

# 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!***

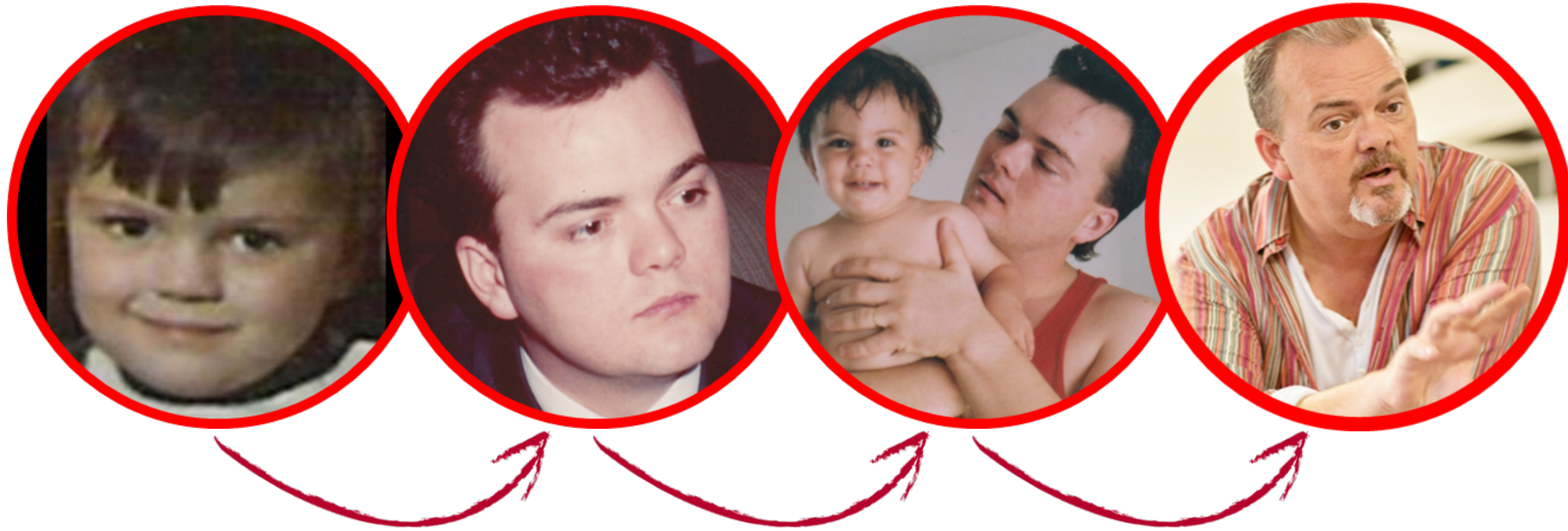




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***tonygurr@gmail.com***

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

**John Rogers**

**LEARNiNg**

**TEACHing**

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







*Technology*

*21st Century  
Teachers*







Olena Benedyktova

# Alphabet most of us got to learn...

Aa  apple	Bb  bat	Cc  cat	Dd  dog	Ee  Ed	Ff  fun
Gg  game	Hh  hat	Ii  igloo	Jj  jug	Kk  kite	Ll  lamp
Mm  man	Nn  nut	Oo  octopus	Pp  pan	Qq  queen	Rr  rat
Ss  snake	Tt  top	Uu  up	Vv  van	Ww  wind	Xx  fox
Yy  yellow	Zz  zebra				



# 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: YOU TUBE



Z: ZORPIA



**BUT**



*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







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





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



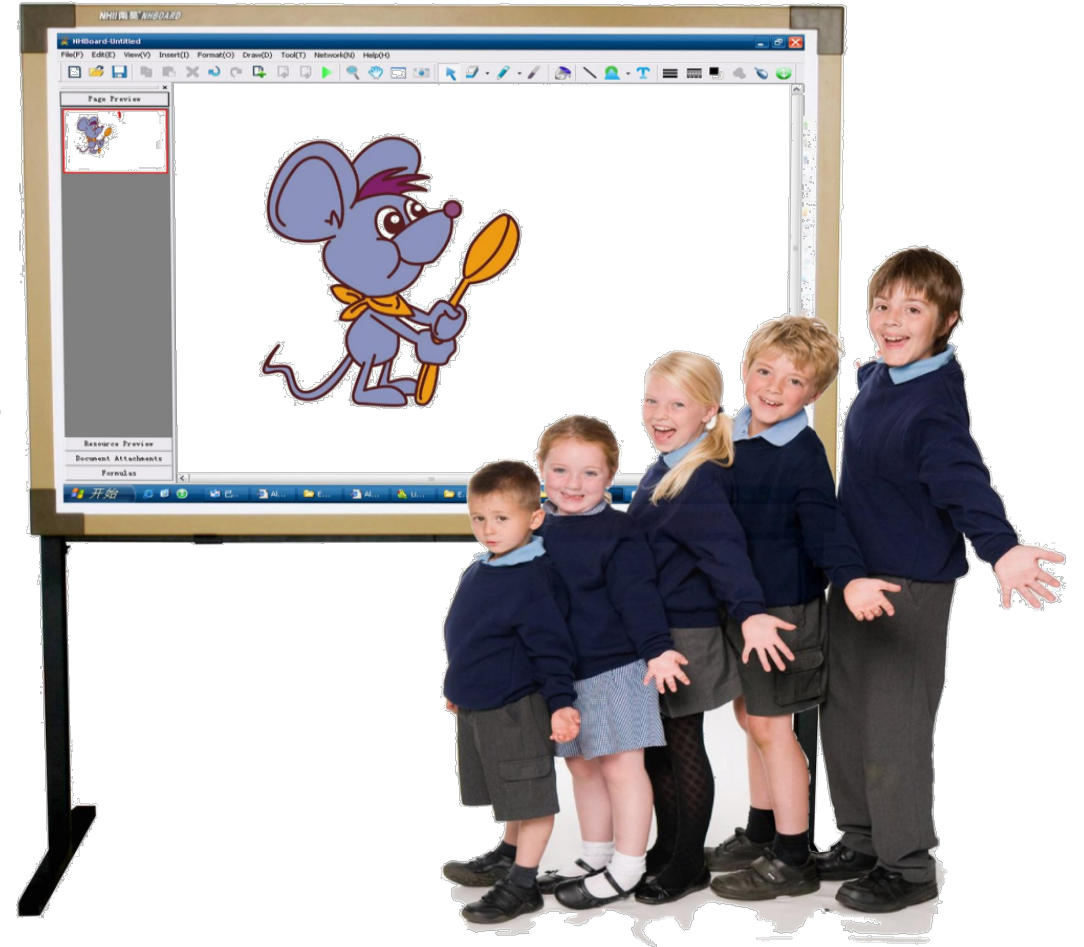
= 2 points



= 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



= 3 points



= 2 points



= 1 point



= 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



Two red pushpins are pinned to the top edge of the yellow sticky note.

How did  
that little  
audit make  
you feel 

A small 3D white figure stands next to a large red question mark.



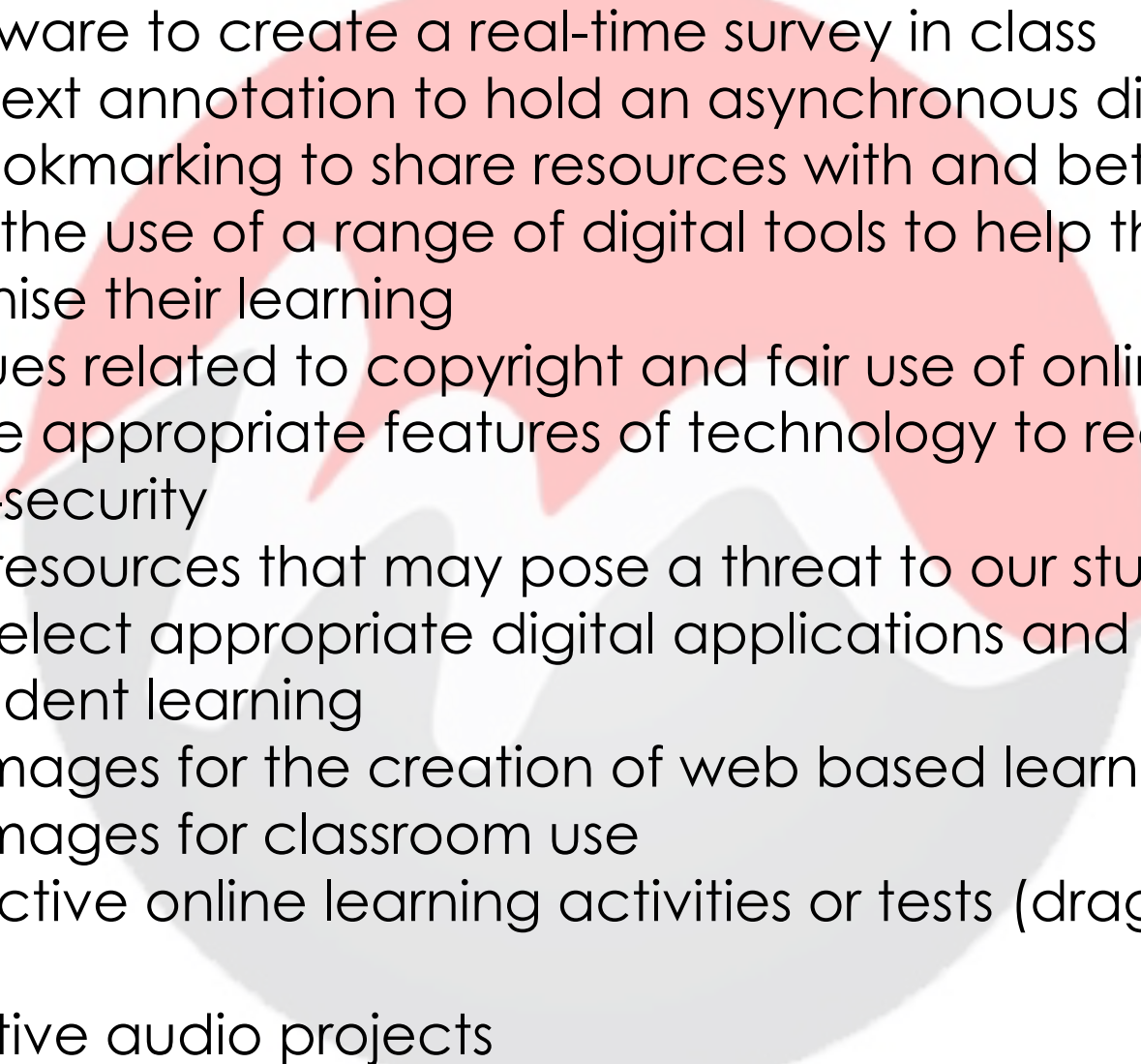
**SHAME! SHAME! SHAME!**

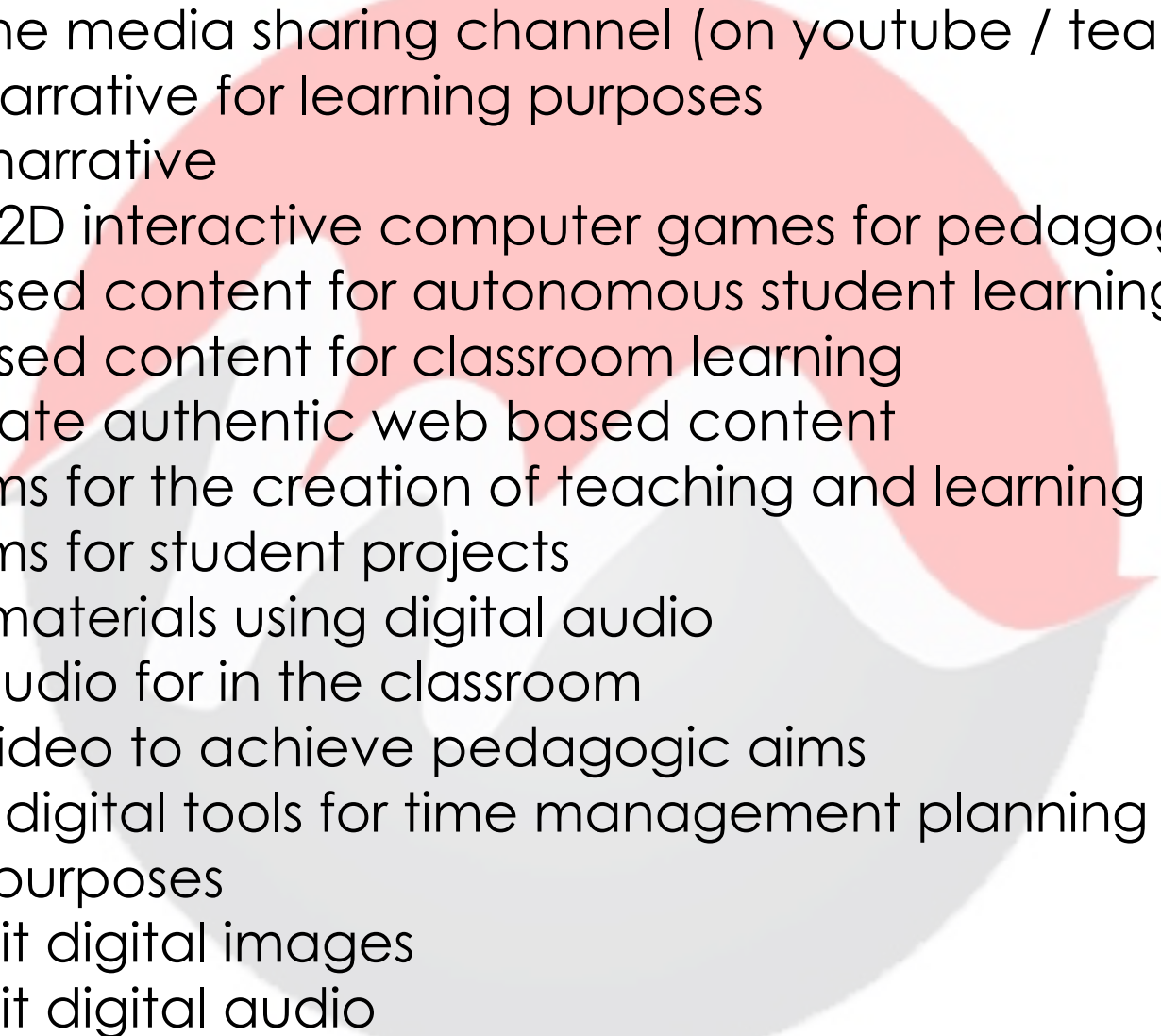
We ain't

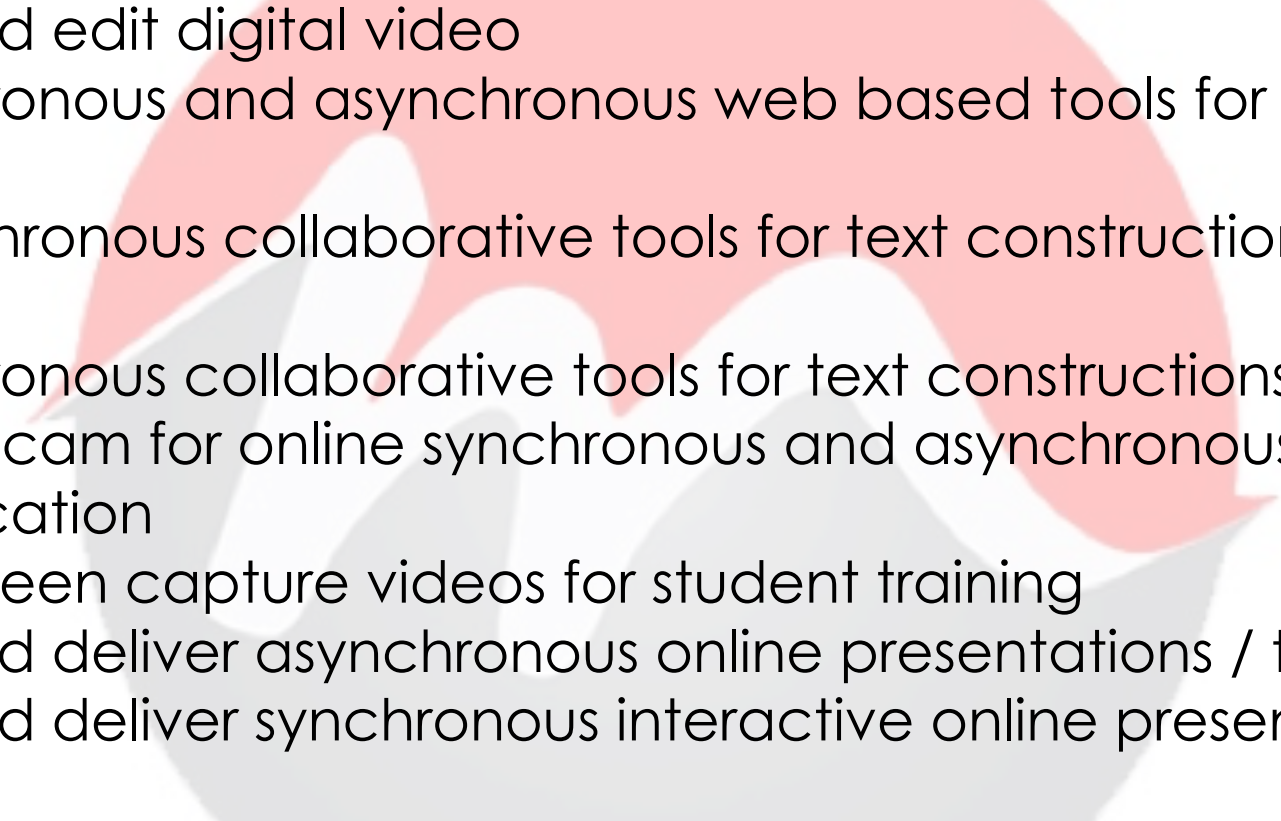
**FINISHED**

yet, guys n' gals!



- 
- A faint background graphic showing a hand holding a globe, with the hand in light blue and the globe in light red.
- 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 out 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







Death by.....

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”*

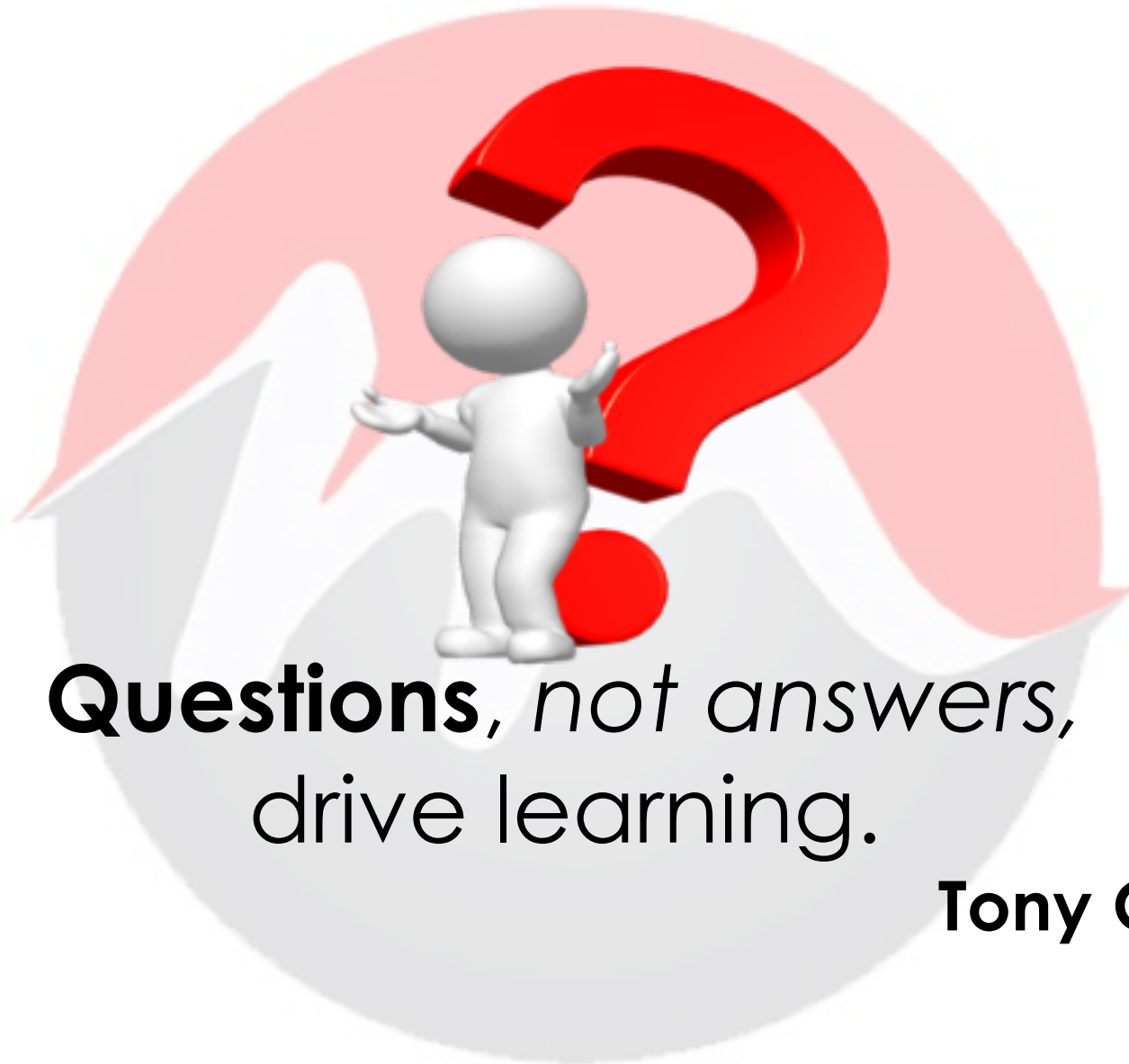
**John Rogers**

**LEARNiNg**

**TEACHing**

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



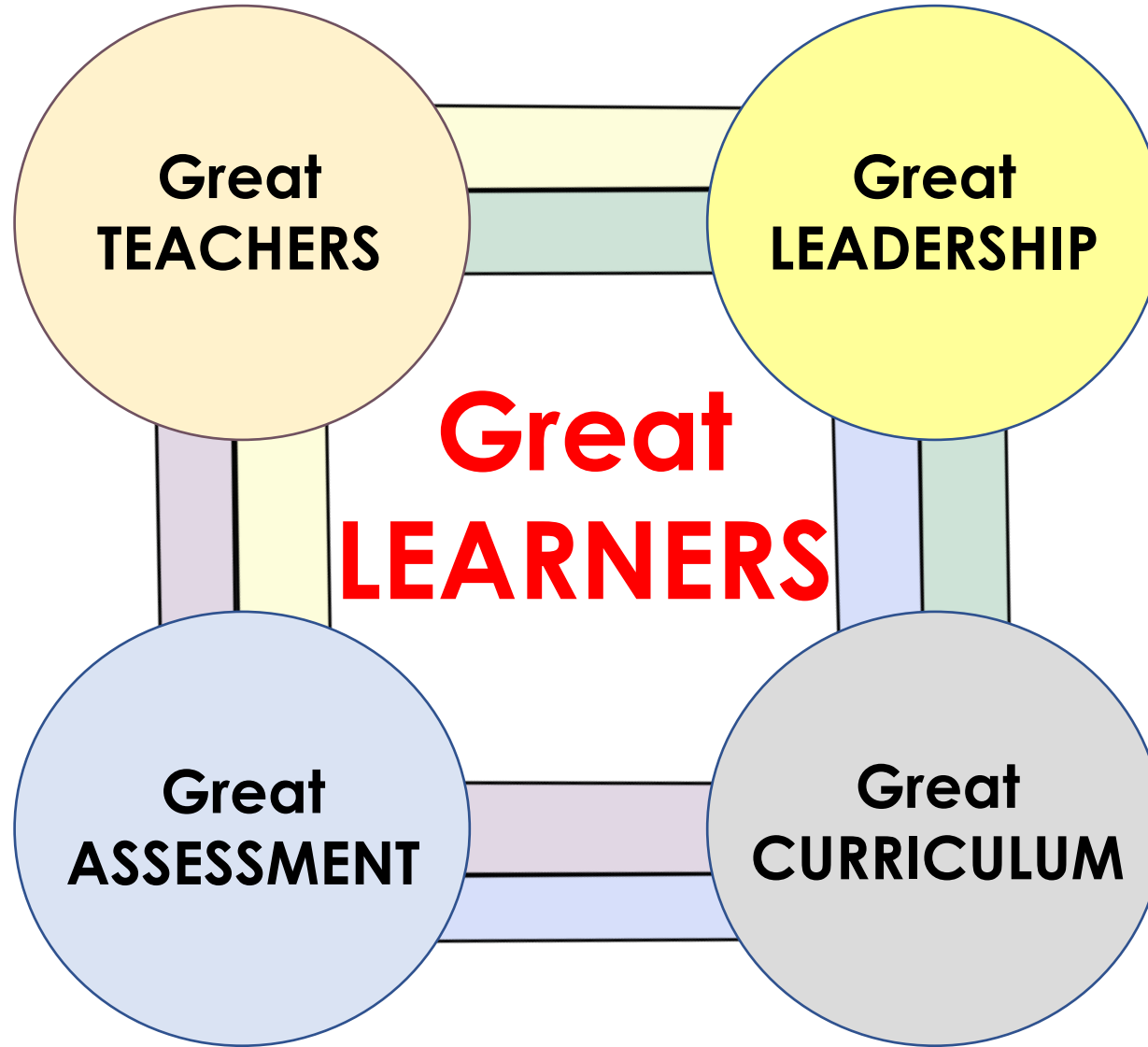


**Questions,** *not answers,*  
drive learning.


**Tony Gurr**



How do we  
build a  
***‘great’ school?***

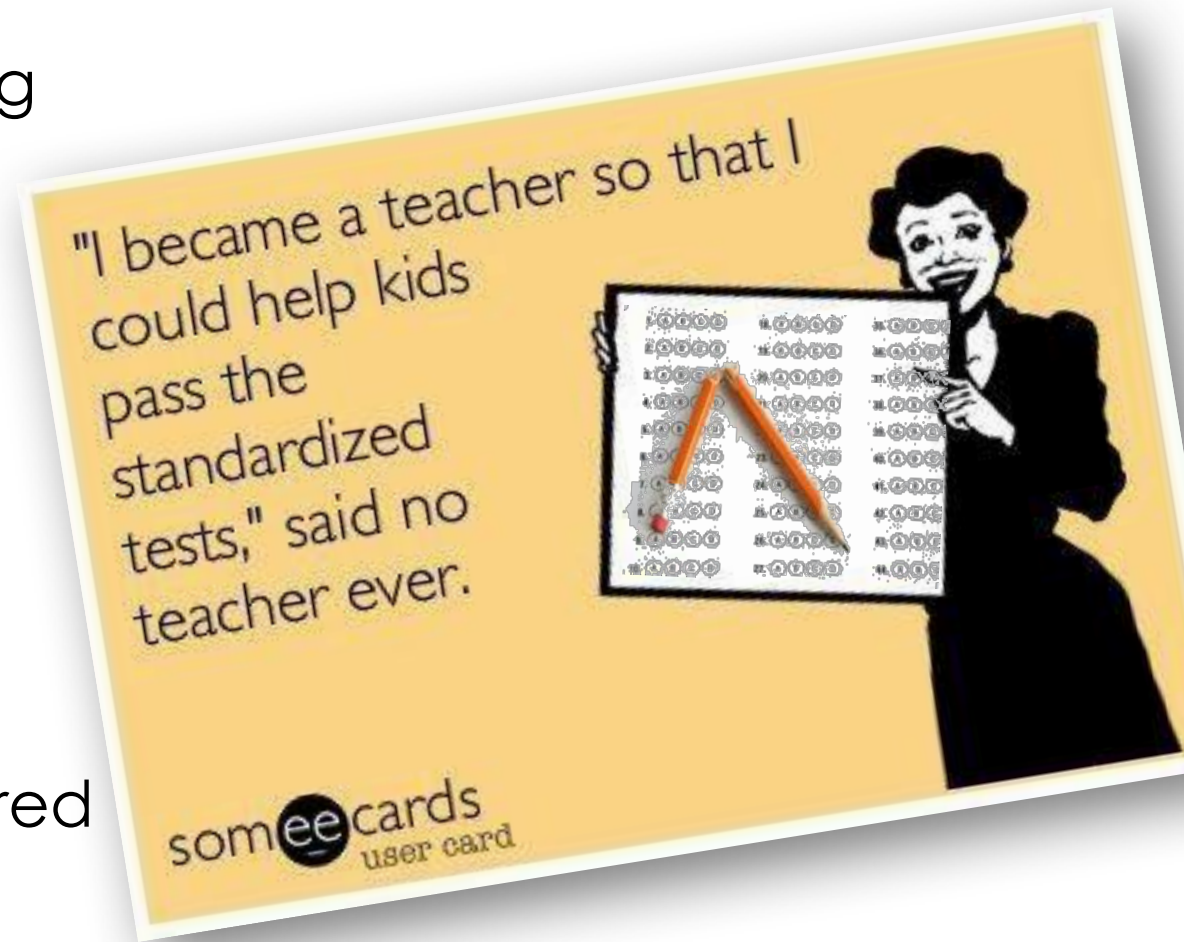


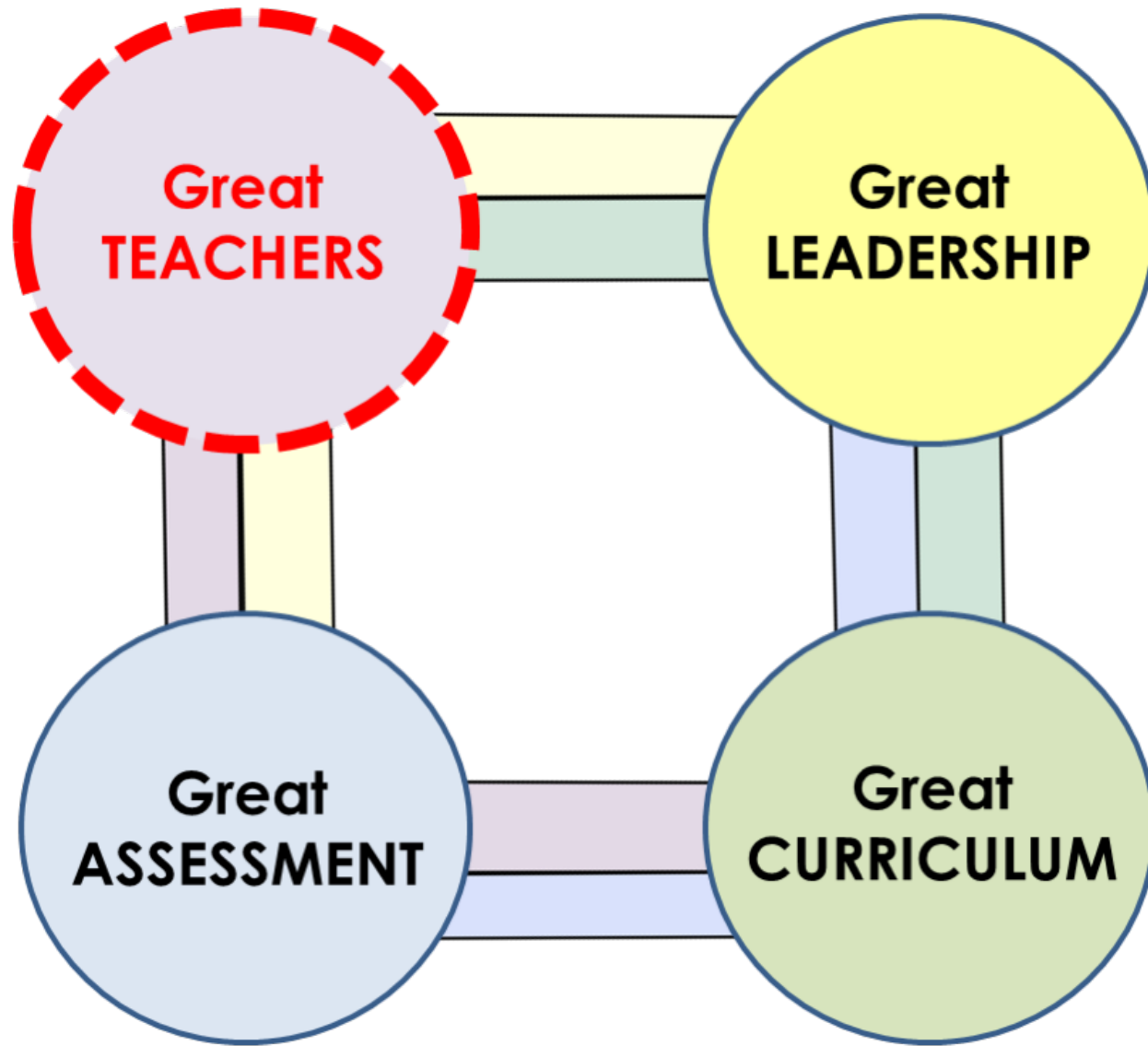


What factors most  
affect the ***success and  
achievement*** of students  
at school? 

# 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





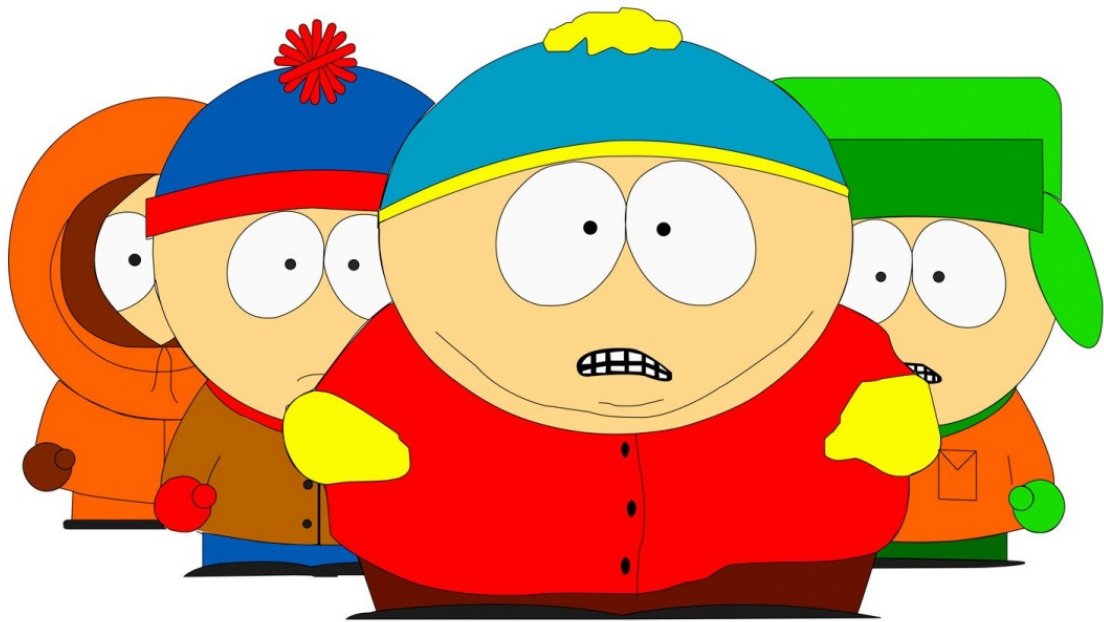


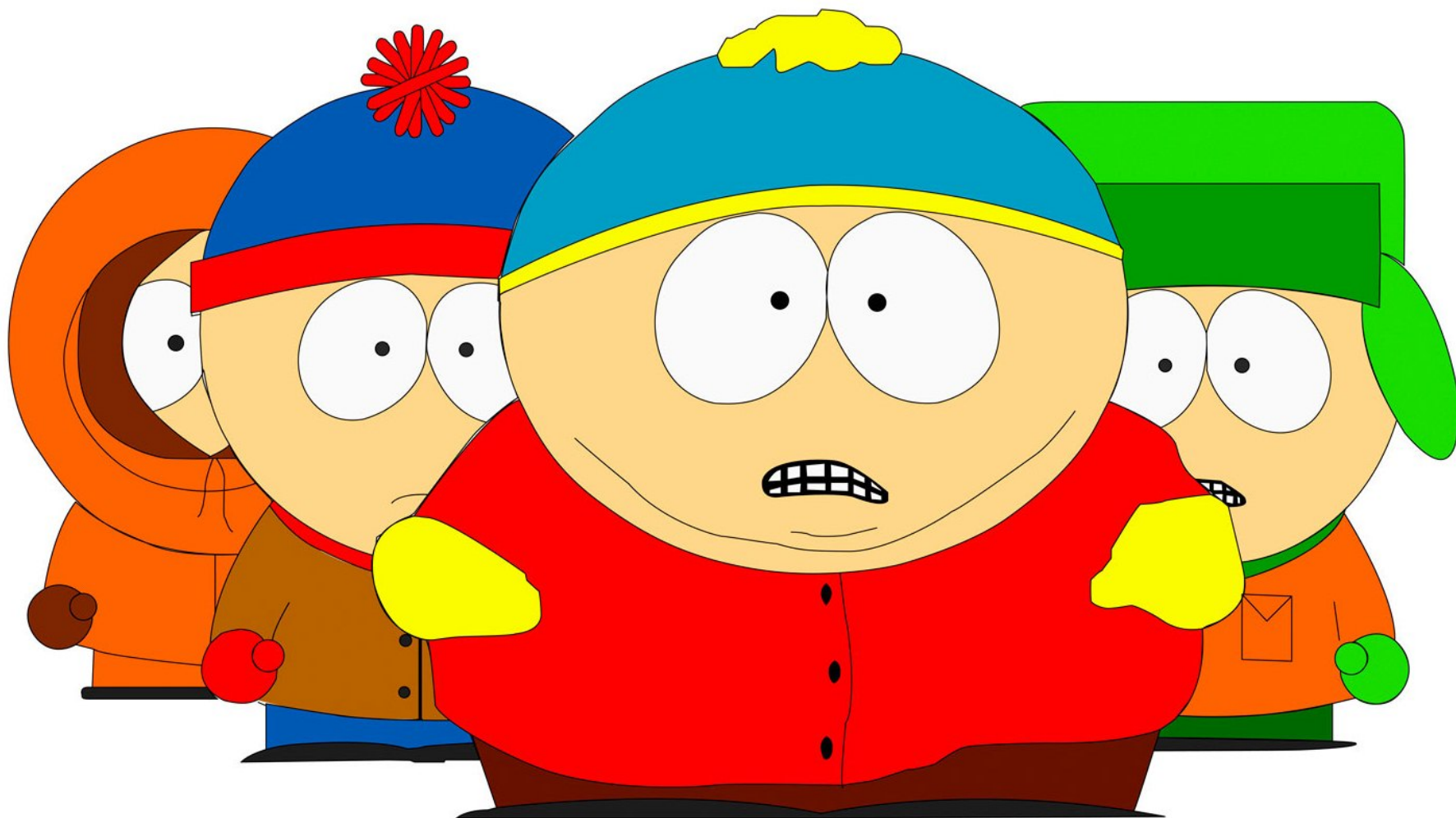
*...effective teaching is the most powerful in-school influence on student achievement.*

**Hattie (2003)**



**BUT**





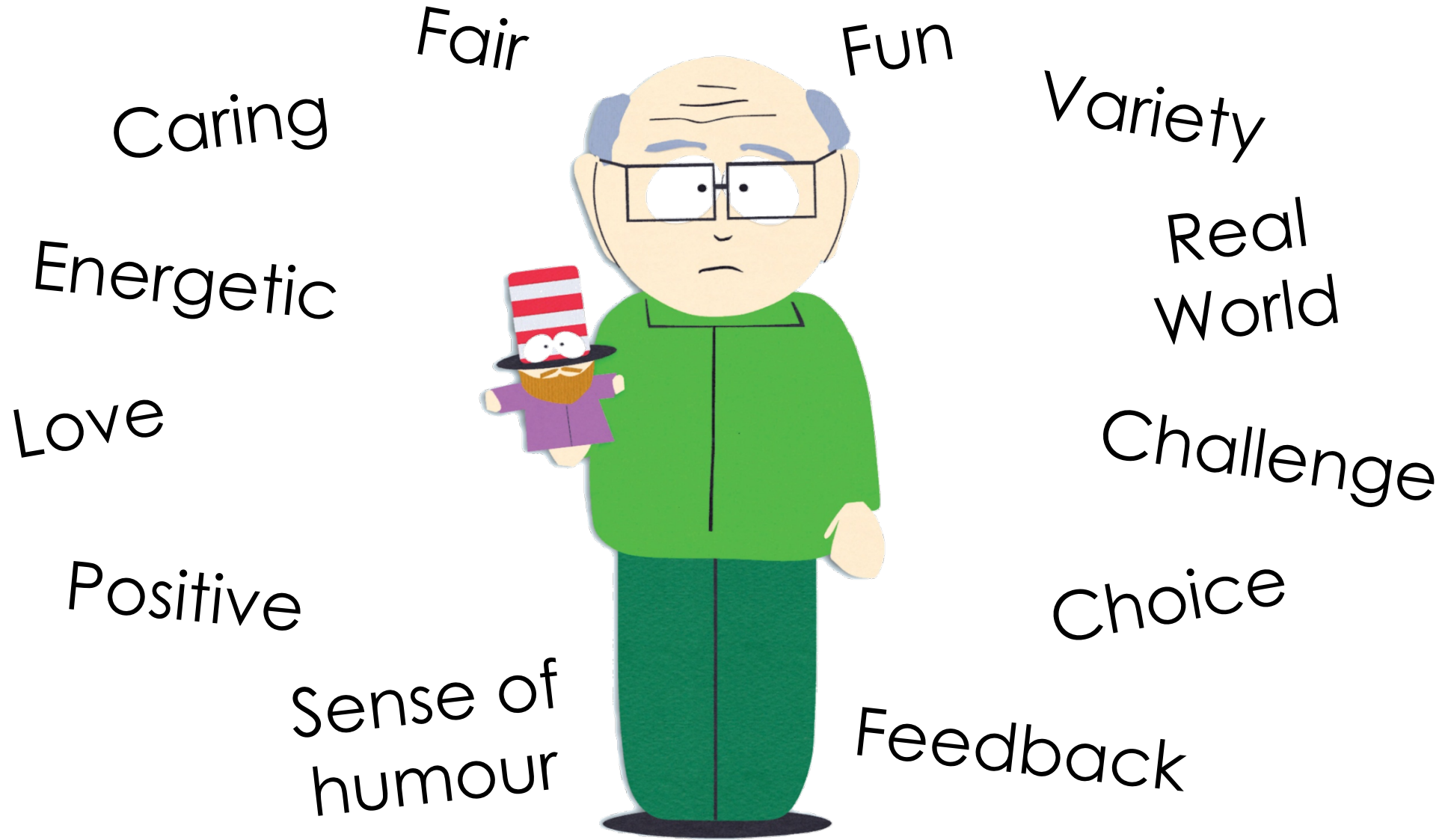
***Who was your  
favourite teacher?*** 

***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...



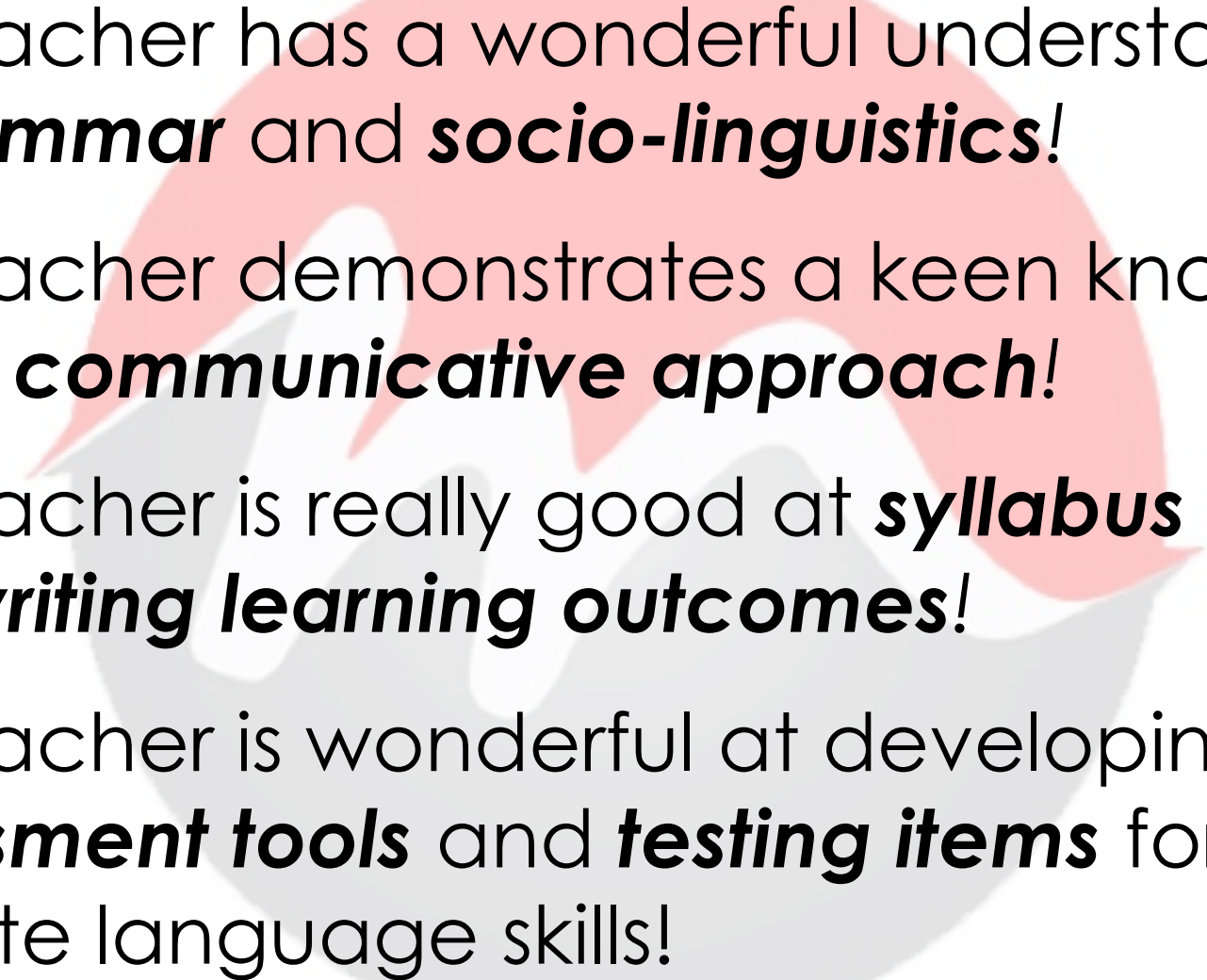
Ahoj

ПРИВЕТ

Cześć

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!

**BUT**

Uses student interests  
to plan her lessons

Has energy  
& passion

Uses a variety  
of activities

Speaks really  
good English

Is fair to  
all students

Gives 'Real World'  
examples in class

Explains things in  
a way students  
can understand

Has fun with  
her students

Gives students opportunities to  
work together & collaborate

Looks for authentic  
materials to use in class

Uses student feedback  
to modify his lessons

Shows respect  
to students

Has a good sense  
of humour

Cares about the  
students!



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

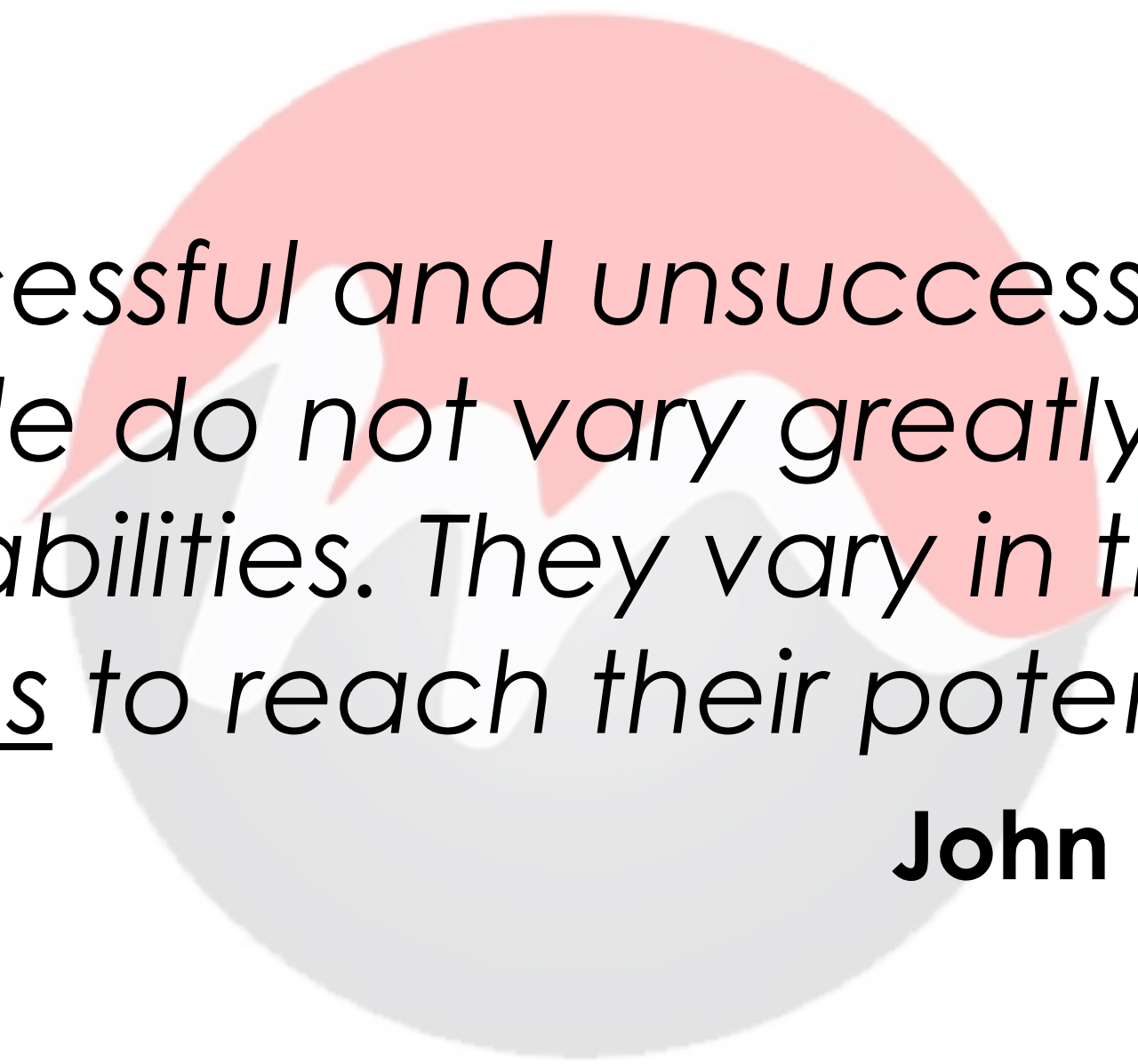


...but there is such a thing as a school  
*full of good teachers!*

**Dylan Wiliam**

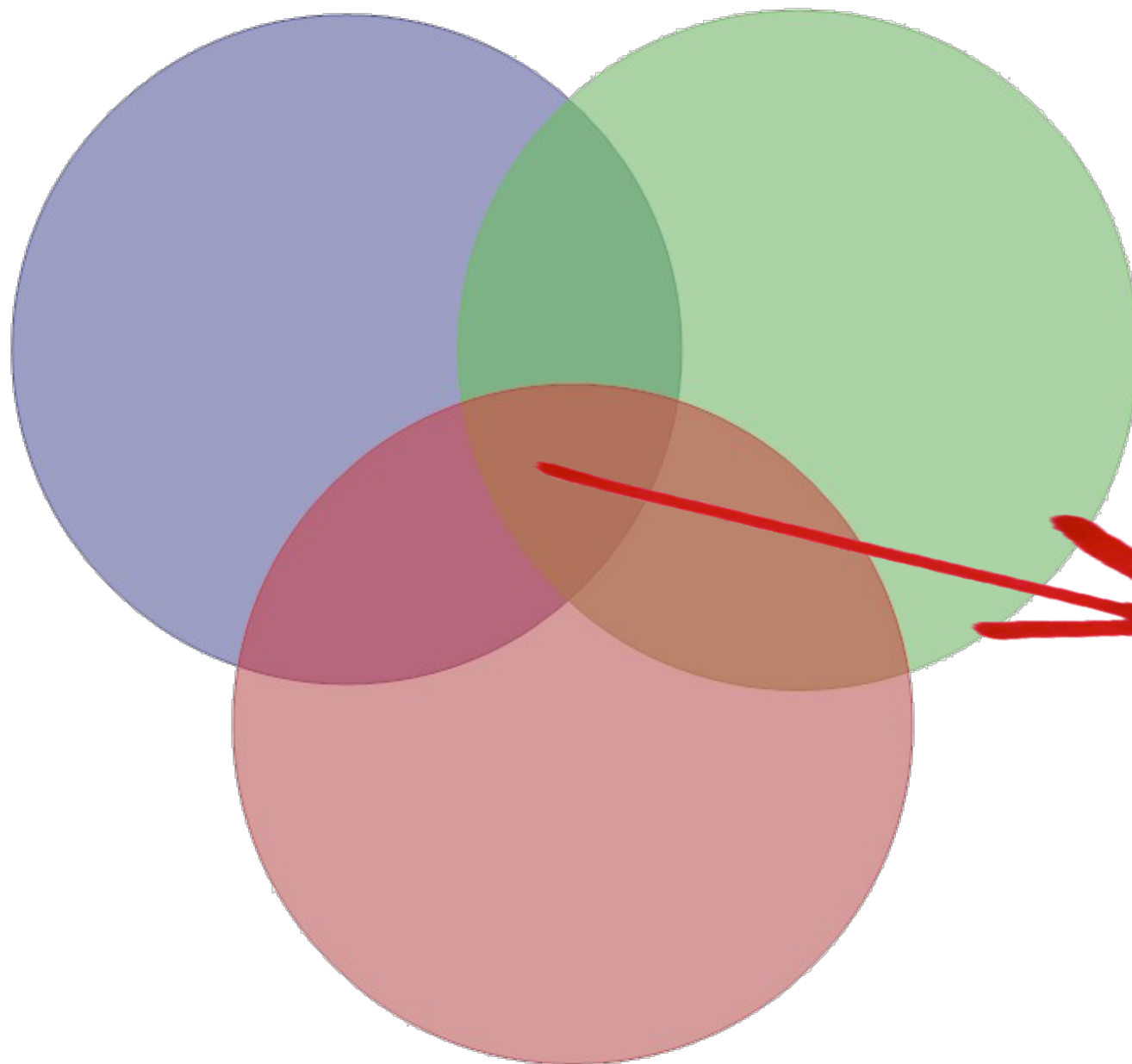


[illegible]



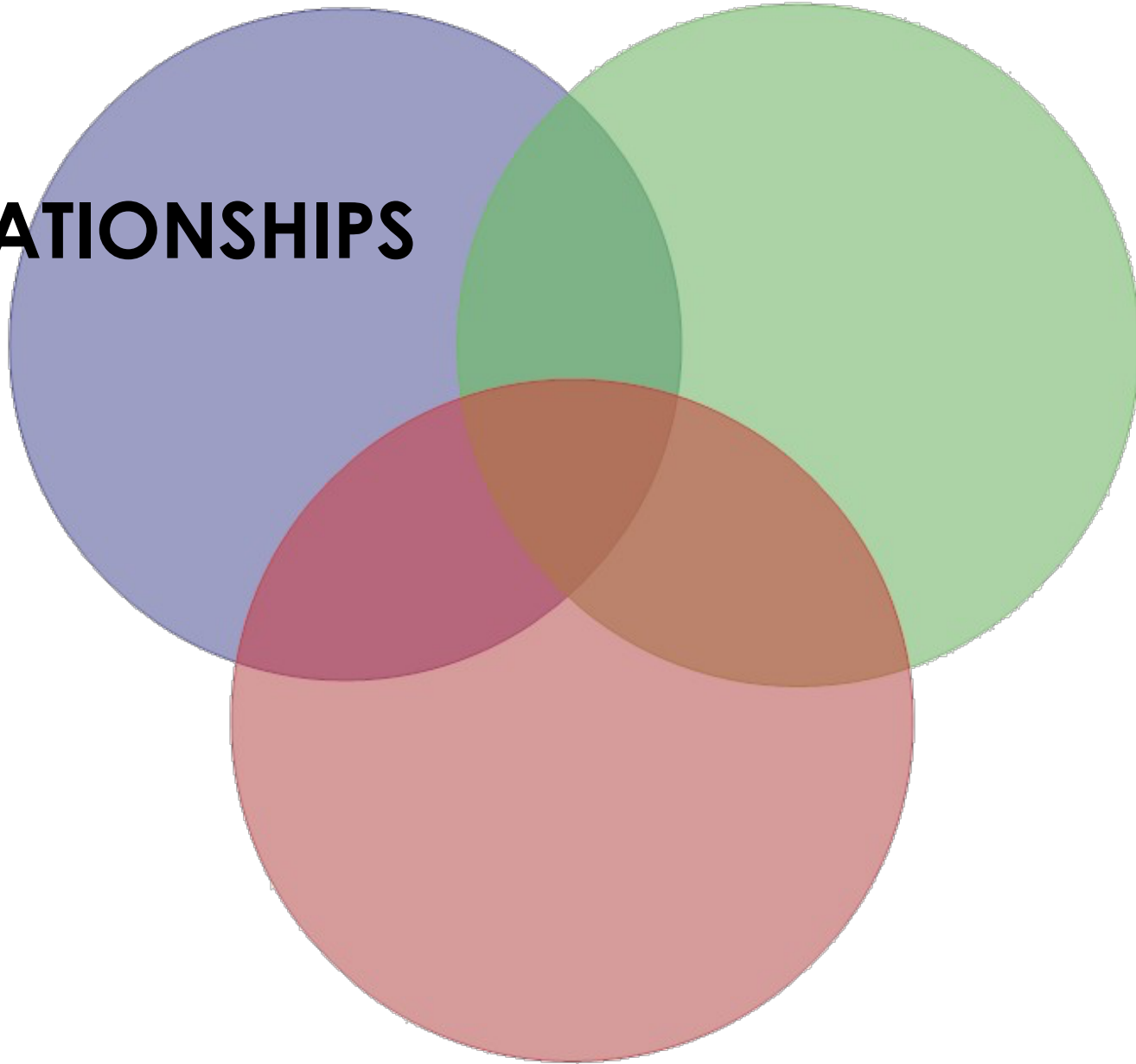
*“Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential”.*

**John Maxwell**



**LEARNER  
MOTIVATION**

**RELATIONSHIPS**



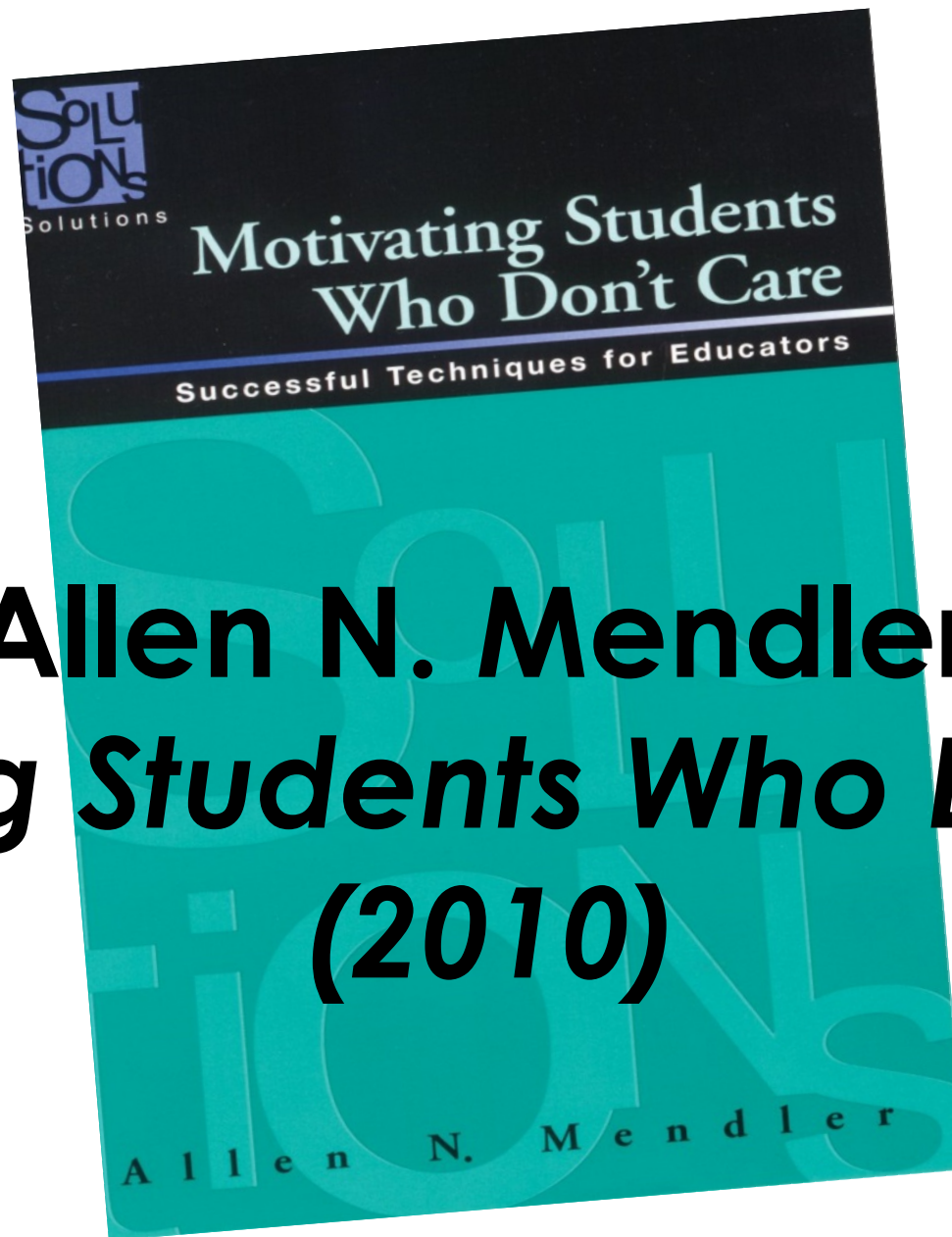


*Kids don't learn  
from people  
they don't like!*

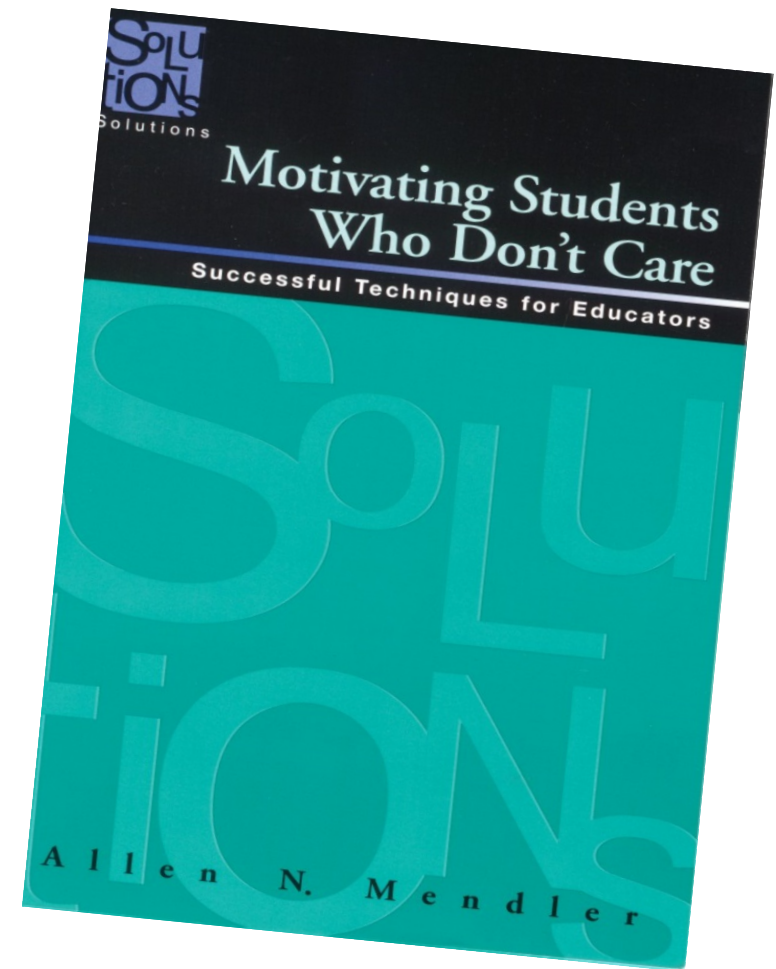
**Rita Pierson**







**Allen N. Mendler**  
***Motivating Students Who Don't Care***  
**(2010)**



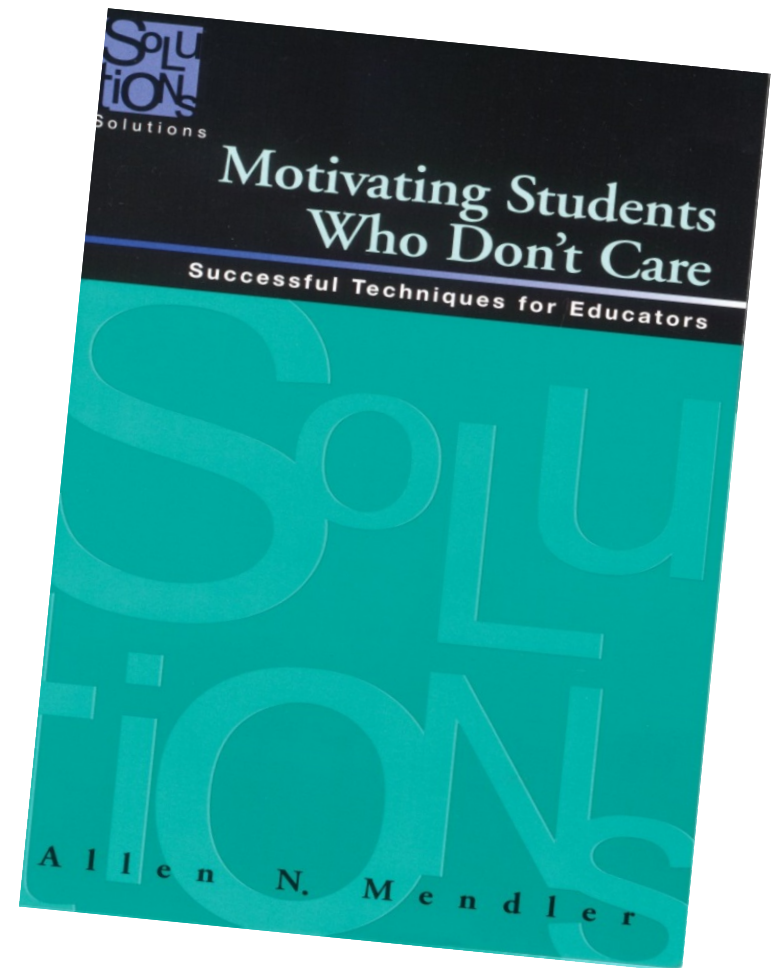
**Build relationships**

**Create hope**

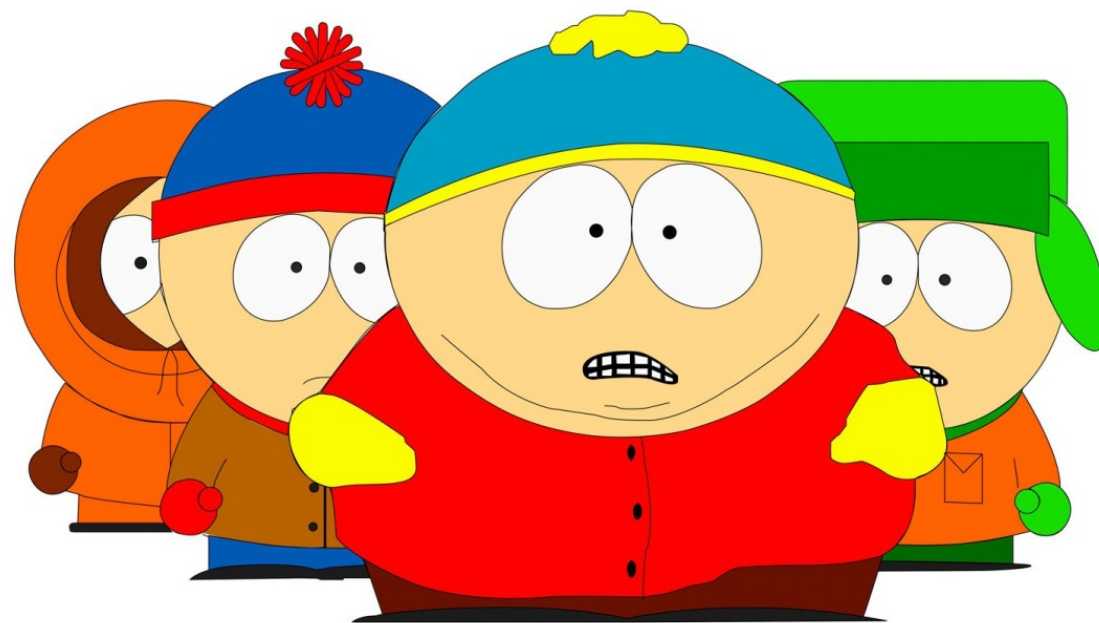
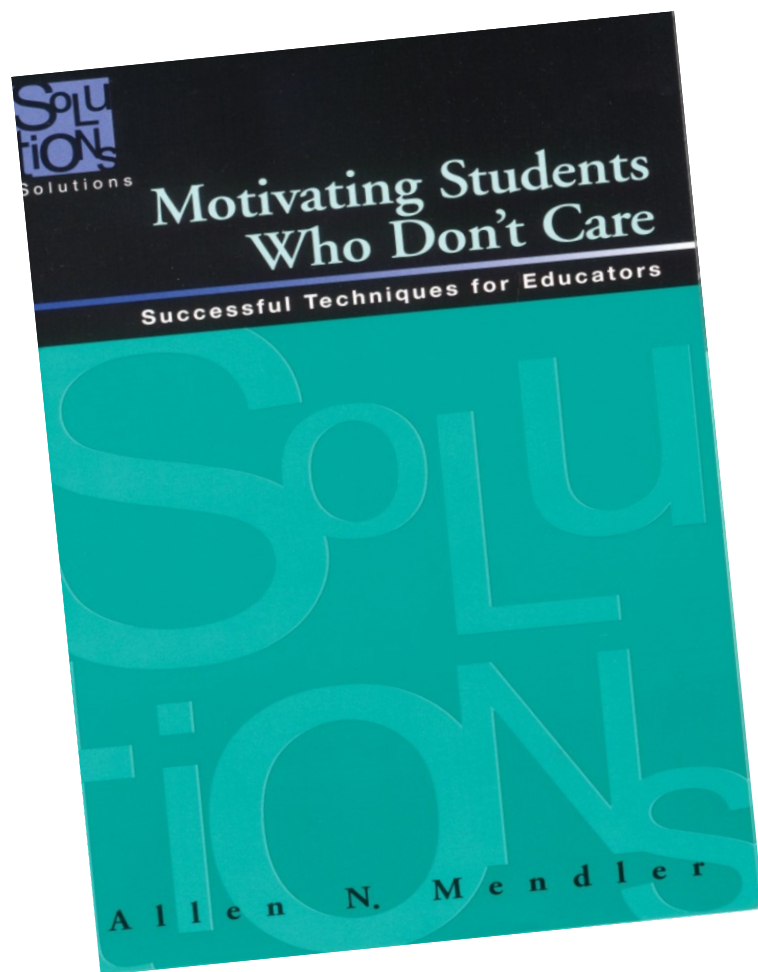
– *and be success-orientated*

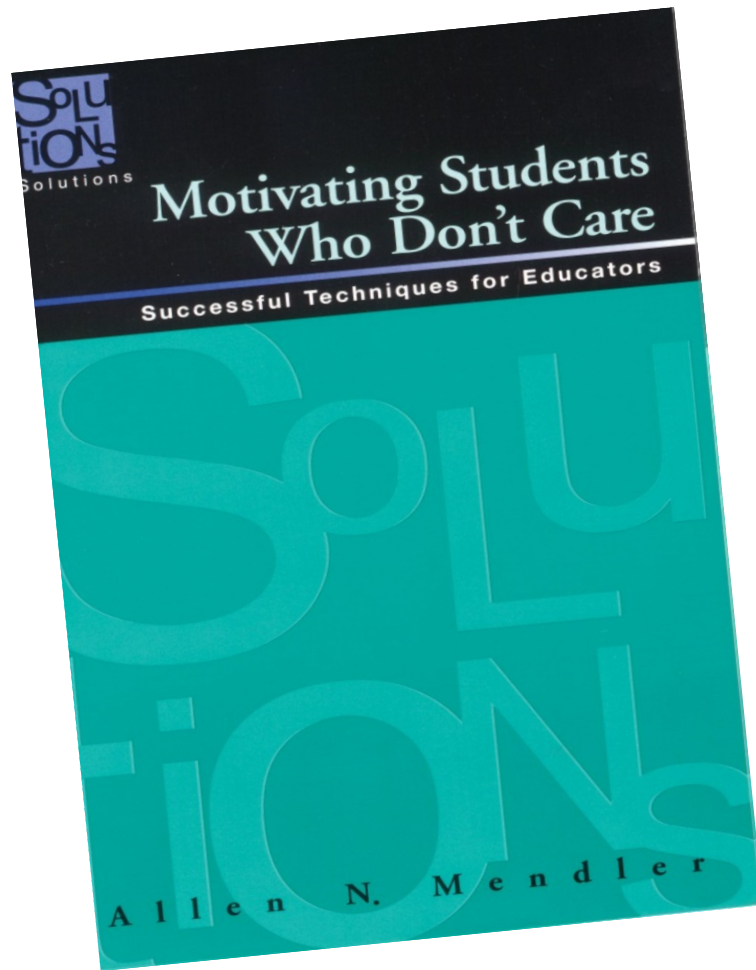
**Empasise effort**

**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**?









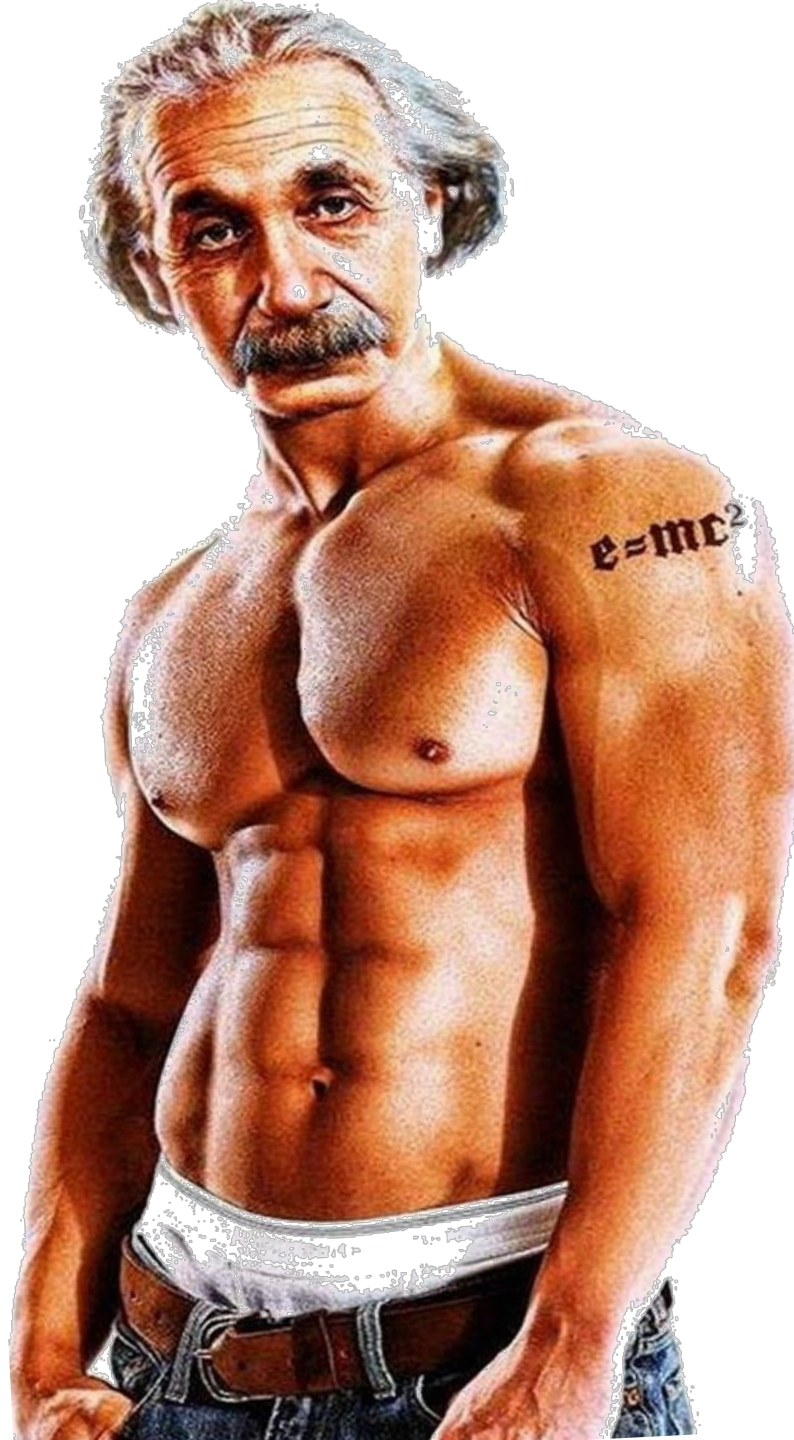


VICTORIA'S  
SECRET





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



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



A woman with long dark hair is shown in profile, playing a violin. She has her mouth open as if singing or shouting. The violin and bow are surrounded by bright orange and yellow flames and sparks, suggesting a powerful, intense performance. The background is a dark, textured brown.

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!

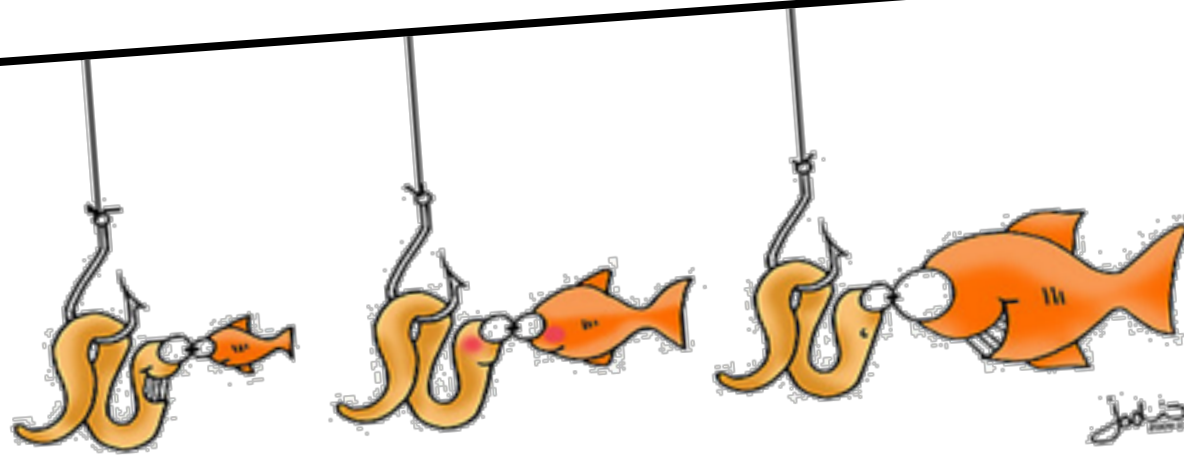
**Reflect** on  
learning!

**Collaborate**  
with others!

**SHARE** more!



# IMPORTANT IDEAS



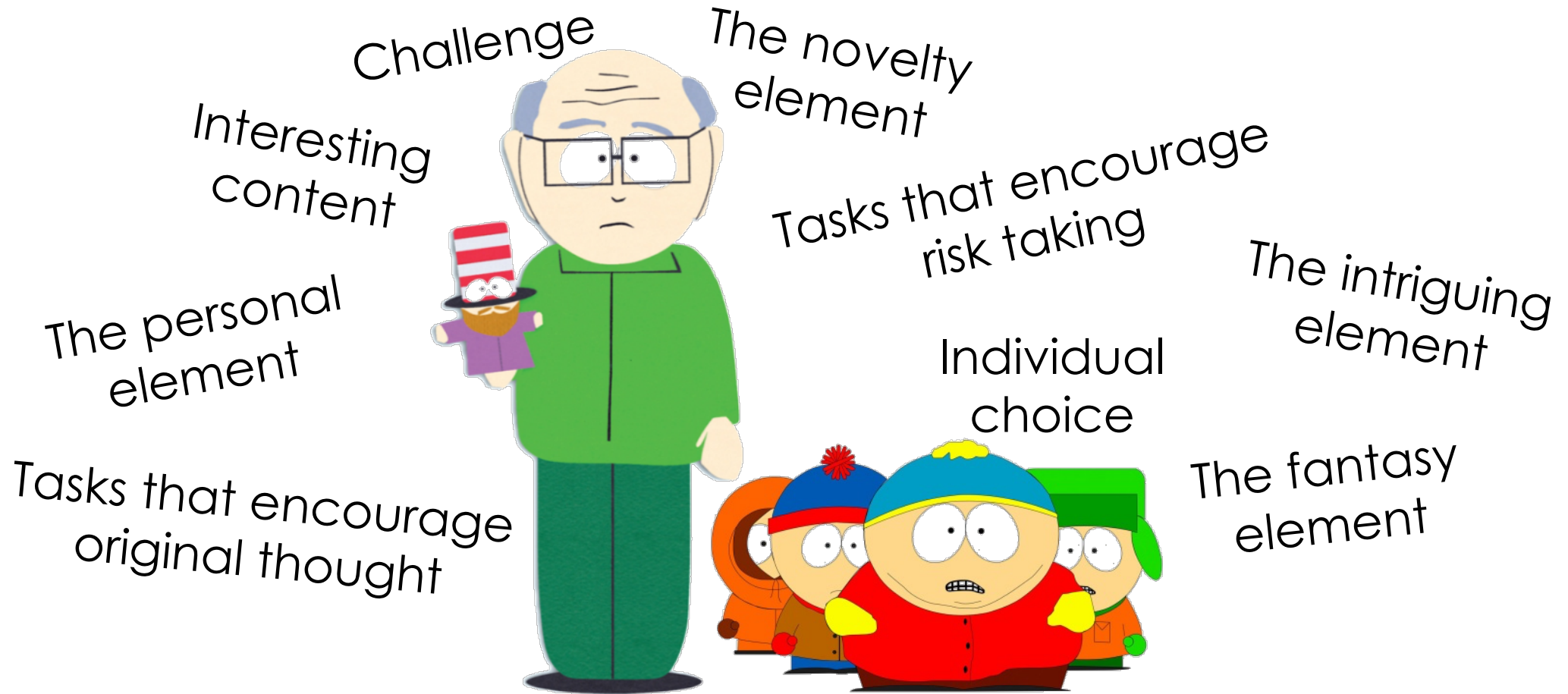
*When we catch fish, we bait the hook with what the fish like, not what the fisherman likes.*

*(Gregory and Chapman, 2003)*



# Dörnyei (2001)

## *Highly Productive Learning Tasks*





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.*

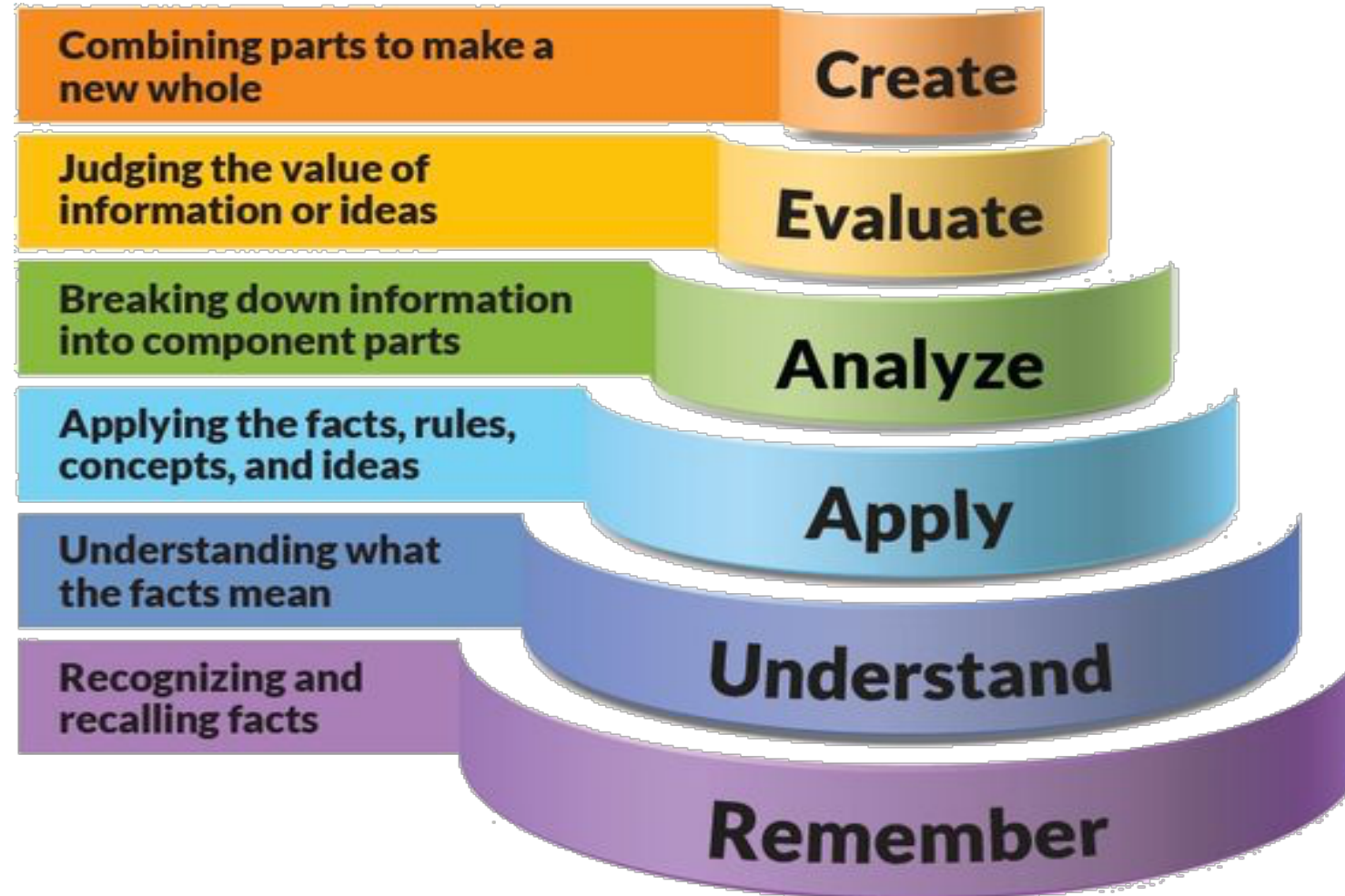
*It can be a lot more **fun** and **generate a lot of creativity** if you use the 'destructive' version!*

- **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

Bloom's Digital Taxonomy Activities												
De Describing							Blg Blogging					
Li Listing	Bo Bookmarking							Mnd Mind Mapping	Ar Arguing	Crq Critiquing	Clb Collaborating	Flm Filming
Lo Locating	Ne Networking							Ad Advertising	Cnv Convincing	Mod Moderating	Dsg Designing	Inv Inventing
Hi Highlighting	Su Summarizing	Com Commenting	Jo Journalling	Ac Acting Out	IL Illustrating	Exa Examining	PL Planning	Va Validating	Edt Editorializing	Mfy Modifying	Pdc Podcasting	
Re Recalling	Pa Paraphrasing	Ou Outlining	Exp Explaining	Ed Editing	In Interviewing	Ap Appraising	Ma Mashing	Rcm Recommending	Rfl Reflecting	Pb Publishing	Rpy Roleplaying	
Fa Favouriting	Cmp Comparing	Pe Predicting	Up Uploading	Sh Sharing	Pr Proofreading	Su Surveying	Dec Deconstructing	Rep Reporting	Gr Grading	Vbg Video Blogging	Wk Wiki Building	
Se Bulleting	Ds Demonstrating	Id Identifying	Exp Explaining	Con Constructing	Ar Articulating	Ded Deducing	Ctg Categorizing	Li Linking	Rt Rating	Hy Hypothesizing	Prd Producing	

Remembering	Analyzing
Understanding	Evaluating
Applying	Creating



# 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*

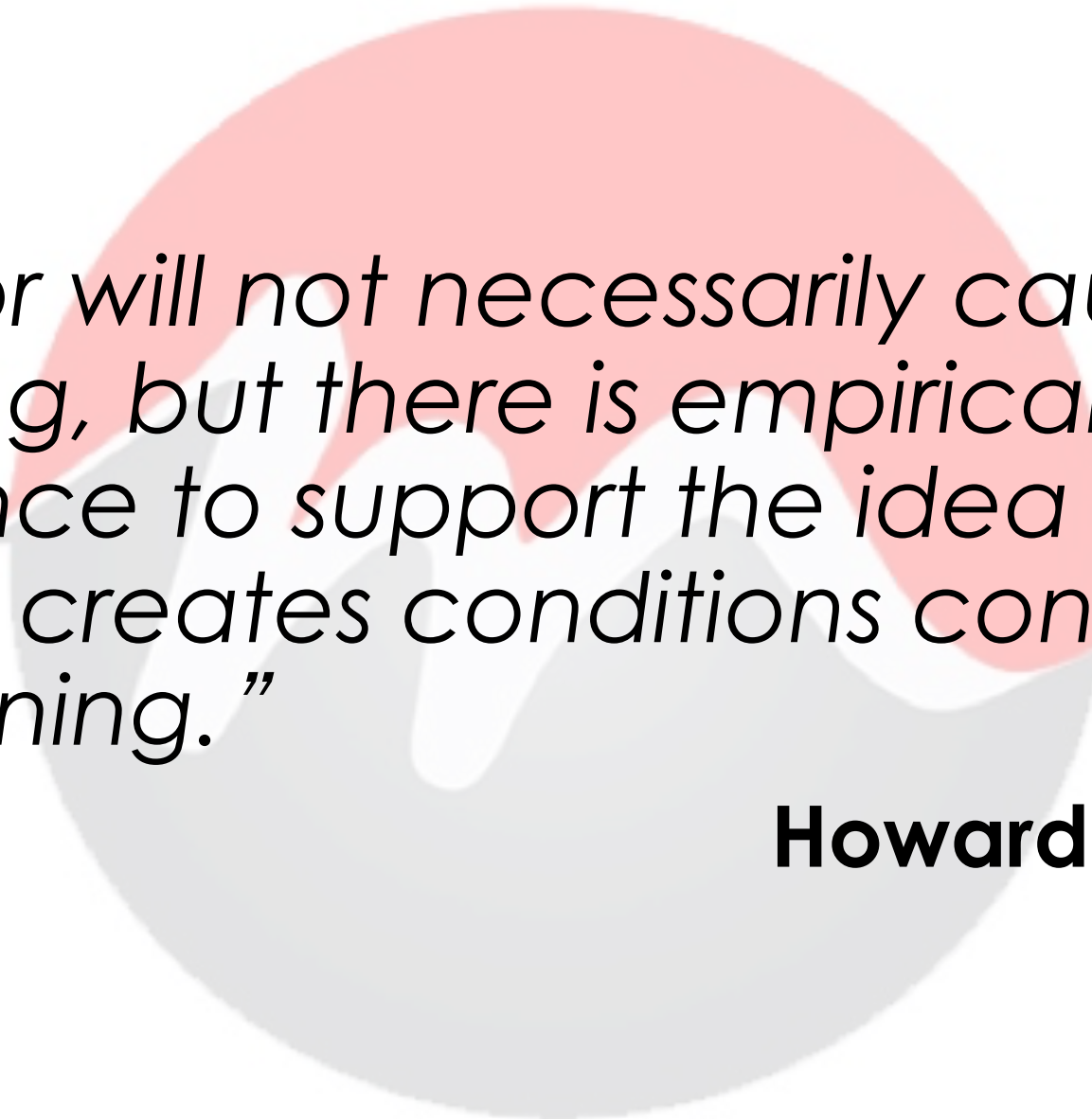
**SERIOUS**

*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**

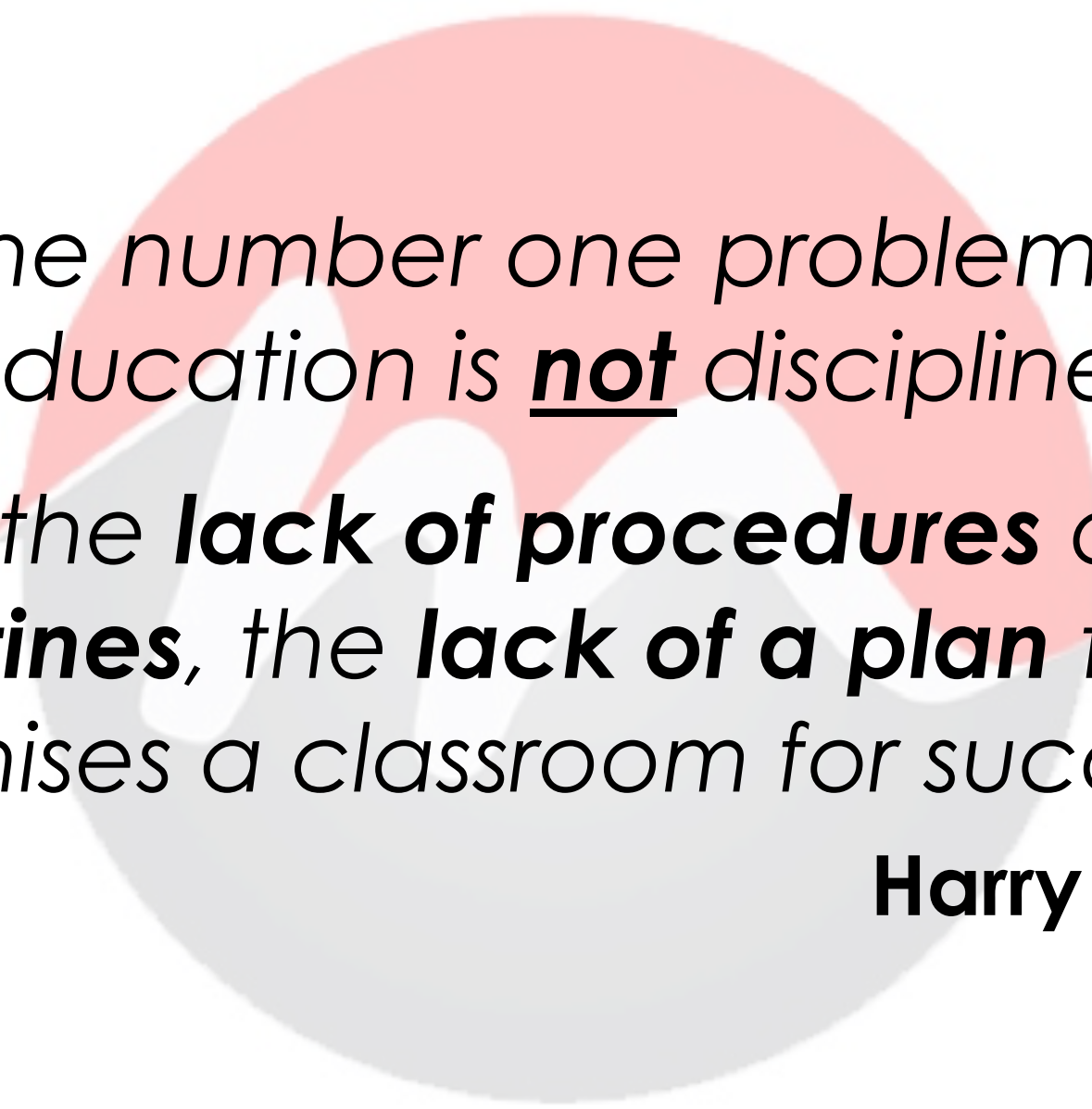
*(& 'FUN')*





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

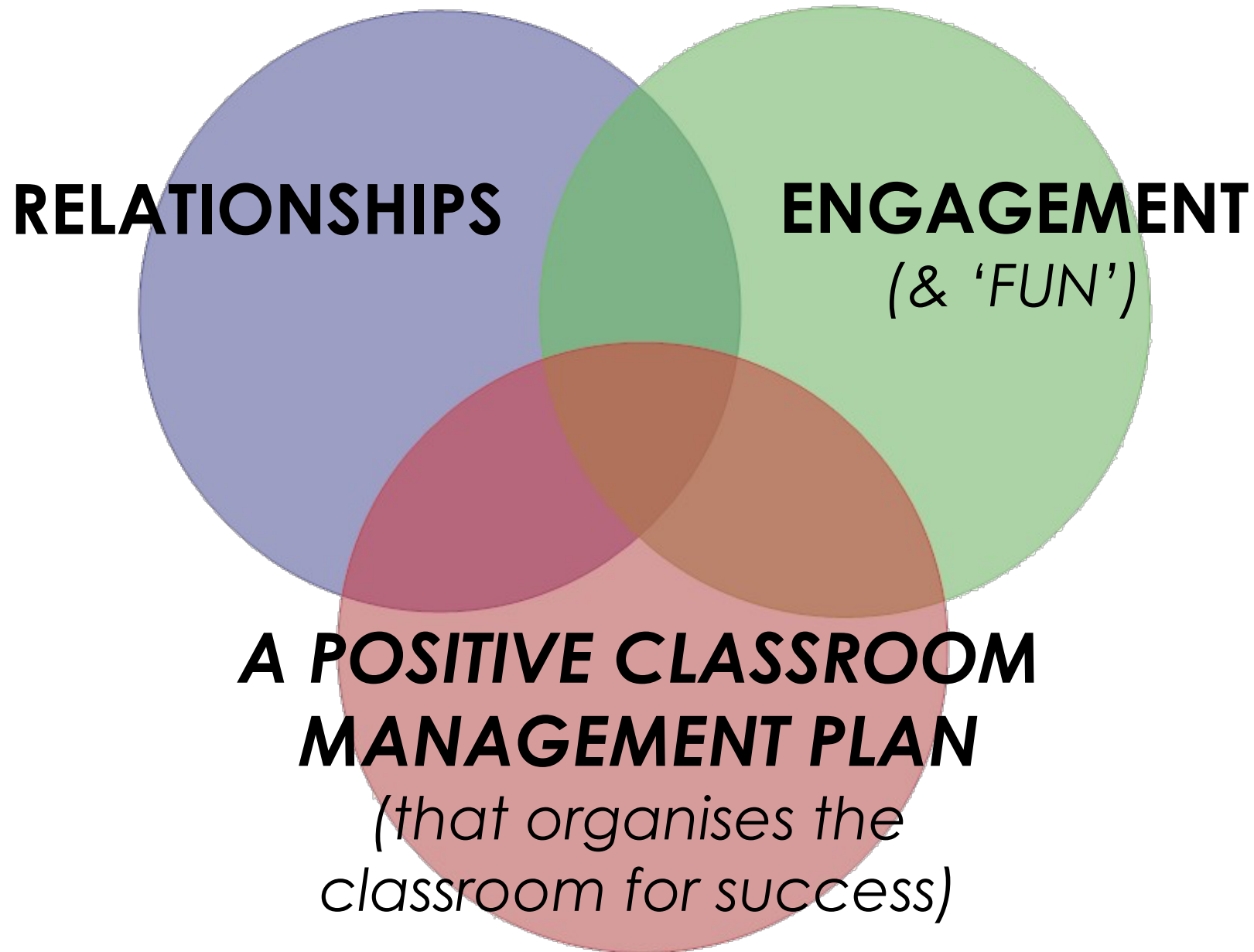
**Rebecca Alber**

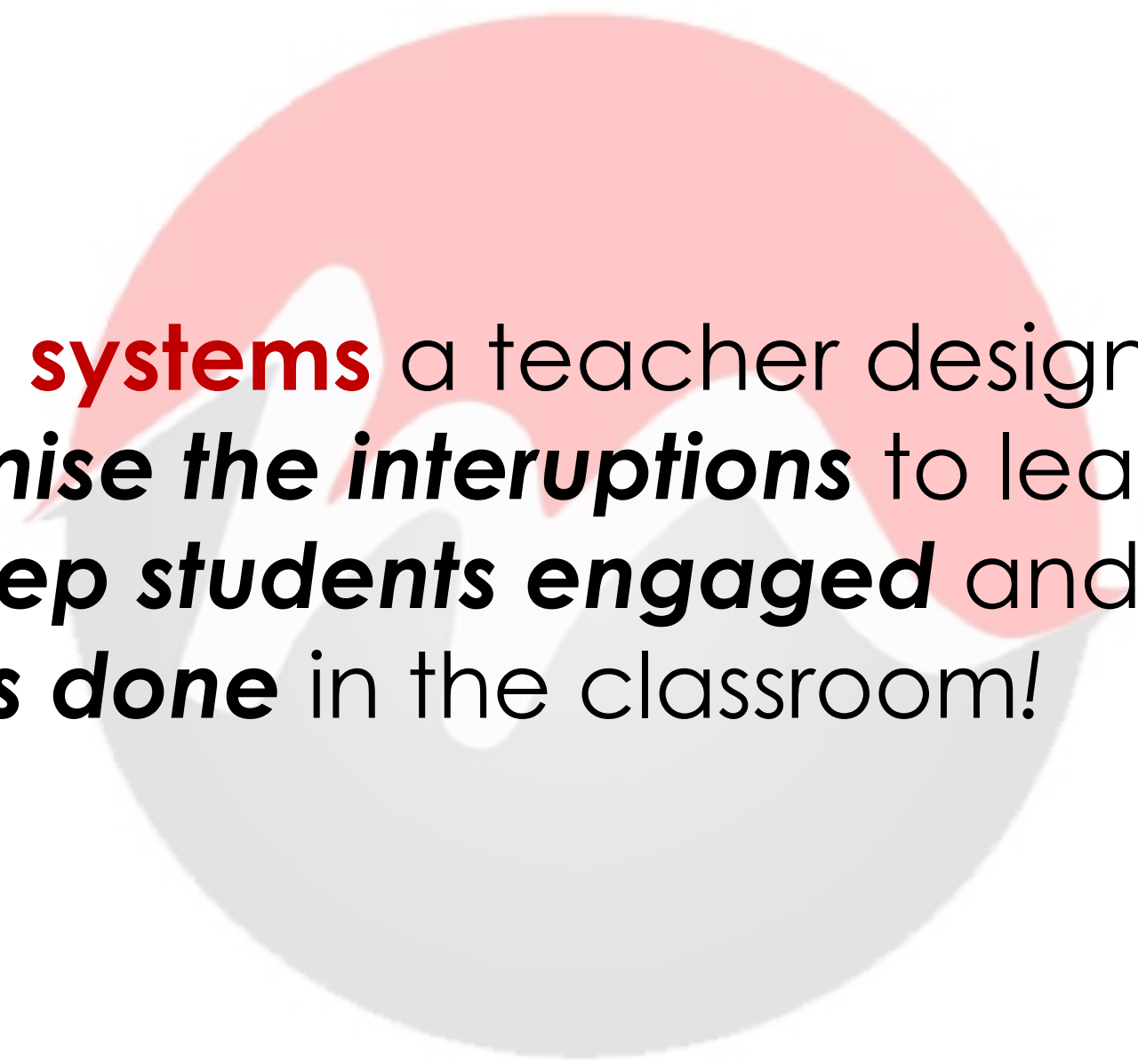


*“The number one problem in education is **not** discipline.*

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

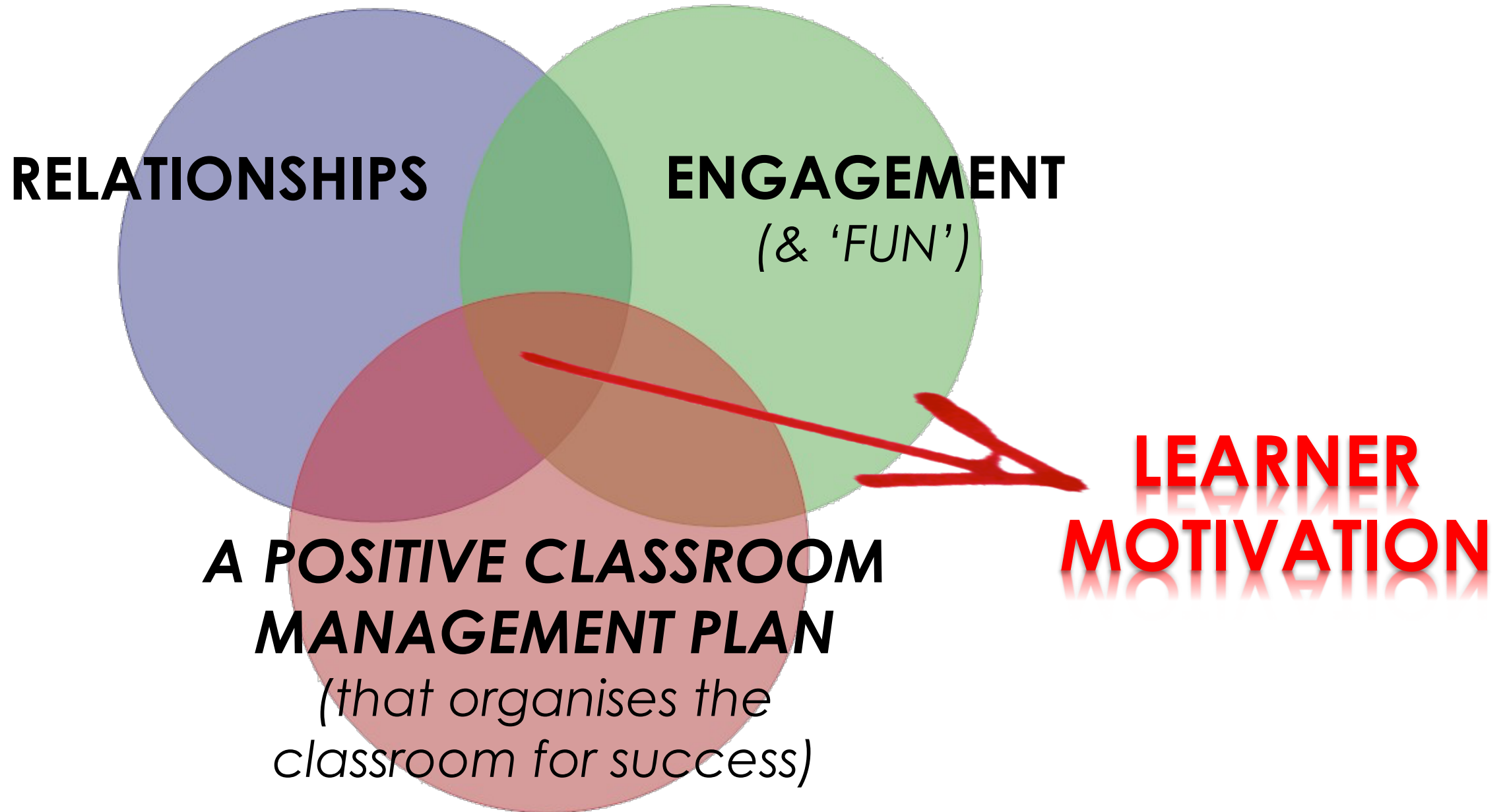
**Harry K. Wong**





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







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

**David Ausubel**

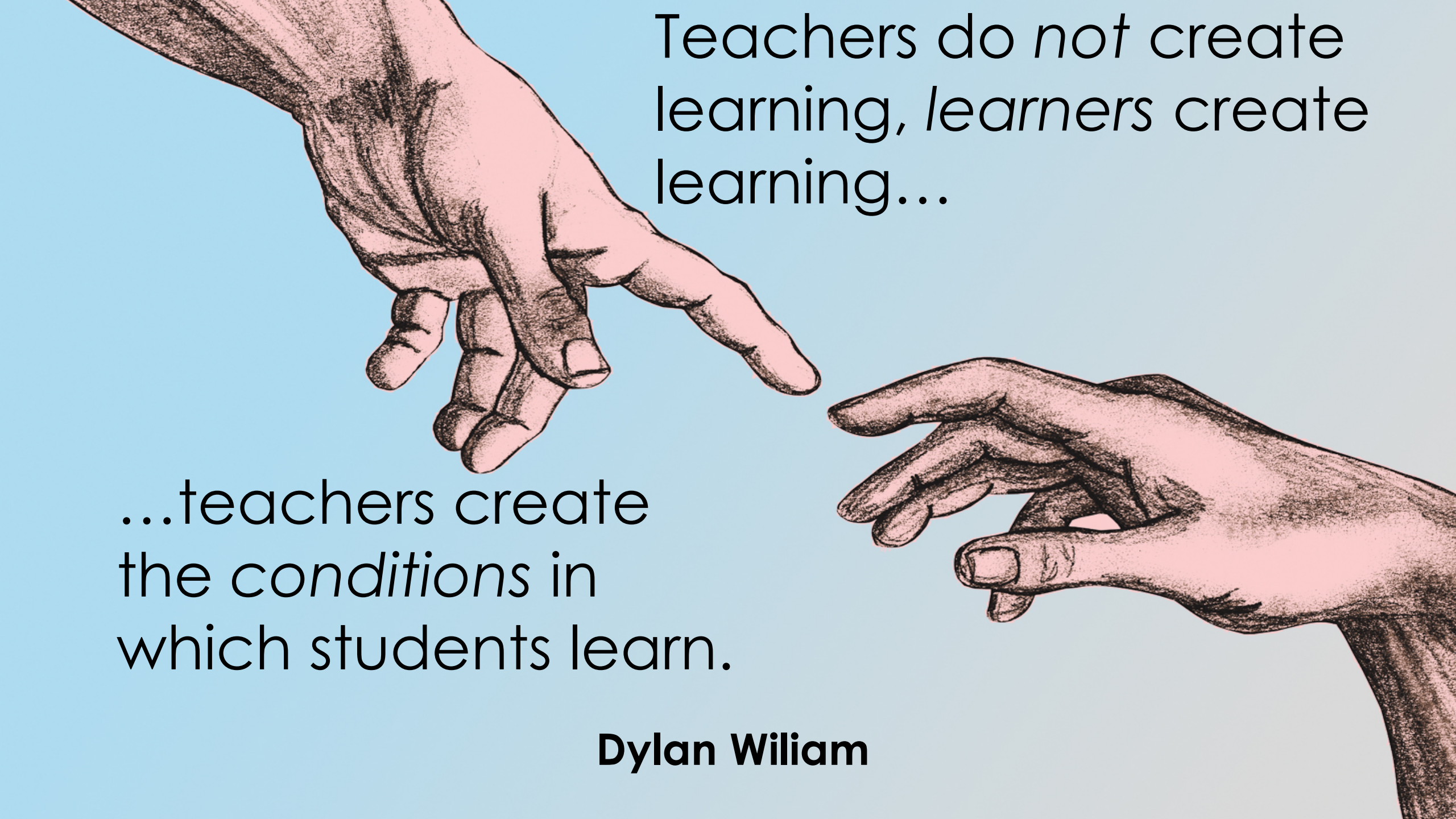


# The BIG Question...

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





The image features a light blue background with a detailed, textured drawing of two hands. One hand is positioned in the upper left, reaching downwards and to the right. The other hand is in the lower right, reaching upwards and to the left. Their fingers are just inches apart, creating a sense of tension and divine spark. The drawing style is reminiscent of Michelangelo's 'The Creation of Adam' from the Sistine Chapel.

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'...



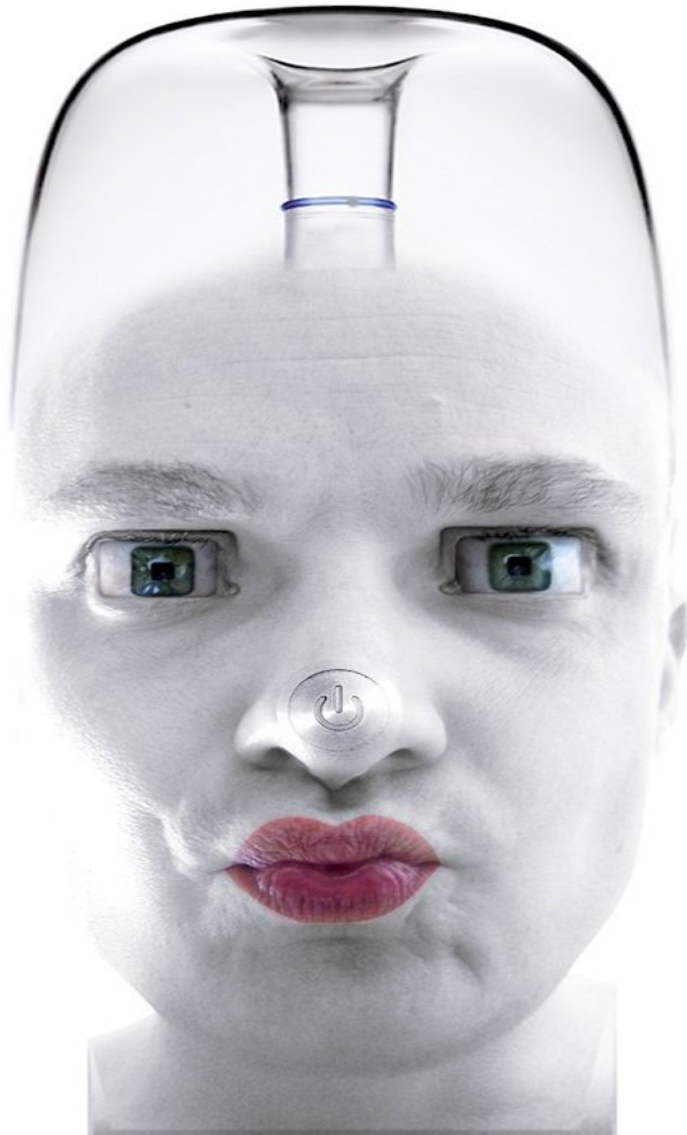
...it is in '*creating REAL learners*'!



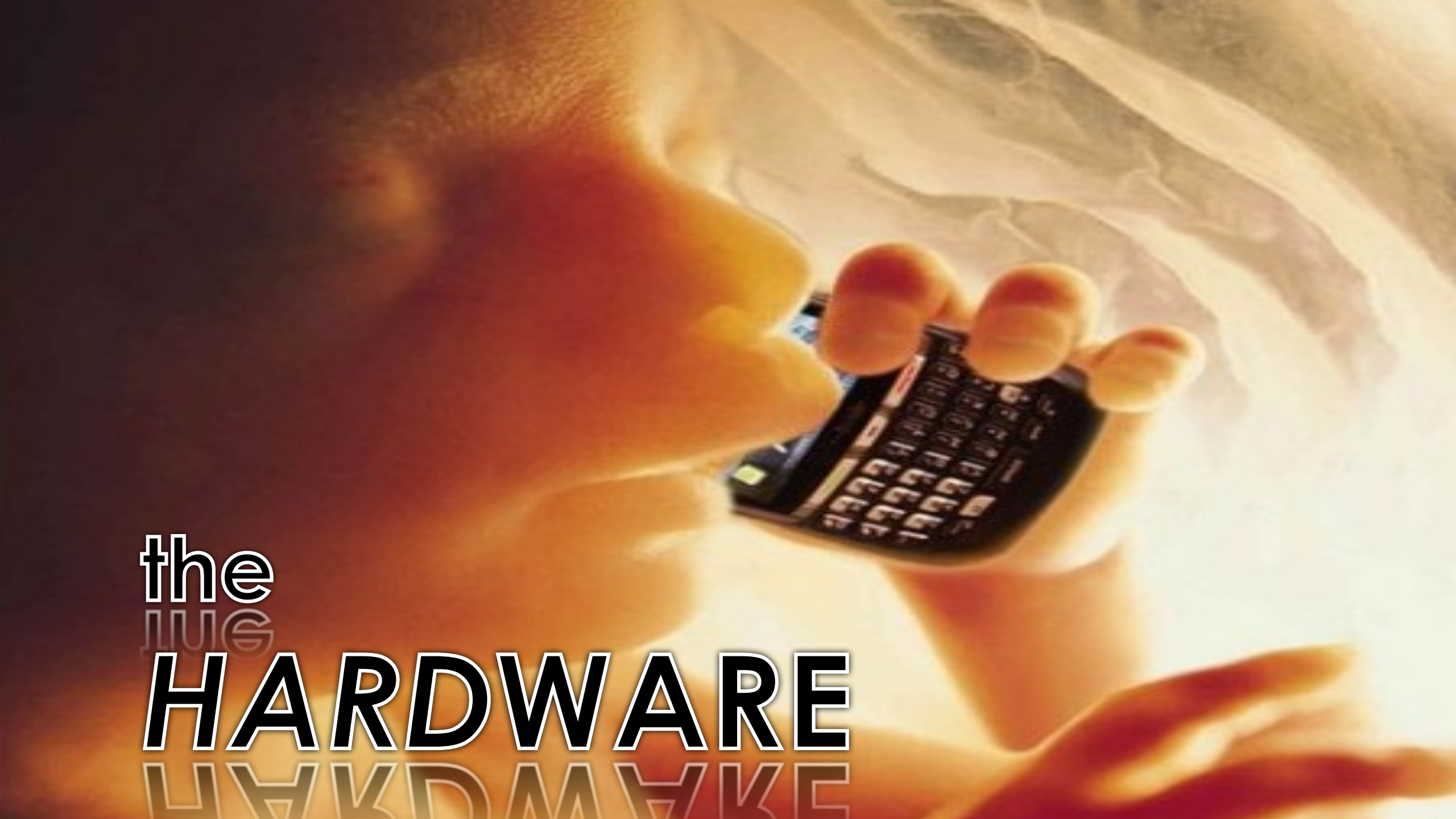
*Technology*

*21st Century  
Teachers*





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



the  
**HARDWARE**  
HYKDMYKE



# the SOFTWARE





# the big APPWARE WORMHOLE





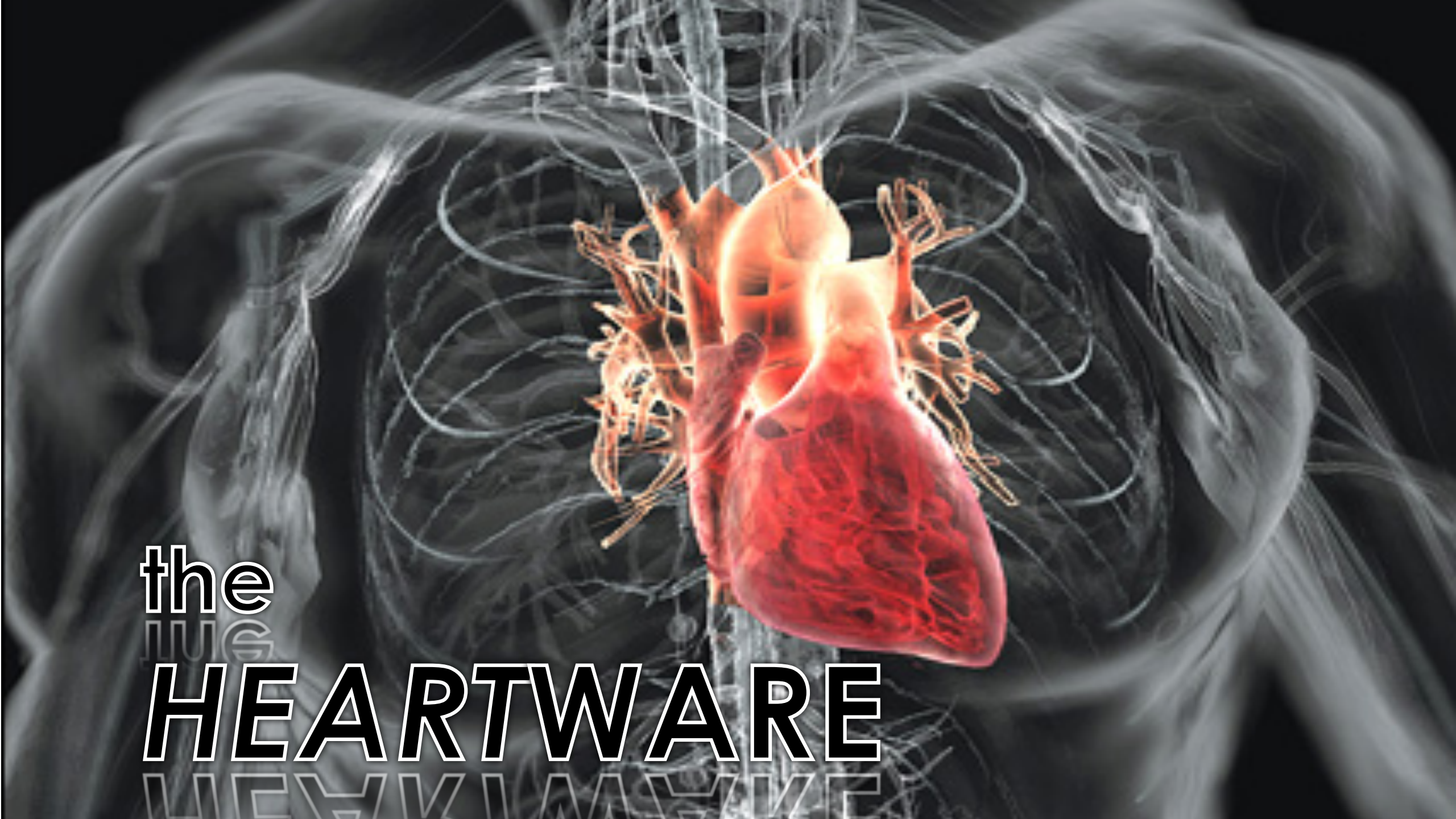
It IS  
about...



the  
big  
**HEADWARE**  
HEADWAKE







the  
**HEARTWARE**



the

# CAREWARE

# CHINWAKE

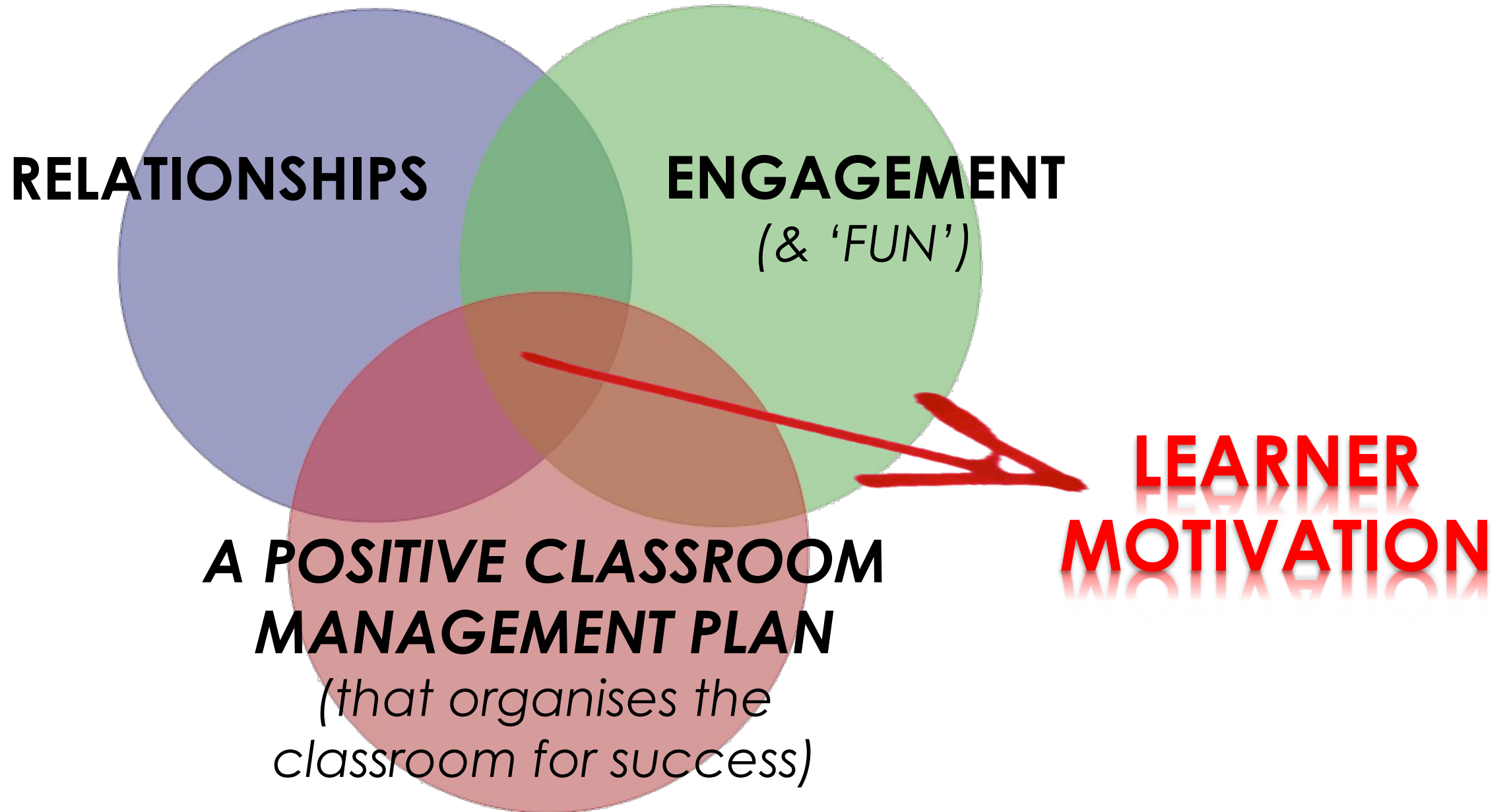




**...Learning FIRST**



**Technology SECOND...**





- 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***



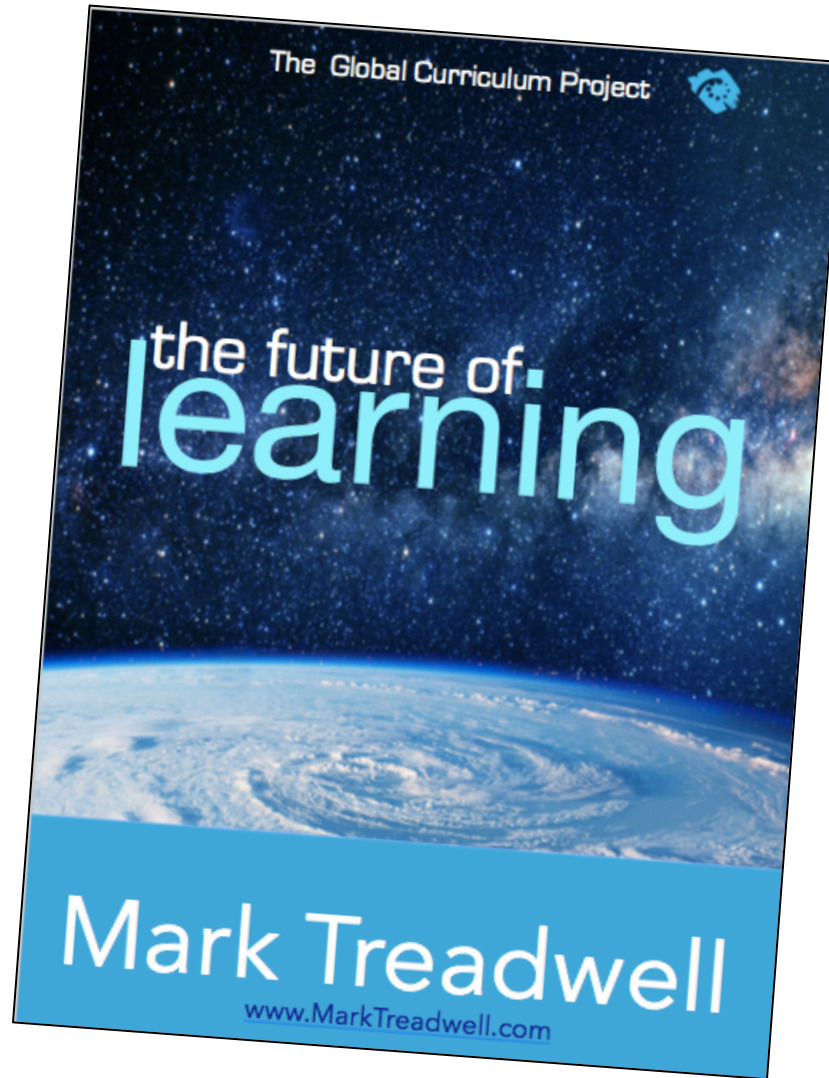


# Bedtime Reading ZAMANI...





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



how  
why

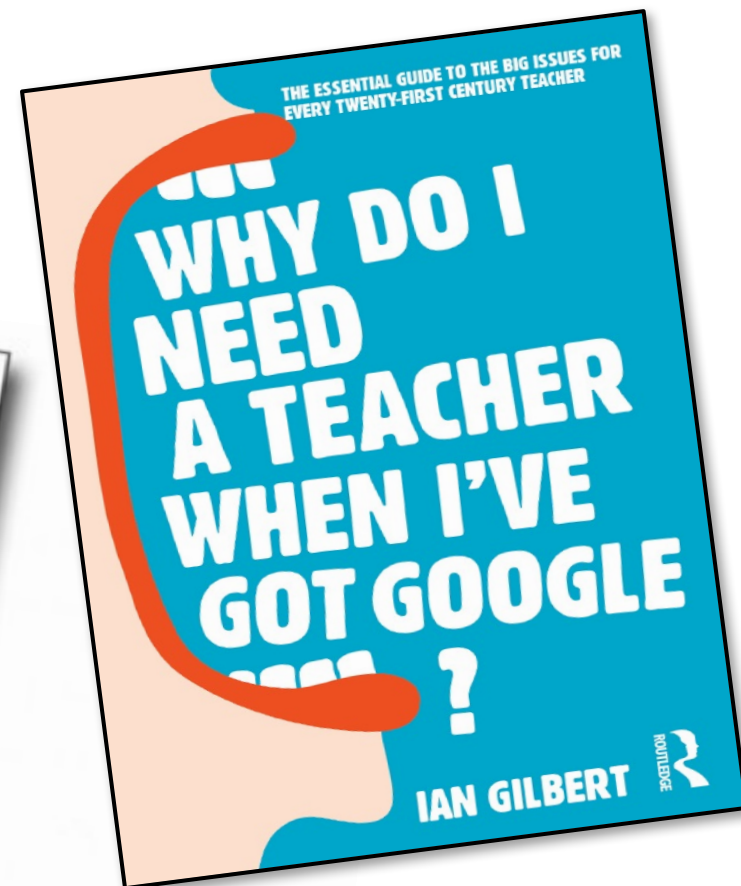
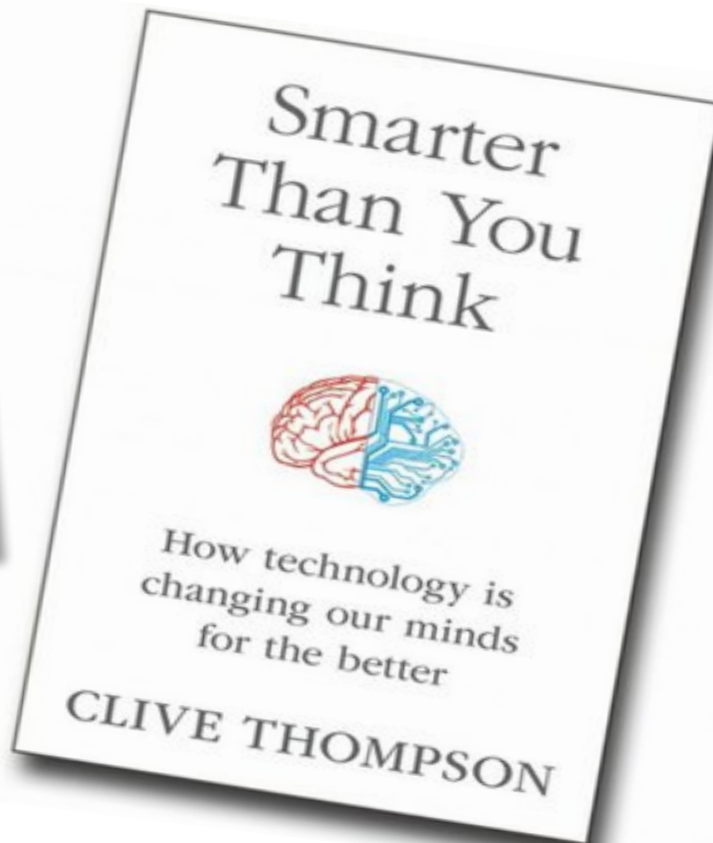
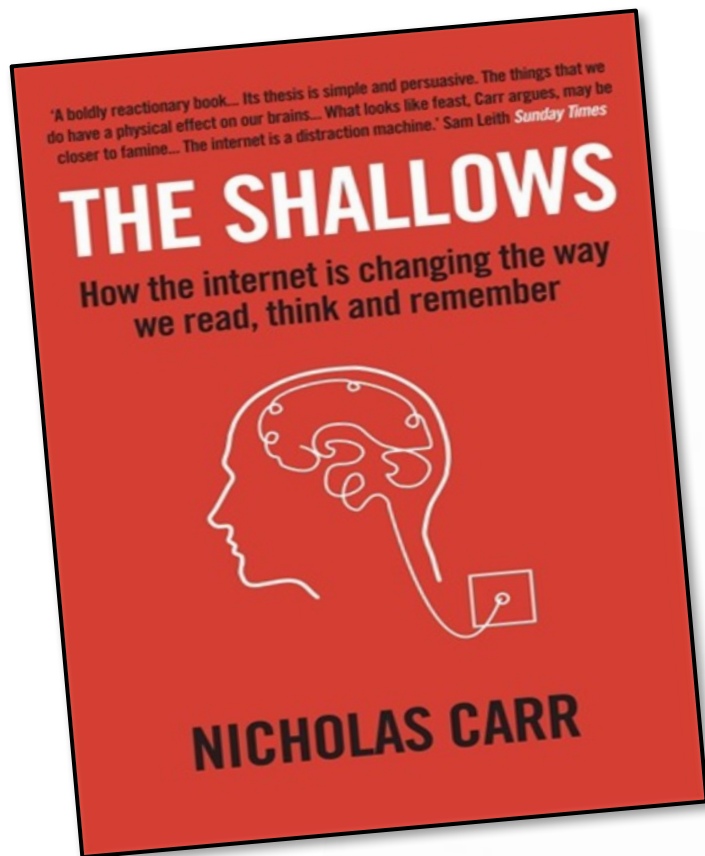
# transformational **TEACHING**

IN THE INFORMATION AGE

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

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