

# What Do 21st Century Learners Want? And, how we can 'deliver'!

Tony GURR

6<sup>th</sup> CEBS Sprachenforum - Bad Hofgastein / AUSTRIA  
23-25 October 2018

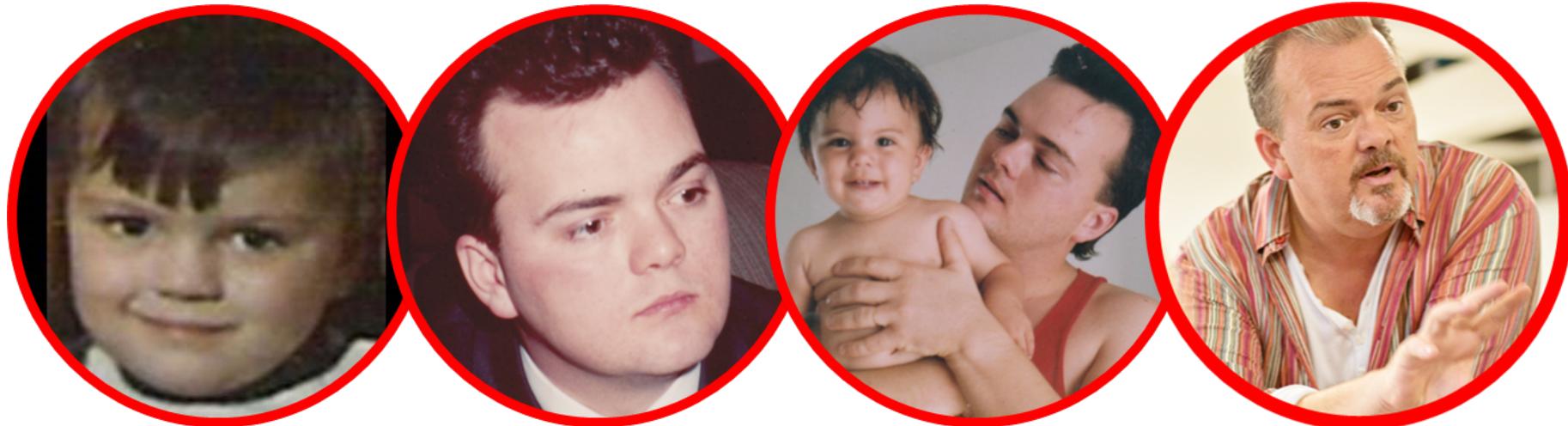
# **My Last Workshop...at the End of the Day!**



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***tonygurr@gmail.com***

“...a lot of English is taught,  
...not enough is learned”

**John Rogers**

**TEACHing**

Rogers, J. (1982): “The World for Sick Proper.”  
ELT Journal, Vol.36/3. pp 144-151.

**LEARNing**





*Technology*

TECHNOLOGY

*21st Century  
Teachers*

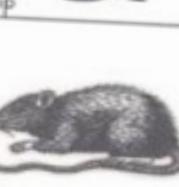
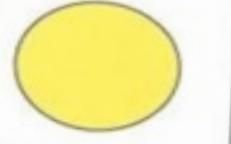
21ST CENTURY  
TEACHERS





Olena Benedyktova

# *Alphabet most of us got to learn...*

|                                                                                           |                                                                                            |                                                                                            |                                                                                            |                                                                                            |                                                                                            |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Aa<br>   | Bb<br>    | Cc<br>  | Dd<br>  | Ee<br>  | Ff<br>  |
| Gg<br>   | Hh<br>   | Ii<br>  | Jj<br>  | Kk<br>  | Ll<br>  |
| Mm<br>   | Nn<br>   | Oo<br>  | Pp<br>  | Qq<br>  | Rr<br>  |
| Ss<br>   | Tt<br>   | Uu<br> | Vv<br> | Ww<br> | Xx<br> |
| Yy<br> | Zz<br> | up                                                                                         | van                                                                                        | wind                                                                                       | fox                                                                                        |

# Alphabet taught to kids nowadays



A: APPLE



B: BLUETOOTH



C: CHAT



D: DOWNLOAD



E: E MAIL



F: FACEBOOK



G: GOOGLE



H: HEWLETT  
PACKARD



I: iPhone



J: JAVA



K: KINGSTON



L: LAPTOP



M: MESSENGER



N: NERO



O: ORKUT



P: PICASSA



Q: QUICK HEAL



R: RAM



S: SERVER



T: TWITTER



U: USB



V: VISTA



W: WiFi



X: XP



Y: YOUTUBE



Z: ZORPIA

BUFT



*You can't take on 21st Century  
tasks with 20th Century tools and  
hope to get the job done.*

***Cathy N. Davidson***  
Professor - Duke University





moodle



flickr



redhat  
L I N U X



*You can do some pretty  
**DUMB** things...*



*...with a **SMART**board!*

**Heidi Hayes Jacobs**



**Checklist TIME...**

# **21st Century Skills for Teachers**

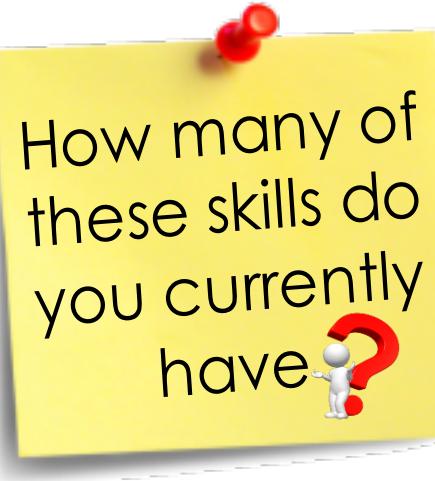
## **(Nik Peachey)**

- *Few of these skills will have been taught to anyone who trained as a teacher longer than 5 years ago*
- *Few of these skills are being taught to teachers training now*

<http://nikpeachey.blogspot.com/2010/04/tick-list-of-21st-century-digital.html>

How many of  
these skills do  
you currently  
have?





Are you a  
**digital native?**

= 3 points

Are you  
**pretty edtech-savvy?**

= 2 points

Are you an  
**edtech newbie?**

= 1 point

Are you a  
**total luddite?**

= 0 points

## The SKILLS...

1. Switch on, configure and access materials on an interactive whiteboard
2. Exploit an interactive whiteboard in class to stimulate student centered learning
3. Create and deploy materials for interactive whiteboards



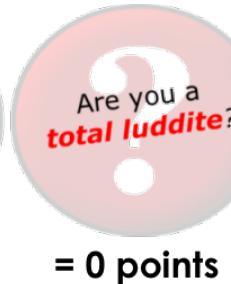
= 3 points



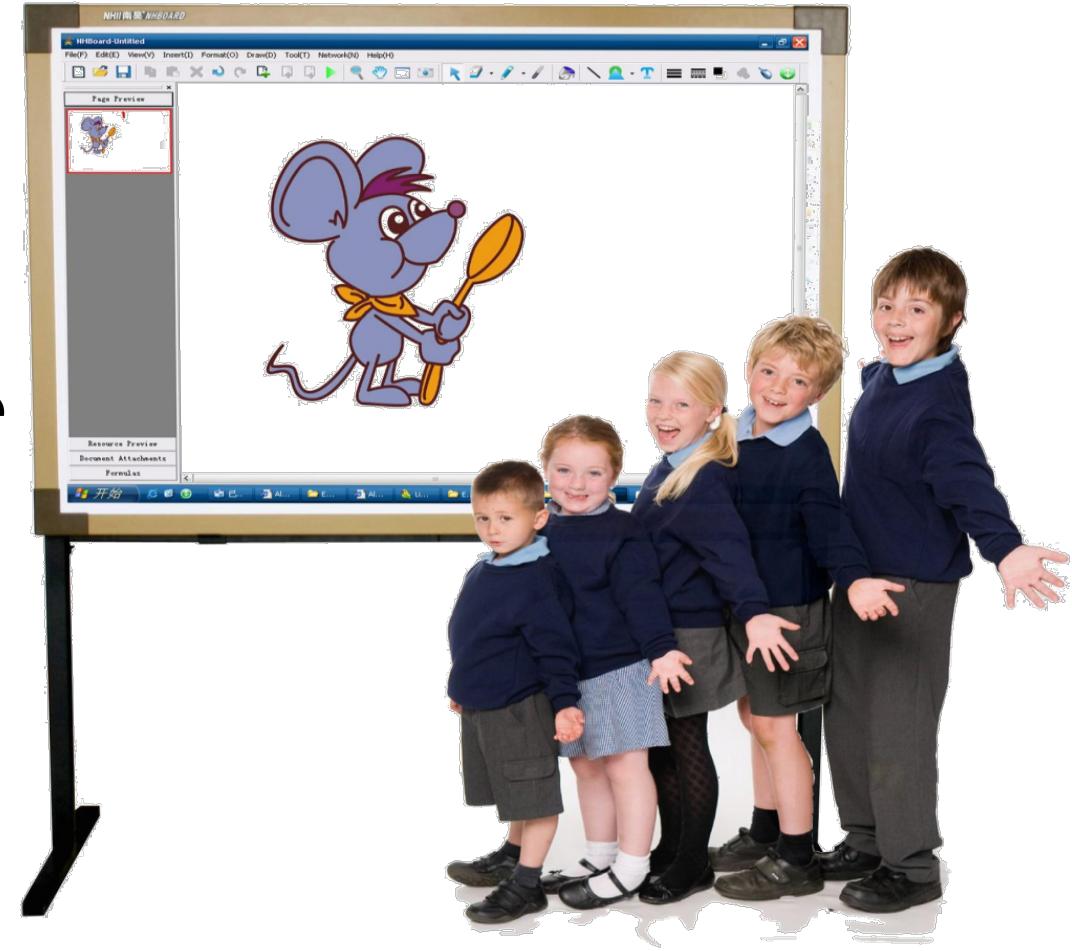
= 2 points



= 1 point



= 0 points



## The SKILLS...



4. Use a range of mobile devices
5. Identify materials appropriate for mobile exploitation
6. Create mobile learning materials



= 3 points



= 2 points



= 1 point



= 0 points

## **The SKILLS...**

7. Create a blog or website
8. Exploit blogging to achieve pedagogical aims
9. Exploit social media for your own professional development



Are you a  
**digital native?**

= 3 points



Are you  
**pretty edtech-  
savvy?**

= 2 points



Are you an  
**edtech newbie?**

= 1 point



Are you a  
**total luddite?**

= 0 points





## *The SKILLS...*

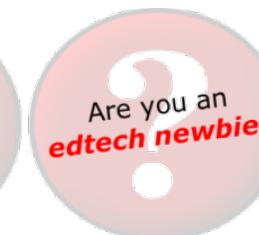
10. Create a *wiki*
11. *Exploit a wiki for collaborative learning with students*



= 3 points



= 2 points



= 1 point

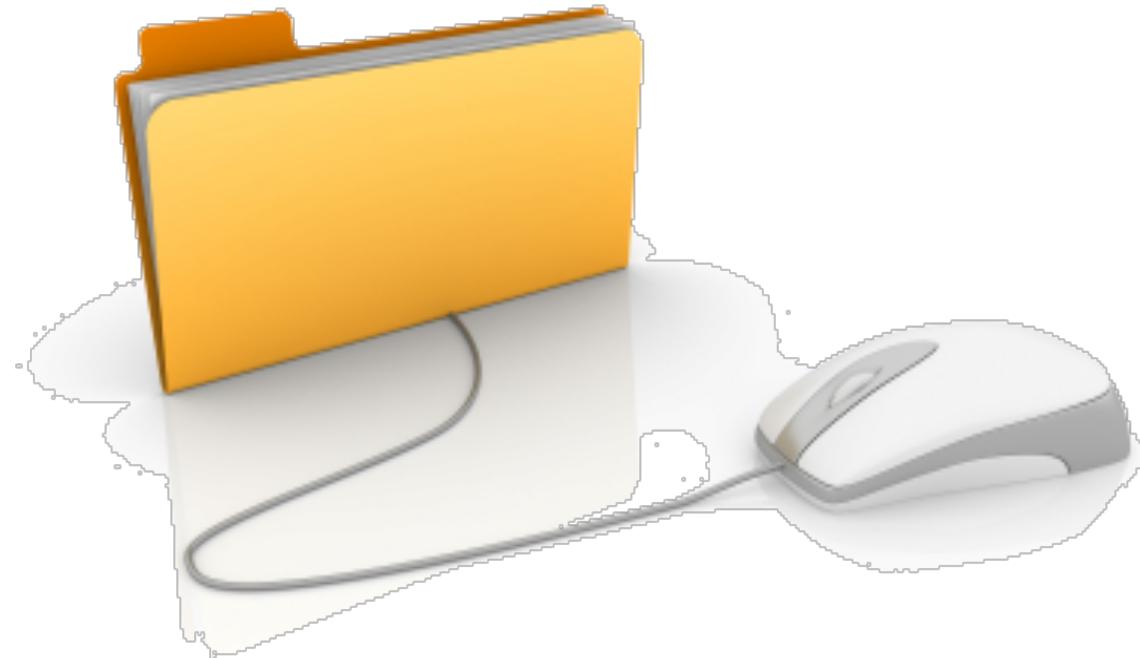


= 0 points

## ***The SKILLS...***

12. Compile a digital e-portfolio for your own development

13. Support students in the development of an e-portfolio



= 3 points



= 2 points



= 1 point



= 0 points

How did  
that little  
audit make  
you feel?





**SHAME! SHAME! SHAME!**

We ain't  
FINISHED  
yet, guys n' gals!

- Use polling software to create a real-time survey in class
- Utilise website text annotation to hold an asynchronous discussion
- Utilise social bookmarking to share resources with and between learners
- Aid students in the use of a range of digital tools to help them goal set, plan and organise their learning
- Understand issues related to copyright and fair use of online materials
- Identify and use appropriate features of technology to reduce threats to our students' e-security
- Identify online resources that may pose a threat to our students e-security
- Evaluate and select appropriate digital applications and browser plugins to enhance student learning
- Exploit digital images for the creation of web based learning materials
- Exploit digital images for classroom use
- Develop interactive online learning activities or tests (drag drop, gap fill etc)
- Create interactive audio projects

- Create an online media sharing channel (on youtube / teacher tube etc)
- Exploit digital narrative for learning purposes
- Create digital narrative
- Exploit 3D and 2D interactive computer games for pedagogical purposes
- Exploit web based content for autonomous student learning
- Exploit web based content for classroom learning
- Find and evaluate authentic web based content
- Exploit webcams for the creation of teaching and learning materials
- Exploit webcams for student projects
- Create online materials using digital audio
- Exploit digital audio for in the classroom
- Exploit digital video to achieve pedagogic aims
- Use a range of digital tools for time management planning and administrative purposes
- Create and edit digital images
- Create and edit digital audio

- Create and edit digital video
- Use synchronous and asynchronous web based tools for students mentoring
- Use asynchronous collaborative tools for text constructions and editing
- Use synchronous collaborative tools for text constructions and editing
- Use a webcam for online synchronous and asynchronous communication
- Create screen capture videos for student training
- Create and deliver asynchronous online presentations / training
- Create and deliver synchronous interactive online presentations / training



**wRONG!**

A 3D rendering of a clipboard with a light brown cover and a white sheet of paper. On the paper, there is a list of items with checkboxes, all of which are checked with a red 'X'. A red pencil is positioned diagonally across the paper, crossing out the word 'WRONG!' in large, bold, red letters. The pencil has a yellow eraser at the top and a sharp black tip. The background is plain white.

# Death by..... TECHnology TECHnology



<http://allthingslearning.wordpress.com/>

*Technology won't make a poor teacher a good one.*



*But it can make a good teacher even better.*

**Doug Johnson**

“...a lot of English is taught,  
...not enough is learned”

**John Rogers**

**TEACHing**

Rogers, J. (1982): “The World for Sick Proper.”  
ELT Journal, Vol.36/3. pp 144-151.

**LEARNing**





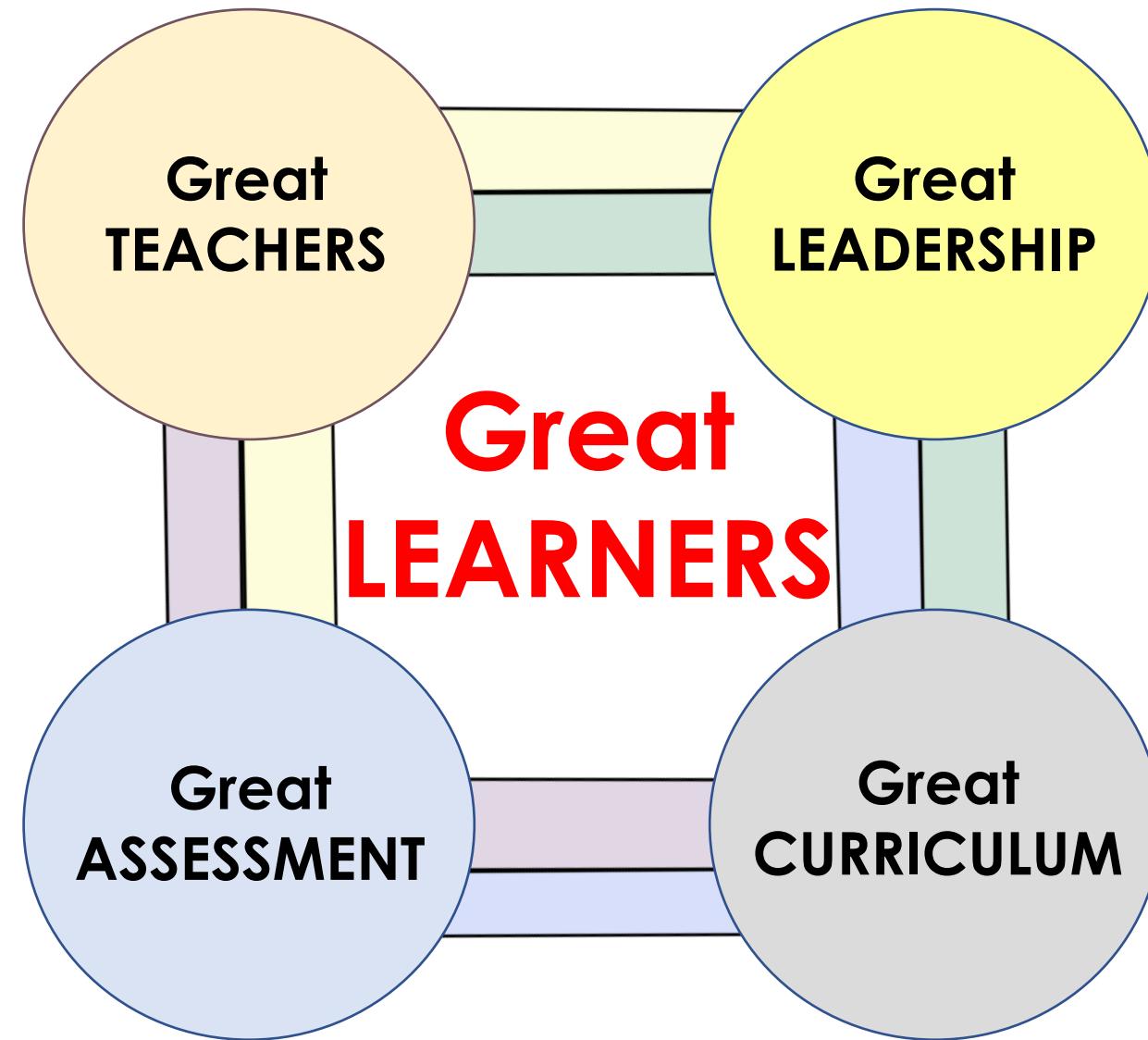
**Questions**, not answers,  
drive learning.

**Tony Gurr**



How do we  
build a  
*'great'* school?

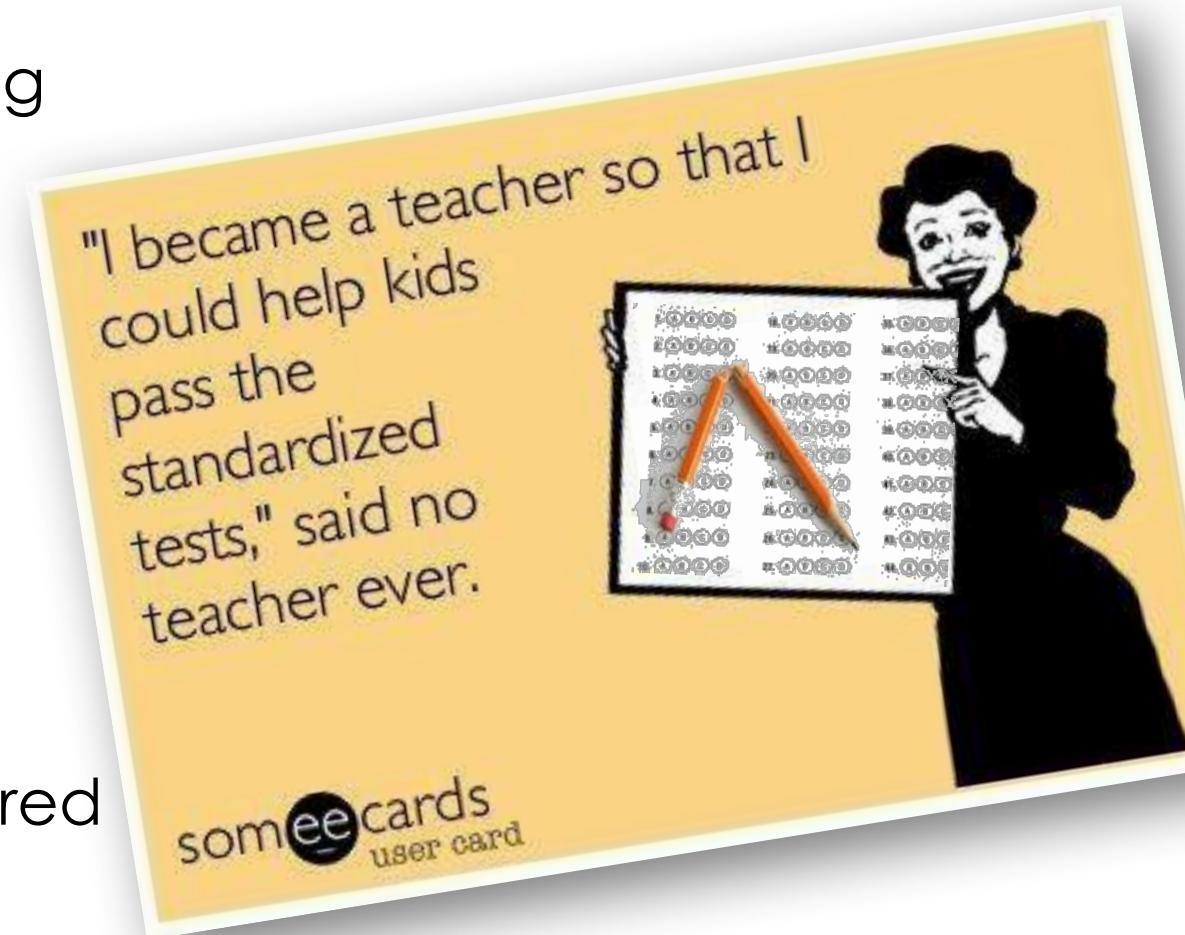


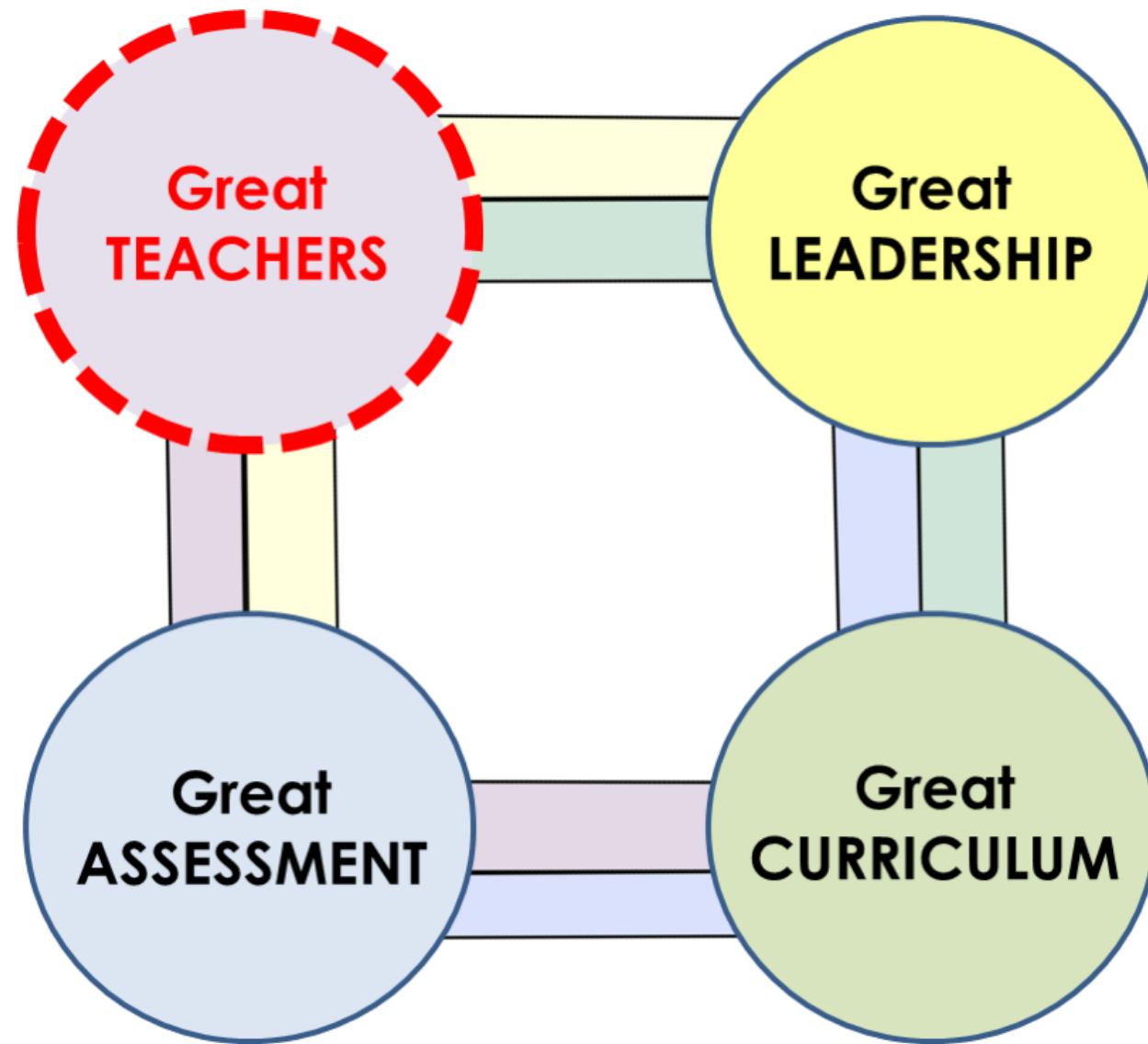


What factors most  
affect the ***success and  
achievement*** of students  
at school?

# Top 10 Factors for Student Achievement

1. Student self-assessment/self-grading
2. Response to intervention
3. Teacher credibility
4. Providing formative assessments
5. Classroom discussion
6. Teacher clarity
7. Feedback
8. Reciprocal teaching
9. Teacher-student relationships fostered
10. Spaced vs. mass practice





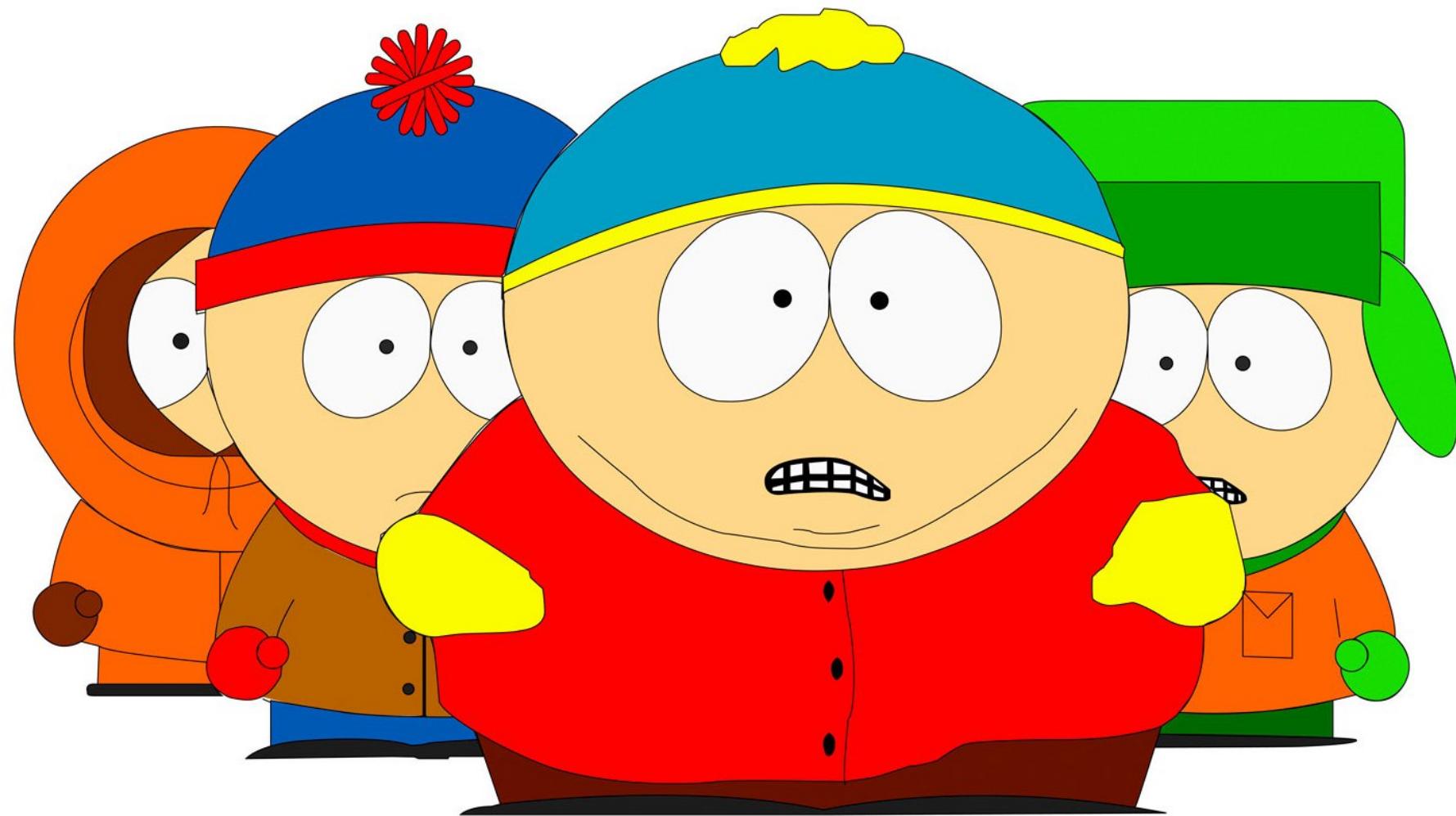


*...effective teaching is the most powerful in-school influence on student achievement.*

**Hattie (2003)**

BUFT





**Who was your  
favourite teacher?**



**Why** do you think this?

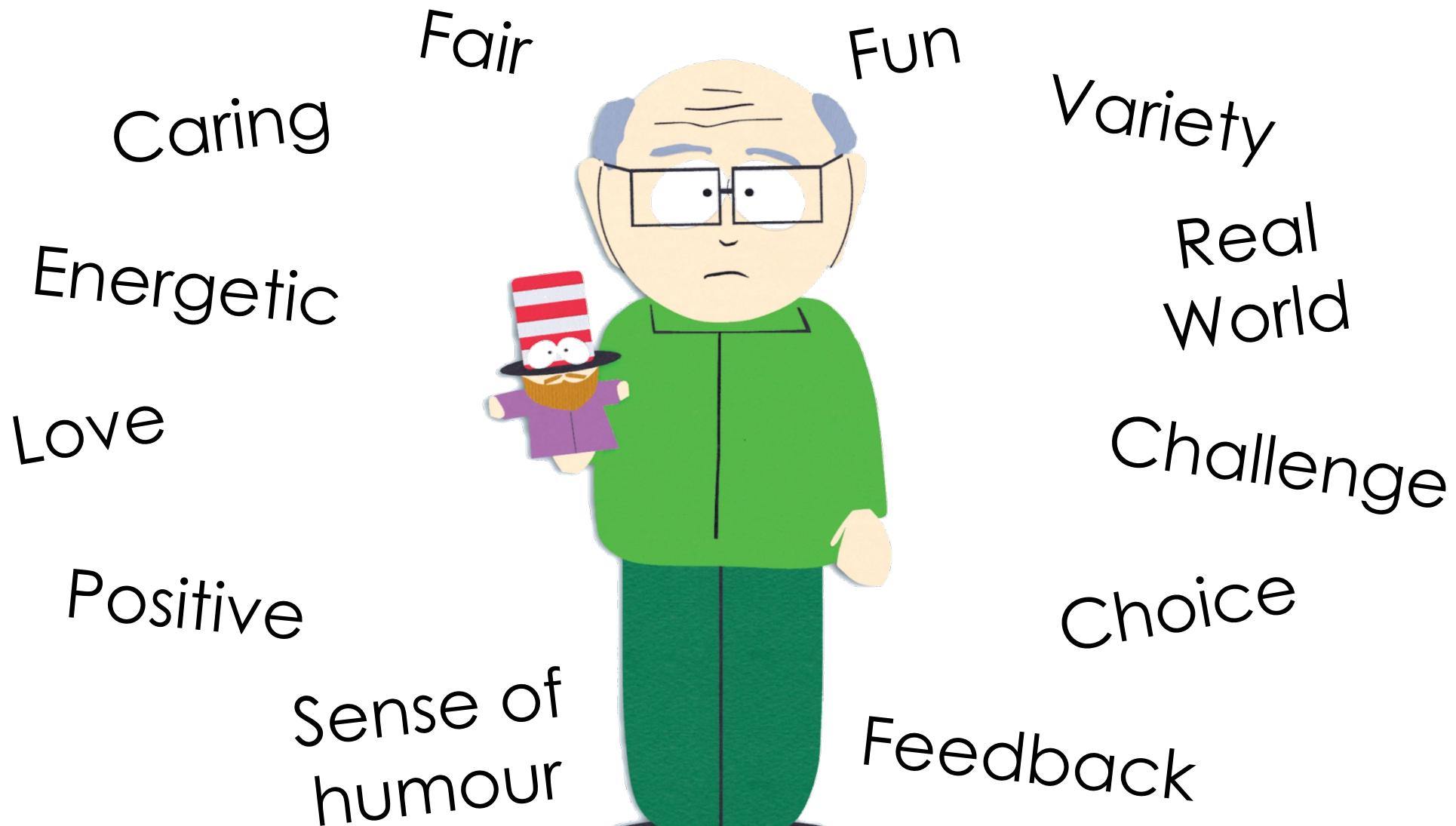


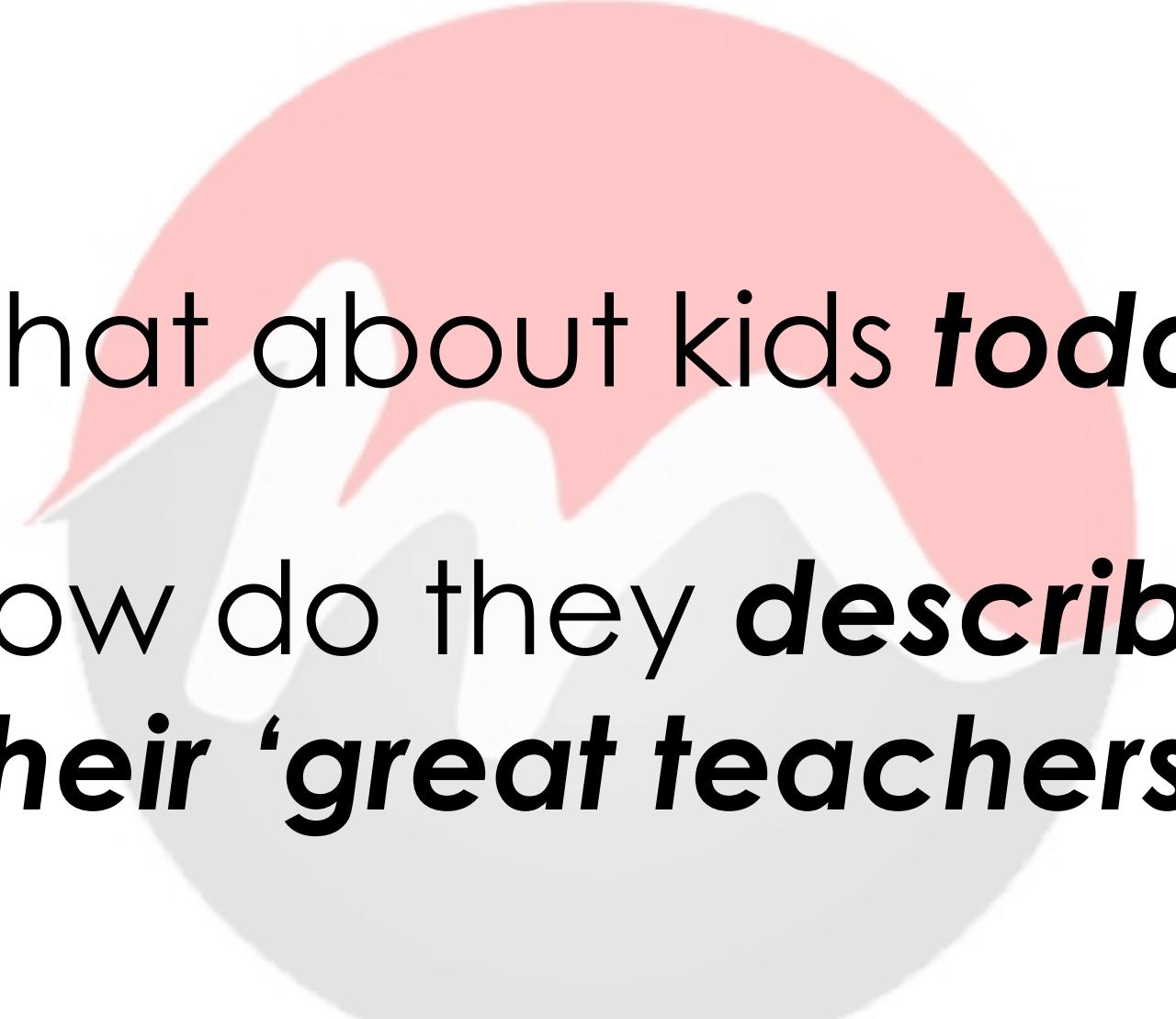
**What** was s/he like?



**What** did s/he do?







What about kids **today**?

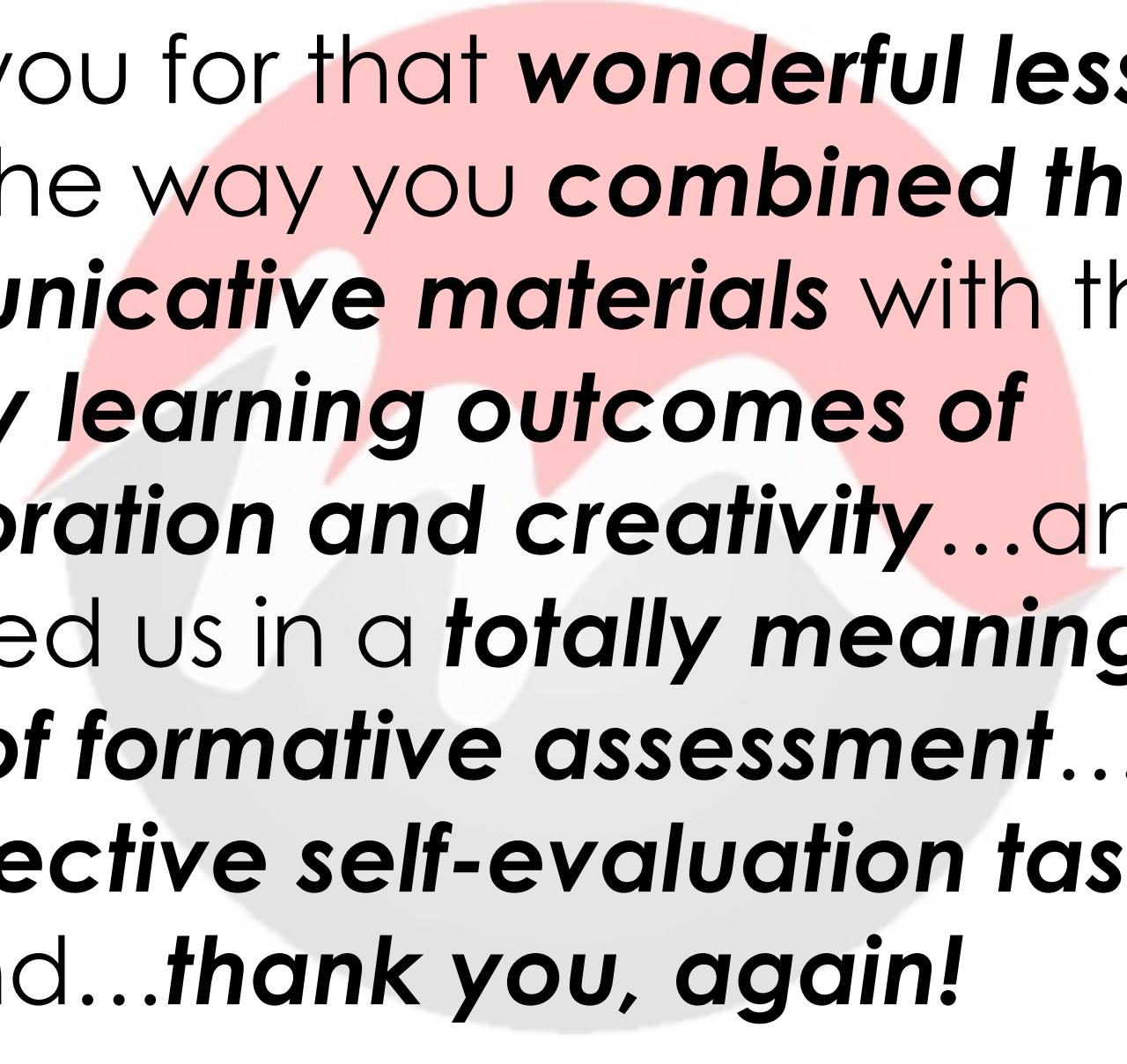


How do they **describe**  
**their 'great teachers'**?



# What Students NEVER Say...





Thank you for that **wonderful lesson**...I loved the way you **combined those communicative materials** with the **21st Century learning outcomes of collaboration and creativity**...and then engaged us in a **totally meaningful round of formative assessment**...before the **reflective self-evaluation task** at the very end...**thank you, again!**

- My teacher has a wonderful understanding of **grammar** and **socio-linguistics!**
- My teacher demonstrates a keen knowledge of the **communicative approach!**
- My teacher is really good at **syllabus design** and **writing learning outcomes!**
- My teacher is wonderful at developing **assessment tools** and **testing items** for discrete language skills!

BUFT

Uses student interests  
to plan her lessons

*Is fair to  
all students*

Gives 'Real World'  
examples in class

Gives students opportunities to  
work together & collaborate

Uses student feedback  
to modify his lessons

Has energy  
& passion

Uses a variety  
of activities



Cares about the  
students!

Shows respect  
to students

Looks for authentic  
materials to use in class

*Speaks really  
good English*

Explains things in  
a way students  
can understand

*Has fun with  
her students*

Has a good sense  
of humour

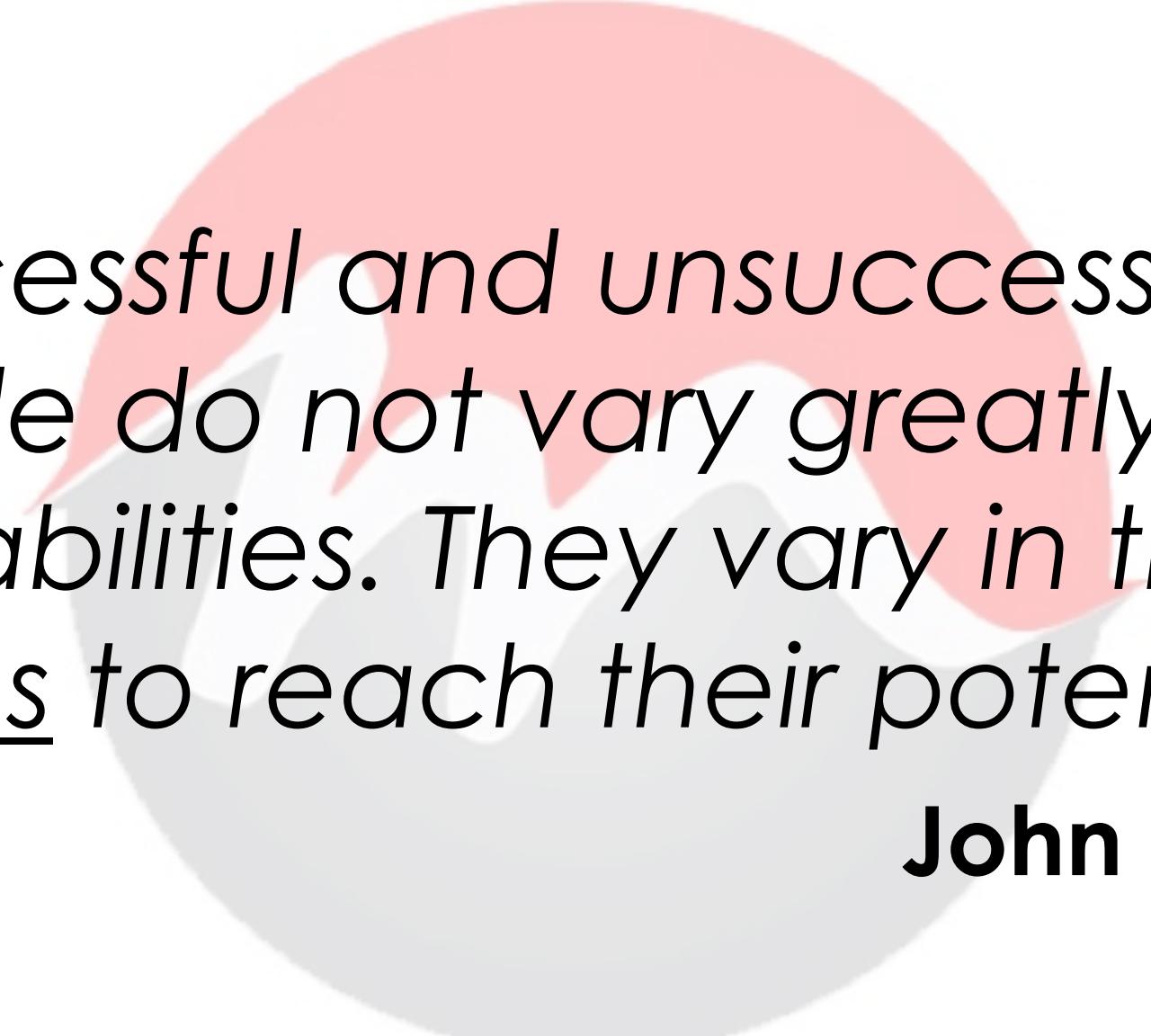
...there's no such thing as a good school,



...but there is such a thing as a school  
*full of good teachers!*

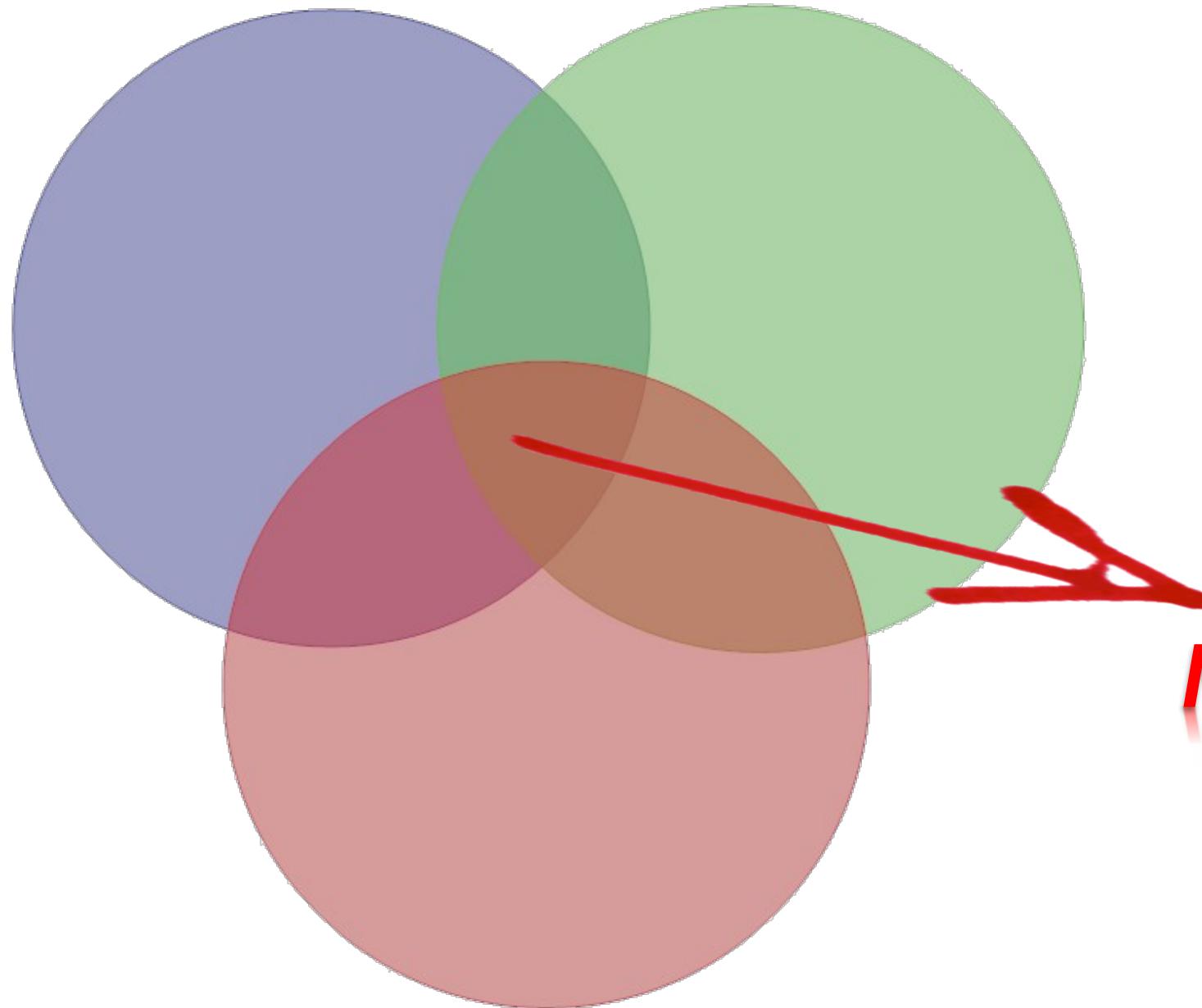
**Dylan Wiliam**

The image features a large, bold word 'MOTIVATION' in red, centered in the middle of the page. Surrounding this central word is a dense cloud of smaller, gray words that are related to the concept of motivation. These words include 'success', 'desire', 'action', 'dream', 'goal', 'incentive', 'ambition', 'innovation', 'drive', 'wish', 'hunt', and 'success'. The size of each word in the cloud varies, with 'MOTIVATION' being the largest and most prominent, and the other words being smaller and more scattered around it. The overall effect is a visual representation of the interconnected nature of these concepts.

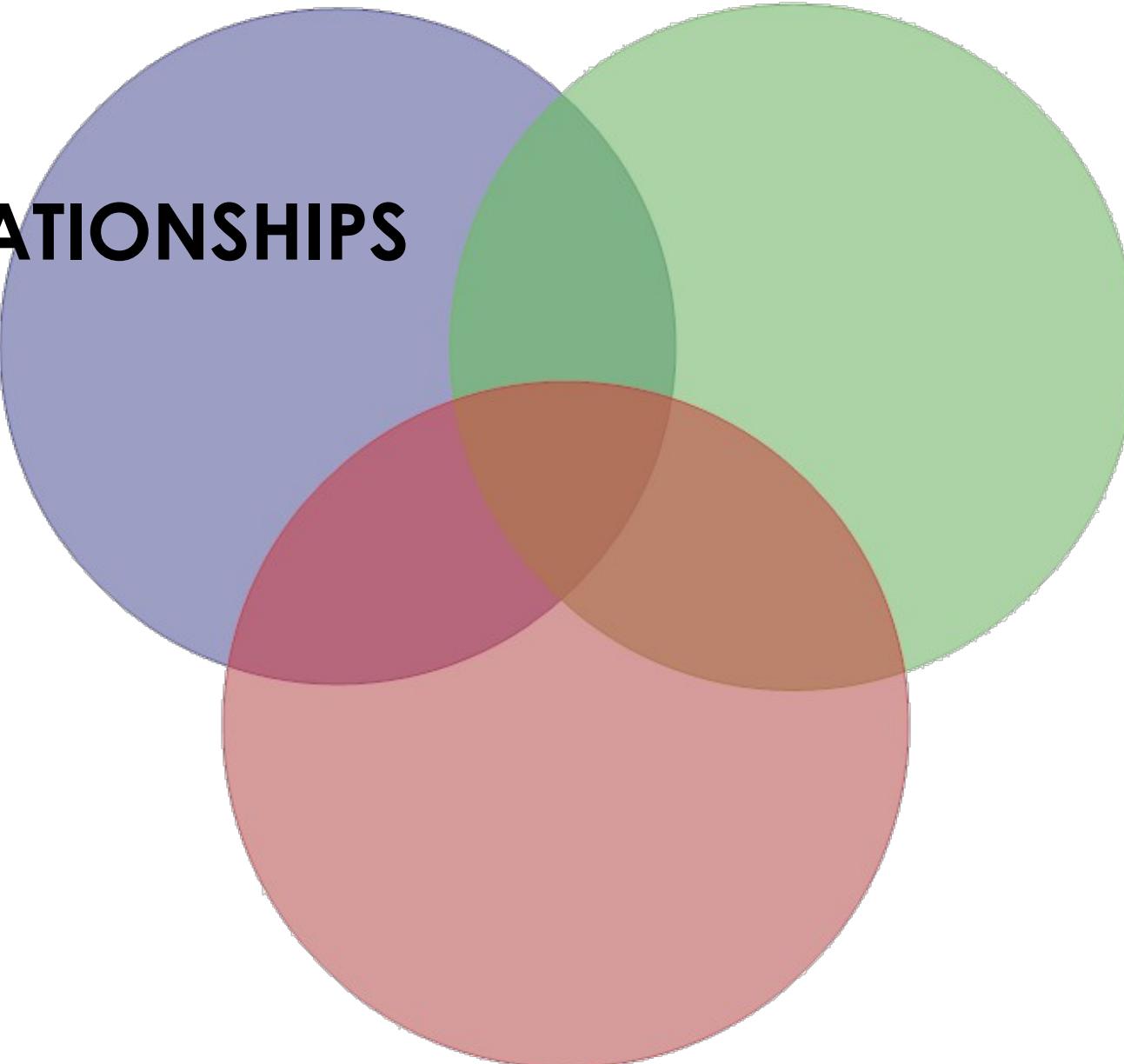


*“Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential”.*

**John Maxwell**



**LEARNER  
MOTIVATION**



**RELATIONSHIPS**

Kids don't learn  
from people  
they don't like!

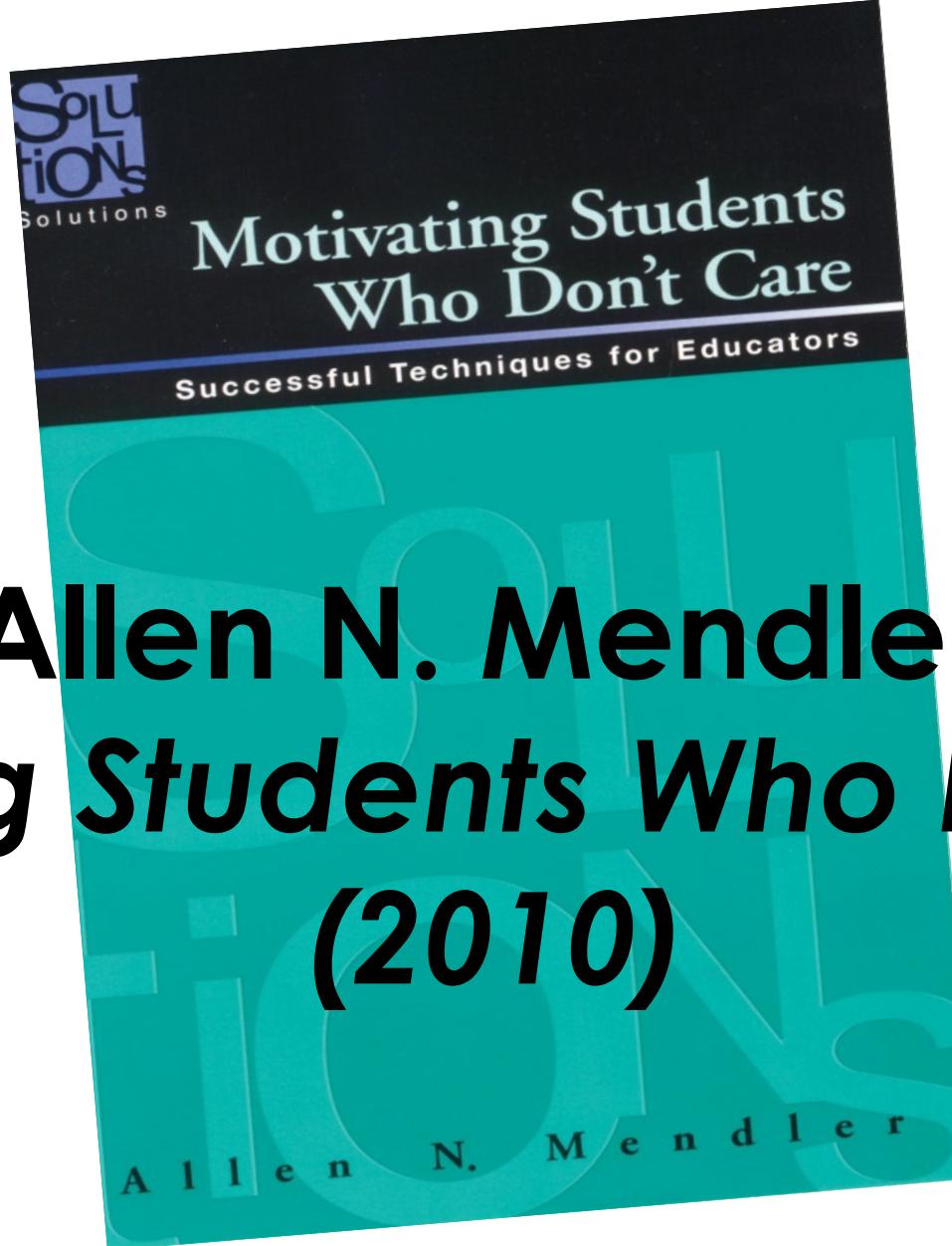
Rita Pierson

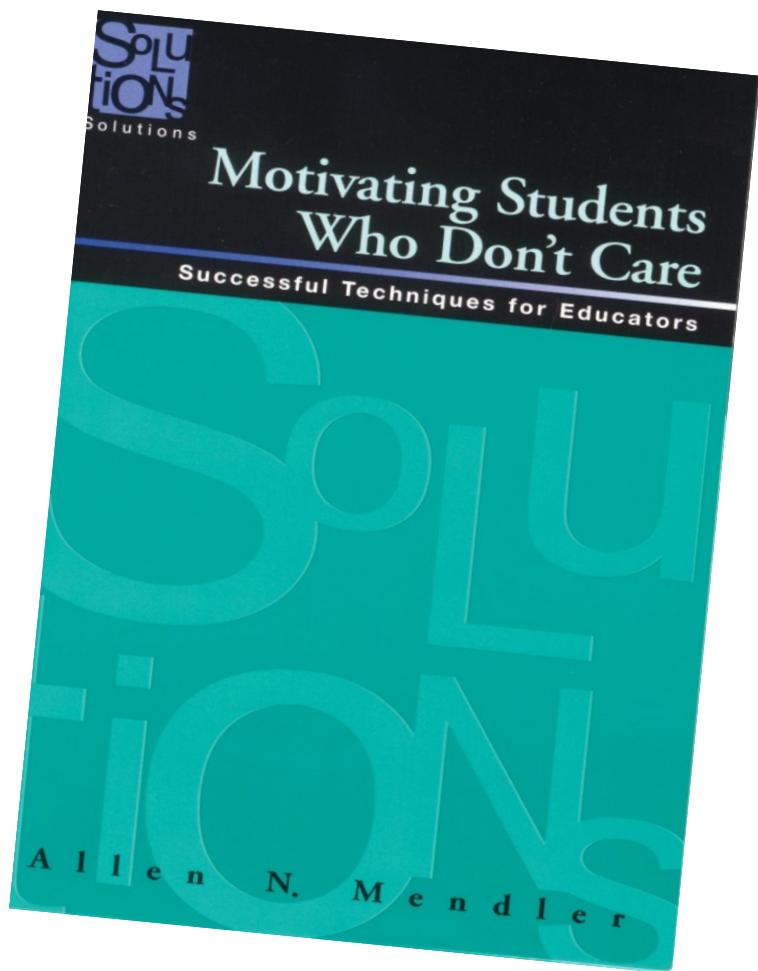


# Allen N. Mendler

# *Motivating Students Who Don't Care*

# (2010)





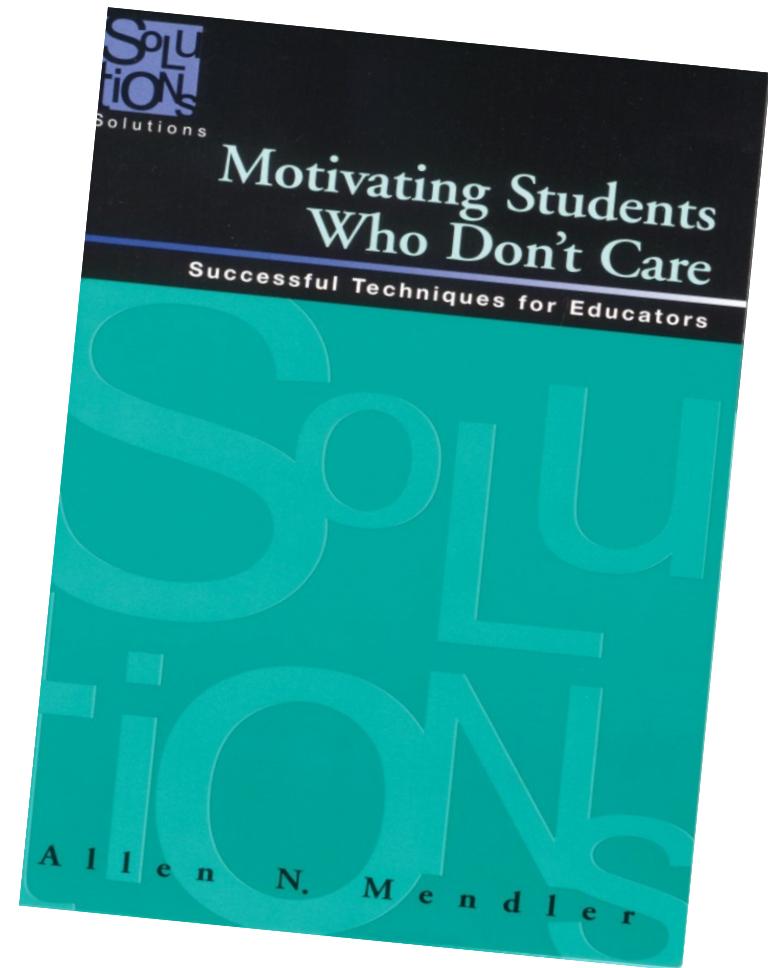
**Build relationships**

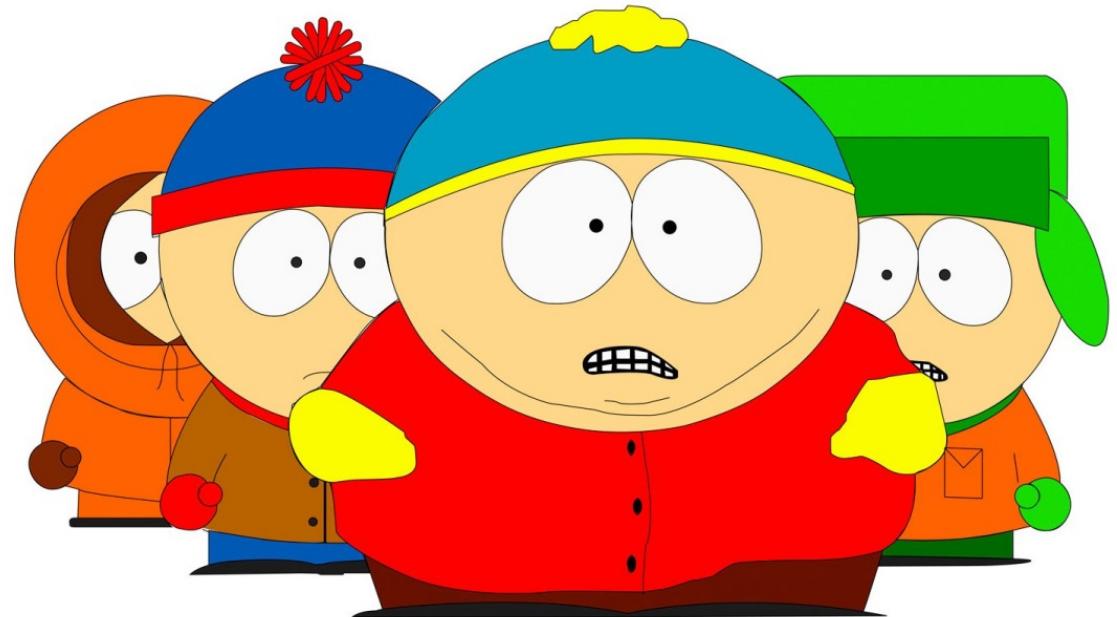
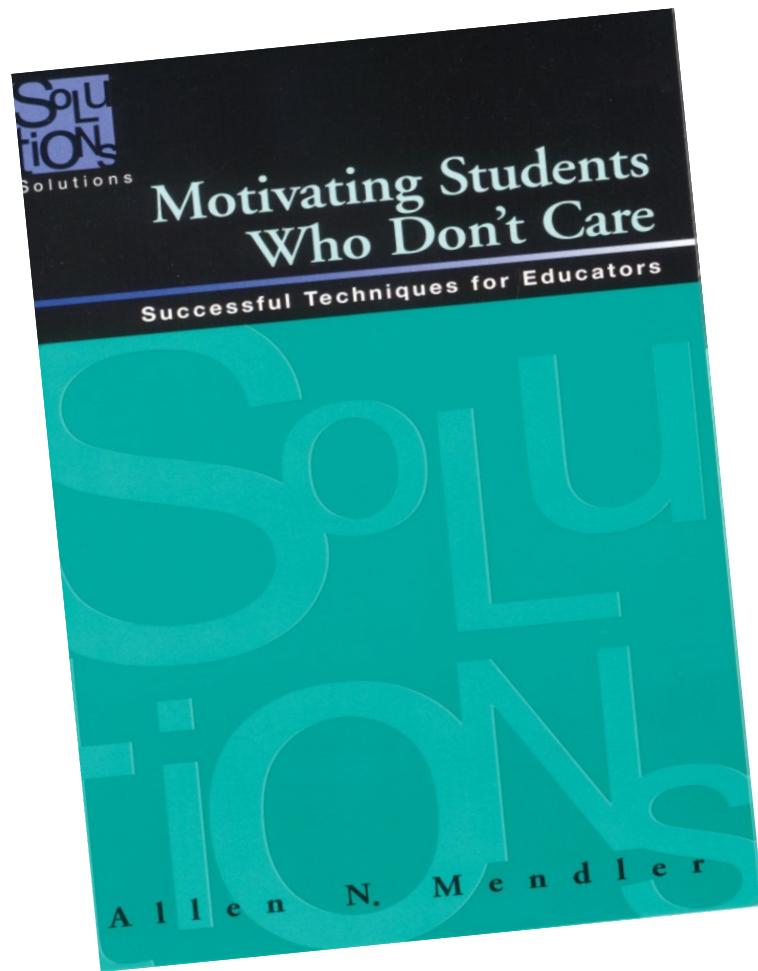
**Create hope**

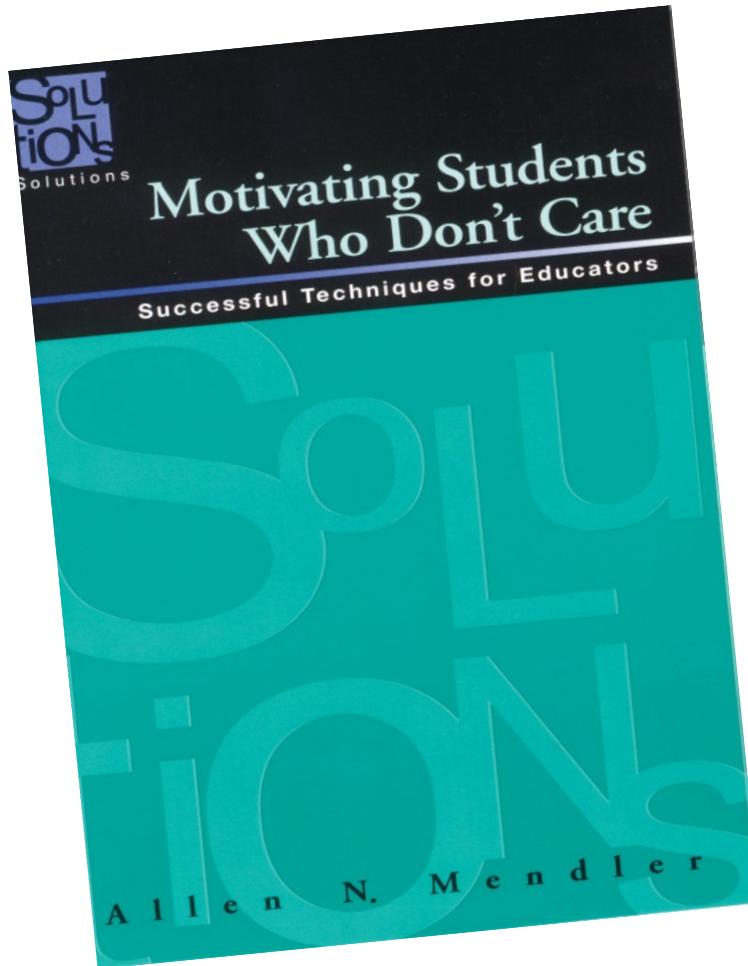
– and be success-orientated

**Empasise effort**

**Express enthusiasm**







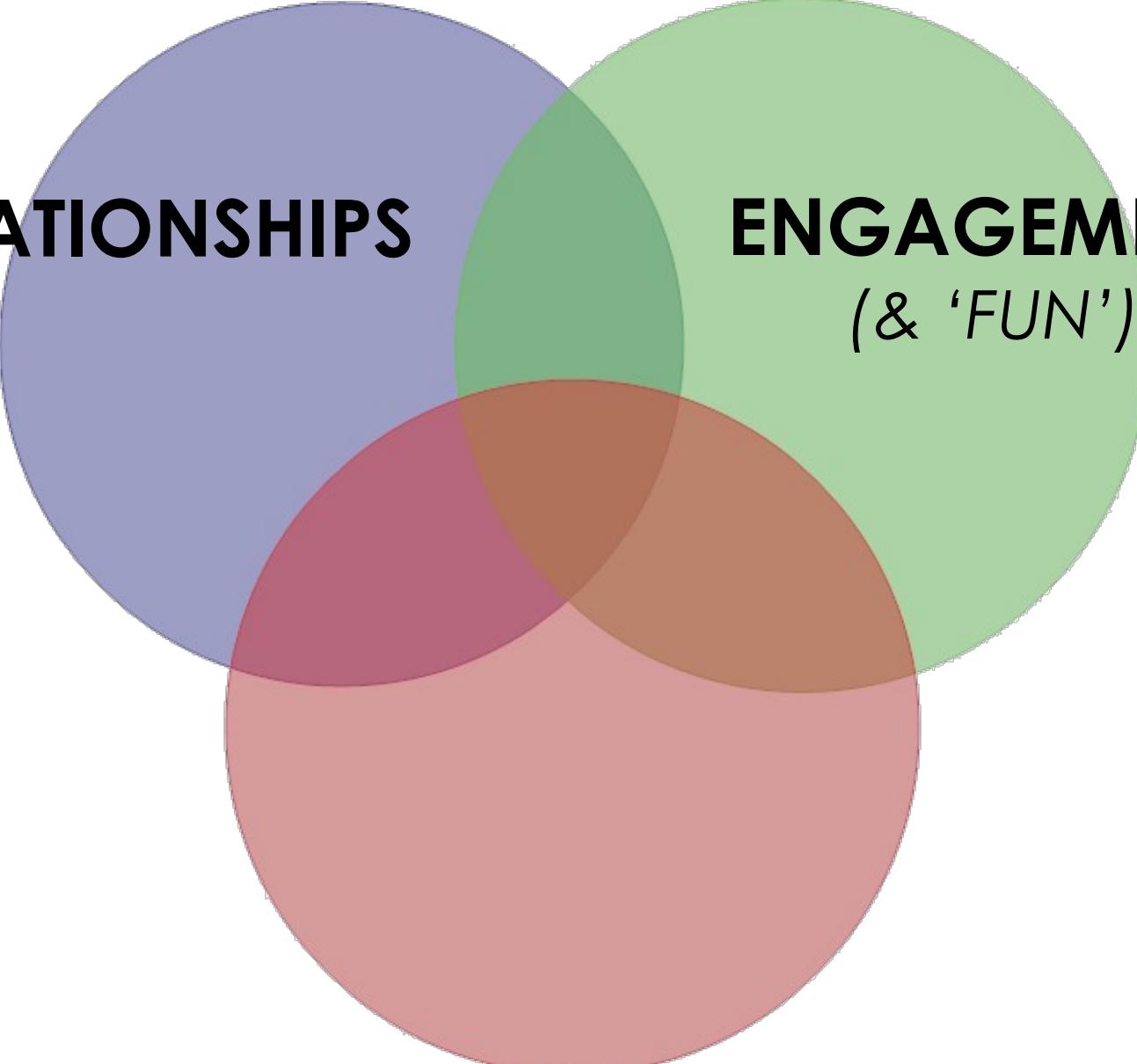
**Care** – and ‘show’ they care

**Respect students** – and  
‘share’ power

**Are ‘real’** - and bring the real  
world into class

**Provide variety** – and vary  
instructional practices

**Use Collaboration** – as well as  
hands-on student learning  
practices



**RELATIONSHIPS**

**ENGAGEMENT**  
(& 'FUN')

What exactly is  
**engagement**?



How is it different to  
**motivation**?



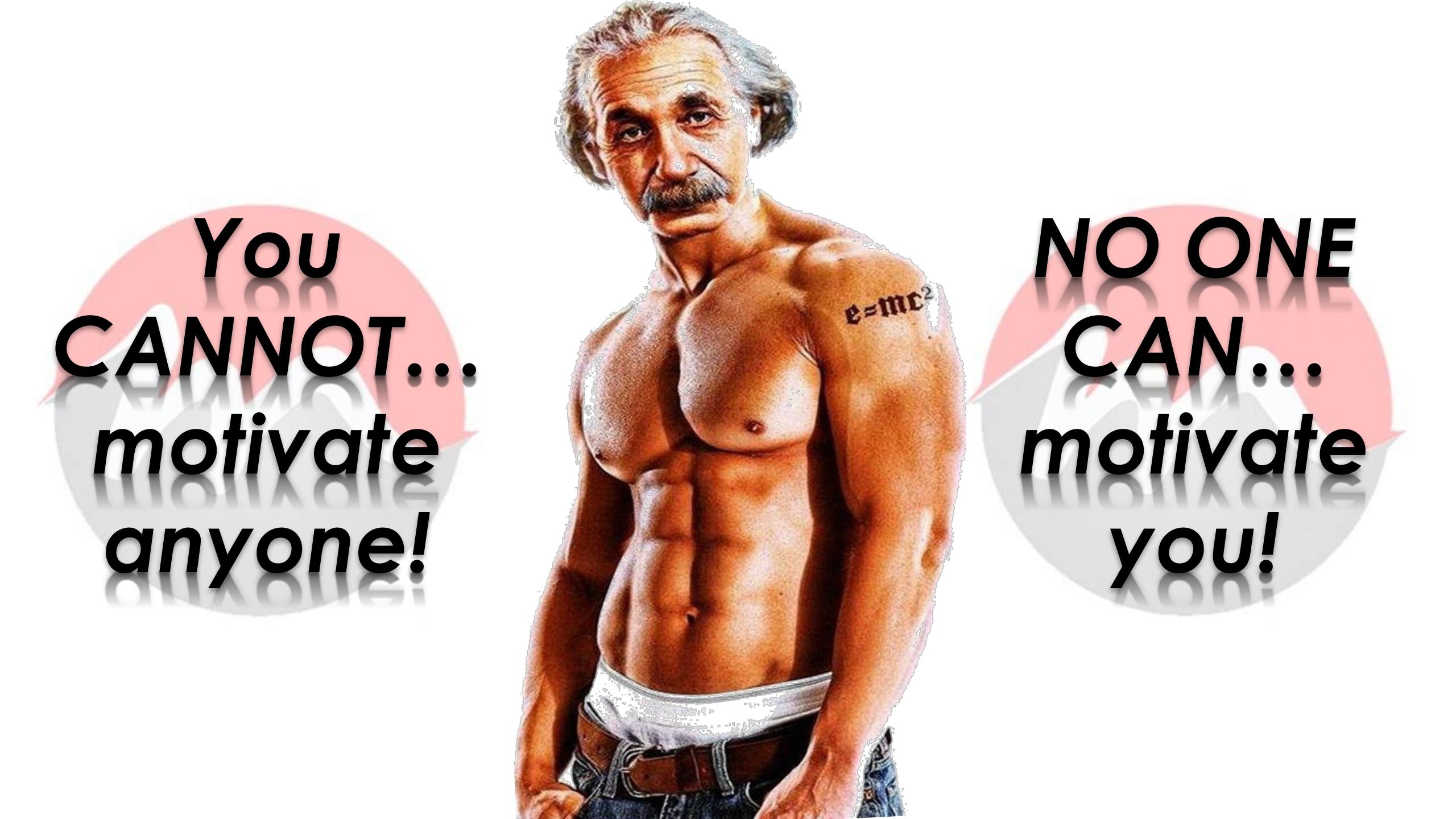
SSSHH!  
IT'S A  
SECRET!





VICTORIA'S  
SECRET

SSSHH!  
IT'S A  
SECRET!



You  
**CANNOT...**  
*motivate*  
**anyone!**

**NO ONE**  
**CAN...**  
*motivate*  
**you!**

A dramatic photograph of a woman with long dark hair, wearing a black top, playing a violin. Her head is tilted back, mouth wide open as if shouting or singing. The violin and bow are engulfed in intense orange and yellow flames and sparks, suggesting a powerful and uncontrollable force. The background is dark and smoky.

Motivation is **a fire from within.**

If someone else tries to light that fire under you, chances are it will burn **very briefly**.

Stephen Covey

**Engagement**  
makes you...

Think more!

Ask more  
questions!

Question how  
much you know!

Work harder  
...& longer!

Demand more  
feedback!

Want to study  
more!

Search for  
'new' ideas!

Reflect on  
learning!

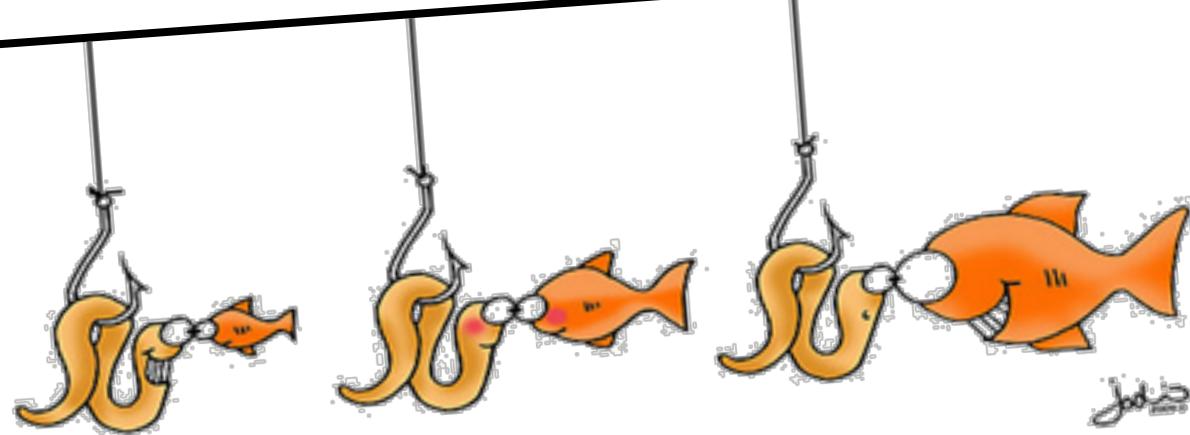
Collaborate  
with others!

SHARE more!





# IMPORTANT IDEAS

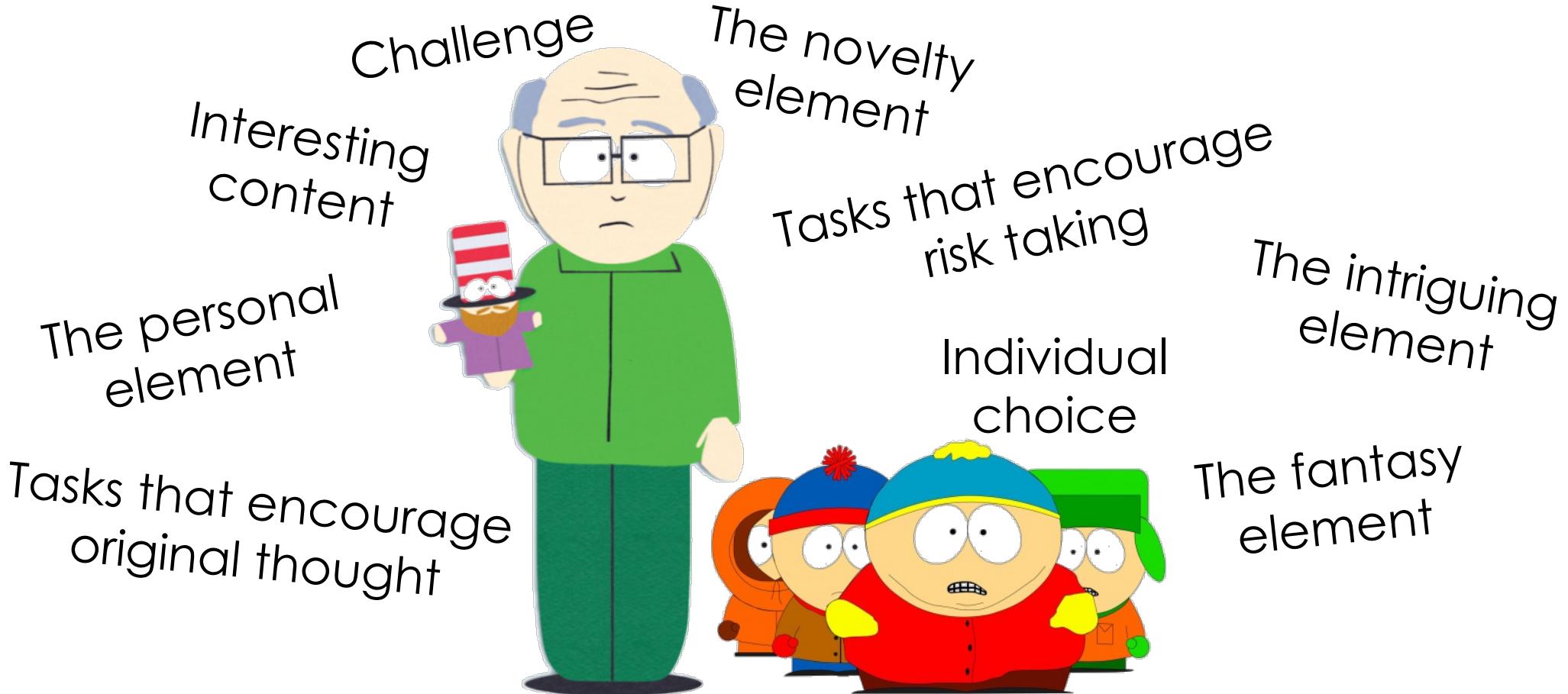


*When we catch fish, we bait the hook with what the fish like, not what the fisherman likes.*

**(Gregory and Chapman, 2003)**

# Dörnyei (2001)

## *Highly Productive Learning Tasks*





# **CREATIVE IDEAS**

## **Getting Creative with BORING Textbook Activities!**

Look at the following:

**Describe someone that lives in your street / apartment building in a short paragraph. What is his/her job? What does she like / dislike doing? What is s/he like?**

Tell your partner (without reading your paragraph) about the person you have written about.

# Sample Teacher Adaptation



Choose a door and write a paragraph about the person that lives behind it. Write about:

- *His / her job*
- *His / her interests*
- *What s/he is like as a person*
- *What kind of life s/he leads*

Now, without looking at your paragraph, tell your partner about your mystery neighbour.



# COOL IDEAS

## Spotting 'Fake News'...

- Use this **free online newspaper generator** to create your own 'spoof' newspaper articles.
- Just upload a **photo** and **add your own text**.



URL: <http://newspaper.jaguarpaw.co.uk/>



# RADICAL IDEAS

## 'Destructive Brainstorming'

Brainstorming is a great way to develop a set of ideas in a group.

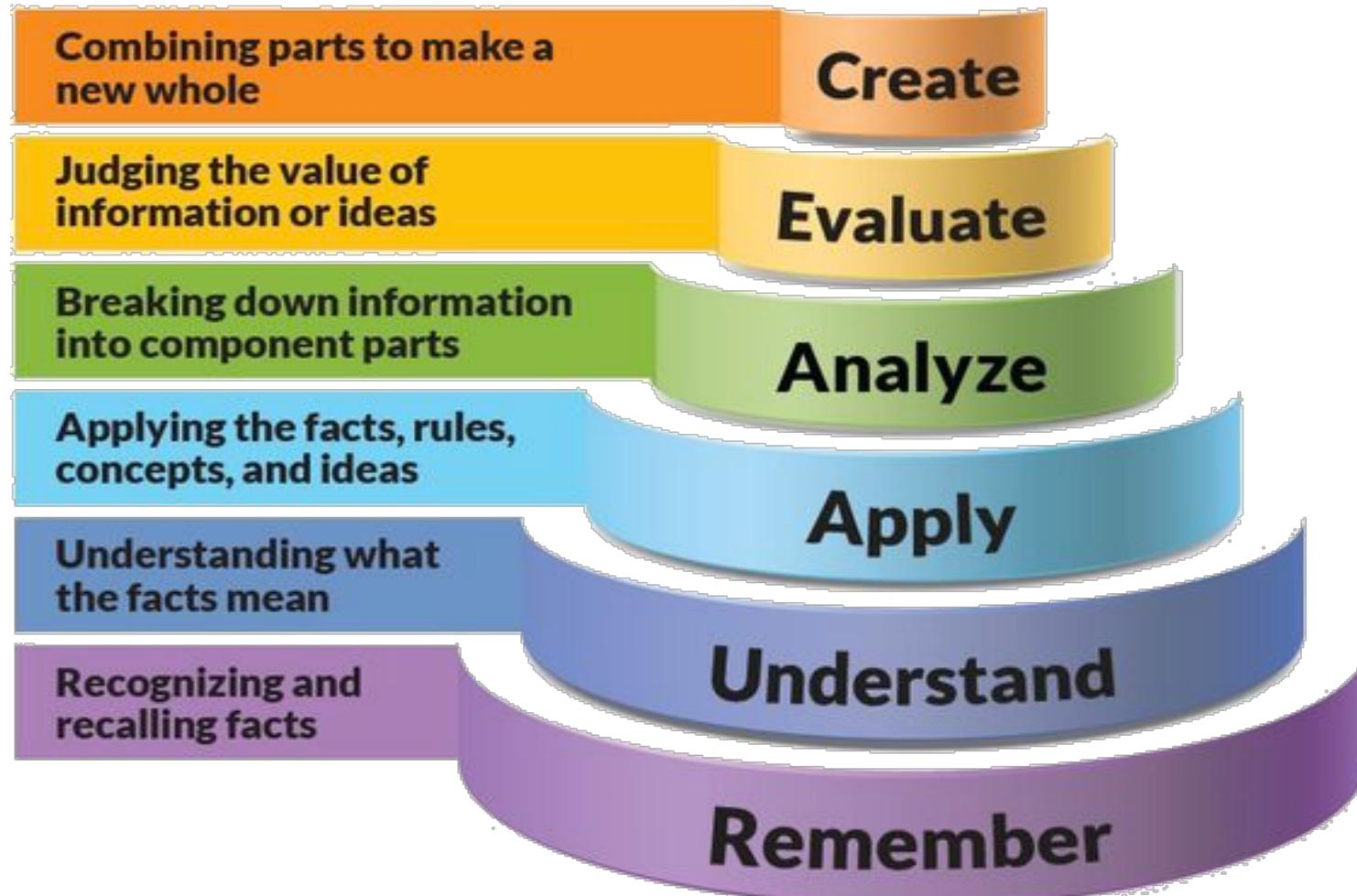
It can be a lot more **fun** and **generate a lot of creativity** if you use the 'destructive' version!

- **How should we reduce pollution in our cities?**
- **How should we pollute our cities faster and even more?**



# IMPORTANT IDEAS

## Use of Learning Frameworks!



a PERIODIC TABLE of

# Bloom's Digital Taxonomy Activities

|                    |                     |                   |                     |                     |                    |                   |                       |                    |                       |                       |                     |  |
|--------------------|---------------------|-------------------|---------------------|---------------------|--------------------|-------------------|-----------------------|--------------------|-----------------------|-----------------------|---------------------|--|
| De<br>Describing   | Bdg<br>Blogging     |                   |                     |                     |                    |                   |                       |                    |                       |                       |                     |  |
| Li<br>Listing      | Bo<br>Bookmarking   | Remembering       | Analyzing           | Mnd<br>Mind Mapping | Ar<br>Arguing      | Crq<br>Critiquing | Cib<br>Collaborating  | Flm<br>Filming     |                       |                       |                     |  |
| Lo<br>Locating     | Ne<br>Networking    | Understanding     | Evaluating          | Ad<br>Advertising   | Cnv<br>Convincing  | Mod<br>Moderating | Dsg<br>Designing      | Inv<br>Inventing   |                       |                       |                     |  |
| Hi<br>Highlighting | Su<br>Summarizing   | Com<br>Commenting | Jo<br>Journalalling | Ac<br>Acting Out    | Il<br>Illustrating | Exa<br>Examining  | Pl<br>Planning        | Va<br>Validating   | Edt<br>Editorializing | Mfy<br>Modifying      | Pdc<br>Podcasting   |  |
| Re<br>Recalling    | Pa<br>Paraphrasing  | Ou<br>Outlining   | Exp<br>Explaining   | Ed<br>Editing       | In<br>Interviewing | Ap<br>Appraising  | Ma<br>Matching        | Rcm<br>Recommendng | Rfl<br>Reflecting     | Pb<br>Publishing      | Rpy<br>Roleplaying  |  |
| Fa<br>Favouriting  | Cmp<br>Comparing    | Pe<br>Predicting  | Up<br>Uploading     | Sh<br>Sharing       | Pr<br>Proofreading | Su<br>Surveying   | Dec<br>Deconstructing | Rep<br>Reporting   | Gr<br>Grading         | Vbg<br>Video Blogging | Wk<br>Wild Building |  |
| Se<br>Bulleting    | Ds<br>Demonstrating | Id<br>Identifying | Exp<br>Explaining   | Con<br>Constructing | Ar<br>Articulating | Ded<br>Deducing   | Ctg<br>Categorising   | Li<br>Linking      | Rt<br>Rating          | Hy<br>Hypothesizing   | Prd<br>Producing    |  |



# GREAT IDEAS

## The 3-2-1 Reflection Tool...



At the end of a lesson have students use the **3-2-1 method of summarising** by having students record:

- **three** things they learned,
- **two** interesting things, and
- **one** question they have about what was taught.

Allow time to share their findings with **a peer** and write it down on an '**exit ticket**'.

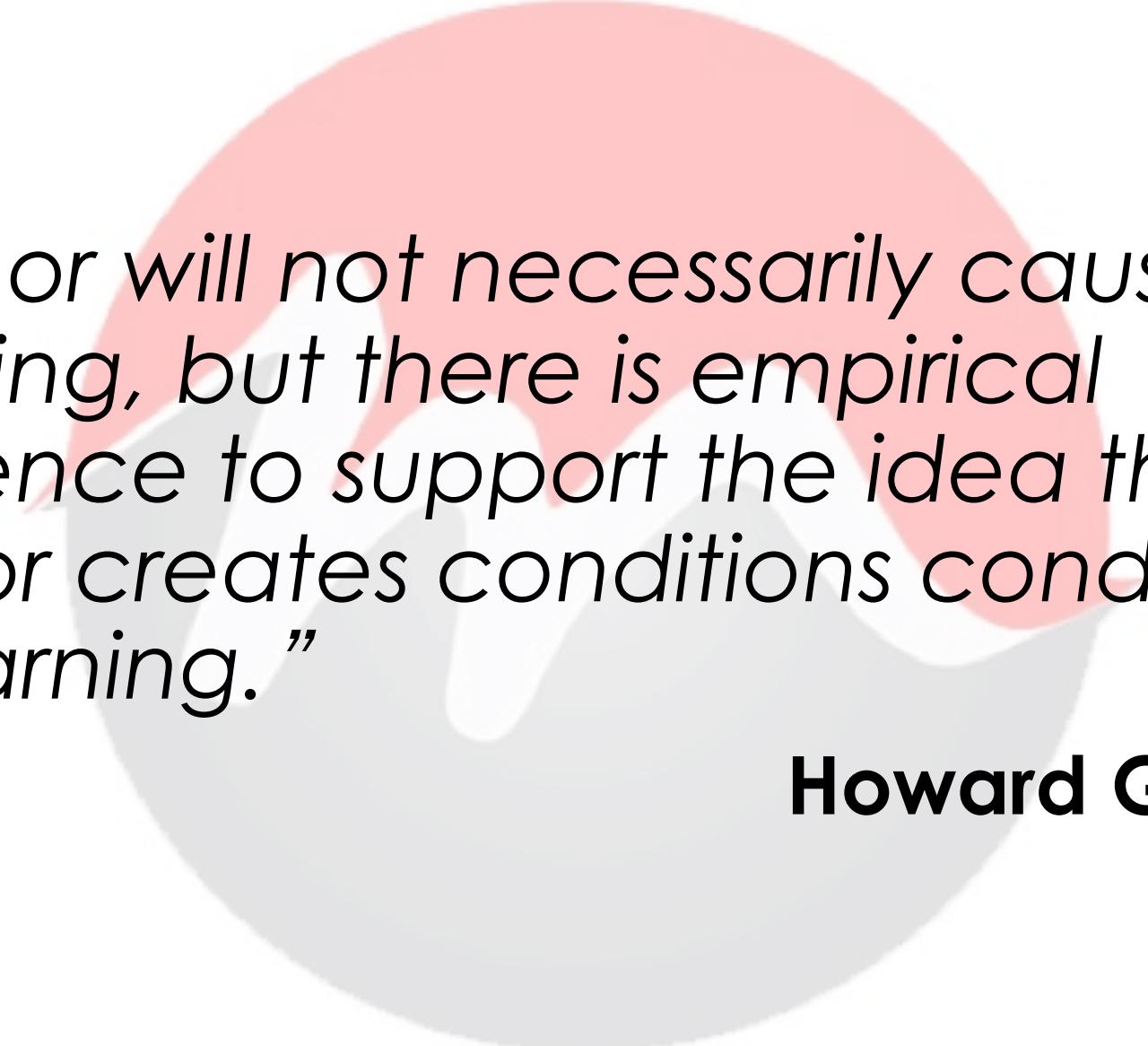


**FUN**  
*is a*  
**SERIOUS**  
*business*

*If you can't learn and have fun at the same time, then I'm not sure you have a good understanding of either.*

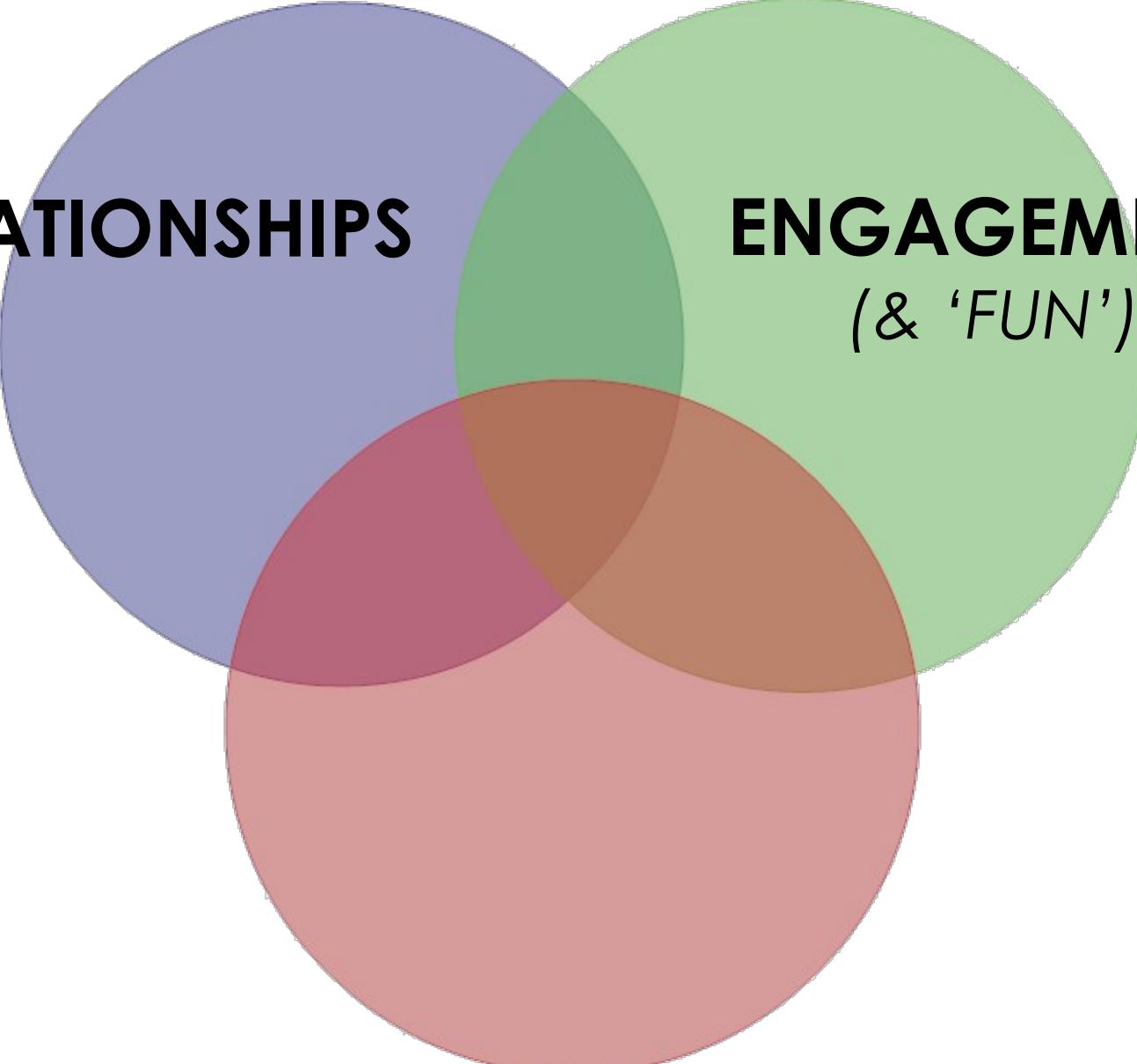


**Randy Pausch**



*“Humor will not necessarily cause learning, but there is empirical evidence to support the idea that humor creates conditions conducive to learning.”*

**Howard Gardner**



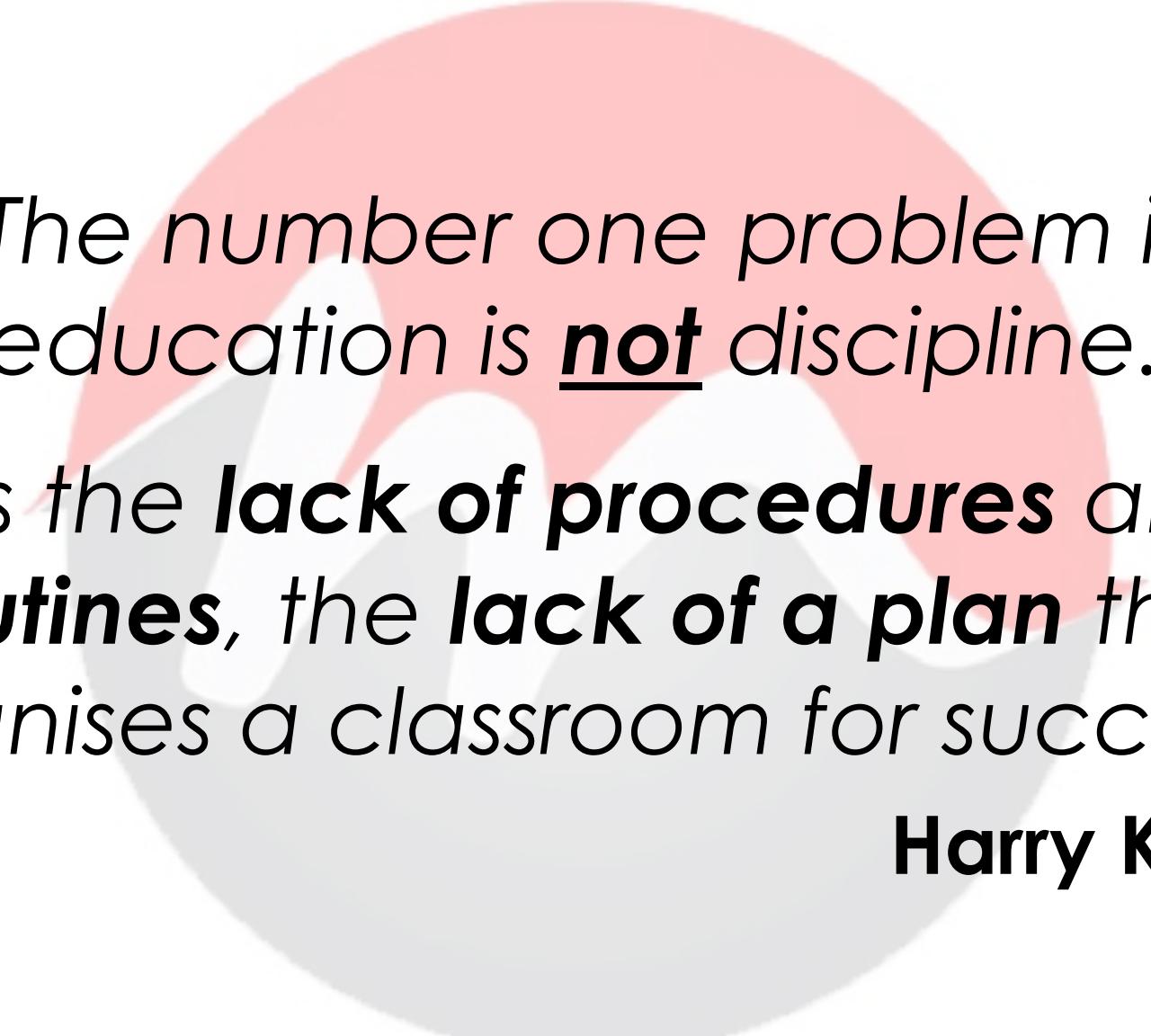
**RELATIONSHIPS**

**ENGAGEMENT**  
(& 'FUN')



*“If they are engaged, they  
are managed”.*

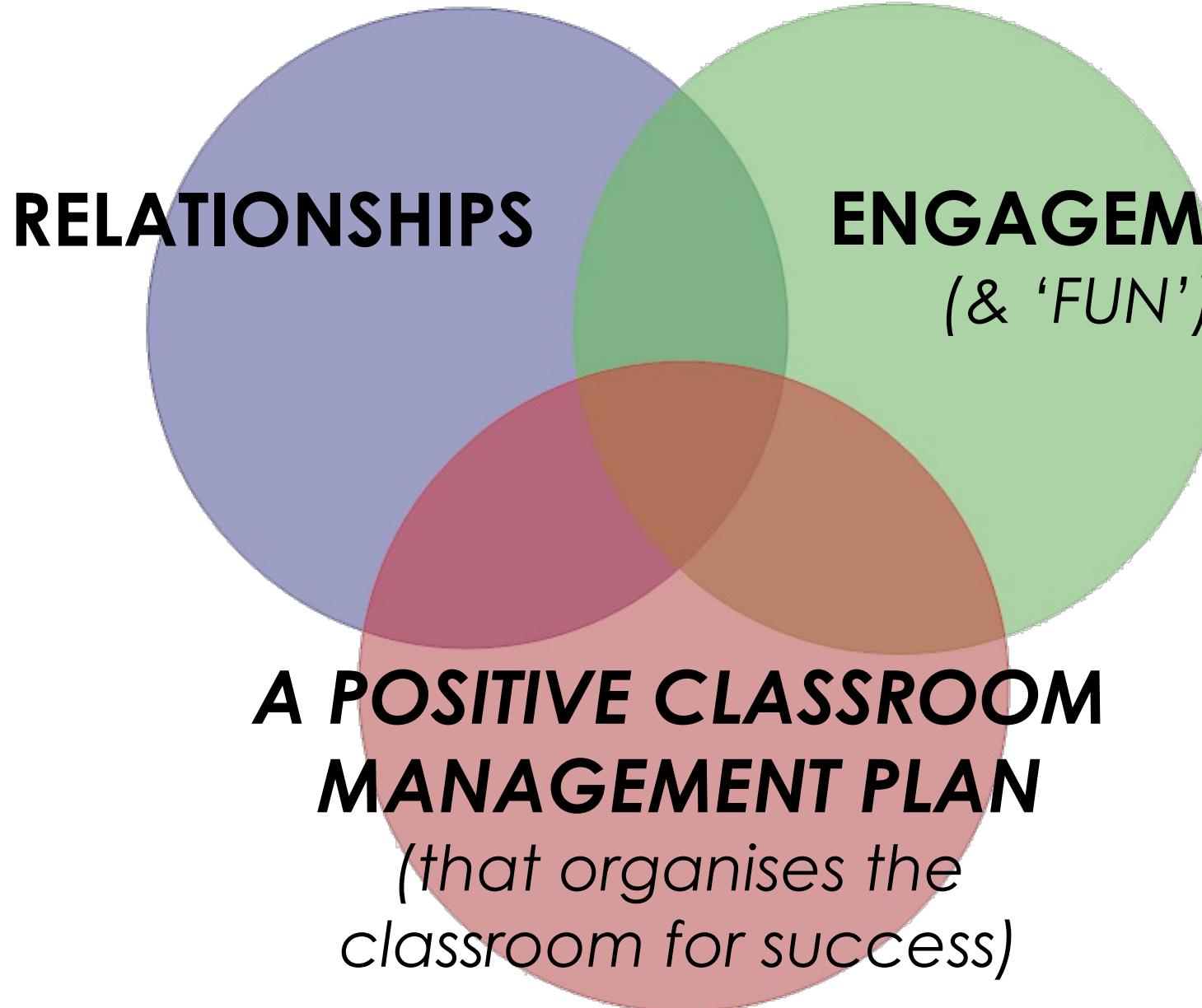
**Rebecca Alber**

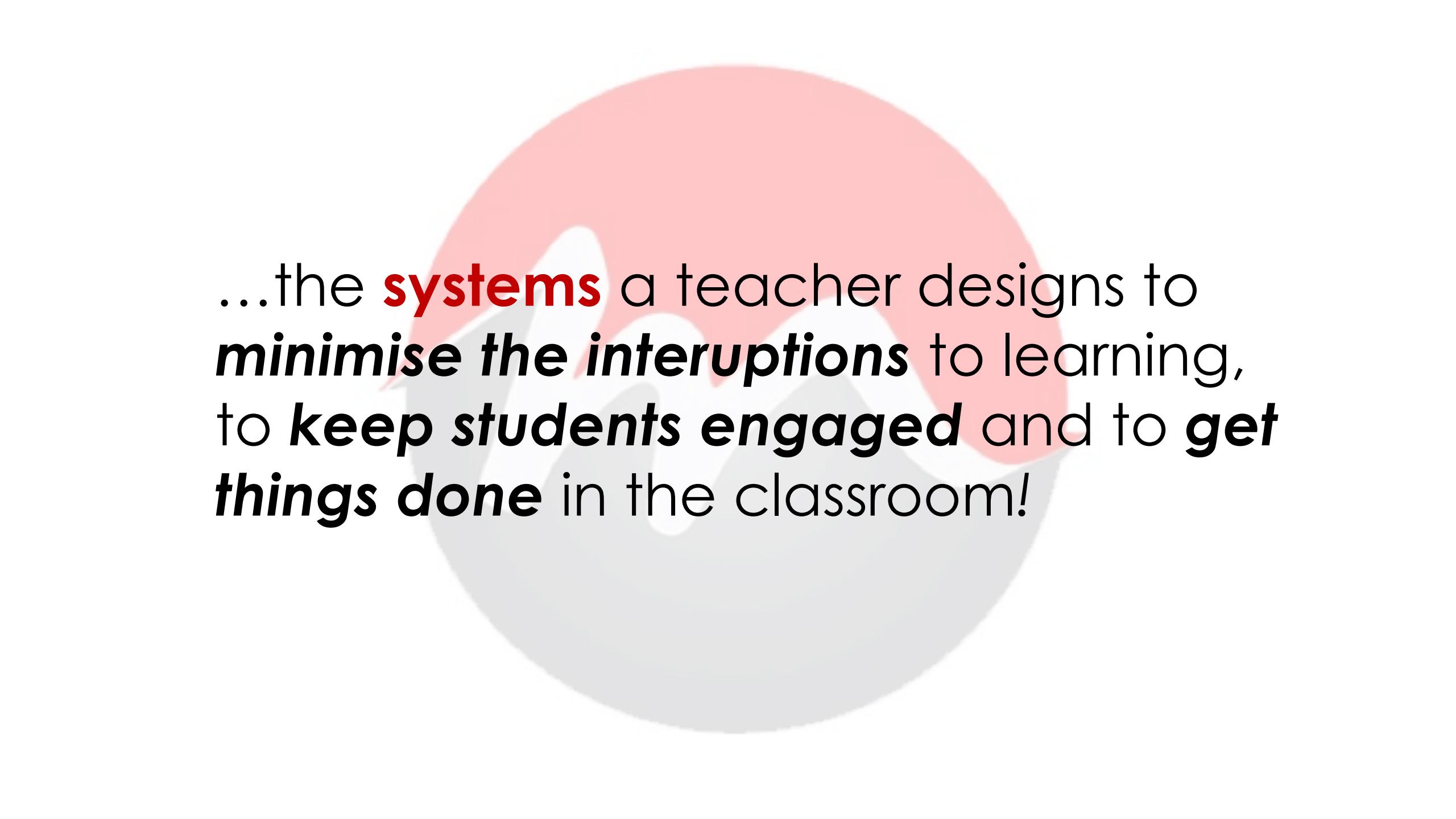


“The number one problem in education is not discipline.

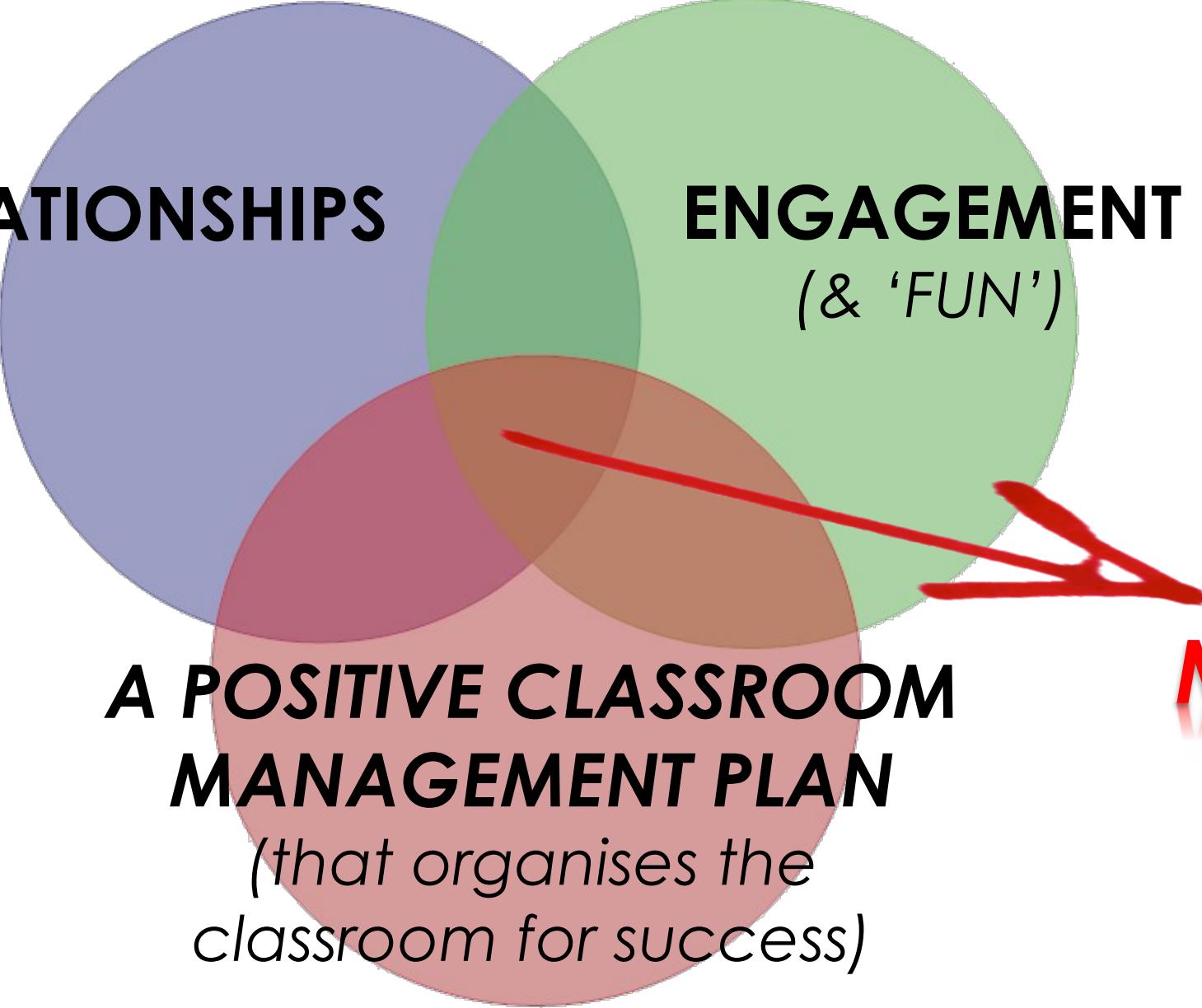
*It is the **lack of procedures** and **routines**, the **lack of a plan** that organises a classroom for success”.*

**Harry K. Wong**



A large, semi-transparent graphic is centered on the slide. It consists of two overlapping circles: a smaller red circle at the top and a larger grey circle below it. The circles overlap in the middle, creating a white center area.

...the **systems** a teacher designs to  
**minimise the interruptions** to learning,  
to **keep students engaged** and to **get**  
**things done** in the classroom!



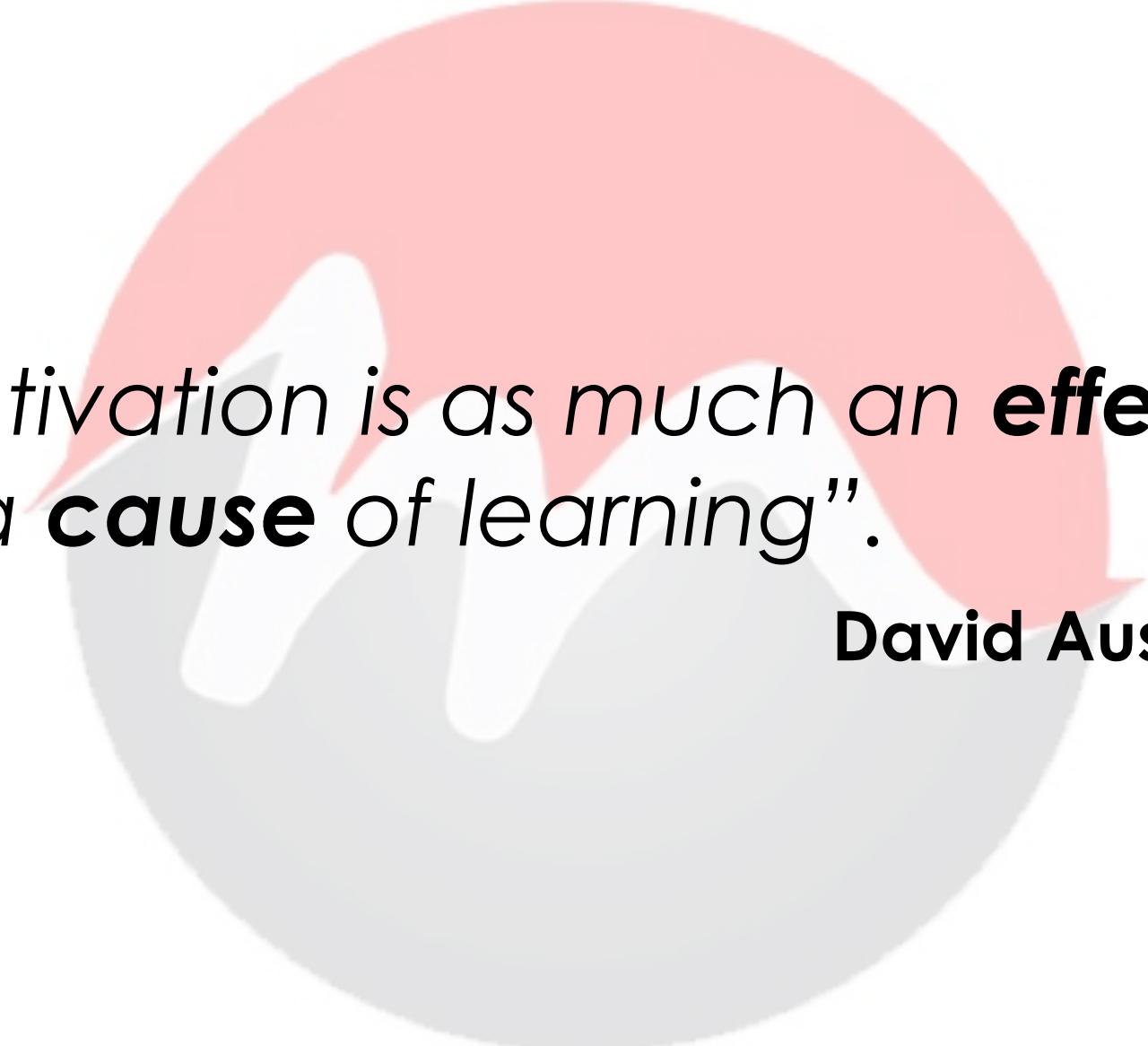
**RELATIONSHIPS**

**ENGAGEMENT**  
(& 'FUN')

**A POSITIVE CLASSROOM  
MANAGEMENT PLAN**

*(that organises the  
classroom for success)*

**LEARNER  
MOTIVATION**



*"Motivation is as much an **effect**  
as a **cause** of learning".*

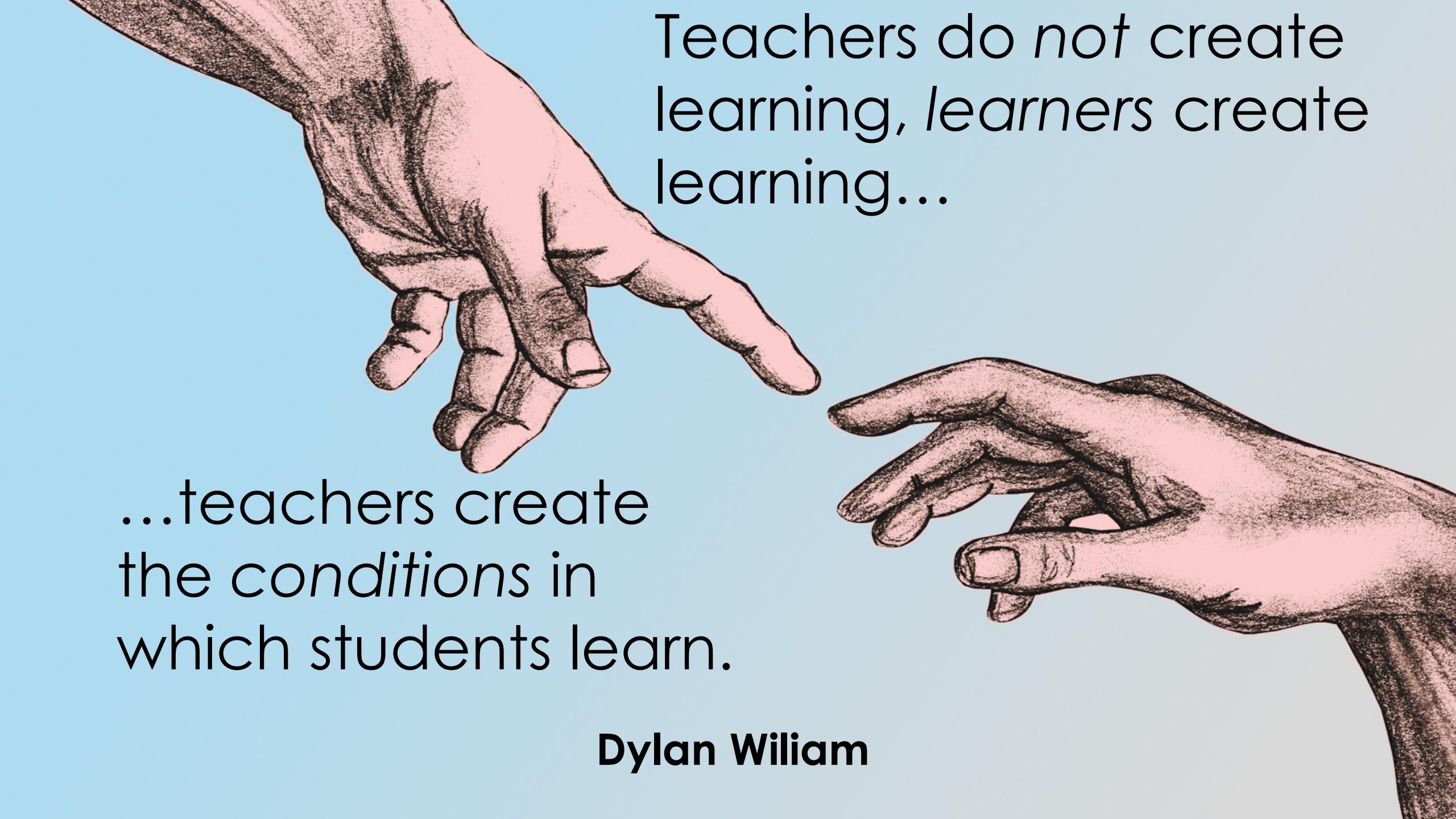
**David Ausubel**



The BIG Question...

How do great  
teachers “*deliver*” this  
type of learning?





Teachers do not create learning, learners create learning...

...teachers create the conditions in which students learn.

Dylan Wiliam

# The “Bottom” Line...!



Our CHALLENGE with ELT is not  
‘teaching English’...



...it is in ‘*creating REAL learners*’!



*Technology*

LEGACY

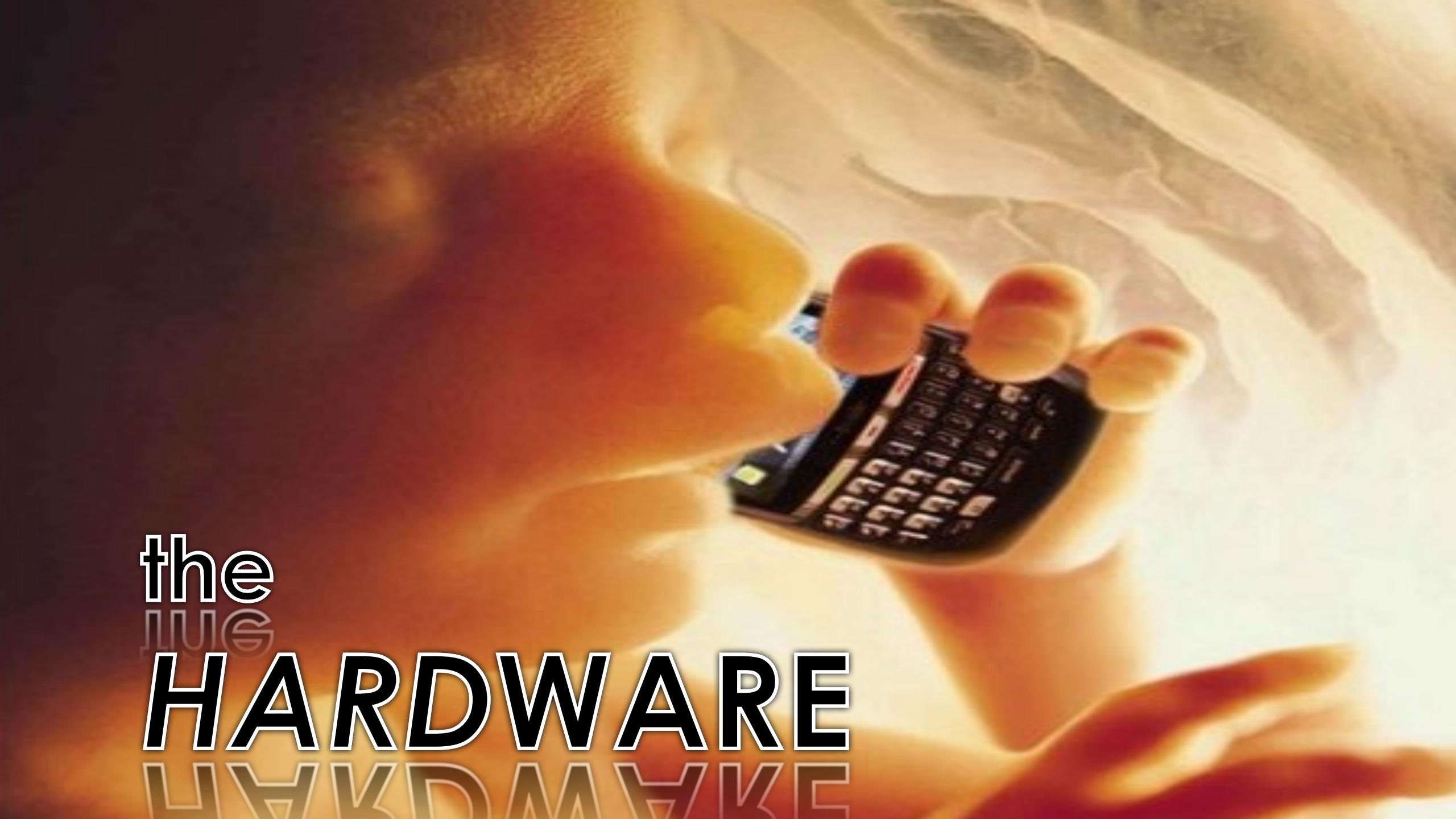
*21st Century*

*Teachers*

LEGACY



It's NOT  
about...  
about...



the  
HARDWARE  
MAKERS

# the SOFTWARE



the SOFTWARE 2011

the  
IUG

# APPWARE

APPWARE



It **IS**  
**all**  
**about**...  
**about**...

about

Hubo Lab

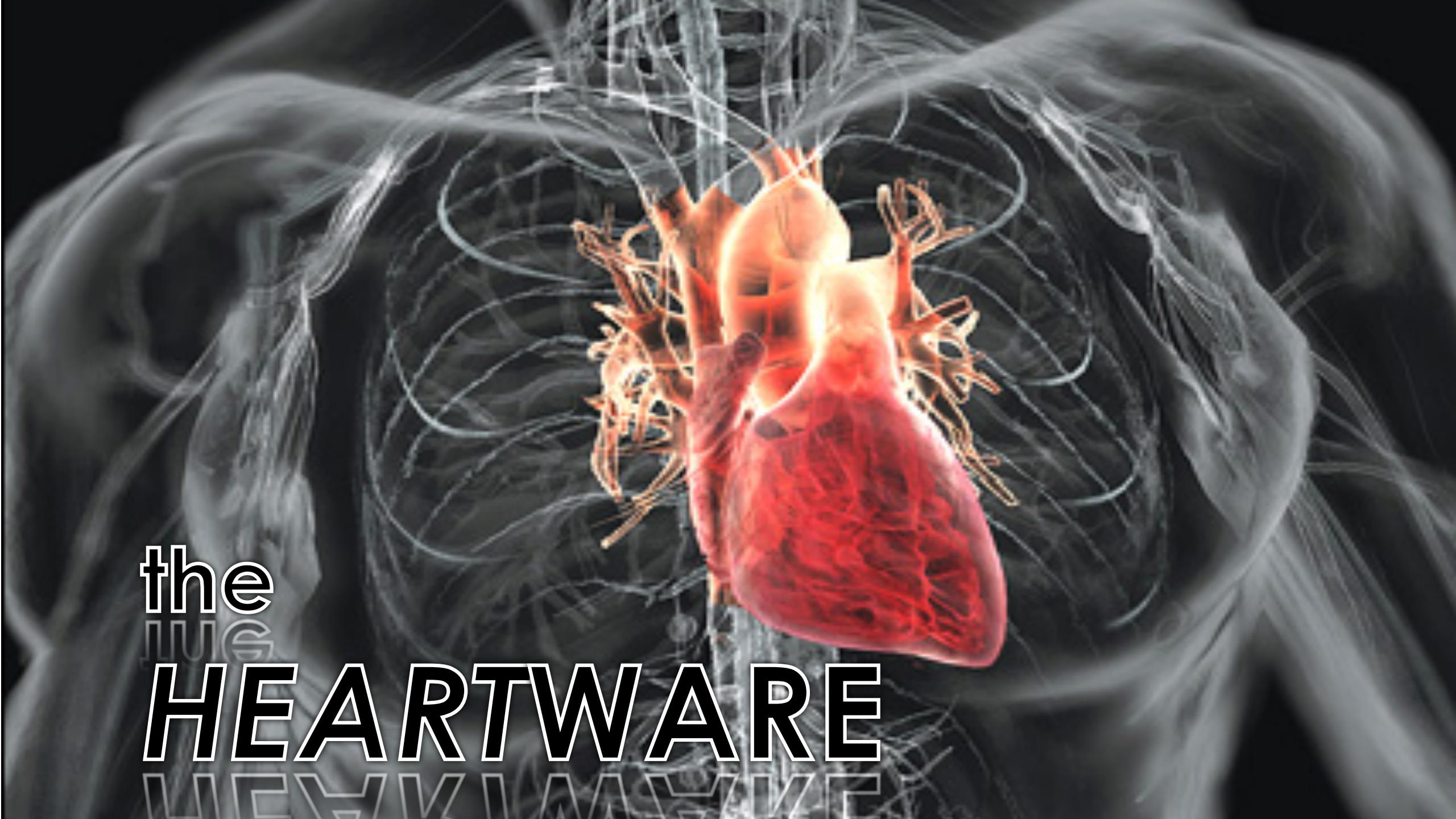
KAIST



Albert Hubo

the  
IUG  
**HEADWARE**





the  
HEARTWARE  
ARTWARE

the

# CAREWARE

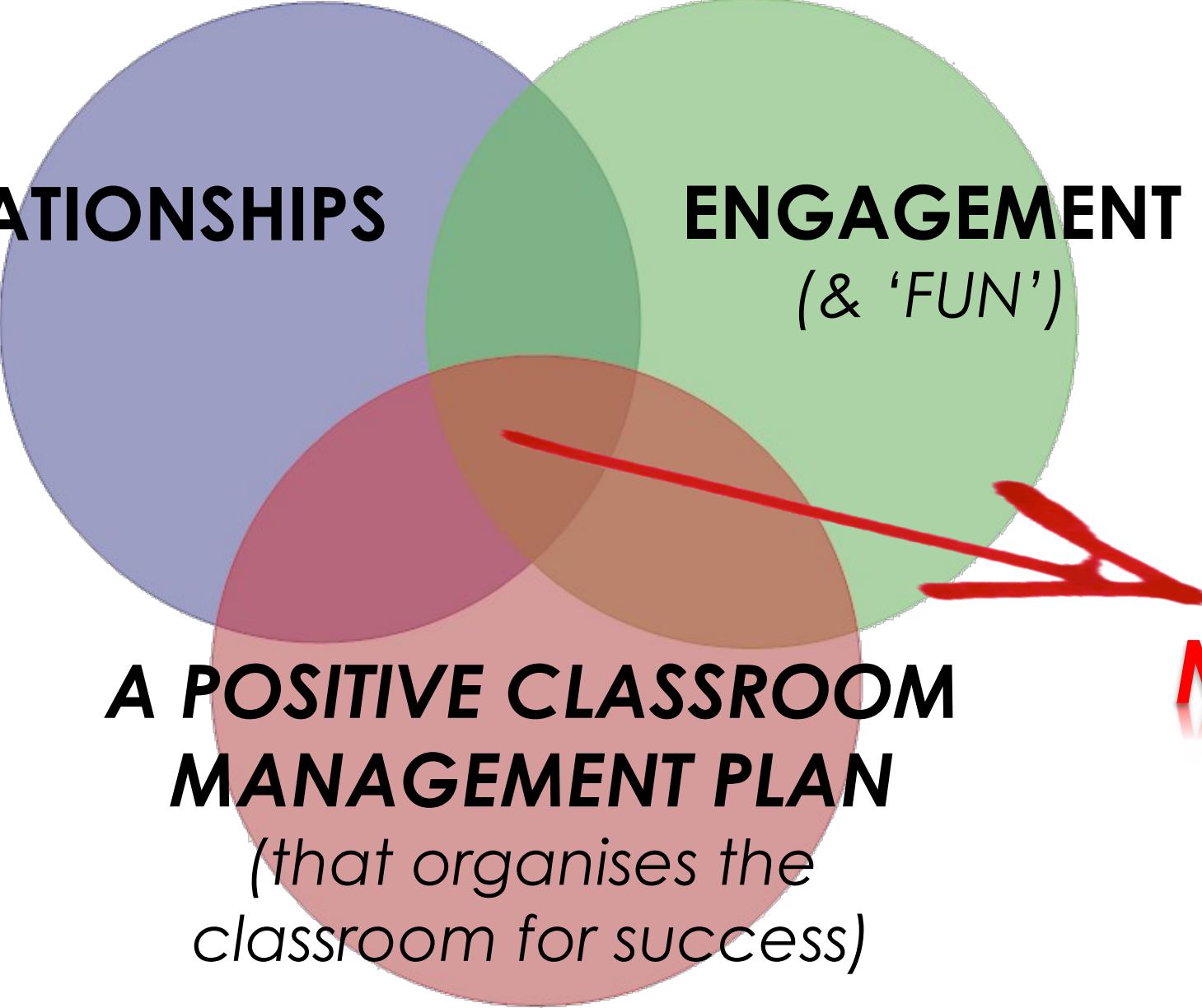
WE MAKE



...Learning FIRST



Technology SECOND...



**RELATIONSHIPS**

**ENGAGEMENT**  
(& 'FUN')

**A POSITIVE CLASSROOM  
MANAGEMENT PLAN**

*(that organises the  
classroom for success)*

**LEARNER  
MOTIVATION**



- How can I use technology for ***my own professional learning?***
- How can I use technology to ***help my students learn in the classroom?***
- How can I use technology to ***help my students learn for themselves?***

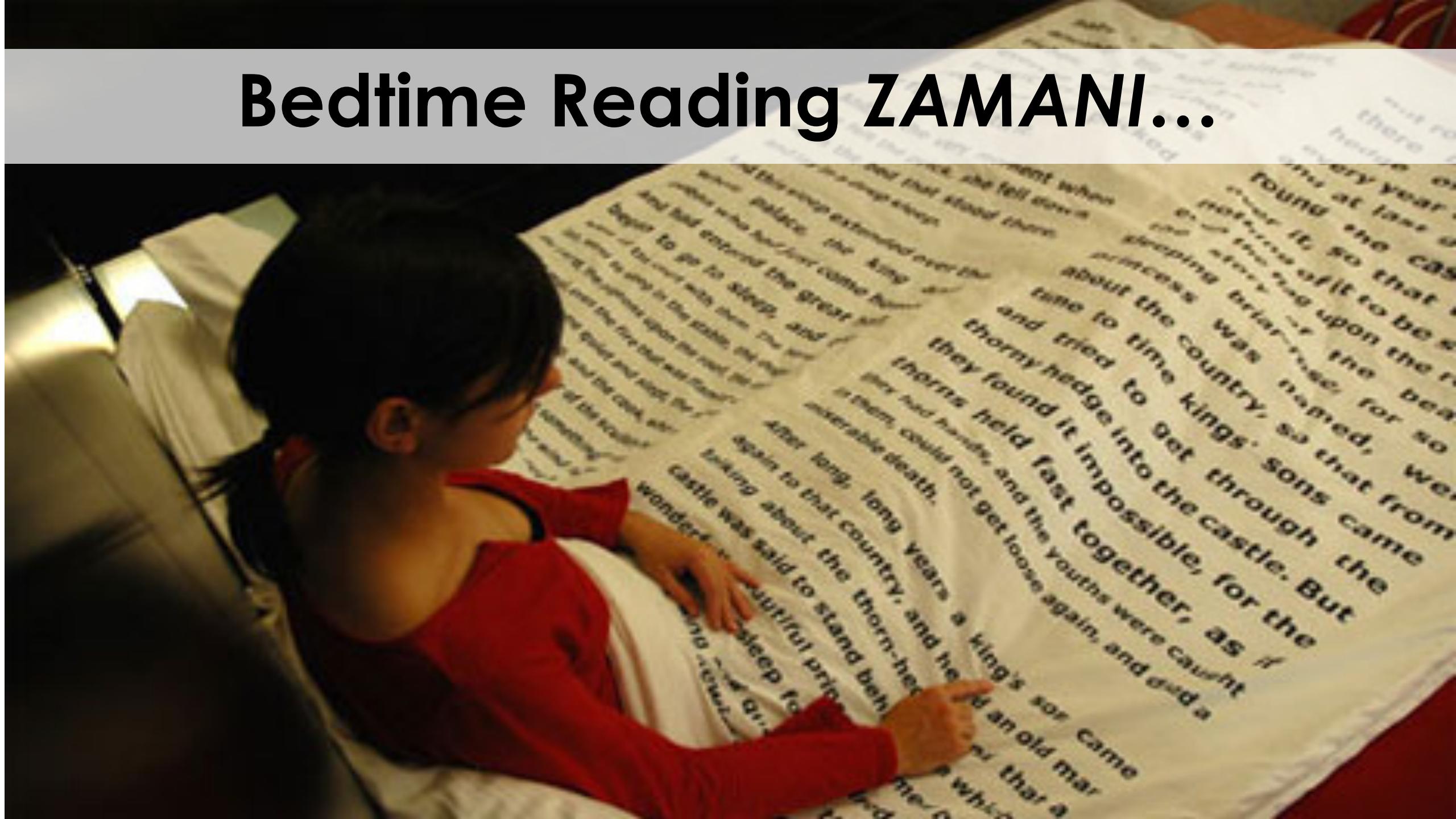


***tonygurr@gmail.com***

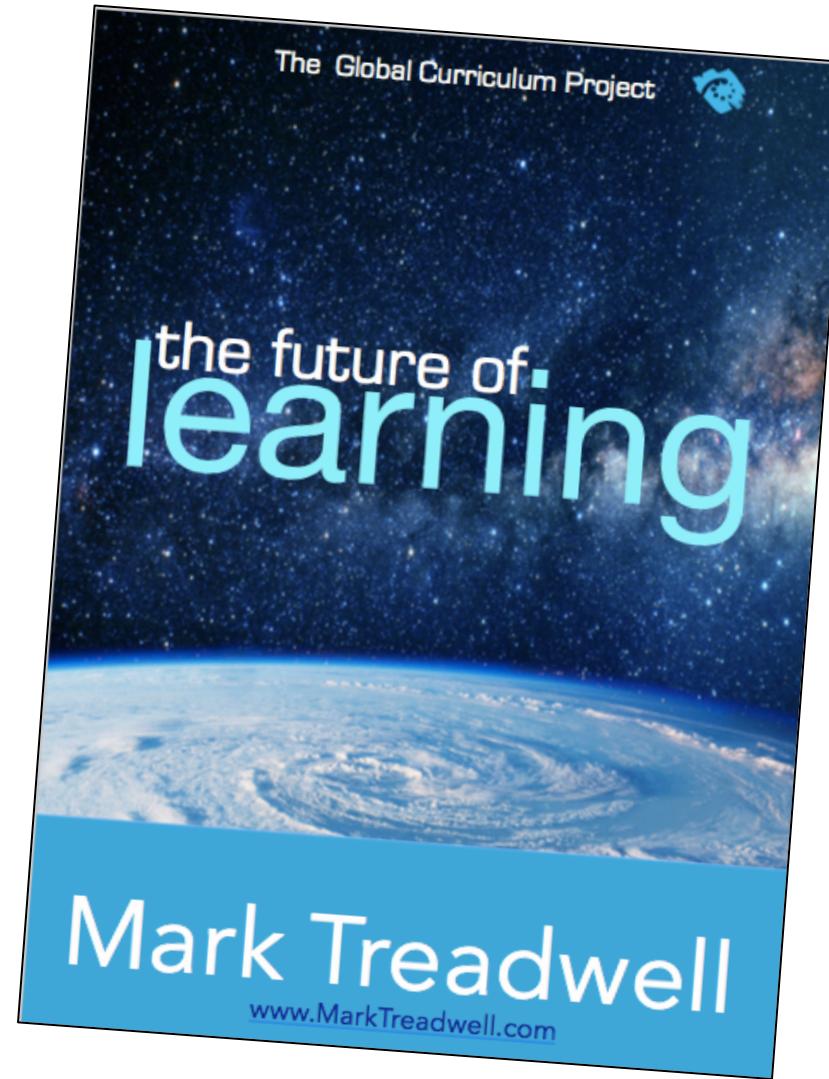


Learning, Teaching and Assessment Solutions

# Bedtime Reading ZAMANI...



**DOWNLOAD URL: <http://bit.ly/2tZJdAj>**



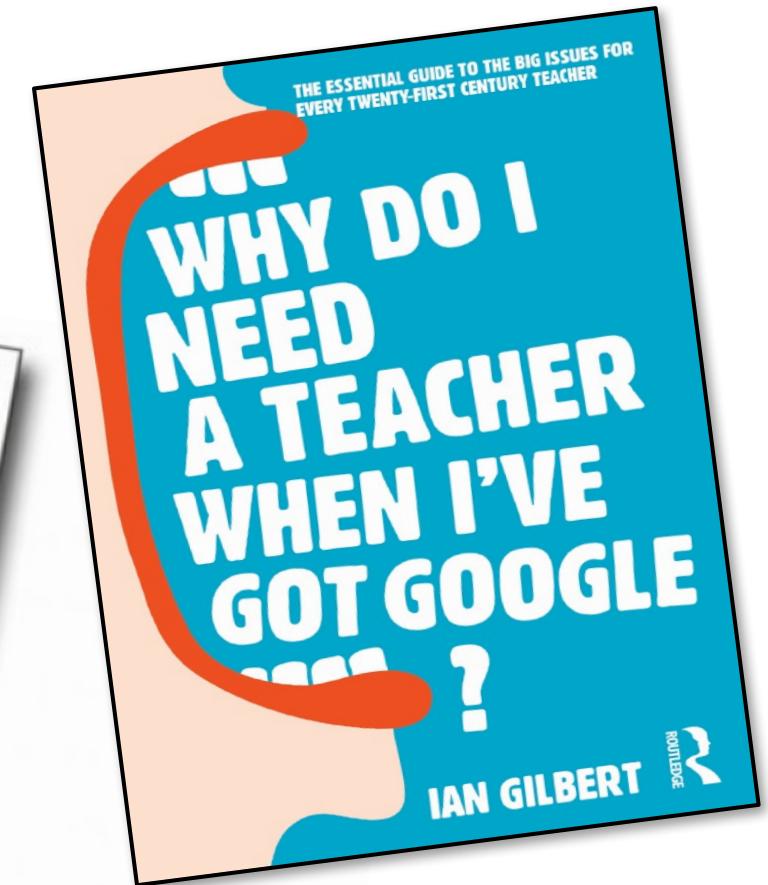
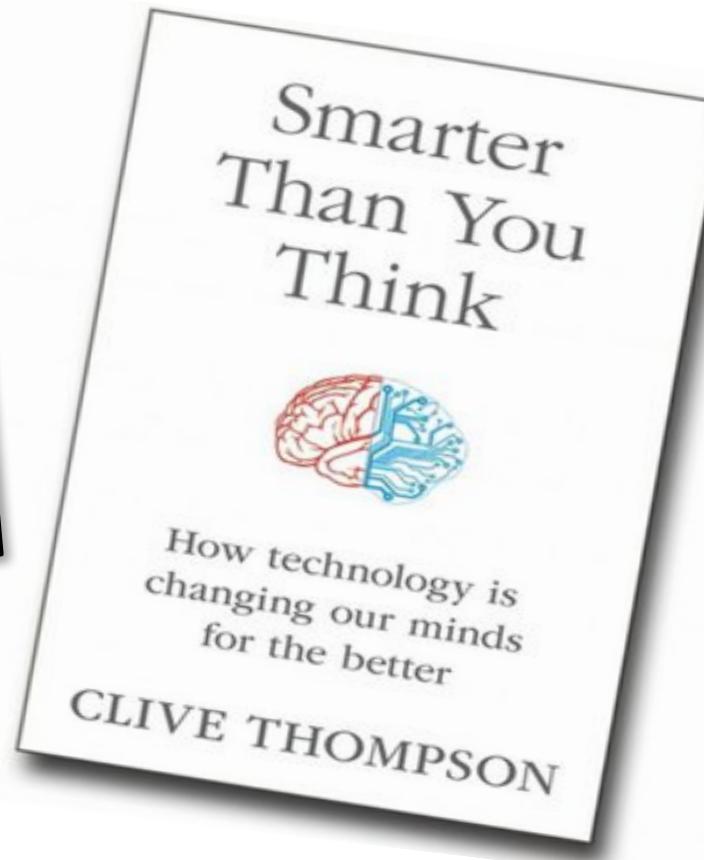
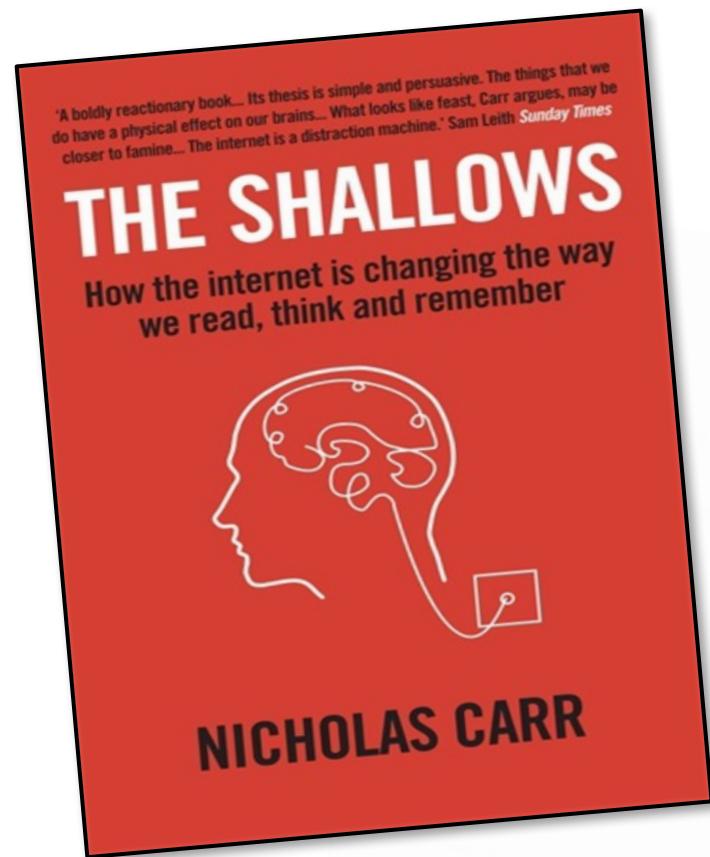
# transformational **TEACHING**

IN THE INFORMATION AGE

MAKING WHY AND  
HOW WE TEACH  
**RELEVANT**  
TO STUDENTS

THOMAS R. ROSEBROUGH

| RALPH G. LEVERETT



**WEBSITE:** <http://www.brainrules.net/>

