm not sure of... I didn't expect...
Summarizing		I think this is mainly about... The most important idea is...
Reflecting		I think I'll... next time. Maybe I'll need to... next time. I realized that... I wonder if...
Making Connections <ul style="list-style-type: none"> • personal connections • text-to-text connections 		This is like... This reminds me of... This is similar to... If it were me...

Guided Instruction

– *How?*

- Students apply the skills, strategies, or processes that were introduced
- teacher monitors progress and collecting formative assessment data.
- making errors is critical at this phase of instruction
- when students get stuck, the teacher's role is to ask questions and provide prompts and cues to redirect students toward understanding.
- students need opportunities for application.
- the teacher follows students' first efforts at application, notices what they are doing, and provides feedback in the form of questions, prompts, and cues.

Collaborative learning– *How?*

- Students consolidate their thinking and work together to apply new skills and knowledge to a novel situation.
- engage in face-to-face and digital conversations and this deepens their understanding of the skill, strategy, or topic.
- this is most often done in large and small groups, where students interact, role-play, provide feedback on one another's work, talk about concepts and ideas, make connections between the content and their own lives, and create new products together.
- students are encouraged to use all the resources available.

Independent learning– *How?*

- Students apply what they have been taught, fully expressing the skills and processes they have been using throughout the entire GRR framework.
- students are fully applying the content they have been learning and showing ability to transfer their learning independently in any context.
- Tablets are a great tool for conducting independent work. It is a way where students use technological skills and demonstrate understanding.

Akelius Content Method & Interaction

Level -----	Chapter -----
Theme	
What should the user learn in this chapter	
Which elements are included and why	
What methods and interaction are included and why	
Words used	

Theme	Food
What should the user learn in this chapter?	<ul style="list-style-type: none">• Learn 30 food related words• Learn parts of the alphabet
Which elements are included and why?	<ul style="list-style-type: none">• 8 Lessons/units with 21 words per unit; to learn words and letters• Games - to learn words in a playful way• Guessing - to learn the words• Song - to help memorize the alphabet• Test - to repeat the lessons

What methods and interactions are used and why?

- **Guessing**
To learn words in a playful way by trial and error
- **Games**
 - *Falling Leaves* - to learn words in a playful way, by connecting written word, sound and picture
 - *Memory* - to learn words in a playful way, by connecting written word to picture
 - *Password* - to learn words by guessing, trial and error
- **Interactions in lessons**
 - *Alphabet puzzle* - to memorize the shape of letters
 - *Drag and Drop* - to learn the spelling
 - *Pick the right picture* - to learn the word
 - *Pick the right word* - to learn the word
 - *Pick the right letter* - to learn the (handwritten) letter
 - *Drag and drop (word to picture)* - to learn the word
 - *Crosswords* - to learn words and spelling
 - *Find the object in picture* - Learn word in playful way

Words used?

- bread, apple, strawberry, olive, pizza, juice, toast, lentils, pineapple, pepper, pie, tea, salad, milk, fish, water, honey, banana, carrot, ham, rice, bagel, etc.




Assessment



Akelius



Workshop objectives

- Types of assessment
 - Lesson planning with Akelius
- 

Types of assessment

- assessment *for* learning
- assessment *of* learning
- assessment *as* learning

Assessment *for* Learning- Formative Assessment

- ongoing assessment
- allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful.
- provides students with the timely, specific feedback that they need to make adjustments to their learning.

Letter sound sorting

Begins with



Cow, cactus, cat, carrot

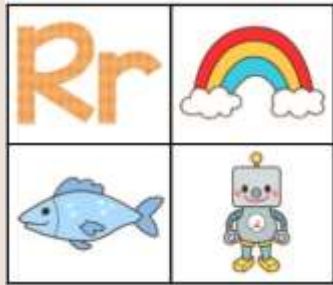
Does Not
Begin with



Cross-curricular



What doesn't belong?



Assessment *of* Learning– Summative Assessment

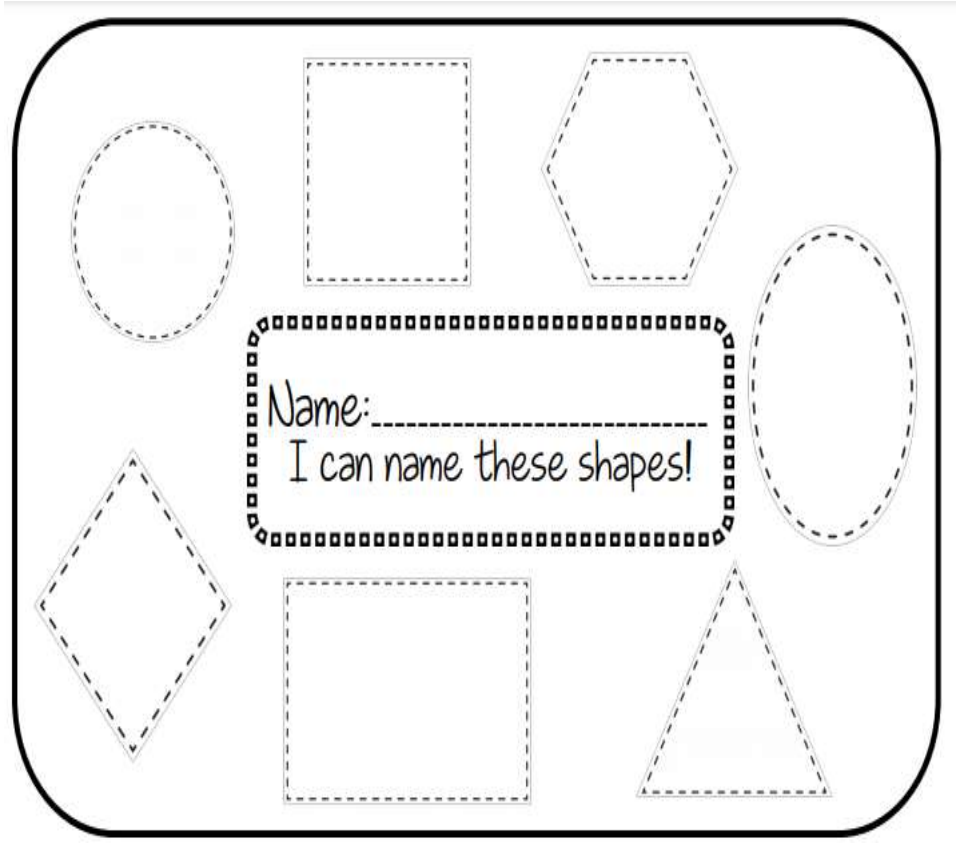
- lets the teacher, students and their parents know how well each student has completed the learning tasks and activities.
- provides information about student achievement.
- often has little effect on learning.

Assessment *as* Learning

- develops and supports students' metacognitive skills.
- is crucial in helping students become lifelong learners.
- students engage in peer and self-assessment
- they learn to make sense of information, relate it to prior knowledge and use it for new learning
- Students develop a sense of ownership and efficacy when they use teacher, peer and self-assessment feedback to make adjustments, improvements and changes to what they understand.

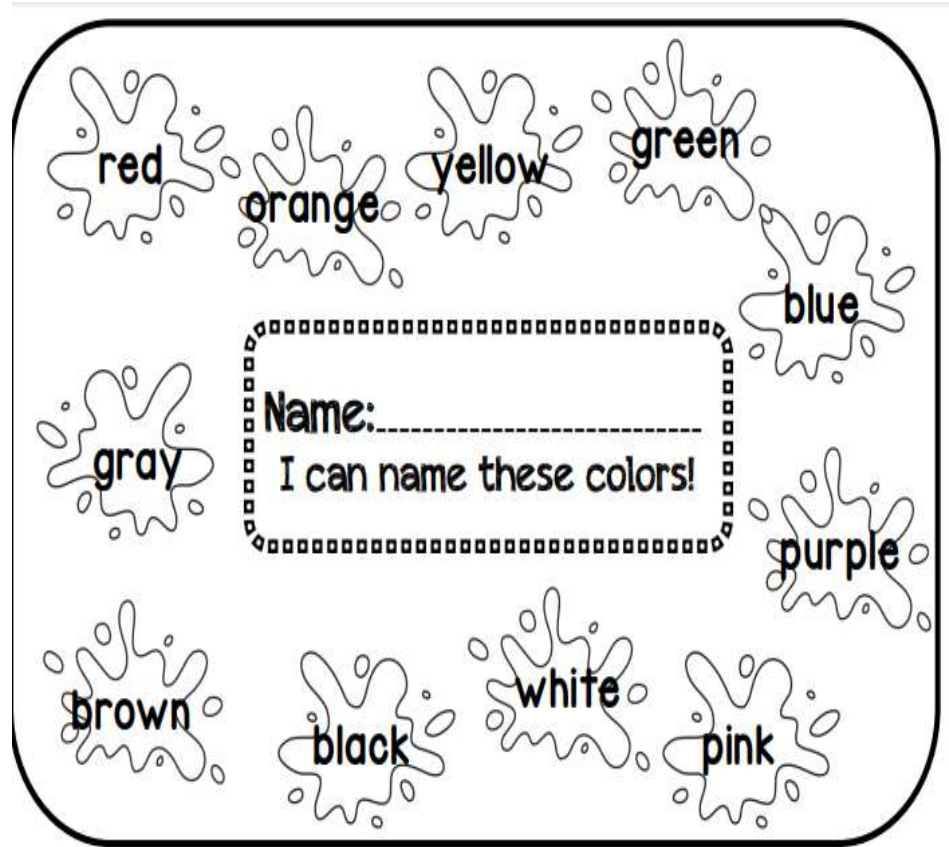
Assessment **as**

Learning-
example 1



Assessment *as*

Learning-
example 2



Assessment

For Learning

By teachers

- To determine what to do next instructionally (strategies, differentiation)
- To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve).

Of Learning

By teacher

- To determine student's level of achievement of overall expectations at a given point in time
- As evidence to support professional judgment.

As Learning

By student

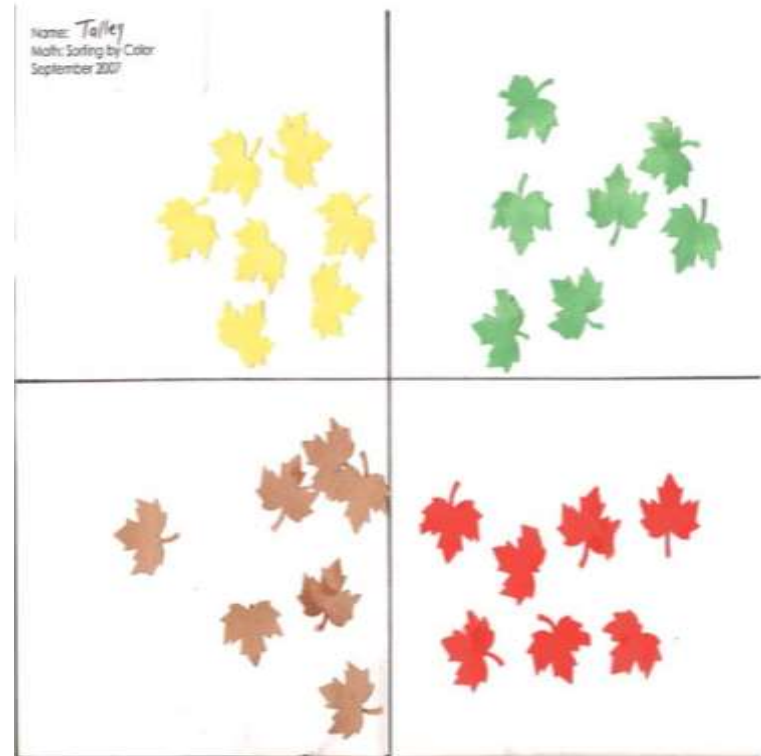
- To determine what to do next in my learning (e.g. strategy, focus)
- To provide descriptive feedback to peers and self (peer and self-assessment)
- Goal is to become reflective, self-monitoring learner.

Examples of good strategies for assessing student performance



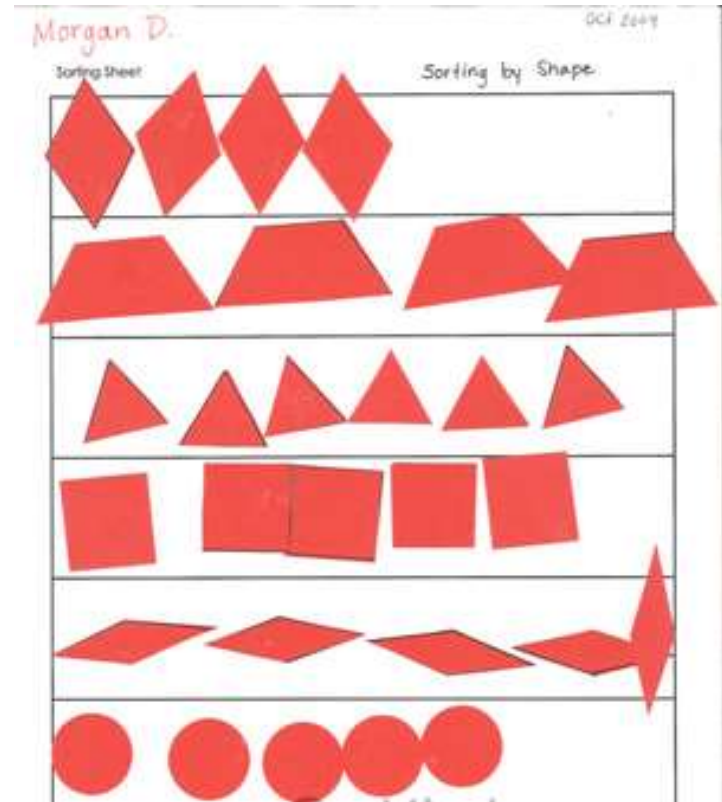
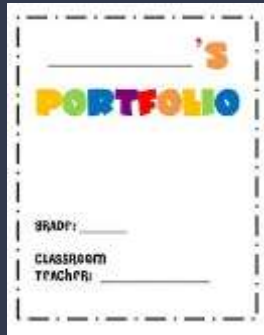
- **Anecdotal records:** Brief written notes based on observations of children—how and where children spend time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.
- **Portfolios:** A portfolio is a flexible and adaptable collection over time of various concrete work samples showing many dimensions of the child's learning. This type of assessment also focuses on the child's strengths and demonstrations of knowledge and skills.

Examples of



Sorting paper cutouts by color

Examples of



Examples of

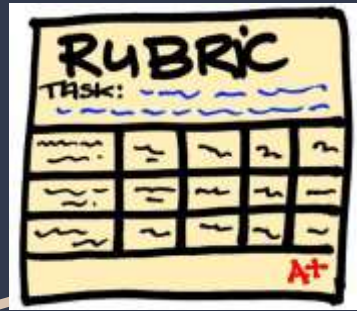


Examples of good strategies for assessing student performance



- **Samples of Children's work** in art, painting, craftwork, collage making etc. also become a part of the portfolio. Portfolios should be available for parents to see as well.
- **Observations:** Observation could be planned purposefully for observing a child or group of children in specific situation. It is also carried out as an on-going natural process in everyday teaching learning activities.

Examples of good strategies for assessing student performance



- **Checklist:** Checklists are a list of learning outcomes, behaviors, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not.
- **Rubrics:** A rubric is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities, or end product. Rubrics are similar to checklists except that they indicate the degree of accomplishment rather than just yes or no.

3-2-1 Art Reflection

<p>3 things I learnt</p>	
<p>2 things I found interesting</p>	
<p>1 question I have</p>	

3-2-1 Art Reflection

Three facts I learnt

--	--	--

Two questions I still have

--	--

One opinion I now have

--



Name:

Class:

Name of the project or unit:

3

Three things I learned:

1. _____
2. _____
3. _____

2

Two things I like about my work:

1. _____
2. _____

1

One thing I would change:

1. _____

Akelius Content Method & Interaction

Level -----	Chapter -----
Theme	
What should the user learn in this chapter	
Which elements are included and why	
What methods and interaction are included and why	
Words used	

Theme	Food
What should the user learn in this chapter?	<ul style="list-style-type: none">• Learn 30 food related words• Learn parts of the alphabet
Which elements are included and why?	<ul style="list-style-type: none">• 8 Lessons/units with 21 words per unit; to learn words and letters• Games - to learn words in a playful way• Guessing - to learn the words• Song - to help memorize the alphabet• Test - to repeat the lessons

What methods and interactions are used and why?

- **Guessing**
To learn words in a playful way by trial and error
- **Games**
 - *Falling Leaves* - to learn words in a playful way, by connecting written word, sound and picture
 - *Memory* - to learn words in a playful way, by connecting written word to picture
 - *Password* - to learn words by guessing, trial and error
- **Interactions in lessons**
 - *Alphabet puzzle* - to memorize the shape of letters
 - *Drag and Drop* - to learn the spelling
 - *Pick the right picture* - to learn the word
 - *Pick the right word* - to learn the word
 - *Pick the right letter* - to learn the (handwritten) letter
 - *Drag and drop (word to picture)* - to learn the word
 - *Crosswords* - to learn words and spelling
 - *Find the object in picture* - Learn word in playful way

Words used?

- bread, apple, strawberry, olive, pizza, juice, toast, lentils, pineapple, pepper, pie, tea, salad, milk, fish, water, honey, banana, carrot, ham, rice, bagel, etc.

