

Active Learning with Technology for English Classes

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Part 1: Communication, Creativity, and Critical Thinking Ideas

- © 1. Communication Techniques
(and 2nd Language Learning)
- © 2. Creativity Techniques
- © 3. Critical Thinking Techniques



English Teaching: Principles and Guidelines

1. Contextualization—no isolated words
2. Personalization—activities reflect lives
3. Pair/Group work—give feedback
4. Meaningful tasks—relevant tasks
5. Teacher as facilitator—teacher as monitor
6. Integration of language and culture
7. Authentic texts—limit drill, use newspapers, internet, magazines, brochures
8. Skill integration—combine skill use
9. Communicative activities—students talk to each other, get information, report about findings, come up with solutions
10. Information gap—divide passages/activities

Pedagogical Strategies: A. Ten Communication and Second Language Strategies (Face-to-Face Classes)

1. Information gap
2. Questions first
3. Guess the title
4. Guess the beginning
5. Guess the ending
6. Strip story
7. Crazy sentences
8. The opposite
9. Students in charge
10. Even and odd



1. Information-Gap

(Jie Yang, Defense Language Institute (DLI), 2007)

1. Divide the class into 2 to 3 groups.
2. Divide the passage, so that each group gets part of it.
3. After each group has listened (read) through its part and discussed it, then regroup the students so that they can tell each other about their part of the text.



2. Questions-First

(Jie Yang, 2007)

1. Give the students a list of questions without playing the passage.
2. Each group needs to create the text that precedes those questions.
3. Each group will present their created text to the class, and then the teacher can play the students the "real" text to compare it to what they wrote.



3. Guess the Title

(Jie Yang, 2007)

1. Play each pair (or group of students) the passage and have them listen to it.
2. Each pair/group must then produce the most creative title for that passage.
3. At the end, each group presents their title, and the group with the best title gets a prize.



4. Guess the Beginning

(Jie Yang, 2007)

1. Play the students the second half of the passage, and allow them in pairs/groups to predict the first part.



5. Guess the End

(Jie Yang, 2007)

1. Play the students the first half of the passage, and allow them in pairs/groups to write the last part/ending. The pair/group with the best ending win a prize!



6. Strip Story

(Jie Yang, 2007)

1. If the text lends itself to doing so, cut up the text into parts.
2. Give each pair/group the cut-up text and have each group read it aloud to reorder it correctly.
3. Play the students the real passage to check their answers once they are done.

7. Crazy Sentences

(Jie Yang, 2007)

1. If you have time, take the required text and add in some sentences that don't belong (make them as unbelievable as possible!).
2. In pairs, have students listen to the text (or read the text) and write down the sentences that don't belong.
3. The pair that finishes first gets a prize!

8. The Opposite

(Jie Yang, 2007)

1. If the text allows it, have students work in pairs/groups to listen to a text (or read the text) and then come up with a text that includes the opposite perspective from the original text.
2. Or, if the original text is really old, have the students come up with a more modern spin on the same passage.

9. Students in Charge

(Jie Yang, 2007)

1. Show the students the title of the passage
2. Divide the students into 2 teams.
3. Each team writes 3 questions that they think the passage will answer.
4. Then have each team listen to the passage (or read it) and let them see if the questions they wrote were in fact addressed by the passage (or not).

10. Even and Odd

(Jie Yang, 2007)

1. Locate a passage with some questions on it.
2. Assign half the students the even questions and the other half the odd questions.
3. After the students listen to the passage (or read it) and answer their assigned questions, pair up the odd and even students, so they can share their answers with each other.



Pedagogical Strategies: A. Ten More Communication and Second Language Strategies (with Web Technology)

1. To Gloss or Not Gloss
2. Inquiring Minds Want to Know!
3. Scavenger Hunt
4. Multimedia Treasure Hunt
5. Full Coverage
6. Hot off the press
7. Online Word Competitions
8. Course Weblog and Personal Learner Weblog
9. Text Chats
10. Extra! Extra! Read all about it!

1. To Gloss or Not to Gloss?

(Dr. Mei-Ya Liang, Taiwan, 2006)

1. Visit an instructional news website— [CNN Interactive](#).
2. Read one news article and try out language exercises assigned by the instructor.
3. In personal blogs, post link to article, write a short 5-6 sentence summary, and note 10 new words and find their definitions using an online dictionary.
4. Read and respond to other personal blog posts.
5. Write a synopsis of group summaries in class blog.
6. Perhaps create a class Wiki of all the new terms learned.

2. Inquiring Minds Want to Know!

(Mei-Ya Liang, 2006)

1. Think of a news topic and five questions about this topic.
2. Search for the news topic on [Google News](#) or [Yahoo! News](#) and choose a news article to read.
3. In personal blogs, post link to article, write a short 5-6 sentence summary, and note 10 new words and find their definitions using an online dictionary.
4. Write down the search word(s) and questions.
5. Report to class or post to blog.
6. Read and respond to class member blogs.

3. Scavenger Hunt!

(Mei-Ya Liang, 2006)

1. In pairs, browse two major English newspapers and read stories on same topic; e.g., [The New York Times](#) and [USA Today Online](#).
2. Choose a news article from one of these news sites.
3. Record online reading strategies and thoughts as read.
4. One person is reader and the other is observer (take turns). Reader thinks aloud and observer posts notes on it.
5. Record activities in blog and respond to peer blogs.



4. Multimedia Treasure Hunt!

(Mei-Ya Liang, 2006)

1. In pairs, read online news from two news media—MSNBC Headline News and CNN.com International.
2. Try multimedia features (icons, pics, animations, cartoons, ads, audioclips, music, videoclips, etc.) and record online reading strategies.
3. Have students create a joint summary of the news they read for a presentation or blog post.
4. Read and respond to other blogs.

5. Full Coverage!

(Mei-Ya Liang, 2006)

1. Review various news articles.
2. Take turns discussing news summaries with group members online at Tapped In or use a Wiki.
3. Write a synopsis of all group members' news summaries.
4. Copy and paste blog transcript in personal blog or class blog and provide link to students.



6. Hot Off the Press!

(Mei-Ya Liang, 2006)

1. Revise and edit group members' news summaries and synopses; pick any to rewrite.
2. Make sure every sentence is correct.
3. Present and publish the group news project.
4. In personal blog, draft a synopsis of your group's news stories.
5. Groups revise and edit the synopses.



Guidelines for Hot Off the Press!

(Mei-Ya Liang, 2007)

The written peer feedback guidelines focused on both language and content as follows.

- Are the words in the news summaries appropriate?
- Do the news summaries cover important points?
- Are the summaries written in their own words?
- Do the summaries include mistakes in spelling and grammar?
- In addition, students might prepare oral presentations of their collective work

7. Online Word Competitions

(Bonk, 2007; Mei-Ya Liang, 2006)

1. Index online dictionaries, thesauruses, encyclopedias, and other referenceware.
2. For example, have students use online dictionaries (e.g., Cambridge Dictionaries Online) and encyclopedias (e.g., Encyclopedia Britannica) and test them on different words.
3. Create columns with guessed meanings and dictionary meanings.
4. Student(s) with most correct terms defined or used in a sentence wins.
5. Alternatively, have students use online dictionaries to create tests for other groups.

8a. Course Weblog

(Bonk, 2007; Mei-Ya Liang, 2007)

1. Create a class blog site (e.g., using Blogger (<http://myliang.blogspot.com/>)) to create a sense of instructor presence and to link people from all over the world.
2. Post assignments and instructional prompts.
3. Group projects and news summaries are posted.
4. Add course related links for online materials, resources, tools, and Websites.
5. Add instructor's profile with bio and contact info.



Links to News Search

- [CNN Interactive](#)
- [BBC News](#)
- [Google News](#)
- [Yahoo! News](#)
- [The New York Times](#)
- [USA Today Online](#)
- [CNN.com International](#)
- [MSNBC Headline News](#)
- [New York Daily News](#)
- [LexisNexis Academic Search](#)

8b. Personal Learner Weblog

(Bonk, 2007; Mei-Ya Liang, 2007)

1. Create personal learner blogs.
2. Note online learning materials found or read (e.g., online news sites, Web search engines, online dictionaries, etc.)
3. Outline of key points of readings.
4. Write reflections on news stories.
5. Record results of group activities in news sites and text chat rooms.
6. Provide peer comments on blogs.

9. Text Chats

(Bonk, 2007; Mei-Ya Liang, 2007)

1. Agree to a weekly chat time.
2. Bring in expert for discussion or post discussion topics or issues.
3. Summarize or debrief on chat discussion.
4. Advantages:
 1. Text chats involve all learners in real time in reading or writing language.
 2. Can type in different fonts, styles, colors, capital letters, graphic images, etc.
 3. Transcript of the discussion can be saved and sent to instructor and students for later discussion.

10. Extra! Extra! Read all about it! (Part I)

(Mei-Ya Liang, 2007)

- Each group is required to read 10-12 online news articles about a topic or an issue.
- Find a person (e.g., a historical figure, a movie star, a writer), a place (e.g., a national park, a company, a university, a government organization), or an issue (e.g., gay marriage, computer and gender) that you are interested in.
- On the class blog, post your project proposal including the news summaries and your plan for further exploration.
- Each group will write a report and give an oral presentation on the topic or issue in English to the class.



Connect 2 or more of these ideas!!!



Think-Pair-Share...
What have you learned so far?

- If no partner, stray to another group.
- Share with group



Let's Share some ideas for English Teachers

English Idea #1. Divide Online and Class Experiences: English Classes Online

Graham, Ure, & Allen (2003, July). Blended Learning Environ
A Literature Review and Proposed Research Agenda

- Freshman English at BYU: Students are required to meet F2F once a week instead of three times a week. Online modules provide writing instruction and teaching assistants use online and F2F contact to provide feedback and guidance on writing (Waddoups et al., 2003).

English Idea #2. Online Portals & Resources (Civil Rights Digital Library and Amistad, history, science, literature, etc.)

English Idea #3. Wikibooks (Web 2.0 and Emerging Learning Technologies (The WELT))

Web 2.0 and Emerging Learning Technologies
From Wikibooks, the open-content textbooks collection

Fall 2007: Web 2.0 and Emerging Learning Technologies (The WELT)

http://en.wikibooks.org/wiki/Web_2.0_and_Emerging_Learning_Technologies

Web 2.0 and Emerging Learning Technologies/Digital Divide
From Wikibooks, the open-content textbooks collection

Overcoming the Digital Divide (e.g., One Laptop Per Child, The Global Text Project)

Projects to Promote Technology Use in the U.S. and Other Countries

English Idea #3 (Continued). The Practice of Learning Theories (The POLT)

The Practice of Learning Theories (The POLT)

YOU can help Wikibooks change the world!

From the Learning Log - Learning the David Drake Free Digital Division

Thanks for helping us create our new content. We hope you'll be able to help us create more content.

The Practice of Learning Theories/PBLT

From Wikibooks, the open-source textbooks collection

Project-Based Language Learning

Introduction

Why use Project-Based Language Learning (PBLT)?

What are the benefits of PBLT?

How to use PBLT in the classroom?

What are the challenges of PBLT?

What are the solutions?

What are the future directions?

Sample Wikibooks

http://en.wikibooks.org/wiki/Main_Page

European History/Contents

From Wikibooks, the open-source textbooks collection

Contents

- Preface
- Chapter 1 - The Crisis of the Middle Ages
- Chapter 2 - Renaissance Europe
- Chapter 3 - The Age of Exploration and Discovery
- Chapter 4 - Challenges to Central Authority
- Chapter 5 - Origins of War in Europe

Introduction

Why use Wikibooks?

What are the benefits of Wikibooks?

How to use Wikibooks?

What are the challenges of Wikibooks?

What are the solutions?


What are the future directions?

Sample Junior Book (Dinosaurs)

http://en.wikibooks.org/wiki/Main_Page

Image:Saureis.jpg

From Wikibooks, the open-source textbooks collection



news bureau

UNIVERSITY OF MARYLAND SYSTEM COLLEGE

FROM THE NEWS BUREAU

Students getting business experience designing website

Students get hands-on experience designing website

Students get hands-on experience designing website

English Idea #4. Cross-Class Collab

(Univ of Illinois Tourism class)

news bureau

UNIVERSITY OF MARYLAND SYSTEM COLLEGE

FROM THE NEWS BUREAU

Students getting business experience designing website

Students get hands-on experience designing website

Students get hands-on experience designing website

Introduction

Why use Wikibooks?

What are the benefits of Wikibooks?

How to use Wikibooks?

What are the challenges of Wikibooks?

What are the solutions?

What are the future directions?

English Idea #5. Learner-Self Interactions and Reflections

Review Questions - Encapsulation

Comprehension You have completed for module

The following review questions are included in this module

If you need to review a question, click on the question number

Click the Forward arrow

Copyright 2003

Self-check

Question

What is encasement?

Answer

Encasement is an object-oriented mechanism that drives a new class from an existing class.

English Idea #6. Expert Video Reflections and Scaffolds online

Psychiatric Interview

Introduction

Why use Wikibooks?

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Introduction

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English Idea #7. Blogs with Critical Friends
(e.g., <http://travelinedman.blogspot.com/>)

English Idea #8.
Workplace and Field Reflections

1. Instructor provides reflection or prompt for job related or field observations
2. Reflect on job setting or observe in field
3. Record notes on Web and reflect on concepts from chapter
4. Respond to peers
5. Instructor summarizes posts

English Idea #9. Authentic Manuscripts Online
(e.g., Turning The Pages, British Library)

English Idea #10: Teaching with Twitter

English Idea #11: Adventure Blogs



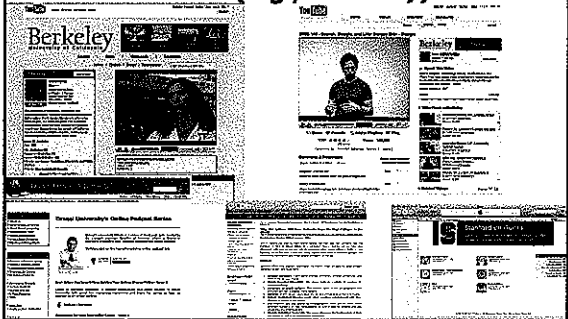
English Idea #12: Global Text Project (free textbooks for those in less developed countries)
<http://globaltext.org/>



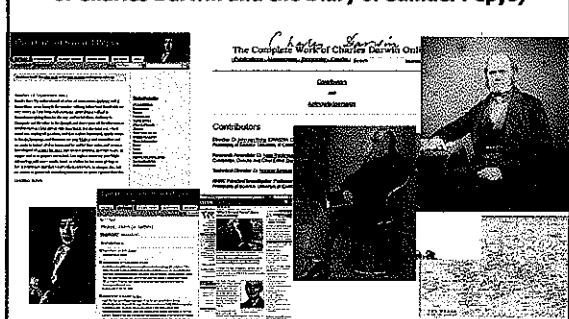
English Idea #13: Online Vocabulary Exercises. A Grain of Rice: A Bloomington man's computer vocab game feeding the world



English Idea #14: Reflect on Courses Posted to YouTube and iTunes (e.g., Berkeley)



English Idea #15: Portals to Literary and Scientific Greats (e.g., The Complete Works of Charles Darwin and the Diary of Samuel Pepys)



Reflection on Online Contents: The Carlyle Letters Exploring Victorian World Through Evelyn (Great Plague, Great Fire; Charles Dickens, Erasmus Darwin (grandfather of Charles Darwin), Mary Wollstonecraft Shelley, Robert Browning, John Stuart Mill, Ralph Waldo Emerson, Elizabeth Barrett Browning, and Alfred Tennyson)



English Idea #16: World's Largest Online Book Club
LibraryThing (you can be a "thingamabrarian" 400,000 users and 26 million books)



English Idea #17: Electronic Collaboration and Interaction (synchronous & asynchronous)

The Learning World is Open

Collage of digital learning resources including a 'World's Best' award, a 'Live Love' graphic, and various educational websites.

English Idea #18: Terabyte thumb Drives and Magic Pens! (The Pulse from Livescribe) Second, we need new ways to record info: Smartpens: "Never Miss a Word"

Priority	From K12 to the Home, A Culture of Online Learning, Instructional Learning, and Learning	Just Each Professor of Instructional Systems Technology in the School of Education & Advised in the School of Education, Indiana University, Bloomington, IN, President of CourseShare, served as a faculty member at other Indiana universities.	150+ New Types of Video Openings, CAPS, and Content from Livescribe
Department Head/Group	Unit Director of Instructional Learning, Science, and Social Studies	Unit Lead	
Product/Market	Faculty Training and Development for Online 20-level Courses and Programs	Dr. J. J. Edgerton, Assistant Professor of Science & Meteorology, Park College	
Priority	Translating Content Based Curriculum to Online 20-level Courses, and Assessment	Dr. Scott D. W. Z. Jackson, President & Chair, National League University	
Product/Market	Student Experiences when Taking Online 20-level Courses		
Priority	Active Learning with Technology	Unit Lead	
Product/Market	Active Learning with Technology	Unit Lead	

English Idea #19: Online Podcasts of English (free!)

EnglishPod website showing various podcast categories like Relationships, Modifier, and Presentation.

English Idea #20: The Romantic Poetry Project

THE LIFE AND WORK OF JOHN KEATS 1795-1821
A COLLECTION OF RESOURCES DEDICATED TO THE SECOND GENERATION ROMANTIC POET
ENTER THE WEBSITE

What have you learned so far?

- One Stray--Three Stay--Buzz Groups--Roundtable.

Illustration of four cartoon frogs sitting around a table, representing a roundtable discussion.

English Idea #21: Find and Post Online Documents; Scribd

Scribd: <http://www.scribd.com/>

Screenshot of the Scribd website interface showing document upload and search options.

English Idea #22: Review, Critique, or Write White Papers

Public Financial Management Blog
 Capital Budgeting and Public Finance of Management - Part 1

The article discusses the importance of capital budgeting in public finance management, covering topics like investment decisions, risk assessment, and the role of public finance in infrastructure development.

English Idea #23: Wiki Steps on How to do Something: WikiHow

<http://www.wikihow.com/>

Category: Cardiovascular Health and Blood Pressure

This is the subcategory for articles on Cardiovascular Health and Blood Pressure. This includes coronary heart disease, stroke, heart problems, heart means, peripheral vascular disease, congenital heart problems, etc.

How to articles in category "Cardiovascular Health and Blood Pressure" are listed below.

Featured Articles in This Category:
 Check Your Blood Pressure With a Sphygmomanometer
 Check Your Pulse

English Idea #24: Podcasting Medical Lectures (School of Dentistry, Univ of Michigan) Educause Quarterly, 29(3), 2006

<http://connect.educause.edu/Library/EDUCAUSE+Quarterly/Podcast+ingLectures/39987>

MedicineNet.com
 Podcast Library

The website features a collection of medical lectures and podcasts, including topics like 'Podcasting Medical Lectures' and 'Podcast Library'. It provides a platform for sharing educational content in audio format.

English Idea #25: ORL or Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

20. Leadership That Sparks Learning

Posted on 04/05/04 07:43 AM

Reader: Mollie, Evan, Marissa, Robert J., & Walter J. Timothy (2004). Leadership that sparks learning. Educational Leadership, 48, 49-51.

The authors looked at 25 years of research that was done by the Meta-analysis Research for Education & Learning. The study asks two questions: Do the focus and quality of leadership have a significant relationship to student achievement? What specific leadership responsibilities and practices have the greatest impact? The authors of the article present a clear connection between leadership and student achievement.

Reader: Congratulations you have your article done! Great work! I am very proud! I think that the best for the moment has a great content to leadership! Each of the different theories has been an important leader in the area of educational psychology.

Reader: You have done a great job summarizing all of the articles. Good luck with your ORL activity project!

Reader: Thank you so much for your support and encouragement through this semester. You have made this semester more interesting and fun.

ORL for Eric Voogd
 ORL for Fred Unsicker

English Idea #26: Posting Model Answers

Lesson 24: Employment Law and Ethics Project

Employment Law and Ethics Project

Question 1
 Would it be illegal for Lewis to recruit and Billings instead of Lewis? Explain, being specific about the legal doctrine the would apply?

Answer 1
 Under both Title VII of the 1964 Civil Rights Act and Section 1981 it is illegal to discriminate on the basis of race or color, and Lewis would likely win a lawsuit using the claim of disparate treatment if he were not recommended for the promotion. If Lewis does not recommend Lewis, she is guilty of violating the law. None of the three primary defenses—seniority, merit, or bona fide occupational qualification—apply to the situation since Lewis has higher seniority, equal skills, and more direct experience with power tools, than does the other candidate Frank Billings.

Title VII "prohibits discrimination based on race, color, religion, sex, and national origin in hiring, firing, job assignments, pay, access to training and apprenticeship programs, and most other employment decisions." ARPCO is covered under Title VII because they are "employing 15 or more employees and engaging in an industry affecting interstate commerce" and as the case footnote points out "as of November 21, 1991, the Civil Rights Act of 1991 extended protection from discrimination in employment to U.S. citizens working in foreign countries while employed by U.S. firms."

In this case, Title VII's disparate impact is not applicable since ARPCO's policy clearly states to "promote the most

English Idea #27: Practitioner Feedback: Asynchronous Threaded Discussion plus Sync Expert Chat (e.g., Starter-Wrapper + Sync Guest Chat) (L/M = Cost, M = Risk, M = Time)

45. Real-time Chat is Enabled...And also More Async Questions for Bob, Erping, Julia, John, or Kira or anyone else.

Posted on 11/25/01 07:27 PM

Moderated by Chai-Sheng Wang on 11/25/01 07:27 PM

Ok, clear post more Chapter 8, 9, or 10 questions here: Bob, John, Erping, Kira, Julia, and others might reply. Thanks.

Open the chat window on-line chatting
 View the chat transcript or saved by chat
 View the chat transcript or saved by chat

English Idea #28: Use of Weblogs (especially English writing class)

TravelinEdMan
 Visits to Moms for Thanksgiving and NAT in Edmonton
 It's late Thursday night November 24th, 2006. I am here in Edmonton (Canada) which is much warmer than Milwaukee. Earlier today, I was in Milwaukee to eat turkey dinner at my mom's house for Thanksgiving. I was really in a hurry to get to Edmonton because I was 12 degrees below zero and I faced a blast 40-50 mph per hour winds (you can look up the wind chart). I got back about 11:30 am from my mother's house past my elementary school (Dodge and high school (Westside National High) and to a park my uncle used to suppose the area called Greenwood Park (during home was much much worse). I was out for an hour but that only kept me warm, that I only go back about once every 5 or 10 years - that is how cold it was. Today, in comparison, it is fairly here to Edmonton which is much much further north. Go figure! They are rich with all kinds of things they can control the temperature.

English Idea #29: Video Blog (Vlog) Critiques or Reflections

Amazing Jellyfish-like Simulation - Smart Technology
 Here's one favorite of the week. It's from Frito, a German technology firm. Can you imagine having simulated so perfectly the movement of a jellyfish?

English Idea #30: Virtual Field Trips Reflections

eSCHOOL NEWS
 Gas prices fuel rise in virtual field trips
 As soaring costs make traditional travel impossible for many schools, educators are turning to the internet.
 By Laura Devaney, Staff Editor, eSchool News
 Primary Field Trips: Data Analysis
 As schools grapple with budget cuts and rising fuel costs, many districts are finding creative ways to reduce educational field trip, leaving students and teachers with a surprisingly rich and often virtual field trip.

English Idea #31: Authentic Data Analysis

Jeanne Sept, IU, Archaeology of Human Origins; Components: From CD to Web

- A set of research q's and problems that archaeologists have posed about the site
- A complete set of data from site
- Students work collab to interpret age of site
- Interpret of ancient environments
- Analyze artifacts/fossils from site

English Idea #32: Discussion: Starter-Wrapper (Hara, Bonk, & Angeli, 2000)

1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).
3. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)

Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

English Idea #33: Change it, it's a Wiki! Edit Wikipedia

Brian J. Ford
 Brian J. Ford is an independent consultant, author and speaker on the topic of innovation for the private sector. He has been published in numerous journals and has been a frequent speaker at industry conferences. He is a past president of the National Association of Public Administrators and a past president of the National Association of Public Administrators. He is also a past president of the National Association of Public Administrators. He is also a past president of the National Association of Public Administrators.

English Idea #34: Wiki Novels

REUTERS

Publisher launches its first "wiki" novel

The novel "A Madman's Progress" was first published on Thursday and its first sale is already being hailed as a landmark in the history of the book.

People who embarked on the project with a group of creative writing and new media students. Some of the writing is now on a list of which a group of students and some people can create a "collaborative" novel.

WHO DO YOU HELP FIRST?

AVAYA ARTIFICIAL INTELLIGENCE COMMUNICATIONS

English Idea #35: Stanford Debuts Wiki of All Things Stanford October 10, 2006 Campus Technology

Stanford Wiki

Welcome to the Stanford Wiki

Life is More than Studying

- How to Eat the Food on Campus - don't be shy!
- Events Board, Regular Events, Events Calendar
- Ways to Get to Fee
- Entertainment, Night Time, Movie Shows, The Arts
- Study Spots, Outdoor Activities
- Volunteer Opportunities, Menus
- Phobias
- Good Ideas For Cars, Campus Store
- Great M
- Sports, Games, Self Defense
- Art Galleries, Town AC, Locks, Artists
- Shopping Centers, Post Cards and Stamps, Clothing
- Shows, Theater Shows
- Living Cheaply, Student Discounts, Classified Ads
- Entertainment, Food, and Transportation

Academics

- Faculty Offices, Class Reviews, Maps
- Class Projects, Student Organizations
- Campus Buildings, Dorms, Administration
- Sports Activities, Cheating On Campus
- Campus Art
- University Construction
- Colleges, Professional Schools, Research & Development
- Playing

Orientation

- Transferring, Visiting, Getting, Breaking News
- Event Structures, Organizations, Parties, Movies, Music

English Idea #36: GRE on Podcast!

PODCAST DIRECTORY.COM

SEARCH:

PODCAST

PODCAST DIRECTORY.COM

English Idea #37: Art and History Exhibits

Art and History Exhibits

Diane Arbus Revelations

ENTER THE THEATRE IN MINNEAPOLIS SCULPTURE GARDEN AT MINNEAPOLIS DANCE & MUSIC CENTER

Podcasts

Podcasting could be a revolution

Podcasting is the way to the future

Podcasting is the way to the future

Podcasting

The quality of some of the podcasts I have listened to is certainly as good as many supposedly professional radio stations

Podcasting

Podcasting is the way to the future

Podcasting is the way to the future

Podcasting <http://itunes.stanford.edu/>

Stanford on iTunes

Presenting Stanford on iTunes

Stanford on iTunes

Listen: iTunes, PodcastAlley

The image shows two screenshots of podcast directories. On the left is the iTunes interface, displaying a list of podcasts with columns for name, author, and last updated. On the right is the PodcastAlley website, which features a search bar and a list of podcasts with detailed descriptions and subscription options.

English Idea #38: Anchored Instruction (find anchoring event (CTGV, 1990?))

This block contains two screenshots. The top one shows a video player interface with a play button and a progress bar. The bottom screenshot is a Google search page for 'Anchored Instruction', showing search results and a video thumbnail of a person speaking.

English Idea #39: Warm-ups Online Just-In-Time-Teaching (JiTT)

<http://webphysics.iupui.edu/jitt/jitt.html>

The image shows the JiTT website interface. It features a large graphic with the text 'JUST-IN-TIME TEACHING' and a map of the United States. The page includes navigation links and a sidebar with a list of topics.

English Idea #40: Instructor Portal: e.g., Shakespeare

This block shows a Google search page for 'The complete plays of Shakespeare'. The search results include a link to a website with the text 'The complete plays of Shakespeare. Now at your fingertips.' and a 'PUBLIC' button.

English Idea #41: Text Messaging Newcomers are testing mobile learning - downloading an English grammar lesson, then answering a series of multiple choice, or true or false questions.

Friday, February 9, 2007, CBC News

The image is a screenshot of a CBC News article. The headline reads 'Text-message course helping newcomers'. The article text states: 'A pen and paper aren't necessary in an Edmonton classroom where students are learning English with a new tool - text messages on their cellphones.' The screenshot also shows the CBC News logo and navigation options.

English Idea #42: Critical/Constructive Friends, Email Pals...

This block contains a list of references for the article 'Applying Technology to Teaching and Learning'. The references include authors like Julie Berkter and Dore Irwin, and various dates and page numbers. The list is organized in a structured format with author names and publication details.

English Idea #43: Digital Textbooks with Timelines

The image displays a grid of six screenshots from digital textbooks. Each screenshot shows a page of text with a timeline overlaid on it, illustrating how digital content can be organized chronologically.

English Idea #44: Practicing Language Skills in Skype and Google Talk

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How to Use Skype

- To get started with Skype, download the free software from www.skype.com and install it. Connect a microphone or headset to your computer.
- To access a link, either type in a phone number or click on the name of a person you wish to contact. You will then be able to view their profile. Click on the link to start a conversation with an audio or video connection. You can also use the software to send files and messages. You can also use the software to make voice calls from a computer to a landline or cell phone.

Using Skype enables an English teacher to connect with other teachers and students. It also allows them to practice their listening and speaking skills.

Language Learning (ChinesePod—learn Mandarin)

The image shows a screenshot of the ChinesePod website. It features a header with the word 'TIBET' and a navigation menu. Below the header, there are several sections including 'Workshops', 'Recent Tibet Media', and 'Check out links to more news & info'. The website is designed to provide resources for learning Mandarin Chinese.

Stand and Share Ideas

- Will Work: _____
- Might Work: _____
- No Way: _____

The image includes several illustrations: a person sitting at a desk with a laptop, a person wearing a headset, and a person with a microphone. These illustrations are placed around the 'Stand and Share Ideas' section, which is a tool for sharing and evaluating ideas.

Reflection and Sharing on Part 1

The image contains a collection of cartoon illustrations. There are several characters, some of whom appear to be thinking or reflecting. There are also some objects, like a book and a speech bubble. The illustrations are arranged in a way that suggests a process of reflection and sharing.

Questions???

The image shows two photographs. The first shows a person pointing at a screen, possibly during a presentation or a discussion. The second shows a person holding a microphone, suggesting a speaking or listening activity. Below the photographs, there is a section titled 'Questions???' which includes information about 'The Handbook of Blended Learning' and 'Sample HOBLE chapters at: <http://www.publicationshare.com/>' and 'Archived talks at: <http://www.trainingshare.com/>'.