

Using e-learning in various school contexts to enhance learning and teaching

Questions to ponder

1. How does e-learning add value to student learning?
 - *The use of technology provides an open and flexible learning mode to enhance students' capability and to widen the learning scope within and outside the classroom.*
2. How do we integrate technology into an English unit?
 - *We may integrate technology at different stages of learning (Pre-while-post) to support students of different learning abilities.*

Three school examples

Example 1

Before the
lesson

Motivation

Example 2

During the
lesson

Collaboration

Example 3

In between
lessons

Information
skills

Different contexts, different entry points

Example 1
Providing e-learning opportunities with
limited IT facilities

**APPLICATION OF E-LEARNING
RESOURCES FOR LESSON
PREPARATION AT HOME**

School background (1)

Teachers' readiness :

- ▶ Some English teachers are using IT in their lessons.

School Infrastructure:

- ▶ Wifi connection is not always stable
- ▶ No mobile learning device (e.g. tablet) is provided.

School Background (2)

Students

- Great learner diversity
- Cross-border students

Learning

- Pre-lesson preparation worksheets of all subjects.


Device

- Smartphone penetration rate is higher (+90%) than that of computer

Brief unit flow of P3

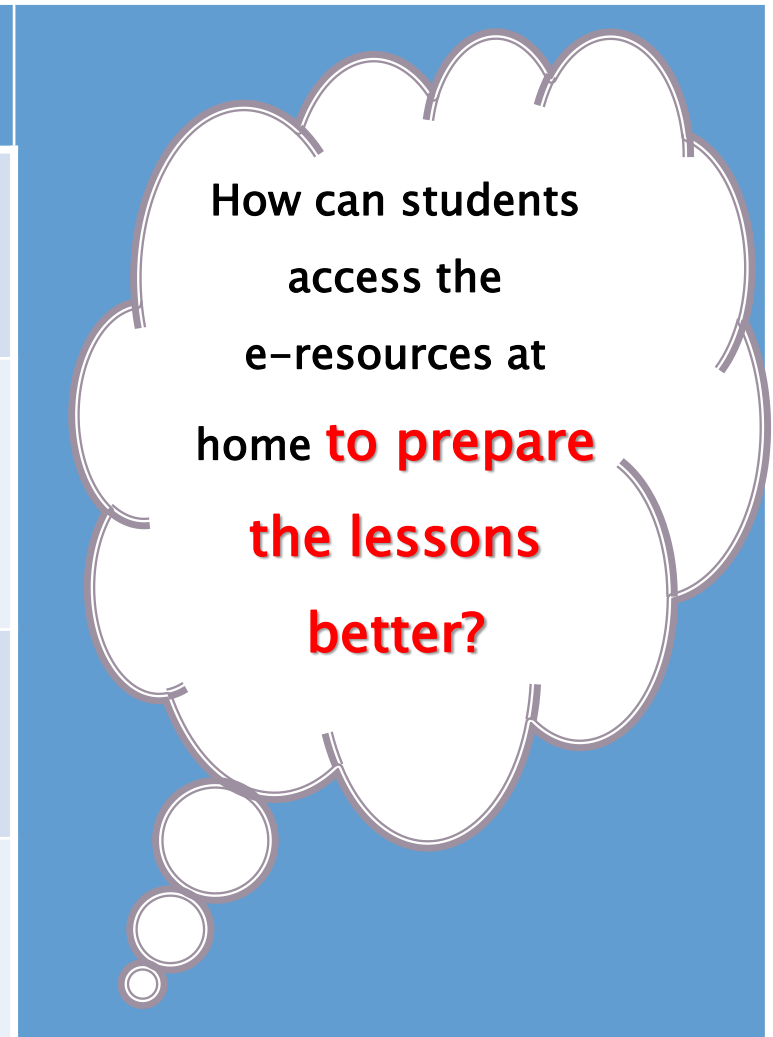
“Nice people at school”

e-Learning

Stage	Learning objectives	Pre-lesson activity in 2015-16
Vocabulary	Students learn the words of people at school and what they do	To learn the sounds and meanings of the words
Reading	Students apply reading skills to comprehend the text (e.g. to locate specific information, make inferences)	Read a short text and students answer pre-reading questions
Language	Students study how the target language works	 Pen-and-paper mode
Writing	Write about someone in the school who has been kind to the Ss. Tell what this person does at school	Brainstorm the ideas individually during pre-writing stage.

Stocktaking the e-resources used at different stages of teaching in 2015–16

Stage	Pre-lesson	During lesson
Vocab	e-tools + video	e-tools + video
Reading	X	e-tools + ppt
Language	X	e-tools+ video
Writing	X	X



Considerations for choosing tools

- ✓ curriculum connection
- ✓ student motivation
- ✓ teacher-created activities

- ✓ compatibility with students' mobile phones
- ✓ user-friendliness

Nearpod
All-in-one LMS platform

video
audio
slideshow
quiz
poll
website
collaborate platform
PowerPoint
PDF
virtual trip
live lesson
self-paced lesson
report

Tools support learning

Tools support hardware

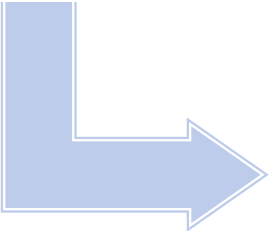
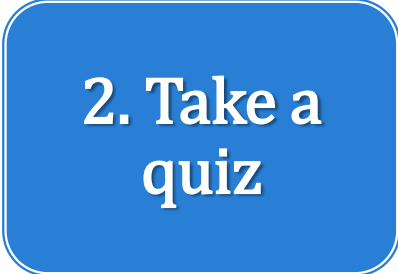
After year-end evaluation, new attempts are proposed to strengthen students' pre-lesson preparation in 2016-17.

Stage	Learning objectives for pre-lesson activities	Resources 2015-16	NEW ATTEMPTS 2016-17
Vocab	Learn the sounds and meanings of the words IN CONTEXT	YouTube	*Nearpod* (YouTube + Quizlet + Powtoon)
Reading	Read a short text and students answer pre-reading questions WATCH TEACHER'S EXPLANATION	PPT	*Nearpod* Online quiz + Video tutorial
Language	WATCH A VIDEO CLIP to explore the target language	YouTube	*Nearpod* YouTube + quiz
Writing	COLLECT AND SHARE ideas for pre-writing		*Nearpod* Online collaboration

Sample pre-lesson reading activities at home

1. View a video for revision

- to reactivate the reading skills learnt in the classroom



2. Take a quiz

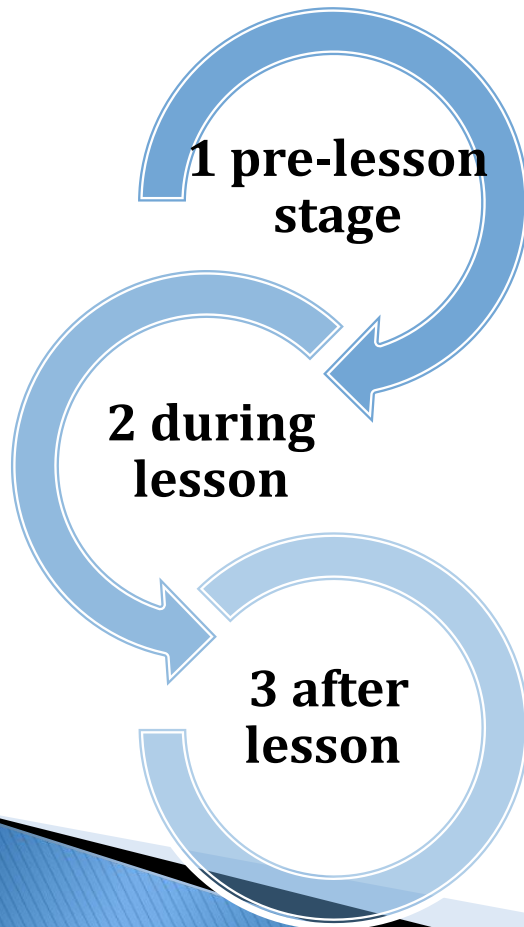
- to practise the reading skills and get immediate results



3. Watch PPT explanation

- to watch a PPT explanation of the reading questions

After the e-learning activities at home, teachers carry on follow-up work in classroom



- Nearpod lesson

- More time spent on:
 - students' weaknesses
 - language activities
 - extended learning tasks

Follow-up and support

- individual needs

Example 2

e-Writing: Application of e-learning resources in a primary writing classroom

Acknowledgement: Buddhist Chi King Primary School

Background

- ▶ **Level: P3**
- ▶ **Ability of students:**
 - English proficiency: students needed support in brainstorming and organising ideas for a writing topic.
 - IT skills: experienced in using IT in other subjects
- ▶ **Learning objectives:**
 - To improve students' ability to generate more ideas
 - To improve students' ability to organise ideas
- ▶ **Topic: Birthday**
- ▶ **Main task: Write a story about buying a birthday present for mother**

Brief unit flow

Topic – Birthday

1. Pre-lesson stage: Brainstorming ideas about a theme at home



2. Pre-writing stage: Organising ideas, identifying the story structure and sharing ideas for the story beginning



3. Writing the story, including dialogues



4. Presenting the dialogues



5. Sharing of written work

Pre-lesson stage: Brainstorming ideas about a theme at home

- ▶ Before the lesson:
 - Students do some pre-study at home.

- If your mum's birthday is coming, what will you buy for her?

- 1. What do you buy for your mum?*
- 2. How much is it?*
- 3. What colour is it?*

Pre-writing stage: **Organising ideas** identifying the story structure and sharing ideas for the story beginning

▶ Possible strategies:

- Organise ideas on paper?
 - Yes, but...
 - it is hard to make changes
 - some students are more easily motivated by pictures and videos

- ▶ Why e-learning? What are the considerations?
 - **Motivation**
 - multimedia sources – e.g. texts, videos, pictures, graphics
 - **Flexibility**
 - changes can be made easily

Pre-writing stage: Organising ideas, identifying the story structure and sharing ideas for the story beginning

- Tell students that a piece of writing can be divided into three parts: beginning, middle and ending.

Pre-writing stage: Organising ideas, identifying the story structure and sharing ideas for the story beginning

- ▶ Share Popplets to get more ideas for writing the story



Presenting the dialogues

▶ Possible strategies:

- Present in class?
 - Yes, but...
 - some students are shy
 - we do not have enough time to listen to everyone in class

- ▶ Why e-learning? What are the considerations?
 - **Motivation**
 - multimedia – animations, graphics
 - ease stage fright
 - **Flexibility**
 - can listen to students' work after class
 - **Maximise learning opportunities**
 - peer learning

Recording the dialogues

- ▶ Students use Puppet Pals to record the dialogues with appropriate intonation.



- ▶ Choose some pairs to AirPlay their dialogues in class and do some peer evaluation.



Sharing of written work

It's Mother's birthday!

Mother's birthday is on Sunday. My Sister and I ^{are} talking ^{about} ~~buy~~ what ~~is~~ mother likes. ^{is}

My Sister says, "I want to go to the clothes shop because I want ^{you} to buy a jacket." I ~~happy~~ ^{happy} say, "It is ^{good} idea. Mum likes a beautiful jacket and a beautiful watch. Let's go to the clothes shop and watch shop."

In the end, we buy a jacket. It is eighty dollars. And we buy a watch ^{too}. It is one hundred dollars. Mum is happy. We are happy, too. I say happy "Love you! Mum!"

3 parts

dialogue

Example 3

Using e-learning to enhance learning in and beyond the primary English classroom

Acknowledgement: St. Mary's Canossian School


Background

- ▶ **Level: P4**
- ▶ **Background information:**
 - English proficiency: average to above average
 - IT skills: quite experienced in using IT
 - Prior knowledge: learned about 'Healthy Eating' after completing a textbook unit on 'Let's eat healthily'
- ▶ **Learning objectives:**
 - To increase students' exposure to the topic 'Healthy Eating'
 - To improve students' web search skills
 - To increase interactivity among students
- ▶ **Topic: Healthy Eating**
- ▶ **Task: Do research on healthy eating and complete the column of 'K' in a KWL chart**

Brief unit flow

Topic – Healthy Eating


1. Start a Reading Workshop on ‘Healthy Eating’ with a reader: Reviewing prior knowledge about healthy eating and setting learning goals



2. Increase exposure to ‘Healthy Eating’: Learning about where information about the topic can be collected



3. Increase exposure to ‘Healthy Eating’:
Learning web search skills



4. Share information about ‘Healthy Eating’:
interacting on an e-platform



5. Review learning progress: Recording findings and reviewing learning

Increase exposure to 'Healthy Eating': Learning about where information about the topic can be collected

▶ Possible strategies:

- Library search?
 - Yes, but...
 - there are not enough books on the topic for sharing among students in the whole form
 - some students are more easily motivated by multimodal texts (e.g. videos)
- Site visit (e.g. health food company)?
 - Yes, but...
 - students have many outings already

- ▶ Why e-learning? What are the considerations?
 - **Motivation**
 - multimedia sources – e.g. texts, videos, pictures, graphics
 - **Variety**
 - information related to the topic from local or overseas sources
 - **Accessibility**
 - getting information with a click on the mouse

- ▶ Use student-friendly search engines

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

<http://www.kidrex.org/>

<http://mymunka.com/>

Increase exposure to 'Healthy Eating': Learning web search skills

▶ Possible strategies:

- Provide students with keywords for web searches
 - Yes, but...
 - students may have their own search needs
 - students may not master the skills to make smart web searches on their own in future
- ▶ What are the considerations?
 - **Widening learning space**

Difficulties in web search

- ▶ **Too much information**
- ▶ **Not able to find enough information you need**
- ▶ **How to find multimedia materials**

2. You are getting too many search results. What can you do?

Narrowing down the search

Activity 1

This is what you have put down in your KWL chart.

What I **w**ant to know (W): Why must we eat breakfast? Why is breakfast important to us?

Go to *kidzsearch.com* and have an Internet search by entering the search entries below. Record the number of results.

Search entry	Number of results
1. Why is breakfast so important to us?	
2. Why is breakfast important?	
3. Why breakfast important?	

With the 3 different search entries given, students record the number of search results

Get rid of words that are not important!

Decreasing number of search results

It is important to enter _____
to narrow down the search results. Be specific!

- a) more words
- b) fewer words
- c) keywords

3. You are not getting enough of what you want.

Widening the scope of the search

Activity 2

This is what you have put down in your KWL chart.

What I **w**ant to know (W): I want to know the right food portions.

Go to *kidzsearch.com* and have an Internet search by entering the search entries below.

Look at the first page and complete the table.

Search entry	Observation
1. right food amounts	<p>With different search entries given, students find out if they can get more relevant search results.</p> <ul style="list-style-type: none">I found 4 useful search results about the right food portions.
2. right food sizes	<ul style="list-style-type: none">I found _____ extra useful search results.
3. right food portions	<ul style="list-style-type: none">I found _____ extra useful search results.

Try other keywords!

Use other keywords with a similar _____ to see what different results you can get.

- a) meaning
- b) spelling
- c) sound

Searching specific information types

compare vegetables fruits **video**

web | images | **video** | facts | wiki | news | games | kidztube | apps

To get different forms of information (e.g. videos), you can (1) click the options below your search entry or (2) type it in your search entry.

Applying search skills

4. Decide what you want to know and learn. Complete the table. Tick at least _____ items.

What you want to know (W)	Search entry
<input type="checkbox"/> Can I skip breakfast?	
<input type="checkbox"/> Can I eat vegetables only?	
<input type="checkbox"/> How can you tell vegetables from fruit?	
<input type="checkbox"/> Can teens eat anything as they are young?	
<input type="checkbox"/> Foods that contain sugar	
<input type="checkbox"/> Right food portions	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Students come up with keywords, e.g. vegetable fruit differences

Three school examples

Example 1

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Different contexts, different entry points

(1) To kick start e-learning, you need the tools.....

- ▶ Tablet
- ▶ Mobile phone.....
- ▶ iOS
- ▶ Android
- ▶ Microsoft
- ▶

Available devices

Devices – compatible platform

(2) Search for e-learning resources

e.g. Search “ free educational technology”

- ▶ Text-to-speech
- ▶ Digital storytelling
- ▶ Screen capturing
- ▶ Video
- ▶ PDF
- ▶ Sticky notes
- ▶ Testing and quizzing
- ▶ Animation video
- ▶ Infographics

(3) Search by categories

Animation video	Kid safe search engine	Digital storytelling	Screen capture
Powtoon Animoto GoAnimate	KidzSearch KidRex Ask kids	Slidestory Photo story Puppet Pals	Bandicam Screencast-o-matic

(4) Watch local examples

- ▶ www.hkedcity.net

Tips

- ✓ Watch demo
- ✓ Search YouTube tutorial clips
- ✓ Read comments from other users