

Digital Learning Trends: meeting students' 21st century needs

**Michael Carrier
Highdale Learning**

Optima 2017, Sofia



**It's not
Technology.....
but Pedagogy**

“Digital Learning is learning facilitated by technology that gives students some element of control over time, place, pathway and pace”

(Digital Now Foundation, 2014)

Going Digital

- Digital world
- Digital students
- Digital learning
- Digital classroom
- Digital content
- Digital teachers
- Digital futures

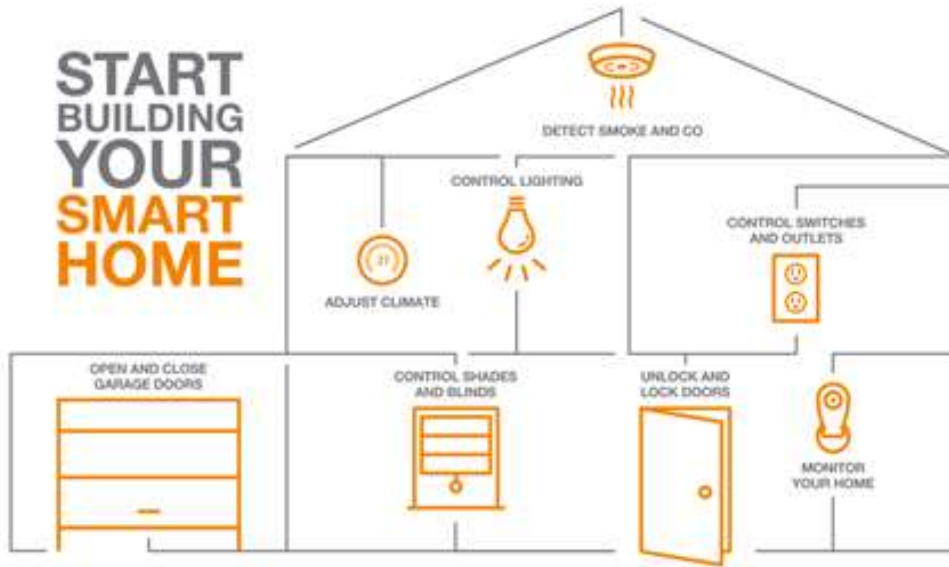
Thesis:

- In our rapidly changing global world, we need to use the latest ideas, research, and technologies to **keep our teaching fresh**.
- We need to focus on delivering an innovative and **exciting student experience**, in terms of accommodation, customer service, facilities etc as well as learning
- We need to prepare our institutions for the future needs of students, staff and society, especially when we are **facing strong competition** from new study destinations
- This means **embracing the digital age**, embracing new technologies and innovations to enhance the learning and study experience of students.

From the 1980s.....to MOOCs: Digital learning is here to stay



Internet of Things



Digital Students

Gen Z focus on:

- Digital by default
- Connected 24/7/365
- Control over time, place, pace
- Quality of study experience
- Personalisation of experience
- Employment-orientation



Innovative Goals - 21st century skills

The 7 skills:

- Critical thinking
- Creativity & innovation
- Collaboration
- Cross-cultural understanding
- Communications - media literacy
- Digital literacy
- Learning to learn - self-reliance

PLUS – the 8th skill:

- Competence in English

TIP:

Social Media is no longer a FAD or just another trend that will fade away. It's here to stay and it's up to a CLO and his/her company to listen to what's being said about his/her brand!



New jobs that didn't exist 5 years ago:

- UX manager
- SEO specialist
- Social media manager
- Content marketer
- App designer
- Online advertising manager
- Cloud services specialist
- Chief Listening Officer CLO
- Sustainability manager
- Drone operator
- Vlogger
- Digital risk officer
- 3d printer engineer
- Digital inclusion officer
- AirBnB host

Digital Learning

What is Digital Learning for?

Purpose:

- Complement not replacement
- Not 'robot teacher'
- Bridge between learning inside and outside of class
- Marketing – enhanced value proposition

Benefits:

- Student Autonomy
- Ubiquity
- Time on task
- Motivation
- Authenticity
- Outcomes

Models:

- E-learning / Online learning
- Virtual Classroom
- Blended / hybrid learning
- Social Learning

Digital ecosystem

Infrastructure

- Connectivity, network, security, platform

Devices

- School loan devices, BYOD, 1:1, device management

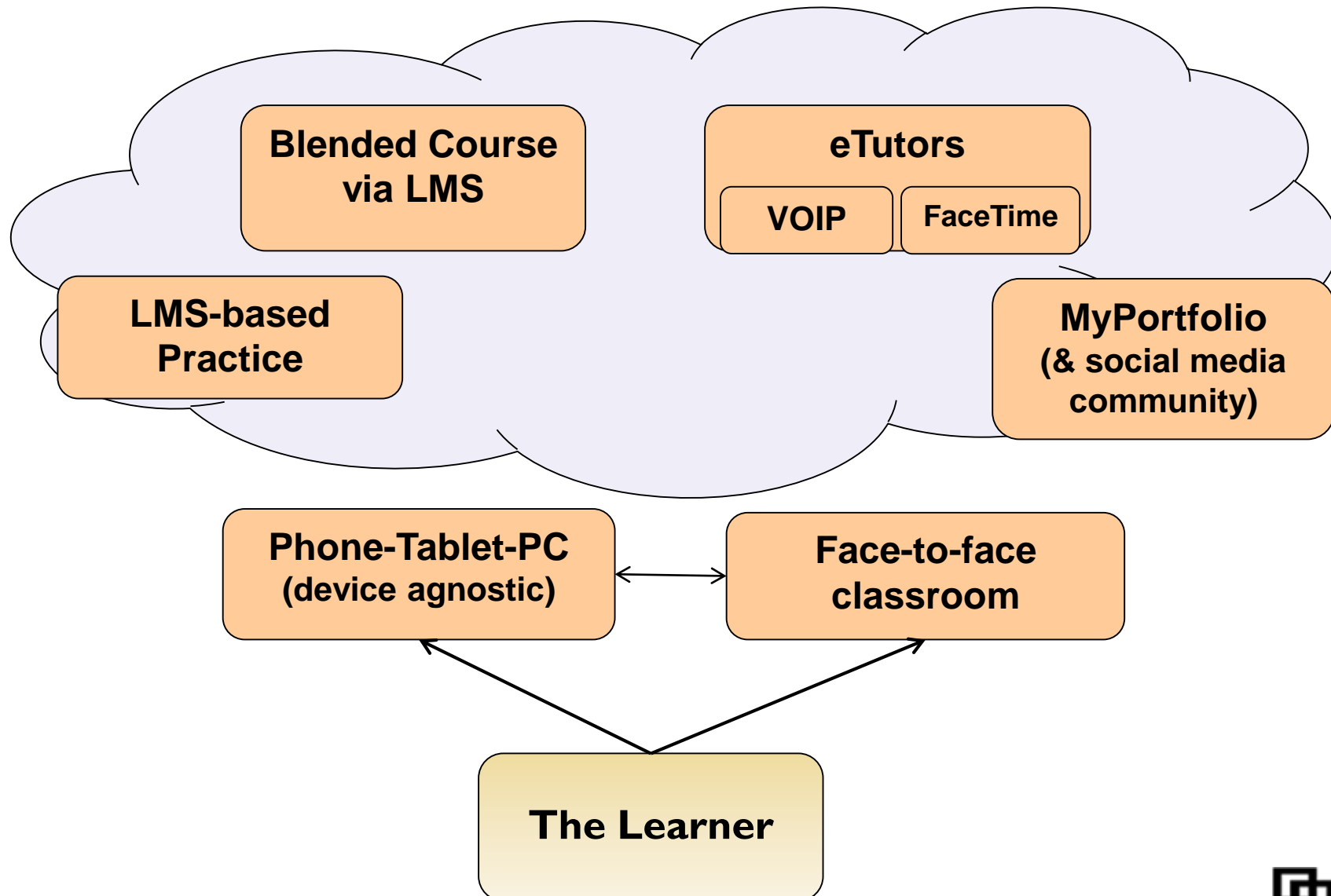
Content

- Learning materials, teaching materials, games, apps

Teachers

- Competences, training, resistance, confidence

Digital Learning ecosystem



Do you speak digital?

- BYOD
- VLE
- Flipped
- Blended
- IWB
- VR
- AR
- MOOC
- SPOC
- Bluetooth



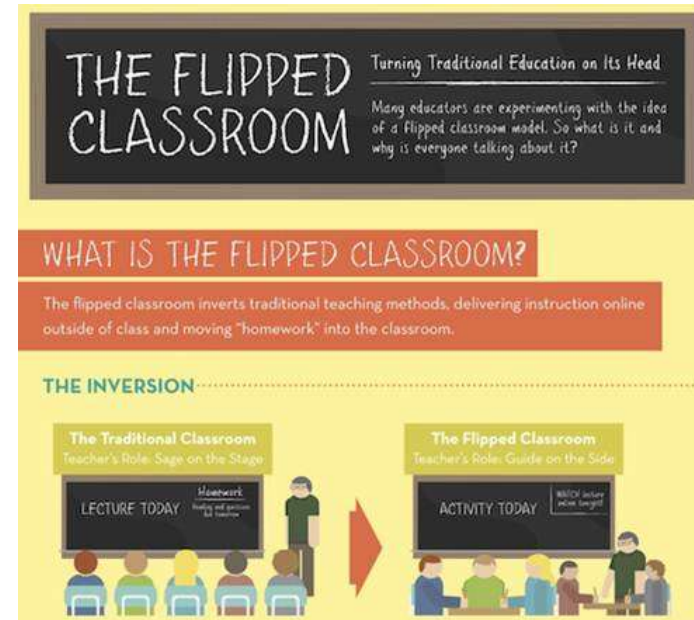
Reflection

**Score yourself
out of 10 for
concept
recognition**

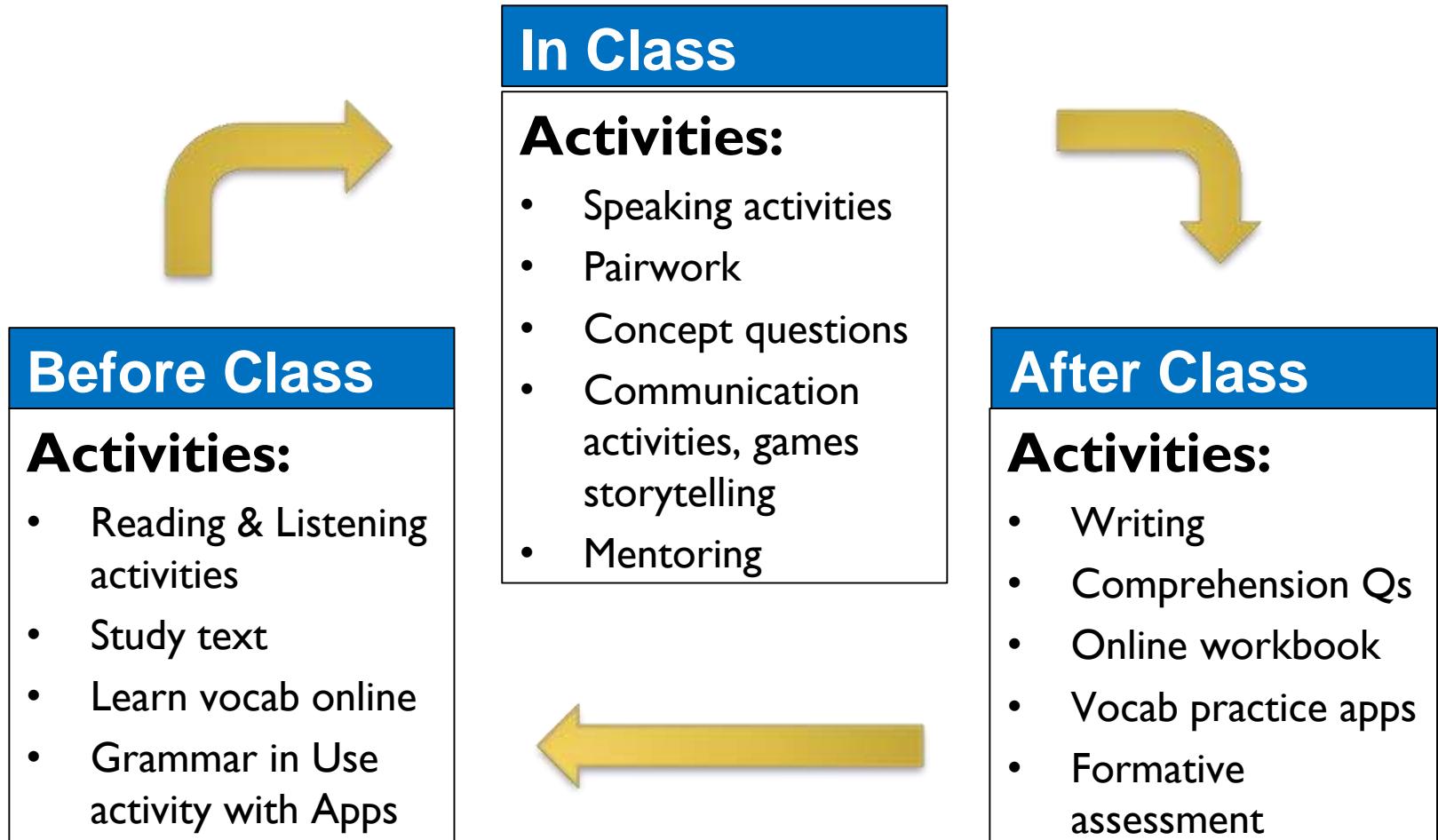
How is Digital Learning organised?

Digital pedagogical models

- Blended learning
- Mobile learning
- 1:1 classrooms
- Flipped classroom
- Adaptive learning
- Personalisation
- CB assessment



In-class vs Out-of-class models



DL models

Digital Classroom



- **E-learning / Online learning**
- **Virtual Classroom**
- **Blended / hybrid learning**
- **Social Learning**

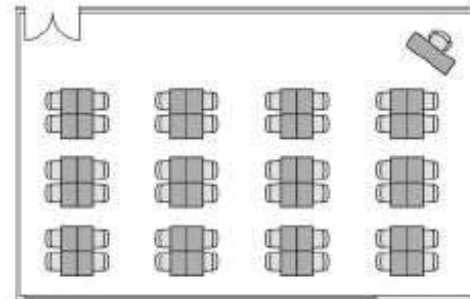
Digital learning channels

In-class channels:

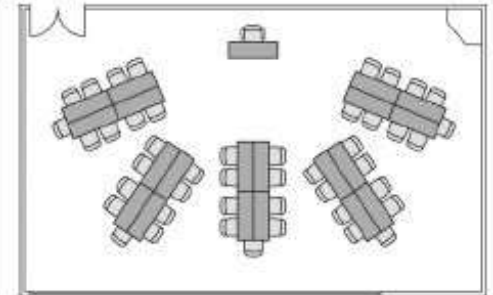
- IWB
- Digital textbooks
- 1:1 & BYOD
- PRS systems

Out of class channels:

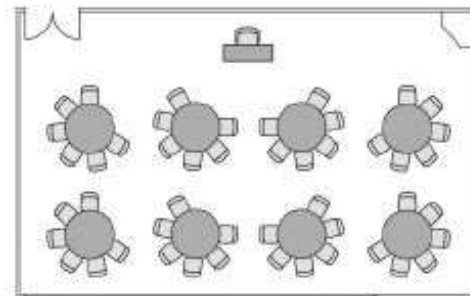
- Handheld
- LMS
- Apps
- Web
- Individualisation



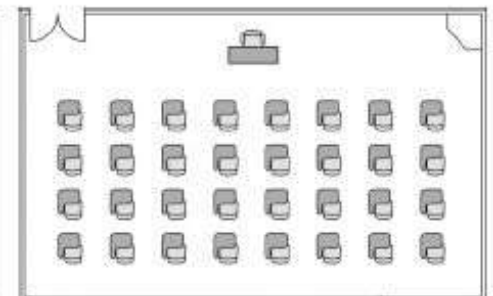
4-Pak Double Entry Desks



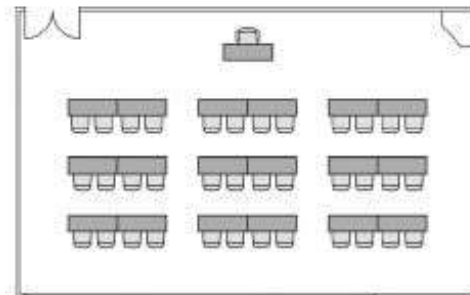
Radial Tables with Chairs



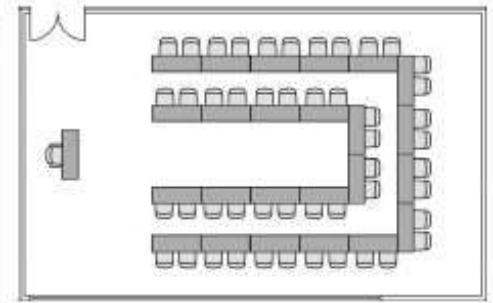
Round Tables with Chairs



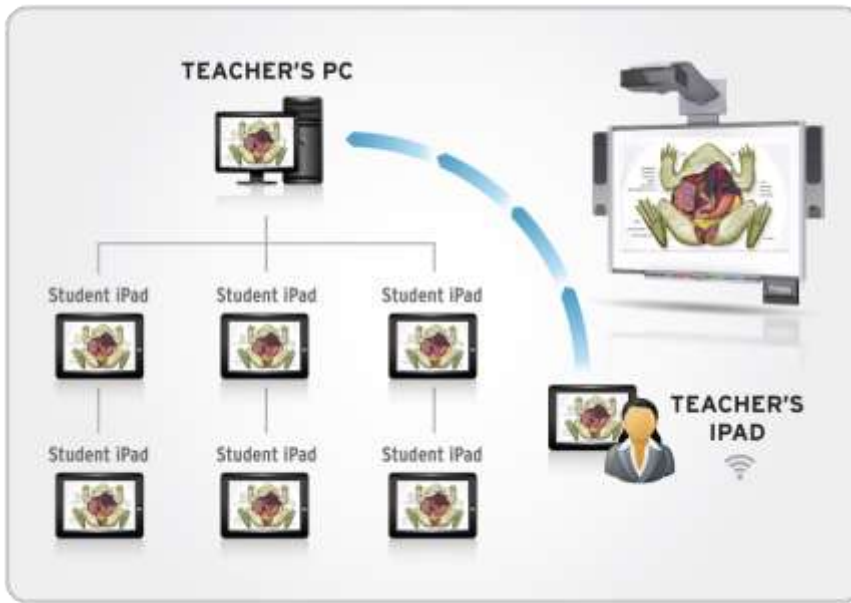
Straight Rows Tablet Arm Chairs



Straight Rows Tables with Chairs



U-Shaped Tables with Chairs



**Go to: www.menti.com
Enter the code: 327786**

1:1 learning & classroom management

Groups

Select a class

Class name

Actions

Select students

100%

Select

End Class

09:41

Geology 101

Add

Open

Navigate

Lock

Mute

Screens

Group

Sharing

All (20)

Safari (12)

iBooks (8)

Igneous (10)

Ava
iBooks

Avery
iBooks

Braden
iBooks

Elizabeth
Safari

Mia
iBooks

Natalie
Safari

Noah
Display Off

Tristan
Safari

Aiden
Safari

Alex
Safari

Anthony
Safari

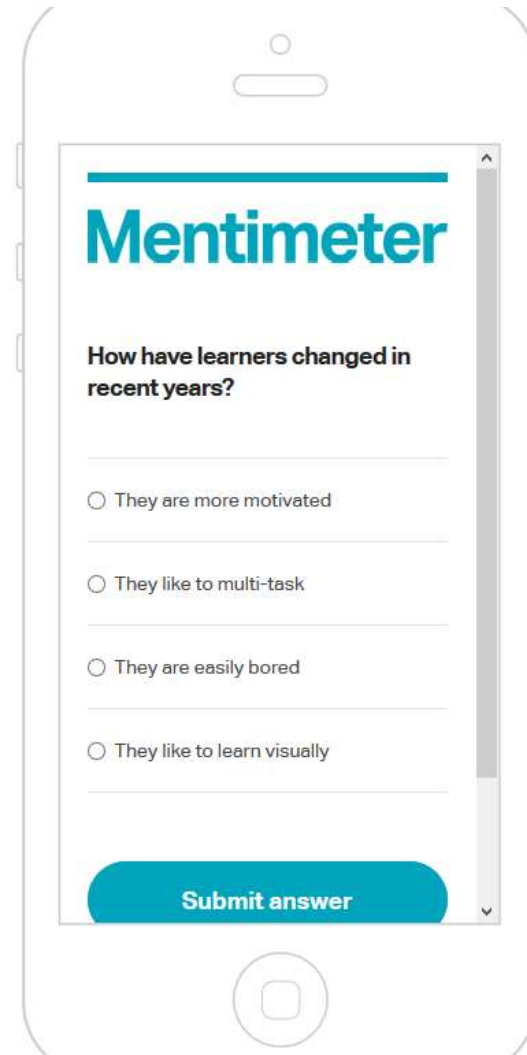
Aubrey
iBooks

Selected group

Student list in selected group

Voting/PRS

Go to: www.menti.com
Enter the code: 327786



Virtual Classroom

MOOCs



Learn More Get Started Help Free Users New MOOC Catalog UE MOOC Catalog

Login Sign Up

Move Your Courses Online Free

Introducing The New CourseSites

- Create up to 3 course websites, free.
- Engage students in social learning.
- Weave multimedia into class content.
- Assess performance and manage grades.
- Share Open Education Resources.
- Teach open courses or MOOCs on our new Open Education platform.



Remote teaching

Virtual Community



Digital content

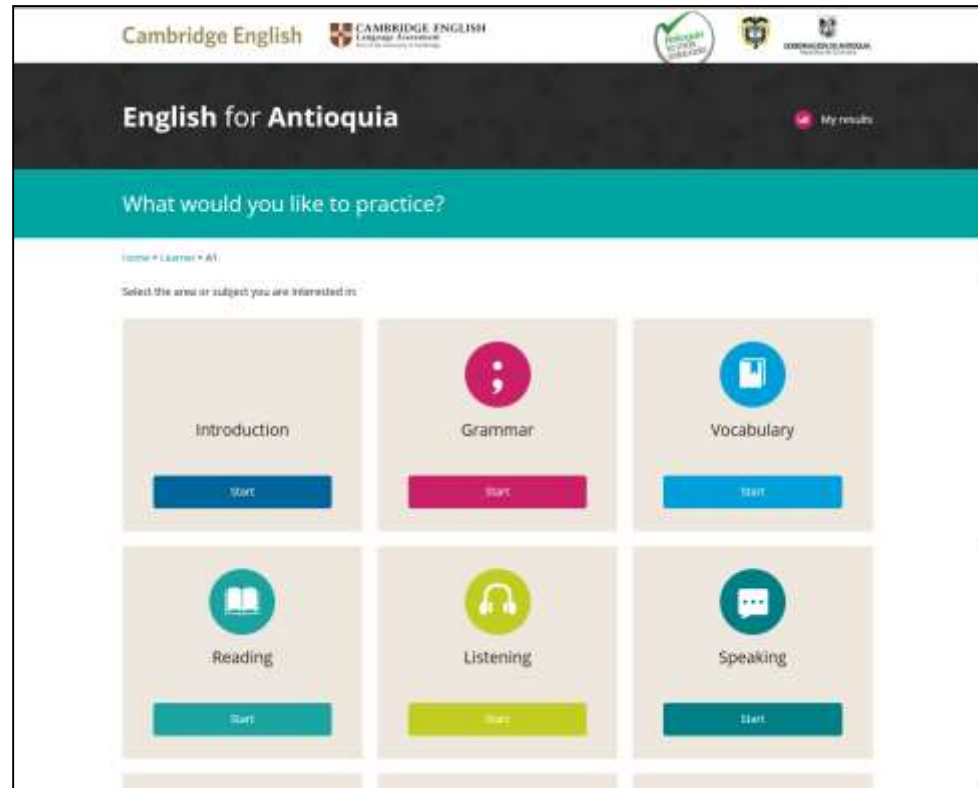
Tools,
resources,
apps, sites,
gizmos.....



Words with Friends - The Most Popular Word Game!



Beyond the Classroom: curated content



The screenshot displays the Cambridge English Language Assessment website for Antioquia. The header includes the Cambridge English logo and the text "English for Antioquia" with a "My results" link. Below the header, a teal banner asks "What would you like to practice?". The main content area features a grid of six practice options, each with an icon, a title, and a "Start" button:

- Introduction (blue "Start" button)
- Grammar (pink semicolon icon, pink "Start" button)
- Vocabulary (blue book icon, blue "Start" button)
- Reading (teal book icon, teal "Start" button)
- Listening (yellow headphones icon, yellow "Start" button)
- Speaking (teal speech bubble icon, teal "Start" button)

The Digital Teacher needs to know.....

Some new 'Digital Teaching' skills:

- Which new pedagogical models to use
- Which new technology tools to use
- Which new materials and resources to use
- How to guide the students' digital interactions
- How to get support in curriculum & course development
- How to get investment in training & development
- how to manage a virtual classroom
- how to create new content with students

Developing a personal tech toolkit

Devices toolkit:

- Audio/video equipment
- IWB
- Laptop + projector
- Tablet + projector
- OTPS – Tablet class set

Systems toolkit:

- Class management software & Airplay
- Assessment
- VOIP – Skype
- VLEs – Moodle, Blackboard

Resources toolkit

- Wikis
- Blogs
- Facebook
- Twitter
- Slideshare
- Dropbox
- Prezi
- Apps
- App stores
- iTunesU
- MOOCs

Cambridge CPD Framework

	Foundation	Developing	Proficient	Expert
Learning and the Learner	<ul style="list-style-type: none"> Has a basic understanding of some language-learning concepts. Demonstrates a little of this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a reasonable understanding of many language-learning concepts. Demonstrates some of this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a good understanding of many language-learning concepts. Frequently demonstrates this understanding when planning and teaching. 	<ul style="list-style-type: none"> Has a sophisticated understanding of language-learning concepts. Consistently demonstrates this understanding when planning and teaching.
Teaching, Learning and Assessment	<ul style="list-style-type: none"> Has a basic understanding of some key principles of teaching, learning and assessment. Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques. Can use available tests and basic assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a reasonable understanding of many key principles of teaching, learning and assessment. Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques. Can design simple tests and use some assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a good understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques. Can design effective tests and use a range of assessment procedures to support and promote learning. 	<ul style="list-style-type: none"> Has a sophisticated understanding of key principles of teaching, learning and assessment. Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques. Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.
Language Ability	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1 and A2 levels. Uses basic classroom language which is mostly accurate. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1, A2 and B1 levels. Uses classroom language which is mostly accurate. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1, A2, B1 and B2 levels. Uses classroom language which is consistently accurate throughout the lesson. 	<ul style="list-style-type: none"> Provides accurate examples of language points taught at A1-C2 levels. Uses a wide range of classroom language which is consistently accurate throughout the lesson.
Language Knowledge and Awareness	<ul style="list-style-type: none"> Is aware of some key terms for describing language. Can answer simple learner questions with the help of reference materials. 			
Professional Development and Values	<ul style="list-style-type: none"> Can reflect on a lesson with guidance and learn from feedback. Requires guidance in self-assessing own needs. 			

The Digital Teacher: competence frameworks

Cambridge English

Teacher Development Tracker ^{CEFR}

Your Profile

Learning and the Learner

Your Stage: Developing

	Foundation	Developing	Proficient	Expert
How much do you understand about the theories of how people learn languages?				
Do these theories guide you when you are planning lessons or teaching?				
How much do you understand about the theories of how people learn, in general?				
Do these theories guide you when you are planning lessons or teaching?				
How much do you understand about the methods and approaches for language teaching?				
Do you use these methods and approaches when you are planning lessons or teaching?				
How much do you understand about the theories on the differences between learners?				
Do you use these theories when you are planning lessons or teaching?				

SAVE YOUR PROFILE

BACK TO CATEGORIES

EAQUALS EPG

KEY TEACHING COMPETENCES						
Development phase	1.1	1.2	2.1	2.2	3.1	3.2
Methodology: knowledge and skills	<ul style="list-style-type: none"> is learning about different language learning theories and methods when observing more experienced teachers, can understand why they have chosen the techniques and materials they are using 	<ul style="list-style-type: none"> has basic understanding of different language learning theories and methods can select new techniques and materials, with advice from colleagues can identify techniques and materials for different teaching and learning contexts 	<ul style="list-style-type: none"> is familiar with language learning theories and methods is familiar with techniques and materials for two or more levels can evaluate from a practical perspective the suitability of techniques and materials for different teaching contexts can take into account the need of particular groups when choosing which methods and techniques to use 	<ul style="list-style-type: none"> is well acquainted with language learning theories and methods, learning styles and learning 	<ul style="list-style-type: none"> can provide theoretical justification for the teaching approach being used and for a 	<ul style="list-style-type: none"> has a detailed knowledge of theories of language teaching and learning and shares it with
Assessment	<ul style="list-style-type: none"> can conduct and mark end of unit tests from the course book 	<ul style="list-style-type: none"> can conduct and mark progress tests (e.g. end of term, end of year) when given the material to do so can conduct oral tests when given the material to do so can prepare and conduct appropriate revision activities 	<ul style="list-style-type: none"> can conduct regular progress tests including an oral component. can identify areas for students work on from the results of test and assessment tasks can give clear feedback on the strengths and weaknesses identified and set priorities for individual work 			
Lesson and course planning	<ul style="list-style-type: none"> can link a series of activities in a lesson plan, when given materials to do so 	<ul style="list-style-type: none"> can find activities to supplement those in the textbook can ensure coherence between lessons by taking account of the outcomes of previous lessons in planning the next can adjust lesson plans as instructed to take account of learning success and difficulties 	<ul style="list-style-type: none"> can use a syllabus and specify materials to prepare lesson plans that are balanced and meet the needs of the group can plan phases and timing of lessons with different objectives can compare learners' needs refer to these in planning main and supplementary objectives lessons 			
Interaction management and monitoring	<ul style="list-style-type: none"> can give clear instructions and organise an activity, with guidance. 	<ul style="list-style-type: none"> can manage teacher-class interaction can alternate between teaching the whole class and pair or group practice giving clear instructions can involve learners in pair and group work based on activities in a course book 	<ul style="list-style-type: none"> can set up and manage pair or group work efficiently and can bring the class back together can monitor individual and group activities can provide clear feedback 			

	Trainee A	DEVELOPMENT PHASE 1		DEVELOPMENT PHASE 2		DEVELOPMENT PHASE 3	
		1.1	1.2	2.1	2.2	3.1	3.2
QUALIFICATIONS & EXPERIENCE	Language proficiency						
	Education & training						
	Assessed teaching						
	Language teaching experience						

KEY TEACHING COMPETENCES	Methodology: knowledge and skills						
	Lesson and course planning						
	Interaction management and monitoring						
	Assessment						

ENABLING COMPETENCES	Intercultural competence						
	Language awareness						
	Digital media						

PROFESSIONALISM	Professional conduct						
	Administration						

<http://egrid.epg-project.eu>

The Digital Teacher Framework



The Digital World

Technology takes you beyond the classroom: as a digital citizen, you need to be productive, organised and act responsibly, safely and legally in the digital arena to protect yourself and your learners.

- **PRODUCTIVITY**
- **INFORMATION MANAGEMENT**
- **DIGITAL CITIZENSHIP**
- **LEGAL ISSUES**
- **DIGITAL WELFARE AND SAFETY**



The Digital Classroom

Digital tools and resources provide both opportunities and challenges for language learning: develop your awareness of underlying theories and methodologies and use technology effectively to enhance learning and improve your own language awareness and proficiency.

- **THEORIES AND METHODOLOGIES**
- **DIGITAL TOOLS AND RESOURCES**
- **ONLINE LEARNING**
- **IMPROVING LANGUAGE PROFICIENCY**
- **IMPROVING LANGUAGE KNOWLEDGE AND AWARENESS**



The Digital Teacher

Use digital tools and resources to accelerate and track your own professional development: reflect on your teaching, discover online conferences and sources of information, and share knowledge and best practice through a network of peers.

- **REFLECTION AND DEVELOPMENT WITH DIGITAL TOOLS AND RESOURCES**
- **BEING PART OF A PROFESSIONAL COMMUNITY**



Designing Learning

Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives, plan logical sequences of work for lessons and courses, and create attractive and useful interactive resources which maximise learning potential.

- **SOURCING AND EVALUATING DIGITAL RESOURCES**
- **COLLATING AND CURATING**
- **DEVELOPING MATERIALS**
- **LESSON PLANNING**
- **COURSE PLANNING**



Delivering Learning

Build your confidence! Master and manage digital tools to support, educate and communicate with your learners; develop their skills in using technology effectively for learning, so that they can successfully meet their learning outcomes and take advantage of the learning opportunities provided by the digital learning environment.

- **SETTING UP AND MANAGING DIGITAL TOOLS AND RESOURCES**
- **PREPARING STUDENTS FOR USING DIGITAL TOOLS AND RESOURCES**
- **RESPONDING TO LEARNERS**
- **COMMUNICATION AND INTERACTION ONLINE**



Evaluating Learning

Understand what's happening in your classroom! Digital tools provide new and more efficient ways of accessing and managing large quantities of data. Use technology to assess your learners and use that information to improve their learning; evaluate the effectiveness of your lessons and the digital tools and resources that you use.

- **ASSESSING LEARNING**
- **EVALUATING LESSONS AND MATERIALS**

HOME

FRAMEWORK

TRAINING

REVIEWS

BLOG

TEST MY DIGITAL SKILLS

GET EMAIL UPDATES

The Digital Classroom

Take a principled approach to selecting and integrating technology. Evaluate theories, methodologies and digital tools, and develop your language awareness for teaching.



Theories and methodologies for language teaching and learning

The way we use technology for teaching and learning can have an impact on the way that learners work and learn; you might find things out for themselves and spend less time exploring. Expect learners to take more control of their learning while, with guidance and support.

Explore theories and methodologies that can help you integrate technology successfully, and learn about the different roles your learners can take to improve language learning.

Digital tools for language teaching and learning

Digital tools provide a range of opportunities for learners to practice language skills at their own speed and level, to communicate, collaborate, and to work creatively and use language in the real world. There is no doubt that technology can inspire and motivate, but it can cause problems too.

Learn how to harness the opportunities that digital tools can provide, and prepare for the challenges of using technology.

Online learning

Whether you use an e-workbook or a virtual learning environment such as Moodle to deliver a whole course online, or to help with resources in your lessons or for homework, it is essential to know the tools available to you, how they help you deliver learning, and importantly, which digital tools best suit your learners' needs.

Learn how to evaluate, organise and deliver online learning.

Improving language proficiency

Keeping your language up to date and maintaining a level of proficiency can be challenging. However, there are now many digital tools and resources available which help you assess your proficiency, improve it, and track your progress.

HOME

FRAMEWORK

TRAINING

REVIEWS

BLOG

TEST MY DIGITAL SKILLS

GET EMAIL UPDATES

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Tips: The Digital Classroom

Try these practical tips to get you and your learners using technology for learning.



Theories and methodologies for digital language teaching and learning

Here's a quick way to experiment with a flipped classroom. Instead of spending valuable classroom time on listening exercises, tell your learners to watch a YouTube video and complete comprehension exercises as homework. Then follow up with an in-class discussion or role play.

Digital tools and resources for language teaching and learning

Remember that languages are about communicating clearly, creatively and fluently, so box-ticking homework tasks aren't enough! Use Google's free education tools to encourage creativity and collaboration on shared documents, presentations and projects.

Online learning

Start small. A great way to start is to use tools like Quizlet to make simple online quizzes for homework. As you grow in confidence and experience, you'll be ready to experiment with online workbooks, blended learning, or even self-study courses.

Improving language knowledge and awareness

Keep your English up to scratch by reading (or watching) the news in English every day. Set the language of your favourite websites to English. And use free online tools like Write & Improve to develop your writing skills.

Improving language knowledge and awareness

Should we say 'wreak havoc' or 'cause havoc'? If you're not sure which collocation is stronger, find out with a Google Ngram. For more sophisticated analysis of collocations, try HASK.

LOOKING FOR MORE TIPS?

The Digital Teacher

5 minutes

Use technology to find professional development resources and to help you reflect on your teaching.

Designing Learning

5 minutes

Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives.

Digital learning competences

Test my Digital

Question 11 out of 53

Theories and methodologies for digital language teaching and learning: How to apply theory and methodology to digital language teaching and learning

Digital learning can be informed and shaped by theories such as constructivism and connectivism, and methodologies such as blended learning and the flipped classroom.

How effectively do you apply theories and methodologies in digital language teaching and learning?

I can identify theories and methodologies which relate to digital language teaching and learning.

I can demonstrate an understanding of theories and methodologies which relate to digital language teaching and learning. I can identify approaches and theories which are relevant to my digital teaching context.

I can apply a range of theories and methodologies which relate to digital language teaching and learning in my context. I can advise other teachers on suitable approaches and theories related to their teaching context.

I can create and implement policies and plans for schools, and provide training to help teachers apply suitable theories and methodologies for digital language teaching and learning in their contexts.

Next >



START



The Digital World



The Digital Classroom



The Digital Teacher



Designing Learning



Delivering learning



Evaluating learning



RESULTS

TEST MY DIGITAL SKILLS

GET EMAIL UPDATES

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Results

Congratulations! You have completed your self-evaluation.

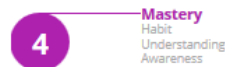
Here are your results. Choose a direction for your professional development and follow the links below for suggestions and practical tips.

The Digital World

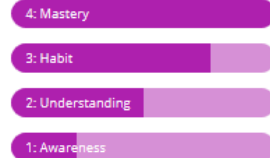
[Suggestions for professional development](#)

[Practical tips](#)

Overall



Legend



The Digital Classroom

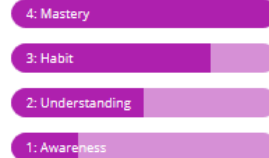
[Suggestions for professional development](#)

[Practical tips](#)

Overall



Legend



The Digital Teacher

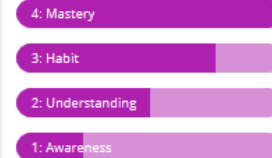
[Suggestions for professional development](#)

[Practical tips](#)

Overall



Legend



Designing Learning

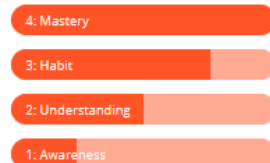
[Suggestions for professional development](#)

[Practical tips](#)

Overall



Legend



Delivering Learning

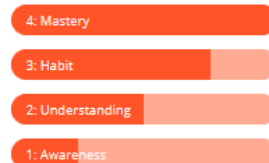
[Suggestions for professional development](#)

[Practical tips](#)

Overall



Legend



Evaluating Learning

[Suggestions for professional development](#)

[Practical tips](#)

Overall



Legend



The rise of speech-enabled tech

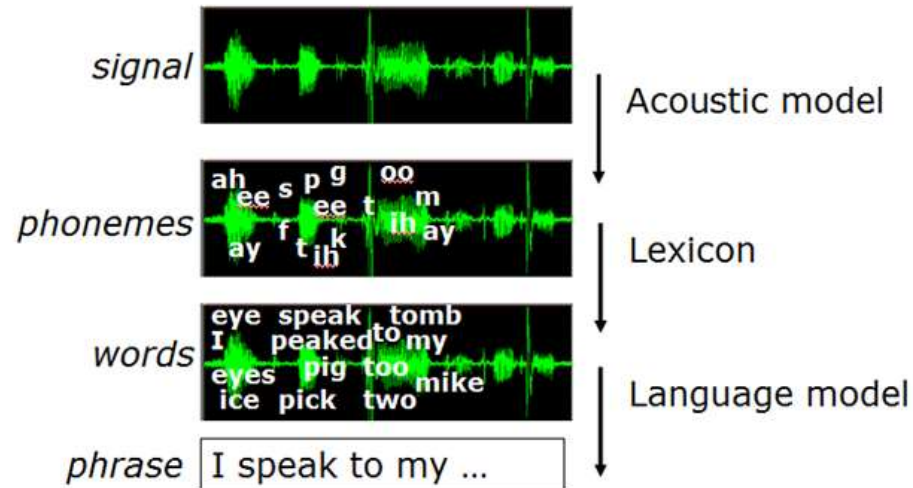
**Digital speech:
automatic
speech
recognition
(ASR)**



Cambridge ALTA

Institute for Automated Language Teaching and Assessment

Speech to Text



Accelerate EHR uptake and adoption with Nuance speech recognition

Nuance Demo Hospital

Harris Susan

Patient List:

- Harris Susan, F
- Robinson, Elizabeth, F
- James, Wayne, M
- King, Kenneth, M
- Henry, Jeff, M
- Roberts, Helen, C
- Scott, Thomas, M
- Smith, Henry, F
- Tanner, Lewis, F
- White, Christopher, M
- Young, Joseph, M
- Zeigler, Caroline, F

Medical Report

Subjective:
This 42-year-old patient complains of pain in the lumbar region after injuring her back, gardening 3 days ago. The patient is stiff and unable to walk and is not sleeping very well. The patient has a history of COPD and a hiatus hernia, she also has been treated for depression and anxiety.

Objective:
Temperature 37°C - Respirations: 24 breaths per minute, Blood pressure 160/98 mmHg, Vital signs are stable. Afebrile.

Alec Baldwin on Saturday Night Live

Donald Trump Cold Open - SNL
Saturday Night Live - 2 days ago

Saturday Night Live
4,058,422 subscribers

The O'Reilly Factor with Donald Trump - SNL
Saturday Night Live - 1 week ago

Oval Office Cold Open - SNL
Saturday Night Live - 2 months ago

Alexa: Echo Dot

ASK ALEXA

- * Alexa, how do you spell _____?
- * Alexa, what is the weather today?
- * Alexa, pick a number between ____ and ____.
- * Alexa, set a timer for ____.
- * Alexa, rock, paper, scissors.
- * Alexa, Simon Says _____.
- * Alexa, what is ____ + ____?
- * Alexa, what is ____ - ____?
- * Alexa, what is ____ x ____?
- * Alexa, what is ____ ÷ ____?
- * Alexa, what is the definition of ____?
- * Alexa, what is a synonym for ____?
- * Alexa, roll the dice.
- * Alexa, pick a card.
- * Alexa, flip a coin.



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Compact design makes it a convenient addition to any room

Amazon Echo & Echo Dot



Google Home

Ok Google, what is "I'm allergic to shrimp" in Portuguese?

Sou alérgica a camarão

"Alexa, open Just Eat and ask for my last order."

"Alexa, ask The Guardian for headlines."

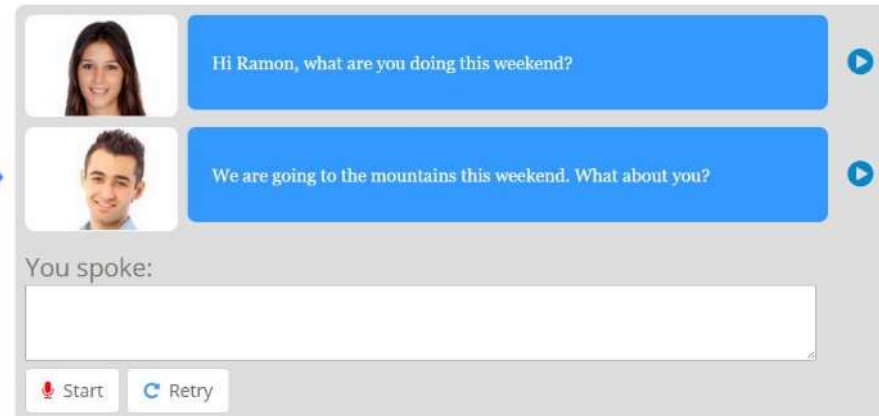
"Alexa, ask Jamie Oliver for a recipe."

"Alexa, ask National Rail to check my commute."

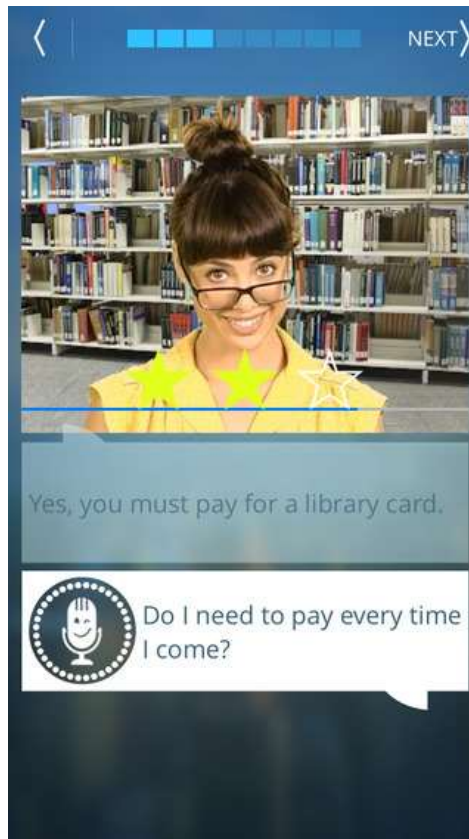
ASR learning

- Interactive practice

Now say →



- CAPT



- SET



ASR self-study

Solo speaking:

- Teacher gives text or dialogue to practice outside class
- Student practises dictating it – checking output matches the teacher model (listening to comparative audio if available)

Phonology:

Practise speaking and gaining feedback at pronunciation, stress, word level – for example:

- Reading Companion
- Carnegie speech
- SpeakingPal
- EduSpeak

Writing:

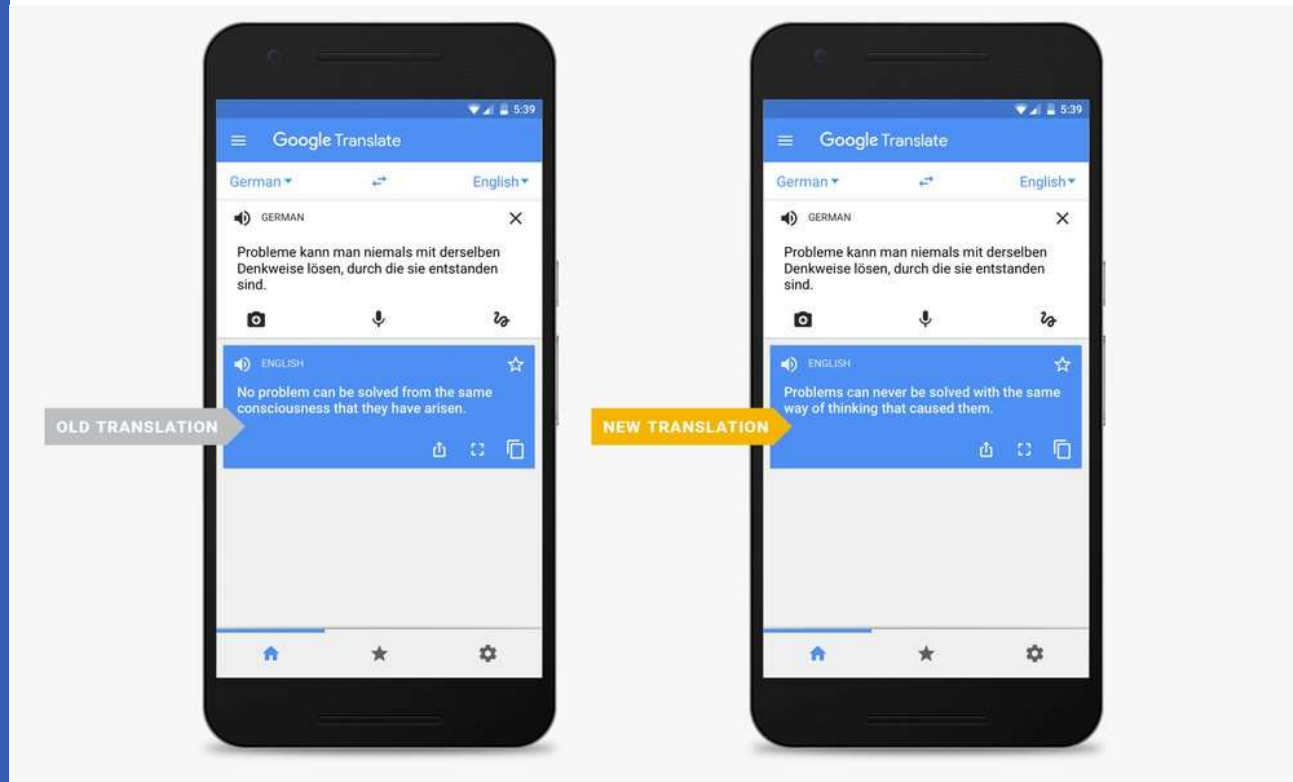
- Use dictation app to give descriptions or tell stories orally
- Email results to teacher / peers

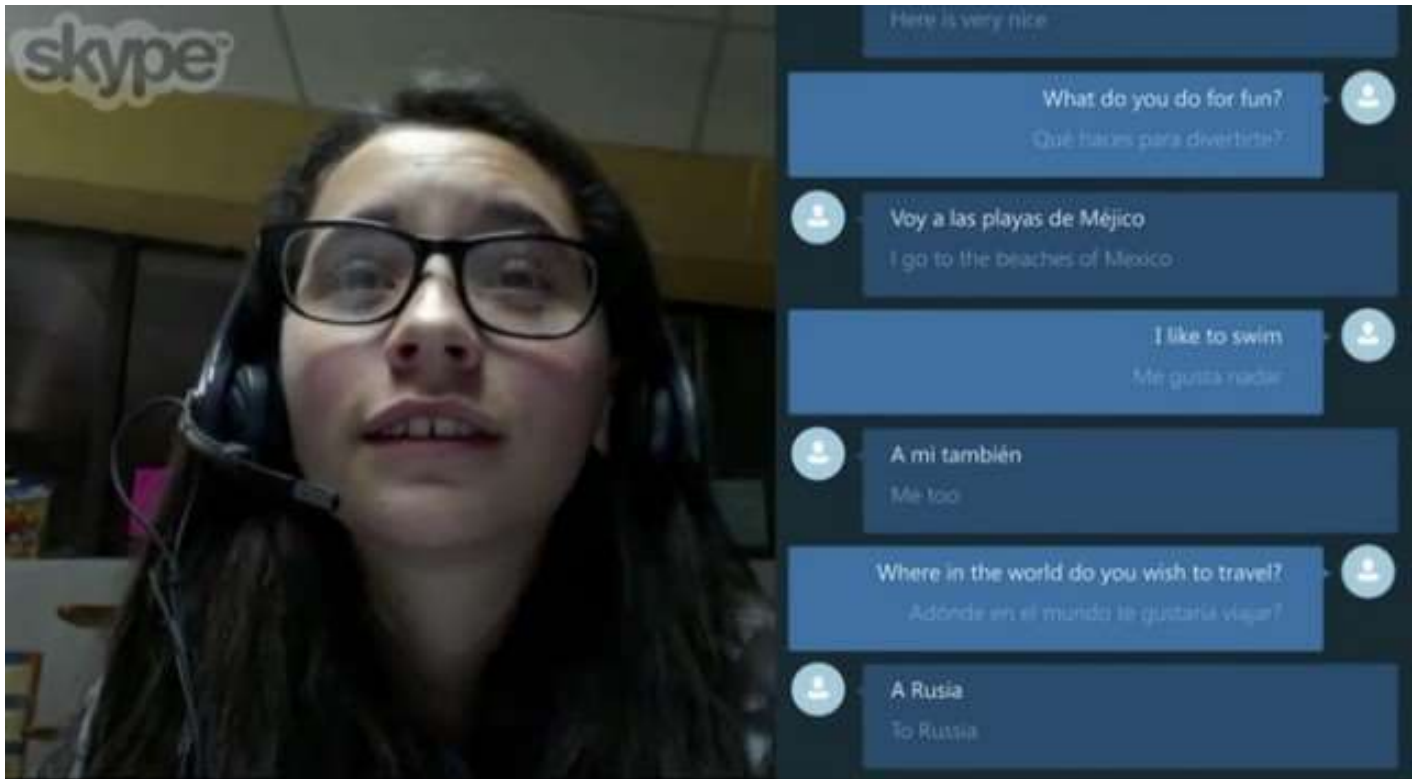
Carnegie Speech:

Phonology diagnostics - students practise at home, where they speak into the microphone and get feedback on pronunciation, stress & intonation performance

Speech-enabled translation

Speech-enabled translation (SET)





SET lesson ideas

SS write a dialogue in L1

- Each translate their side into English and write it down, creating an English dialogue
- Student A speaks her side in English and writes down spoken translation back into L1
- Student B speaks her side in English and writes down spoken translation back into L1
- Students compare the L1 and English dialogues, noting differences from their original L1 dialogue

SS write a dialogue in English

- Student A speaks her side in English and writes down spoken translation into L1
- Student B speaks her side in English and writes down spoken translation into L1
- Students compare the outputs and note differences, asking for teacher guidance where needed



Your Digital CPD needs:

What digital skills do you think you (and/or your staff) need to learn?

- technical ones?
- pedagogical ones?

Reflection

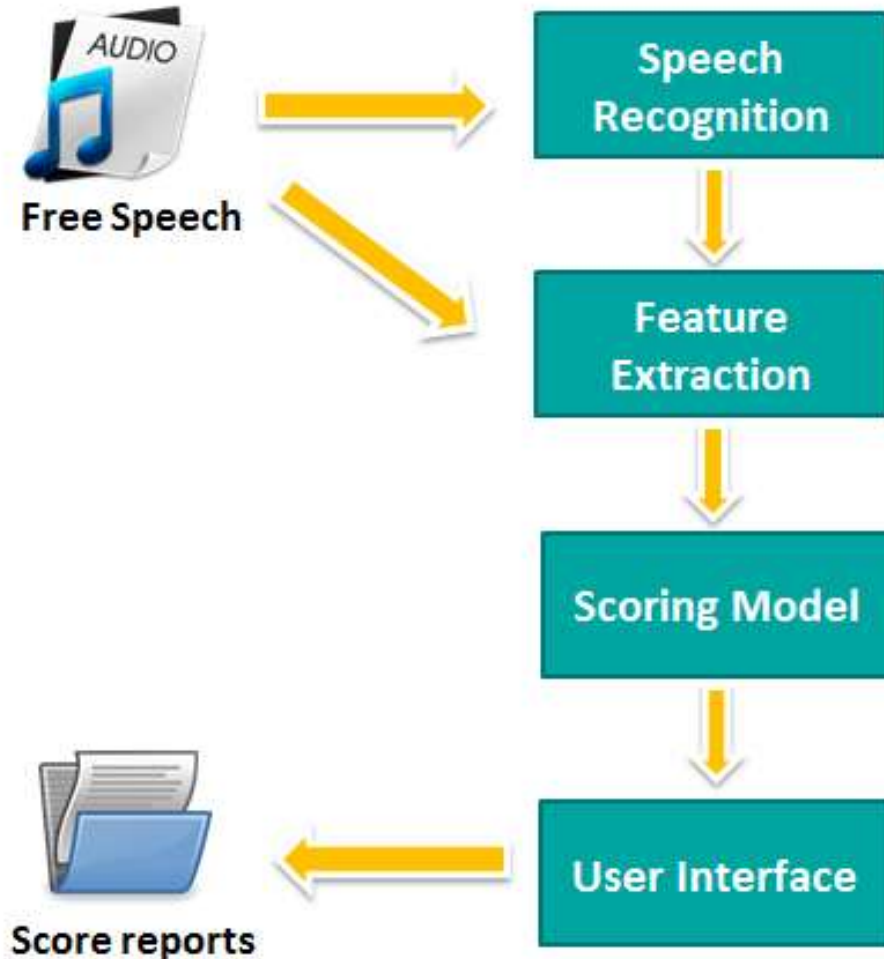
Digital Assessment



'Empower' includes:

- An online workbook with **extra practice activities** for each lesson.
- **Automatically-marked** speaking, listening, reading and writing tests, using rigorously-trialled marking tools.
- **Personalised practice** activities based on unit progress tests, with optional extension activities.
- A **Gradebook**: see class progress at a glance or analyse in-depth to see what needs more work.
- **Forum, Messageboard and Calendar tools** keep students motivated and up-to-date.
- A **CLMS Teacher's Guide** makes digital teaching even easier


Linguaskill - Speaking Auto-marker



Writeandimprove.com


Your English teacher told you about Write and Improve and said you should use it to practise and improve your English writing. Your teacher has asked you to write a **report** about your experience with Write and Improve, describing what you liked or didn't like about it and why. Finish by saying whether you would recommend your classmates to try it.

Write your **report**.

Start again 

Computers changed my lifestyle, my opinion about the world.
I think it effects life more than you thinking.
I first bought computer as I was in university.
Internet was something amazing for me.
I use Google and Facebook.
I like I can have every informations I need whenever I want.
I like I can contact with anyone who is from any country when I want
I meet a lot of peoples on internet and I am interesting in them.
I learn lot about their culture by speaking them on internet.
I wasn't imagined this before.
CA n not you help my to correct this tex?

104 words entered. For this task you should enter between 140 and 190 words. Try to write more.


 Saved


Check again →




Back



This is a good start! Now improve your writing. Read the feedback. Make changes and click Check again!


Computers changed my lifestyle, my  **opinion** about the world.

I think it  **effects** life more than you thinking.

I first  **bought**  **computer** as I was  **in** university.



Internet was something amazing for me.


I use Google and Facebook.

I like I can have every  **informations** I need whenever I want.


I like I can contact with anyone who is from any country when I want

I meet a lot of  **peoples**  **on**  **internet** and I am  **interesting** in them.

I learn  **lot** about their culture by speaking them  **on**

 **internet**.

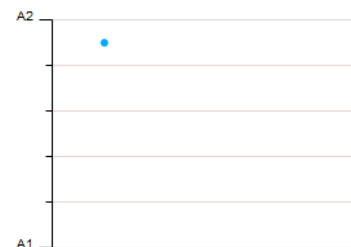
I wasn't imagined this before.

CA n not you help  **my** to correct this tex?

Your progress

Level
A1

Checks
1



Digital 2020



- Speech-enabled everything
- AR / VR
- 1:1 classrooms
- Adaptive learning
- Personalisation
- Digital assessment
- Automarking

AR / VR / 360



Phone as PC



Board sharing



Folding screens



Wearables



Meet Pilot

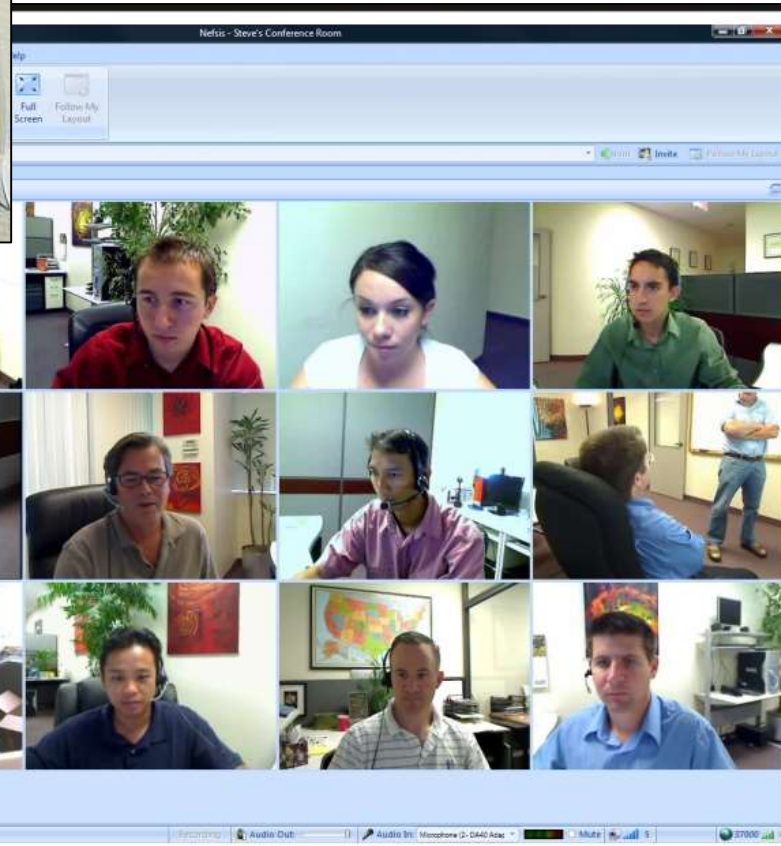
The world's first smart earpiece which translates between users speaking different languages



Robots



Remote multipoint video teaching



A3 printers



Thank you!

email:

michael@highdale.org

PDF: <http://www.michaelcarrier.com>

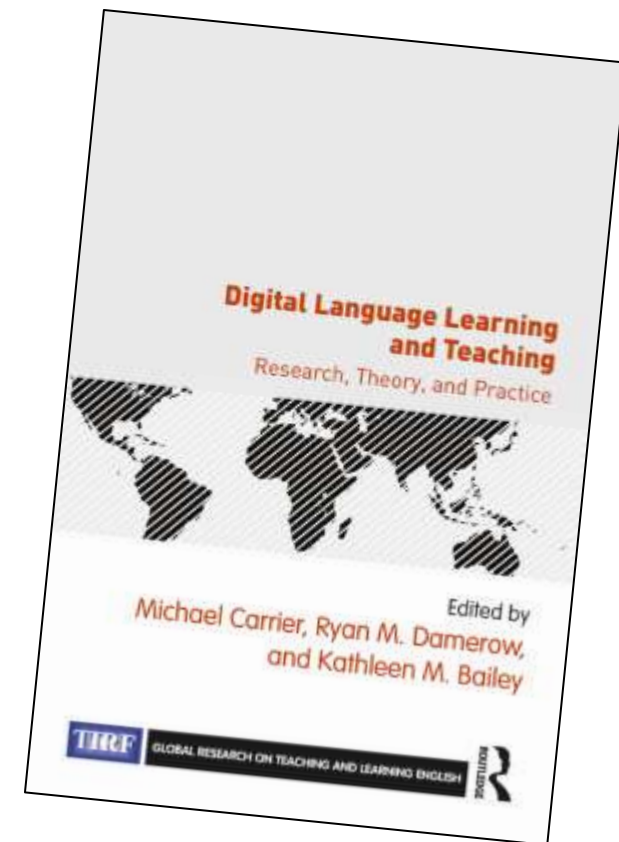
Journal: <http://www.icc-languages.eu/tlcjournal>

Digital Framework:

<http://thedigitalteacher.com>

TIRF/Routledge book:

<http://www.tirfonline.org>



Take Away

- 1 **Define what teachers need to know**
- 2 **Help colleagues develop their Digital Literacy**
- 3 **Fund training & experimentation in pedagogy & technology**
- 4 **Plan training and development according to the Digital Teacher Framework**
<http://thedigitalteacher.com>
- 5 **Encourage curiosity & creation of resources**
- 6 **Delight students**