Catering for Learner Diversity in the English Language Curriculum through Effective Use of e-Learning Resources and Developing Students' Self-directed Learning Capabilities

Workshop Developer and Presenter

Paul Sze (paulsze@cuhk.edu.hk)

Workshop Objectives

- In this workshop, participants will:

  1. find out about the role of information technology in catering for learner diversity (CLD) and promoting self-directed learning (SDL)

  2. sample some digital learning resources and activities, and understand their strengths in supporting CLD and SDL

  3. try out some I.T. tools and activities for creating learning resources that support CLD and SDL

  4. learn about some e-learning strategies for planning and implementing CLD and SDL activities in the English Language classroom.

Workshop Rundown

- Part 1: Introduction: CLD & SDL as current curriculum emphases and the role of I.T. in supporting CLD & SDL

- Part 2: Digital Learning Resources that Address Learner Diversity

- Part 3: Edtech Tools and Activities that facilitate CLD & SDL

- Part 4: e-Learning Teaching and Learning Strategies for CLD & SDL

Workshop Rundown

- Part 1: Introduction: CLD & SDL as current curriculum emphases and the role of I.T. in supporting CLD & SDL

- Part 2: Digital Learning Resources that Address Learner Diversity

- Part 3: Edtech Tools and Activities that facilitate CLD & SDL

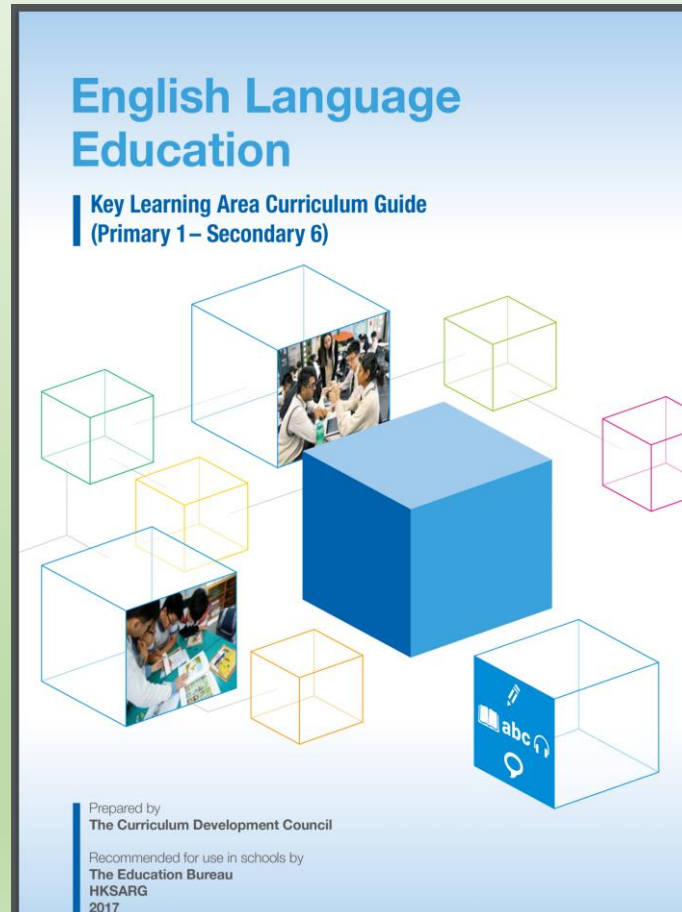- Part 4: e-Learning Teaching and Learning Strategies for CLD & SDL

English Language Education - References and Resources (Primary Level)

Catering for Learner Diversity

Title	Year	Version

2017 ELE Curriculum Guide

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Prepared by
The Curriculum Development Council

Recommended for use in schools by
The Education Bureau
HKSARG
2017

ELE References and Resources on CLD & SDL
(see Workshop Handout)

Related curriculum documents (e.g., Learning Progression Framework; Handbook on Remedial Teaching; 2017 ELE CG, 2014 Basic Education CG)

Relevant sections in curriculum document (e.g. Section 4.3 in 2017 CG)

SEED projects

Exemplars

PD events

2017, ELE CG, Section 4.3.1 (p. 73)
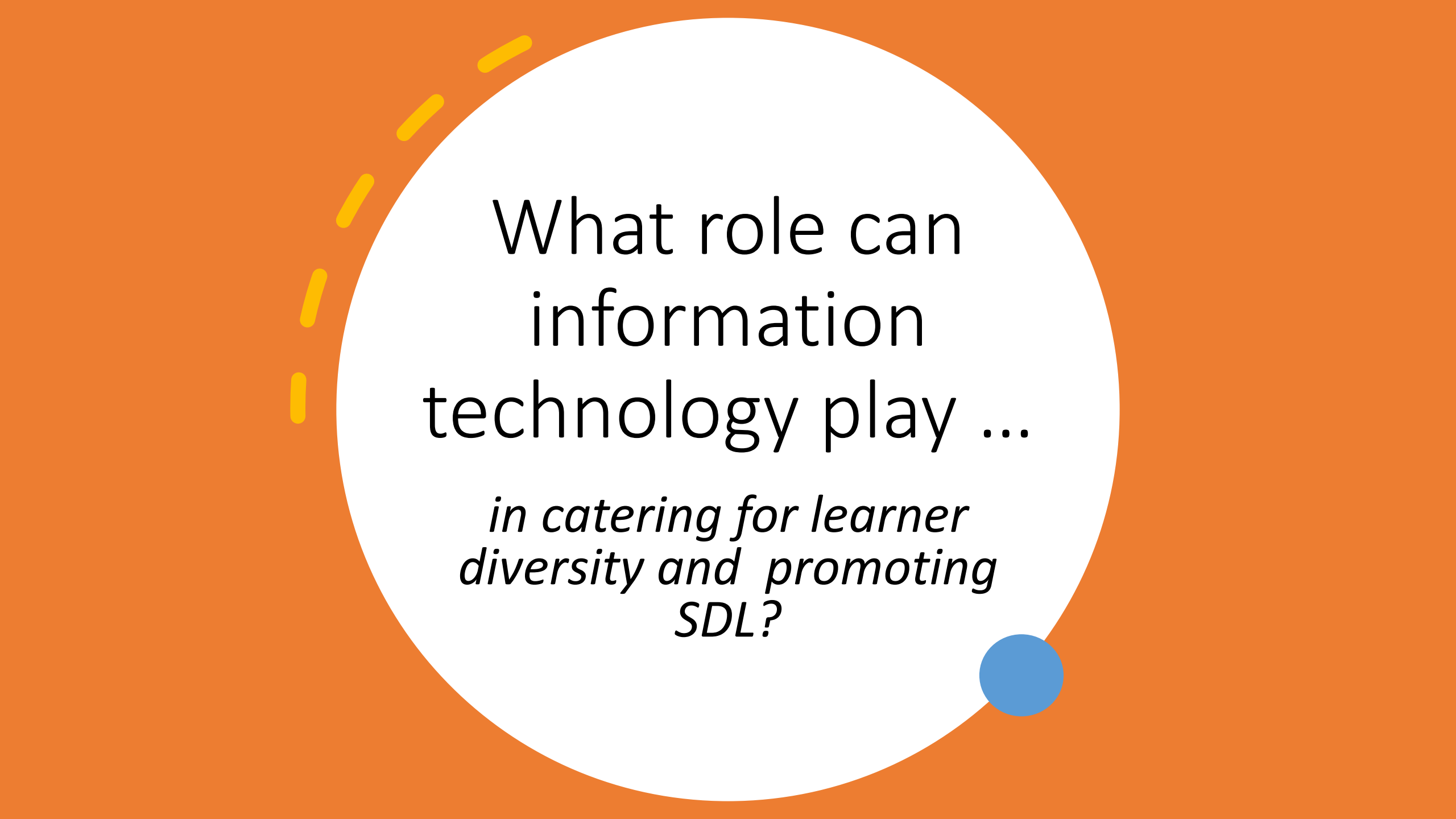Embracing Learner Diversity: **Curriculum Planning**

- Effective strategies should be devised to support the development of the less able students and to maximise the potential of the more able ones in learning English, for example, by

- …

- …

- <mark>incorporating e-learning</mark> to address the learning needs of students with diverse abilities and learning styles, engage students in active and self-paced learning and create more opportunities for co-operative learning.

4.3.2 Learning, Teaching and Assessment Strategies

Learning and teaching strategies which could be adopted by teachers to cater for learner diversity include:

- employing a variety of strategies to enhance interactive learning (e.g. drawing upon students' existing knowledge to construct concept maps with the class, giving timely feedback, using IT);
- making use of graded learning tasks and exercises;
- providing students with the same tasks and exercises, but
  - varying the expected output of different students; or
  - varying the amount and style of teacher input and support to provide extra help for the less able students and challenge the more able ones;
- making use of open-ended tasks;
- selecting, adopting and adapting appropriate texts that incorporate different modes of representation, providing multisensory learning experiences to cater for students' diverse learning styles and preferences;
- breaking tasks into small steps to facilitate understanding and sequencing the steps in

What role can information technology play ...

in catering for learner diversity and promoting SDL?

Strategies for Development

- Embracing learner diversity, including **students with SEN and those who are gifted**, through:
  - ➤ adopting a whole-school approach and a greater variety of strategies such as a multisensory approach to learning and teaching
  - ➤ making good use of IT tools, adaptive devices and e-learning resources
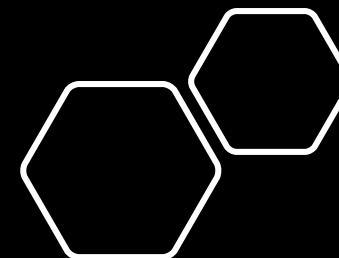
4.2   Approaches to Learning and Teaching

4.2.1   Four Key Tasks

- Moral and Civic Education: Towards Values Education
- Reading to Learn: Towards Reading across the Curriculum
- Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines
- IT for Interactive Learning: Towards IT for Self-directed Learning

4.3.2 Learning, Teaching and Assessment Strategies

- ….
- ….
- Suggestion 10: engaging students in active and self-directed learning through the use of IT (e.g. e-platforms, "Flipped Classroom" strategy) to enhance learner autonomy and allow students to learn at their own pace

Information technology can greatly enhance the effectiveness of CDL and SDL in the English Language classroom.

Workshop Rundown

- Part 1: Introduction: CLD & SDL as current curriculum emphases and the role of I.T. in supporting CLD & SDL
- <mark>Part 2: Digital Learning Resources that Address Learner Diversity</mark>
- Part 3: Edtech Tools and Activities that facilitate CLD & SDL
- Part 4: e-Learning Teaching and Learning Strategies for CLD & SDL

Learner Diversity

- motivation,
- Learning styles,
- preferences,
- needs,
- interests and,
- Abilities

- Gifted Learners
- SEN students
- ……

Digital Learning Resources that cater for:

Different language abilities, e.g., more able vs less able learners

Different interests in learning content, e.g., fictional vs informational

Learning styles, e.g., visual vs aural learners vs kinaesthetic learners

eRearning Resources for Different Language Abilities and Interests: Examples

Reading A to Z: https://www.readinga-z.com/

Actively Learn: https://activelylearn.com/

Read Theory: https://readtheory.org/

Epic: https://www.getepic.com/educators

Bookflix: http://teacher.scholastic.com/products/bookflix/#/

Storyline Online: https://www.storylineonline.net/

Types of eReading Resources that cater for Different Learning Styles: examples

A1: Reading and Listening

A2: Reading and Viewing

A3: Reading and Listening and Viewing

B: Visual Reading Materials

C: Multimodal Reading Materials

Example eReading resources that combine Reading with Listening and/or Viewing

- Naxos Spoken Word Library
- "PEER": https://learnenglishkids.britishcouncil.org/listen-watch
- Storyonline.net
- BBC Learning English

Visual Reading Materials: Examples

- https://www.storylineonline.net/books/zombies-dont-eat-veggies/
- Reading + Listening + Viewing

- Comics: e.g., comic books collections in HKPL OverDrive
- Infographics: infographics collections in Pinterest

Types of eReading Resources that cater for Different Learning Styles: examples

- A1: Reading and Listening
- A2: Reading and Viewing
- A3: Reading and Listening and Viewing
- B: Visual Reading Materials
- C: Multimodal Reading Materials

Multimodal Texts: Example Resources

Google Lit Trips: http://www.googlelittrips.org/gltStore/gltStore.php

Your Plan and Your Planet from Google: https://yourplanyourplanet.sustainability.google/

Multimodal Lessons/Book Reports (in *Glogster, Genially,* etc.)

Some tools for creating Multimodal Reading Lessons/Units

Nearpod

Sutori

Workshop Rundown

- Part 1: Introduction: CLD & SDL as current curriculum emphases and the role of I.T. in supporting CLD & SDL

- Part 2: Digital Learning Resources that Address Learner Diversity

- Part 3: Edtech Tools and Activities that facilitate CLD & SDL

- Part 4: e-Learning Teaching and Learning Strategies for CLD & SDL

Example eLearning Tools and Activities

Quizlet: https://quizlet.com/latest

WordWall: https://wordwall.net/

Choose your own adventures: Google Forms/Google Slides

Tiered Interactive Tasks/Worksheets

Creating Multimodal Writing

Example 1: Vocabulary learning

Students use an online dictionary to look up new words and create own word list with *Kidsmyth*

Students study teacher-created/self-created vocabulary flash cards in different modes in *Quizlet*

Example 2: Interactive learning tasks

Instructor Demonstration: A word wall task in different modes

OTHER tools for creating differentiated Vocabulary/Grammar tasks

- -   LearningApps.org

- -   Bookwidgets

- -   Educaplay

- -   GoConqr

- -   …

Strategies for creating/using differentiated Vocabulary/Grammar Tasks

01
1. Clone a 'standard' task that you have created (as many times as you like).

02
2. Modify the cloned versions.

03
3. Or use the same standard task but students use in different modes.

Example 3: Creating Differentiated Listening/Reading Resources

- *2 Examples*
  - Differentiated GoFormative Reading Tasksheets
  - Differentiated Edpuzzle listening/viewing tasks

Instructor Demonstration

How to create a differentiated GoFormative Reading Comprehension worksheet (http://goformative.com/)

How to create a differentiated Edpuzzle Listening/Viewing task (https://edpuzzle.com/)
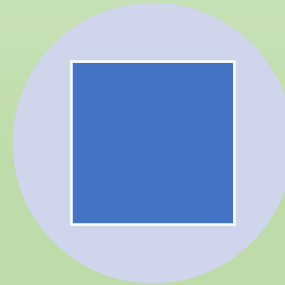
Some Tools for creating differentiated/tiered worksheets

PlayPosit
(Listening/Viewing)
https://www.playposit.com/

Wizer.me
(Reading/Grammar):
http://app.wizer.me/

LiveWorksheets:
https://www.liveworksheets.com/

Google Forms/Slides:
Choose your own
adventure

Strategies for creating/using differentiated Worksheets

1. Clone a 'standard' worksheet that you have created (as many times as you like).

2. Modify the cloned versions to cater for learner diversity.

Example 4: Students Creating Multimodal Writing

- Example Writing Tasks for Students:
  - Comic strips with captions
  - Posters, brochures, etc., with pictures
  - Infographics
  - Text-based digital stories
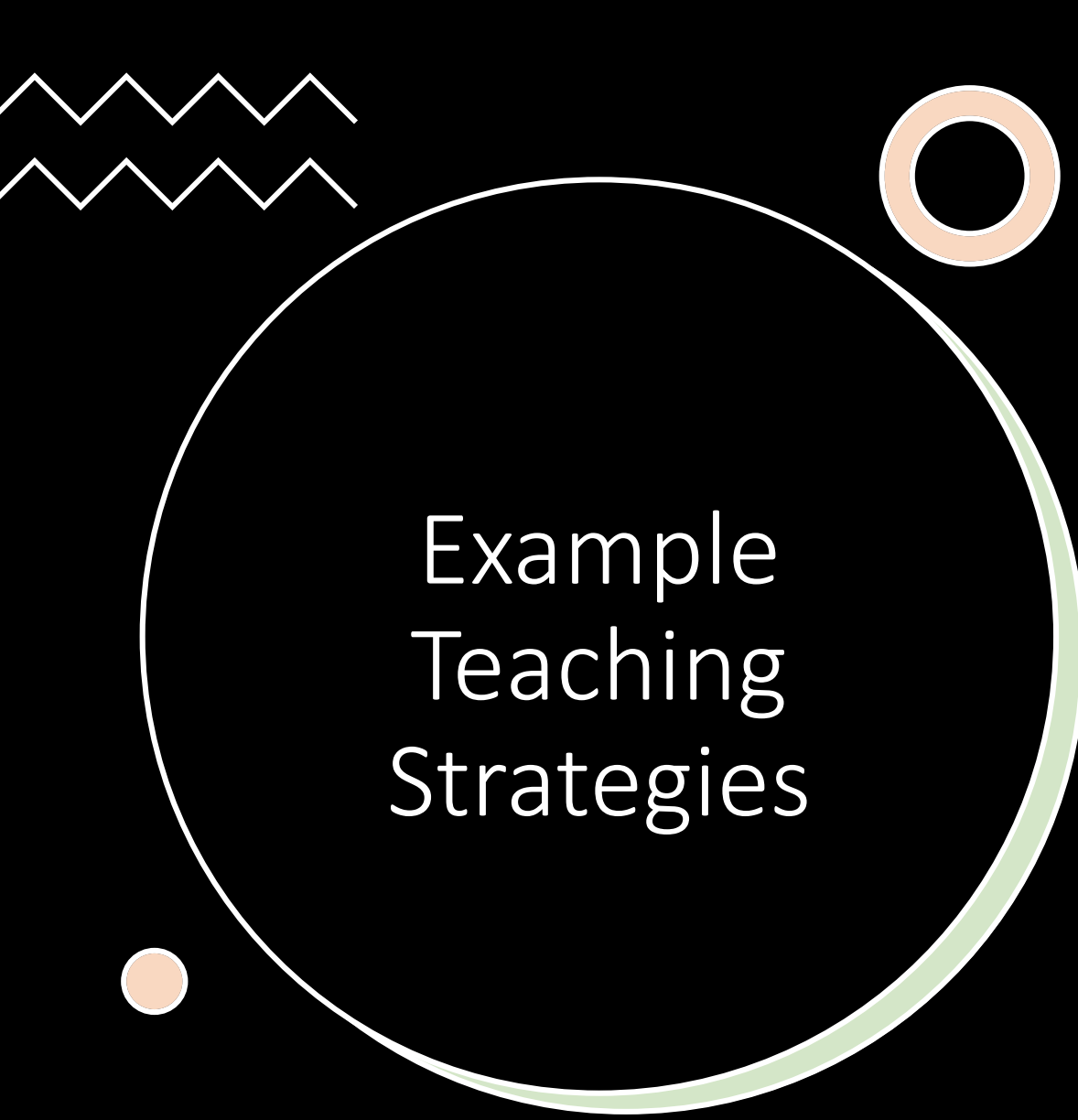 - Multimodal book reports

Example Tools for Students to Create Multimodal Texts
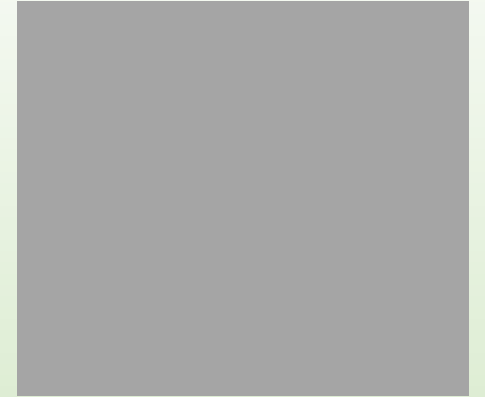
- Canva, Google Slides; Google Drawings, Keynote (*Everyone can create*), Thinglink, Glogster, Genially, Adobe Spark Post/Page/Video, Canva, Lucidchart, Script (IOS), Video creation tools (Animoto, Animaker, Explain Everything, Powtoon, Clips (IOS), Screencasting apps); Mindmapping apps (Bubbl.us, Coggle, Mindmeister, etc.), Book Creator, Storyboardthat, mystorybook.com, ……

Workshop Rundown

- Part 1: Introduction: CLD & SDL as current curriculum emphases and the role of I.T. in supporting CLD & SDL

- Part 2: Digital Learning Resources that Address Learner Diversity

- Part 3: Edtech Tools and Activities that facilitate CLD & SDL

- Part 4: e-Learning Teaching and Learning Strategies for CLD & SDL

Example Teaching Strategies

- Self-Paced interactive lessons
- Learning Paths
- ePortfolios
- Guiding project-based/cooperative learning
- Using e-rubrics for SDL

Tools for Creating Self-paced interactive lessons

Mentimeter: https://www.mentimeter.com/

Pear Deck: https://www.peardeck.com/googleslides

Nearpod: https://nearpod.com/

Quizizz lessons: https://quizizz.com/

Tools for Creating Learning Paths

Classcraft: https://www.classcraft.com/

GoConqr: https://www.goconqr.com/en-US

Loops.education: https://loops.education/

Symbaloo Learning Path: https://learningpaths.symbaloo.com/

Google Forms: https://www.google.com/forms/about/

e-Assessment Tasks and e-Portfolios

e-Assessment tasks and e-portfolios are powerful tools for teachers to cater for learner diversity, provide timely feedback and promote AfL. e-Assessment tasks can be distributed, completed and marked automatically and administered electronically using the Internet or the local workstations. Some e-assessment platforms are equipped with an adaptive function, which can match items to students' ability levels, and provide instant feedback so that students can have more active involvement in monitoring their

4.3: ePortolios

TOOLS for Creating ePortfolios
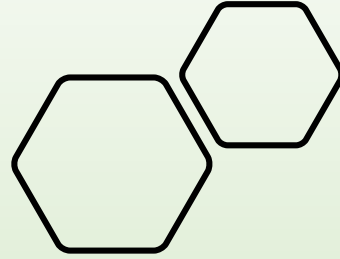
- Seesaw: https://app.seesaw.me/
- Class Dojo: https://www.classdojo.com/
- A blogging tool (e.g., Blogger)
- Other possibilities, e.g., Google Sites, Notion, Adobe Spark Page, …

4.4 Guiding Project-based/Cooperative Learning

- Effective strategies should be devised to support the development of the less able students and to maximise the potential of the more able ones in learning English, for example, by:

  - creating enhancement or enrichment activities such as storytelling competitions and creative writing workshops for both the more able and the less able students;

  - devising remedial and intervention programmes to help the less able students catch up with school work; and

  - incorporating e-learning to address the learning needs of students with diverse abilities and learning styles, engage students in active and self-paced learning and create more opportunities for co-operative learning.

4.4 Guiding project-based/cooperative learning

Example Tools

- Padlet
- Shared Google Slides/Documents
- Jamboard
- Sutori
- …

4.5 Using e-Rubrics for CLD and SDL

- "The benefits of rubrics to students can be significant. Quality rubrics can provide students with clear targets. They can help students become more self-directed, and feel a greater sense of ownership for their learning."

  - Centre for Advanced Research on Language Acquisition, University of Minnesota: https://web.calstatela.edu/faculty/jshindl/teaching/typesofrubrics.htm

Some Tools for Creating e-Rubrics

- https://www.educatorstechnology.com/2018/01/5-of-best-rubric-making-tools-for.html

- https://www.teach-nology.com/web_tools/rubrics/

- https://www.profweb.ca/en/publications/articles/grading-made-easy-digital-tools-to-create-rubrics

- Tip: Google-search for *'e-rubric'*

WORKSHOP SUMMARY

Information Technology greately enhances CLD and SDL effectiveness.

There are existing learning resources that cater for different learning abilities, styles and interests.

Teachers can easily create differentiated learning resources/tasks for CLD and SDL.

There are e-learning strategies that teachers can use in catering for learner diversity and promoting self-directed learning.