

Colección **Actualizaciones Académicas**

Actualización Académica en la enseñanza del inglés en la escuela secundaria

**Módulo 2: La digitalización del aprendizaje y
la reconfiguración del encuentro educativo
en el aula de inglés**



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Módulo 2: La digitalización del aprendizaje y la reconfiguración del encuentro educativo en el aula de inglés

Lesson 1: The Impact of Digital Literacy in the Teaching and Learning Process in the 21st Century



One of the most important aspects of technology in education is its ability to level the field of opportunity for students.

John King, U.S. Secretary of Education



Welcome, Everyone!

We are glad to share this learning space with you and learn from each other. To start with, we would like to learn a bit about you. Ready? Let's click on the link to participate in our presentation forum:



Getting to know each other (Forum)

Welcome, everyone!

To get to know each other better, we would like you participate in this forum by sharing this information:

- State your name, where you are from, an interesting fact about you, level/s you are currently working in, etc.
- Refer to your experience with technology in the classroom: How often do you use technologies?

Before you introduce yourselves we will do the same:

Hello, everyone!

My name is Adriana Gonzalez and I have been an EFL teacher for more than 12 years. I have experience teaching children, teenagers, and adults at both private and public funded institutions. I love teaching and learning from others; I believe this is essential for our personal and professional development.

Regarding technologies, I think the impact they have on our students; and, consequently, our classes is undeniable. That is why I encourage myself to create activities for learners to have fun while learning and I also try to incorporate the tools we have at hand: cellphones, earphones, netbooks, WiFi connection, online platforms, etc.

I'm looking forward to reading your introductions and your ideas on new technologies.

Hope you find this module useful. See you around!

Best,

Adri

Hello, everyone!

I'm Leticia Nuñez. I'm thrilled to be hosting this course with my colleague Adriana. I have been teaching and giving courses in Language Pedagogy, Teacher Training, and English Phonetics and Phonology at both tertiary and university levels for about nineteen years. I've always been restless when it comes to getting to know something new about teaching and learning.

This training project has been the result of the reflection upon our teaching practices and our constant need to improve the use of technologies in the EFL classroom through cross-curricular, collaborative work. The 21st century winds have certainly blown in our sails!

We look forward to reading from you here! Enjoy the journey!

Leticia

This activity is OBLIGATORY. You will have 14-running days to participate in the forum.

Now, let's get started!

In this new module, we will focus on the Digitalization of Education in the 21st Century and its impact on today's teaching and learning process.

In this lesson, you will be expected to:



- Understand and analyse the impact of the Digital Age in the teaching and learning process in the 21st century.
- Identify the characteristics of the 21st century learner.
- Identify the new role of the 21st century teacher.
- Reflect upon your own lessons and the impact of technologies on your students' motivation and learning.

The Digital Age

It is undeniable that in the 21st century technology is taking over every niche and corner. Therefore, the education system is also evolving, and a new generation of learners is arising. They have not been born to be confined by the limits of simple learning; they are curious and active, and they cannot be catered with traditional methods based on a book, a whiteboard, and a teacher-centred class. Thus, the old educational system lacks the capability to stand a chance in the 21st century where students should be in charge of their own learning process. So, as teachers, we are compelled to fulfil the needs of each of our students in and outside the classroom.

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between instructors and learners, reinvent our approaches to learning and collaboration, shrink long-standing equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners.

Educators should be collaborators in learning, seeking new knowledge and constantly acquiring new skills alongside their students. Education leaders should set a vision for creating learning experiences that provide the right tools and support for all learners to thrive.

As education is moving into the digital age, to fully realise the benefits of technology in our education system and provide authentic learning experiences, educators need to use technology effectively.

Now, we kindly invite you to watch and listen to David Middelback's TEDx talk ***Reinventing Education for the Digital Age***. Concerned about the need to change the fundamentals of learning to adapt to

the digital age, in this TEDx talk, he shares his vision for the future of digital education or **learning accelerators** and stands up for a world without digital illiterates. He considers that education and technology have been a matter of analysis since the invention of printing, but nowadays, education is lagging behind.



Re-inventing Education for the Digital Age | David Middelbeck | TEDxMünster

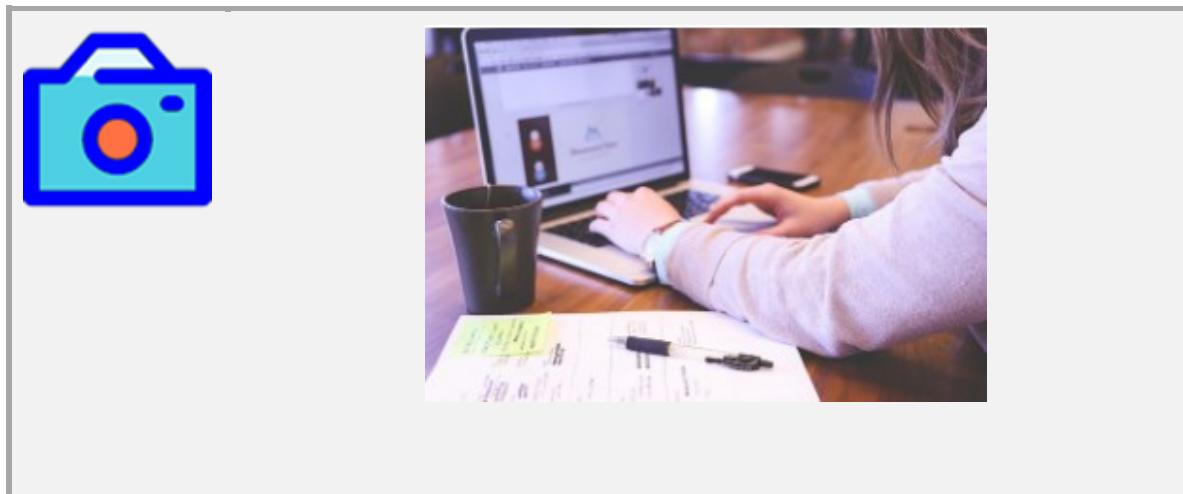
<https://www.youtube.com/watch?v=Arl6albrkuY>



Now that you have seen the video, think about the following:

- *What is the biggest challenge education and technology have faced through history?*
- *What differences does he identify between the 'old' and the 'new' world?*
- *What is a 'learning accelerator'? What is it useful for?*

The Role of the 21st Century Students



21st century learning embodies an approach to teaching that marries content to skill. The learning paradigm of this century offers an opportunity to synergise the margin of both and bring it into a framework that without skills, students are left to memorise facts, recall details, and relegate their educational experience to passivity. Without content, they may engage in problem-solving or team-working experiences that fall into triviality.

When referring to the 21st century students we must consider two different generations:

<i>Generation Z</i>	<i>Generation Alpha</i>
- born between 1995 and 2009 -	- born since 2010 -
Most do not remember life without the internet, and have had technology like smartphones, tablets, and other devices available throughout most of their schooling.	They have been always in touch with social media (Instagram, Facebook, Twitter, etc.), smartphones, music streaming apps, laptops, among others.

These learners master content while producing, synthesising, and evaluating information from a wide variety of sources. They will also acquire a set of skills and adopt certain characteristics in order to become successful in 21st century society:

- 1) **Creativity and Innovation:** Not only are these capacities fundamental but also, they are rapidly becoming key requirements for success at personal and professional level. If learners are unable to develop these skills, they are at risk of being underprepared for the challenges that society brings. As teachers, we must foster and support the development of creative skills and give 21st century learners the opportunities to pursue creativity and innovation (Andain & Murphy, 2008). We must also provide them with an education that allows for them to take part in creative exploration and discovery (Andain & Murphy, 2012). By giving them these challenging problems, they are encouraged to be more creative, using innovation and to overcome these challenges. These learners must also be encouraged to view failures and mistakes as productive and as opportunities to learn and enhance their creative thinking capability.
- 2) **Collaboration and Communication:** Learners today are exposed to a world where communication and teamwork are essential. Therefore, they need to learn to respect each other's differences to develop effective collaboration. This allows them to solve problems as a team, creating and innovating original ideas (Delp, 2011). In order to become an effective communicator, learners must first learn to listen to others. So, using communication in a group context will enable students to teach one another and to adapt their skills for a range of purposes in a variety of environments. 21st century learners already have a collaborative advantage due to their increased exposure to technology from a young age. The technological advances they have access to allow them to learn and collaborate within different contexts, broadening their learning experience beyond the classroom (Delp, 2011).
- 3) **Critical Thinking & Problem Solving:** In a constantly changing world, students need to be prepared to adapt to any change and continue to perform at their potential, both in their education and future employment. To be able to adapt to change effectively, students need to have the ability to make connections between information and arguments, interpret information to draw conclusions and reflect critically on learning experiences and processes. To adapt, students need to have the ability to solve problems in both a conventional manner and through the use of innovation. This ability will allow students to adapt to any changes in future employment, allowing them to continue as an effective team member. Making these decisions will give students the ability to innovate in order to problem solve. Teaching critical

thinking and problem solving to 21st century students is vital, as it leads them to develop other skills, such as high levels of concentration, increased ability to analyse information, and an improvement in the way students process thoughts and information.

- 4) **Global Citizens:** 21st century learners need to be effective as global citizens. To be prepared for this, they need to be educated about the different cultures and lifestyles of the world. Students need the ability to interact with people from various different cultural and linguistic origins (Davy, 2011). Becoming a global citizen complements the skills of collaboration and communication, as it allows students to effectively learn from and work collaboratively with others (Davy; 2011). This encourages a classroom and work environment of open mindedness and mutual respect for one another. To be successful in developing this environment, students need to consider cultural differences and other lifestyles in each decision they make.
- 5) **Technology Literacy:** Technology has completely revolutionised the way we work, learn, shop and how we are entertained (Andain & Murphy, 2008). Technology and all forms of digital media are completely integrated into modern society and are an integral aspect of a 21st century learner's life (Andain & Murphy, 2008). Consequently, 21st century students are accustomed to frequent changes in technology and welcome any technological innovations as they occur. The rapid advances of technology in modern society mean that students need to learn the skills necessary to excel in a technology rich environment (Cater, 2010). Students need the ability to access information efficiently and effectively, evaluating any information critically and competently, learn what is relevant and what to discard so they can then present this information to others (Andain & Murphy, 2008).
- 6) **Lifelong Learners:** 21st century society is constantly evolving; as a result, students need to have the ability to become lifelong learners in order to adapt to changes and succeed in modern society (Mauch, et. al., 2001). Globalisation and technological advancement are the key drivers for lifelong learning skills, and students need to adapt to these skill sets otherwise they will not become successful in later life (Mauch, et. al., 2001).

The Role of the 21st Century Teachers



In a digitally interconnected world, everyone needs to acquire new skills and teachers are not the exception, of course. The 21st century has introduced us to an era of change, full of new opportunities and challenges.



Let's stop for a minute to think about the following situation:

Go back in time and think about your experience as a student. Most of you will remember a teacher standing in front of the class teaching something new. And you, as a student listening to him/her, sitting silently, and taking notes.

BUT... *What did we mostly learn? Did you gain knowledge or did you acquire abilities? As a teacher, have you been able to modify what you didn't like when you were a student? If so, what have you changed?*

Teachers have historically been taught to deliver subject-based knowledge in the classroom, but times have changed. However, this role is clearly changing and we need to be ready for today's learners. As teachers, it is essential to consider the needs, goals, and interests of each of our students and prepare them to meet the challenges of the future. Dawn Taylor (2022) establishes a clear distinction between the traditional role of teachers and that of the 21st century ones: ***knowledge/content delivers vs skills and knowledge developers.***

We have previously studied the skills today's learners need to develop in order to succeed in the real world. Thus, if we, teachers, are to develop these, we need to be more than content delivers in the classroom. In order to meet these demands, the 21st century teacher needs to:

- 1. Be a planner for 21st century careers:** As it is a competitive world and students need to prepare for the future, we need to become big planners and support each of our students. Critical thinking, collaboration, communication, and creativity (the 4C's) are essential skills to be developed in our students.
- 2. Be a resource provider:** The internet is full of resources (blogs, tutorials, infographics, YouTube videos, digital content, apps, etc.); therefore, we need to provide them with plenty of opportunities to work from a collaborative perspective. In doing so, students will learn more deeply as they are producers of their own learning.
- 3. Be a digital instructor for different ways of learning:** It is important that we do not limit our students' learning, they need to be exposed to the tools and resources they have at hand. Students are often asked to switch their devices off and work on their notebooks or handouts. But when given the opportunity, learners can be quite creative.
- 4. Facilitate a learner-centered classroom and give personalised instruction:** Students have access to any possible information; therefore, what we need is to provide them with personalised instructions depending on what we need them to learn and considering their specific goals, needs, and interests. If we allow our students to choose on their own, their intrinsic motivation increases and they will make more effort to learn on their own.
- 5. Facilitate project-based learning and collaboration opportunities:** Technologies provide powerful tools to assist communication beyond the classroom. To make classroom activities resemble the real world, we need to create digital resources, presentations, and projects along with other teachers and groups of students. Students may also contact people for specific research and compare information from different sources. They only need guidance from us.
- 6. Connect with learners:** We often talk about how helpless we feel when it comes to reaching out to our students; however, digital tools allow us to connect everyone, anywhere, anytime. We need to guide students on how to use social media, how to produce and publish important

content, and create sharable resources. Also, on a personal level, it is crucial to praise our students for their progress, welcome changes, have a good sense of humour, and be open-minded. All these will help us connect with the learners, and at the same time, it will build a better atmosphere within the classroom.

7. **Be innovative:** We need to expand our teaching strategies and try to use new applications and resources by using what we have at hand: internet, social media, cellphones, platforms, among others. Learners appreciate new knowledge when they can find it useful for their everyday life.



Now, it is time to put what we have learnt into practice!



What differences can you spot between the traditional language classroom and the XXI Century one?

What changes can you identify in today's learners? What are their needs?

What is the role of the new technologies in today's classrooms? How can we cope with them?

Conclusion



The digital age is here and not only learners and teachers need to cope with it but also the education system. It presents us with an opportunity to help our students to have new authentic and meaningful learning experiences. This will develop skills which they will later need to interact in the real world and for their future jobs or careers.

In the following class, we will go deeper into this topic and see how we can mediate between technology and our groups of students.

Activities



Understanding The Impact Of Technology In The Efl Classroom (optional)

1. Reflect upon what we have focused on and your experience as a teacher with 21st century learners.
2. Create a photo collage to summarise the role of today's learners and teachers in the Digital Age and its impact on education.
3. Share your production in this Padlet wall - insert link to collaborate wall -
4. Write down a brief summary of what the collage represents, considering what you have studied.

You will have 14-running days to complete this task.

Reading materials (compulsory)

Middlebeck, D. TEDxTalks. 20 de diciembre de 2019. *Reinventing Education Education for the Digital*. Disponible en: <https://www.youtube.com/watch?v=Arl6albrkuY>

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Créditos

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Módulo 2: La digitalización del aprendizaje y la reconfiguración del encuentro educativo en el aula de inglés

Lesson 2: Mediating between Learners and Technology



*If we teach today as we taught yesterday
we rob our children of tomorrow.*

John Dewey, U.S. philosopher and educator



Welcome to our Second Class!

In our first lesson, we started analysing outstanding features of our 21st century classrooms and some of our students' contemporary learning needs. We also reflected upon the design of our latest teaching activities and their suitability for the technologically framed reality of our classes.

In this lesson, we will take a step forward and get familiar with the process of effectively bringing technology into our classrooms.



In this lesson, you will be expected to:

- Reflect upon your own lessons and the impact of technologies on your foreign language students' motivation and learning.
- Identify and devise short-term strategies for the use of technologies in the development of self-regulated learning skills in the EFL classroom.
- Mediate language and content in our classroom through the use of technologies.

Technology in our Classrooms: The Inevitable

For the last couple of years, classrooms worldwide have been legitimately flooded with technological devices. Owing to forces beyond our control, we teachers had to break with the tradition of keeping mobile phones off in our lessons, and inevitably resorted to them as the best way to have learning experiences. The doors were then open to a totally different scenario in education. A change of mindset was pivotal.

After the pandemic, we witnessed teaching and learning undergo a historical transformation. Going back to textbook-based practices was unthinkable for both teachers and learners. Technology had already found and forced its way into the classroom. These days, teachers are heralding a new era in foreign language learning.

The current picture looks wonderful. But we should stop and think. Have we all walked the same path technologically-wise? Have we all developed the same tech skills to design activities that suitably develop our students' language skills? Are we all provided with state-of-the-art technology that allows us to best design our 21st century foreign language classroom activities? Do schools guarantee they will provide proper facilities for such a demanding learning context? Can our students have easy access to the internet and so to the websites, software, apps teachers resort to, either at school or at home? Answers to these questions might be the most favourable or the most unexpected.

We should find a way to make all that possible.

How do we Bring Technology into our Classrooms?

The 21st century has bred a newly shaped generation of students. It has turned the spotlight on improving the skills that matter for creating innovative, adaptable learners embracing *the principles of play, passion, and purpose* (Pink, 2012). No wonder there has been a worldwide call to rethink language learning, let alone foreign language learning.

Self-regulated Learning: the Key Factor

Opening the doors of our teaching practices to technology involves much more than simply resorting to tech devices for the development of different activities. It involves helping our language learners take responsibility for their own learning at some point, both inside and outside the classroom.

A self-regulated learner would optimally:

- perform an active role in their own learning;
- make sensible decisions about their learning;
- reflect upon and assess their own learning.

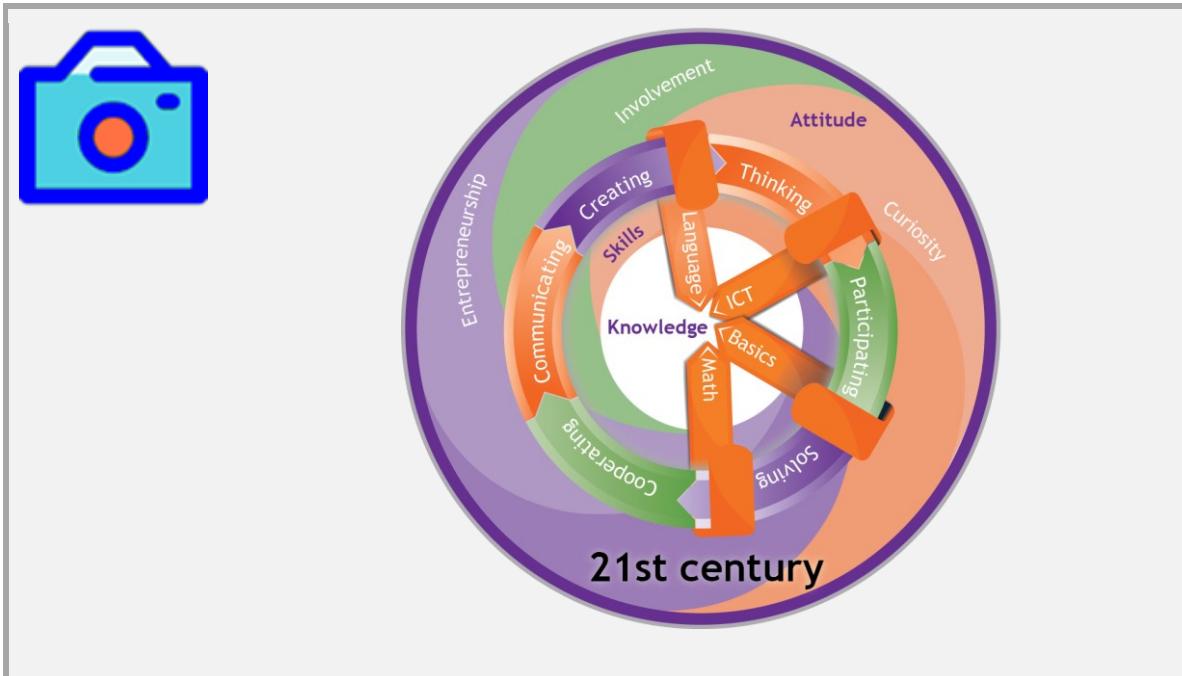


These skills do not develop out of the blue. They represent the expected outcome of a different set of skills we would also give our XXI century learner the chance to develop, namely creativity, critical thinking, problem solving, collaboration, communication, digital literacy, and learning how to learn.

How do we do this?

From the Teacher's Point of View

We, 21st century teachers, are faced with our own personal challenges when incorporating technology into our classrooms. We know that bringing technology into the classroom entails breaking the mold and providing the bases for a bigger, more promising -but demanding- scenario. The skills our 21st century students are expected to develop should be the compass that sets the course.



How should we break the mold?

One of the serious problems of conventional education is the exponential growth of and access to information. It would be impossible to think that a teacher can cover all the academic content in one area, let alone a foreign language teacher, who must refer their classes to all other areas in the curriculum.

The answer is pure and simple. In the 21st century, **what you know** is far less important than **what you can do with what you know**. Here is where technologies play a major role. Then, we should bear in mind that *the ability to create new knowledge to solve new problems is the single most important skill all students must master today*. (Wagner, 2012)

Developing Learner Autonomy

To make sensible decisions about foreign language teaching, we should always prioritize our learners' needs, and the skills they should be developing for their 21st century reality. This century has certainly posed countless, considerable challenges for language teachers.

In the video we are about to share, Cambridge University Press ELT experts have gone deep into the study of self-regulated learning and what this means to foreign language teachers.

Before we **watch the video**, let's take some time to ask ourselves how much we know about self-regulated learning:



- What is self-regulated learning?
- Have we ever experienced being the protagonists of our own learning?
- How do teachers plan a class that includes self-regulated activities?
- How does technology help build the necessary skills for self-regulated learning in the foreign language classroom?

Watch the suggested section of the video below and then go back to the previous questions. How much richer would our classes be if we dared to plan self-regulated activities?

- Watch the video below **from minute 3:25 to minute 15:05**.



<https://youtu.be/zsUCqlWIR8M>

- What are the major benefits of learner autonomy for teachers?
- What are the major benefits of learner autonomy for students?



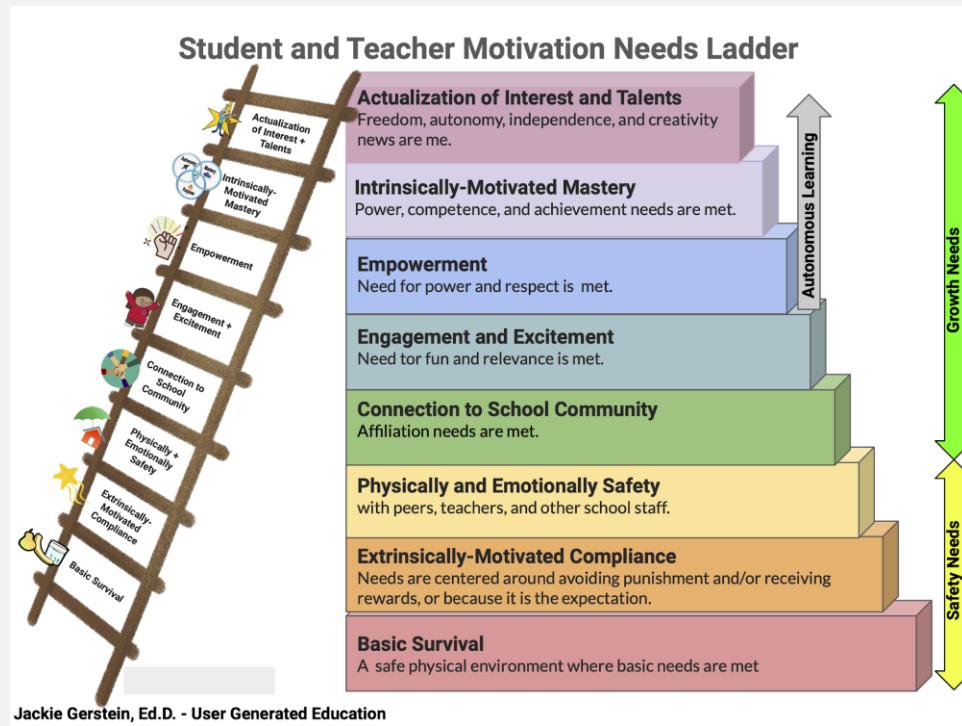
From the Students' Point of View

We find that teaching nowadays is a costly endeavour. The generation gap with our students is growing wider by the minute, and the rapid evolution of technologies and software/apps makes it impossible for us to stay updated.

The main real challenge, however, is not technology itself. The main challenge is posed by knowing how to anchor language learning to actual use, having this happen through technology, aiming at developing skills for the 21st century learners' needs. The simple answer to this is the following: letting students set the course (if possible) while following the prompts given by the teacher.



- Look at the image below and reflect on what students need to become autonomous learners.



<https://usergeneratededucation.files.wordpress.com/2023/01/needs-ladder-1.png>

- How many of the steps in this ladder do we actually mind in the design of our language classes?

Digitalizing the foreign language learning process

Looking at foreign language learning from the students' point of view may not be our cup of tea. 21st century students have developed a different attitude towards learning and they strongly believe in having fun in the process.

Fun is a synonym for passion and commitment in our youngsters' eyes. Fun can be the glue that sticks people together in collaborative tasks, and the inspiration for critical thinking and problem solving. How do we make sure they are actually having fun and learning? Is it at all possible?

If you are interested in going deeper, you can read the article below on the benefits of resorting to internet **interest communities and online gaming** to gain insights into how activities can be less challenging to design for our foreign language class.



Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Gaming
https://www.researchgate.net/publication/227655471_Second_Language_Use_Socialization_and_Learning_in_Internet_Interest_Communities_and_Online_Gaming



Graphic Organizer (Optional Activity)

As a summary for this article, we will **design a graphic organizer** that **pinpoints five (5) main aspects we might consider from interest communities and online gaming for our foreign language learning activities**. We should try to extract the ones that would contribute to **self-regulated learning**.

You can resort to Canva, Genially, Edraw, Freeology, or any other tool you are familiar with to create your graphic organizer.

As an extra observation, we can include an out-of-school experience that supports such aspects.

The realm of foreign language teaching has called to action in a particular way. No longer will resources be restricted to teachers-only access. Audios, videos, readings, writings, chats, teacher/student communities, grammar lessons, vocabulary activities, are at a click of anybody's distance. How do we make sure we exploit this availability in our foreign language classroom? **Include your comment as a footnote in the graphic organizer requested above.**

- We would like you to share your reflections by **posting your graphic organizers on a Padlet wall**. You can share your production and also comment on other colleague's graphic organizers as a way to contribute to their own reflections.
- You will have 14-running days to complete the activity.
- Link to the Padlet wall:



Insights: Why does the Use of Technology Entail Learning?

For learning to take place, it has always involved someone engaging in an activity, that is, *doing* something. The simple act of doing something puts the person in a particular context where certain behaviour is to be observed and with some expected outcomes. Foreign language learning mirrors this conception of learning, basing the *doing* on a repertoire of linguistic choices in specific communicative situations.

From a cognitive point of view, learning involves much more than “engaging” in an activity, which might mean playing a simple, minor role. It is, however, a whole complex of processes that take place physically, mentally, emotionally, and situationally, through which the learner must make use of their own tools. This is the most primitive idea of the process of *mediation*.



Lev Vigotsky

Lev Vygotsky and his Sociocultural Theory of Cognitive Development (SCT) already considered interaction as an essential mediator of the learning process. In those days, interaction was conceived from a much more restricted point to view. Nowadays, the idea of what interaction is has expanded enormously and even technological devices play the role of an interactant, or a tool for such interaction. We have gained in this conception through the evolution of devices, software, and applications.

Conclusion



Teaching and learning in the 21st century pose a major challenge for an education system that has been struggling to transmit knowledge now available to anyone for free at any time. The kind of preparation students have been getting so far is then failing to prepare them for a fast-changing world. There is a need for an innovative, creative, quick-thinking generation that can solve problems fast with a click.

Responding to these 21st century demands is neither easy, nor impossible. We have just shared a couple of tips with you, which might simplify and help you optimize your foreign language classes. Never fear the adrenaline of change. It will always take you forward!

Next class, we will focus our attention on the principles of incorporating technology into our classes, the importance of designing specific material for our EFL classes, and the impact that using digital tools has on our students. We will also see how these aspects can benefit our students' learning process.

Activities



Digitalizing the Foreign Language Learning Process (Optional Activity)

As a summary for [this article](#), we will **design a graphic organizer that pinpoints five (5) main aspects we might consider from interest communities and online gaming for our foreign language learning activities**. We should try to extract the ones that would contribute to **self-regulated learning**.

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Reading materials (compulsory)

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Créditos

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Módulo 2: La digitalización del aprendizaje y la reconfiguración del encuentro educativo en el aula de inglés

Lesson 3: Teaching with Technology

*The illiterate of the 21st century will not be those who cannot read and write,
but those who cannot learn, unlearn, and relearn.*

Alvin Toffler - US sociologist and writer

Welcome to our third class!

Previously, we started approaching the reality of our 21st century classrooms and we got familiar with strategies that would help us bring technology into our lessons, particularly to mediate content and skills.

In this lesson, we will see actual instances of the use of technology in language classrooms. We will get useful ideas based on colleagues' feedback on their own experiences.

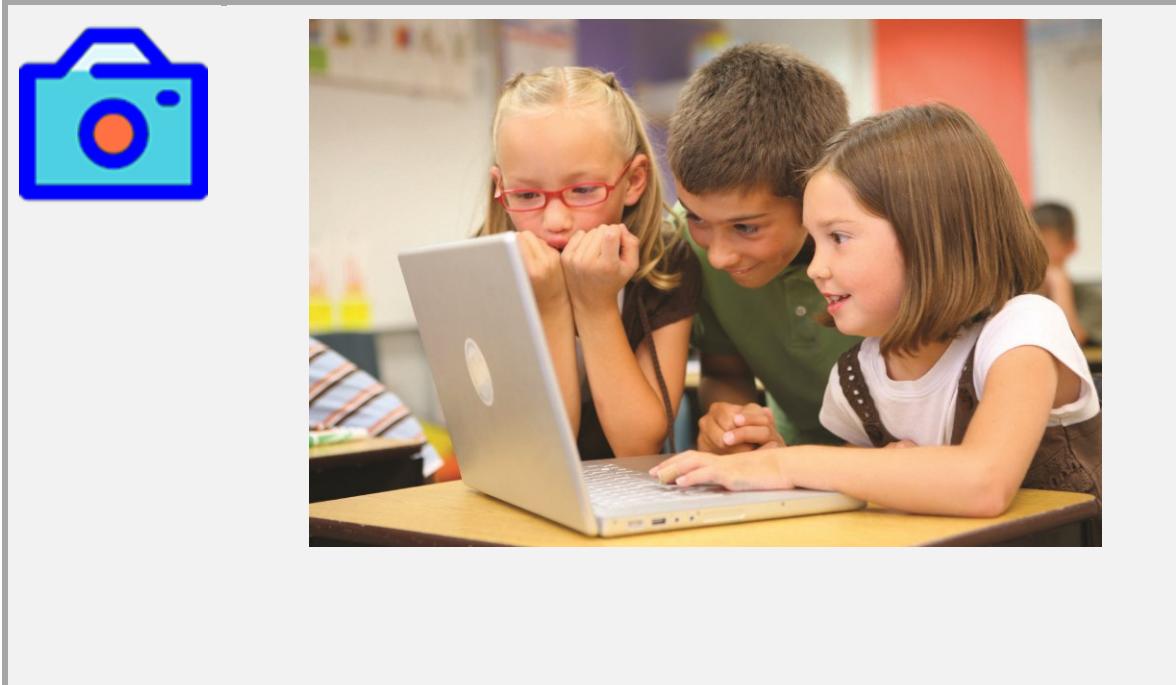
In this lesson, you will be expected to:



- Identify the principles of educational content design in a technologically mediated environment.
- Select and design tools for the development of cross-curricular activities in the 21st century EFL classroom.

In an ideal class, for any ideal teacher, activities, and resources would work perfectly and would best cater for all students' needs. Teachers would need almost no time to get everything ready

beforehand. But our everyday foreign language classes (with everything they demand from us) are far from ideal.



There is one universal truth about teachers, however. We tend to overthink. By force of habit, we consider material will never be enough, devices will not work or not be available when required at school, any unexpected event will interrupt our class and take time off our precious activities, or students will fail to manage class time successfully. A recurring nightmare!

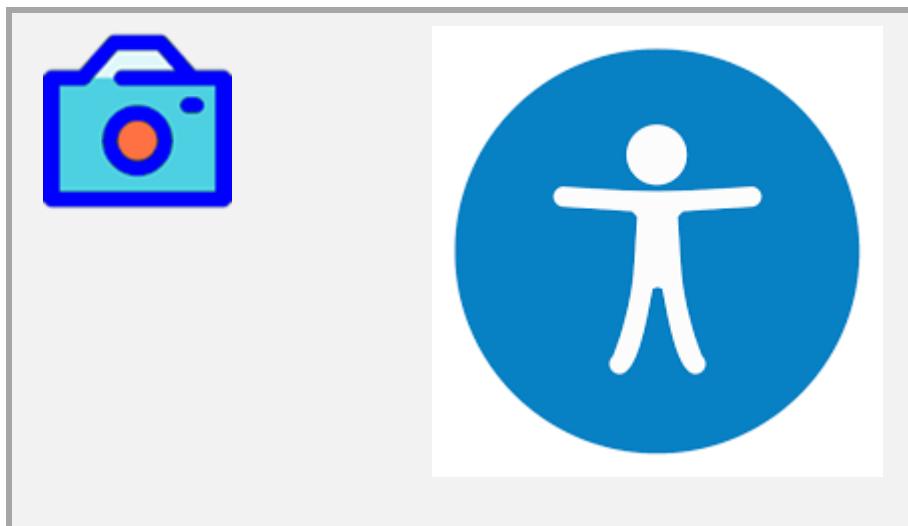
When it comes to the use of technology in our foreign language classroom, visions of wasted time might be disturbing. Why so? Well, the answer is simple. Since technology is not our forte, we assume incorporating it will definitely complicate things. How we wished we had the recipe for a successful class!

The truth is we can follow some guiding principles to make the use of technology in our classes teacher-friendly.

Principles For The Use Of Technology In The Classroom

During the pandemic, it was customary for teachers to intuitively surf the net and adopt strategies and materials that were recommended in online teacher communities. On many occasions, such materials were useful yet did not successfully suit the immense diversity of foreign language classrooms worldwide.

Digitally mediated classroom materials outsmart other types of classroom material in two ways: students can have free access to them outside the classroom (provided they have internet access or tech devices) and they can offer equal opportunities (inclusivity) for education (given the fact that most sites and apps provide accessibility shortcuts).



When we design classroom materials, we mediate between content and students. We make decisions regarding what we consider the best ways to meet our foreign language learners' needs. However, we are not entirely free in the process. There are certain principles that apply for the production of educational materials.

Let's read the list of guiding principles for the design of materials when teaching English for Specific Purposes (ESP). Even though ESP is far from what happens in school classrooms, the underlying criteria suitably orientate us towards effective learning materials.



Some Basic Principles in Designing Materials for Students of English for Specific Purpose

Now, let's reflect on the benefits of following such principles for our classroom material design.



Guiding Principles for ESP Design Materials (Optional)

After you read the article on guiding principles for the design of ESP materials:

- a. make a list of the ones you think you already take into account, and then write a sentence that begins with "*I feel ... about considering... in the design of my classroom materials because...*",
- b. Identify the tip/s you had not considered before (if any), and comment on how this/these could best help you improve your teaching experience with digitally mediated materials.
- c. **Create** a Google Slides document and **share** the link on the ACTIVITIES section. Make sure your presentation is both visually attractive and in accordance with the given task.

You will have 14-running days to participate in this activity.

What about the design of digitally mediated materials particularly? Let's now focus on the principles that throw light upon the development of digital materials for our EFL classes.



Guiding principles for Teaching with Technology

It should be easier now to go over our own materials and assess their appropriateness basing our judgment on these sets of principles.



Learning by Using



One of the most powerful learning strategies is to get someone to do something new. The whole experience of trying something new and coming up with a positive outcome makes the experience memorable.

It's a Matter of Motivation

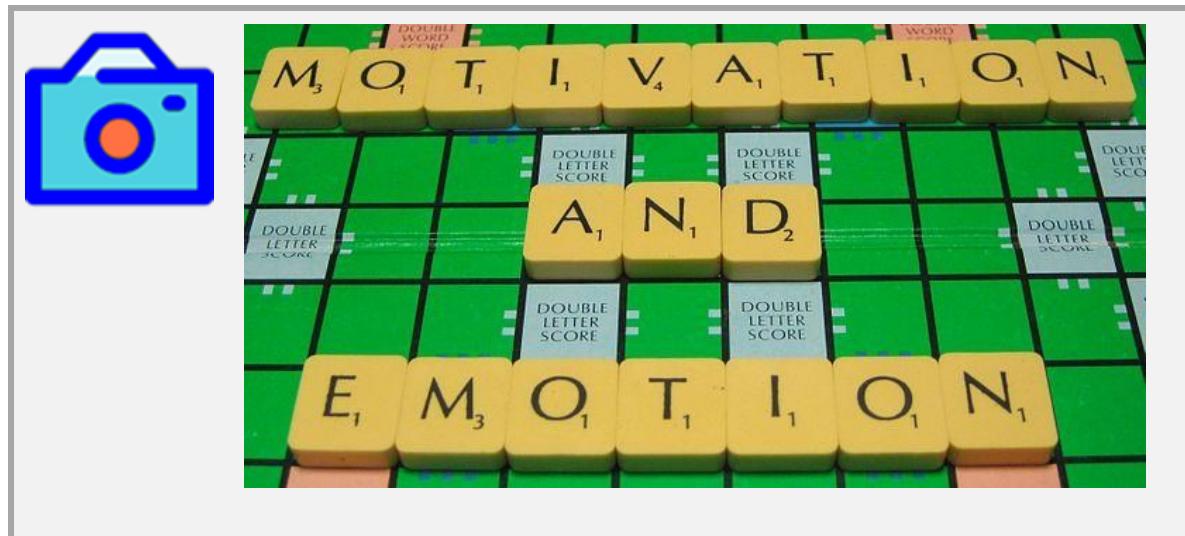
Any sufficiently advanced technology is

Indistinguishable from magic.

Arthur Clarke

The words of Arthur Clarke (1962), an English science fiction writer, say it all. We could rephrase the quote and go as far as considering that “any effectively exploited technology is indistinguishable from magic... and so, from engagement, motivation, commitment to the task assigned”.

Our learners’ emotional states play influential roles in their own learning. More often than not, we plan our activities thinking only of their ultimate willingness to commit to the tasks assigned. As it was suggested by the Affective Filter Hypothesis (Stephen Krashen, 1982), emotional states will affect learning achievement.



Motivation is strengthened to a greater extent through interaction with other people. In parallel, the primary objective of technology is to engage learners and improve social interactions with peers. While exchanging ideas with other learners, commitment to the communicative situation is uppermost and learners meaningfully cooperate through language, enhancing language learning.

A resulting challenge for teachers is to direct such motivation to academic growth and achievement. Integrating technologies into the classroom does not mean to simply ask students to “use” technological devices. There has to be a well-established practical purpose, useful for both teachers and students. On the go, anxieties may rise, of course. So, how do we design material/content that allows us to achieve such a purpose?



Conclusion



Great teachers are those who do not fear change and are always ready to take a step further.

Being a teacher in the post-pandemic era has resulted in an unexpected though rewarding experience. Most of us agree that we prefer state-of-the-art teaching rather than “old school” coursebook-based-only strategies for our foreign language classes.

Technology has paved a new way into the design of our classroom materials. It is our responsibility now to stay curious and keep developing the necessary skills for the natural incorporation of technology in our foreign language classes.

This course has been a kind invitation to plunge into the depths of digitally mediated materials/classes. We hope you feel inspired to explore them!

Thank you.

Activities



Guiding Principles for ESP Design Materials (Optional)

After you read [the article](#) on guiding principles for the design of ESP materials:

1. **Make** a list of the ones you think you already take into account, and then write a sentence that begins with "*I feel ... about considering... in the design of my classroom materials because...*",
2. **Identify** the tip/s you had not considered before (if any), and comment on how this/these could best help you improve your teaching experience with digitally mediated materials.
3. **Create** a Google Slides document with the analysis made and **share** the link on the ACTIVITIES section.
4. Remember it is important that you **analyse** the material and establish connections. The presentation should be visually engaging (include pictures, make it colourful, etc.), well-organised, and in accordance with the given task.

DEADLINE: Monday, 31st July

Developing Intrinsic Motivation (Obligatory)



The best way to successfully integrate technology involves motivation as the prime motive for each activity. It must be constantly present for both teachers and learners alike.

Findings about technology-based education in higher education might give us a clear idea of how to address this issue. Let's read a related article: [Toward Technology-Based Education and English as a Foreign Language Motivation](#)

As we can see, for 21st century teachers, the main interest should be to educate learners to develop intrinsic motivation, self-direction (discipline and perseverance in tasks), and lifelong learning (independent, self-regulated learning).

After reading the article, think of your days as a secondary school teacher or college student:

- a) Think of a particular class or evaluation situation that could have been memorable if it had been designed from an innovative technological

perspective. If you had been that teacher in charge, how could you have improved a learning experience like that?

- b) Imagine you are in a meeting with the principal/dean of that school/college, and you are describing this innovative experience to them. Think of the reasons that motivate you for such change. Make clear reference to your main teaching objective. Outline your potential learning outcomes. Highlight the emotional gain for your students.
- c) Record a 90-second elevator pitch with such ideas. You can edit the file and add music or any other sound effects. **Share the file in the forum.**
- d) Listen to two other colleagues' elevator pitches and react to them with a comment.

DEADLINE: Monday, 31st July

Should you have any questions, let us know.



If you need to do some research into what an **elevator pitch** is and how to design it, please [click here](#).

Reading Materials (compulsory)

Brown, R. & Stephenson, T. (Junio 2020). *Guiding Tips for Teaching with Technology*. NACTA. (p. 1-2).

Fadhli, Muhammad & Sufiyandi, Sufiyandi. (2020). *Some basic principles in designing materials for students of english for specific purpose*. International Journal of Islamic Education, Research and Multiculturalism (IJIERM). Vol 2 No 1 (2020): Ijierm Edition January. 10.47006/ijierm.v2i1.19.

Wei, Y. (2022). *Toward Technology-Based Education and English as a Foreign Language Motivation: A Review of Literature. Educational Psychology*. Foreign Languages Department, Shijiazhuang Tiadao University, Shijiazhuang, China.

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Camilleri, P. (2015). *Strategies for action in digitally mediating learning*. Available in: <https://blog.scientix.eu/2015/05/strategies-for-action-in-digitaly-mediating-learning/>

Clarke, A.C. (1962). *Profiles of the Future: An Inquiry into the Limits of the Possible*. Indigo.

Curry, N. (2021). *5 Practical Tips for Teaching with Technology*. Cambridge ELT: World of Better Learning Blog. Available in: <https://www.cambridge.org/elt/blog/2021/02/05/5-practical-tips-teaching-technology/>

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press Inc.

Kurt, G. (2021). *Technology-mediate tasks in the young learners' EFL classroom*. Vol. 20, p. 328-334.

Spence, C. (2022). *The 7 Best Digital Teaching Tools for Your Online ESL Classroom*. Cambridge ELT: World of Better Learning Blog. Available in: <https://www.cambridge.org/elt/blog/2022/04/29/seven-best-digital-teaching-tools-online-esl-classroom/>

Créditos

Autores: Leticia Anabel Nuñez y Adriana Elizabeth Gonzalez

Nuñez, Leticia Anabel & Gonzalez, Adriana Elizabeth. (2023). Clase Nro 3. *Teaching with Technology*. La digitalización del aprendizaje y la reconfiguración del encuentro educativo en el aula de inglés. Buenos Aires: Ministerio de Educación de la Nación.



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Módulo 2: La digitalización del aprendizaje y la reconfiguración del encuentro educativo en el aula de inglés

Lesson 4: The Impact of Creativity and Connectivism in the 21st Century

*If we teach today's learners as we were taught yesterday's,
we rob them of tomorrow.*

John Dewey

Welcome to our last class!

In previous classes, we have focused our attention on the changes education is experiencing in the 21st Century and the new roles of teachers and learners. Now, the idea is that we go over the concepts and ideas we have previously discussed and add a few more ideas to expand our knowledge and apply it to our classrooms.

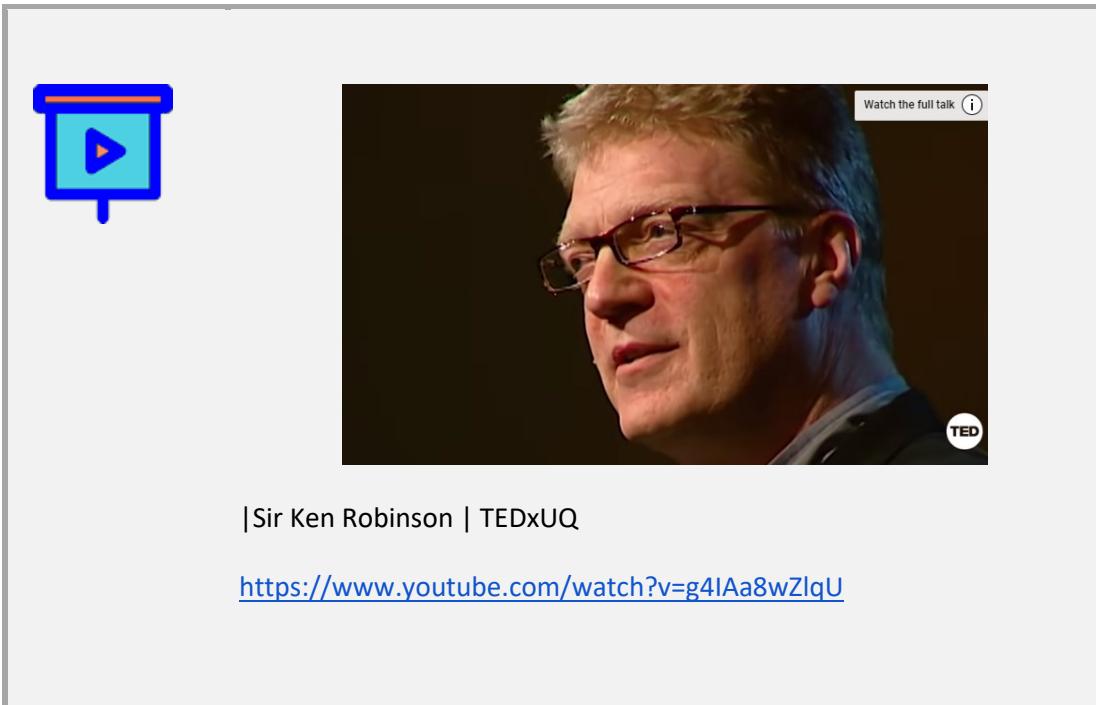
In this lesson, you will be expected to:



- Review the main characteristics of the 21st Century classroom and the new roles of teachers and learners;
- Think critically about the changes that should be done to the traditional way of learning.
- Become familiar with emerging ways of learning in the 21st century.

The Importance of Creativity in the 21st Century

To start with, we would like you to watch a short fragment of one of Sir Ken Robinson's speeches. Pay careful attention to the situation he describes:



A video player interface is shown. On the left is a blue play button icon. The main video frame shows a close-up of Sir Ken Robinson, an older man with glasses, speaking. In the top right corner of the video frame, there is a small button labeled "Watch the full talk" with an info icon. In the bottom right corner of the video frame, there is a small "TED" logo. Below the video frame, the text "Sir Ken Robinson | TEDxUQ" is displayed, followed by a blue hyperlink: <https://www.youtube.com/watch?v=g4IAa8wZlqU>.

What does the experience he describes say about children?

Does creativity decline as children get older?



Is everyone capable of being creative?

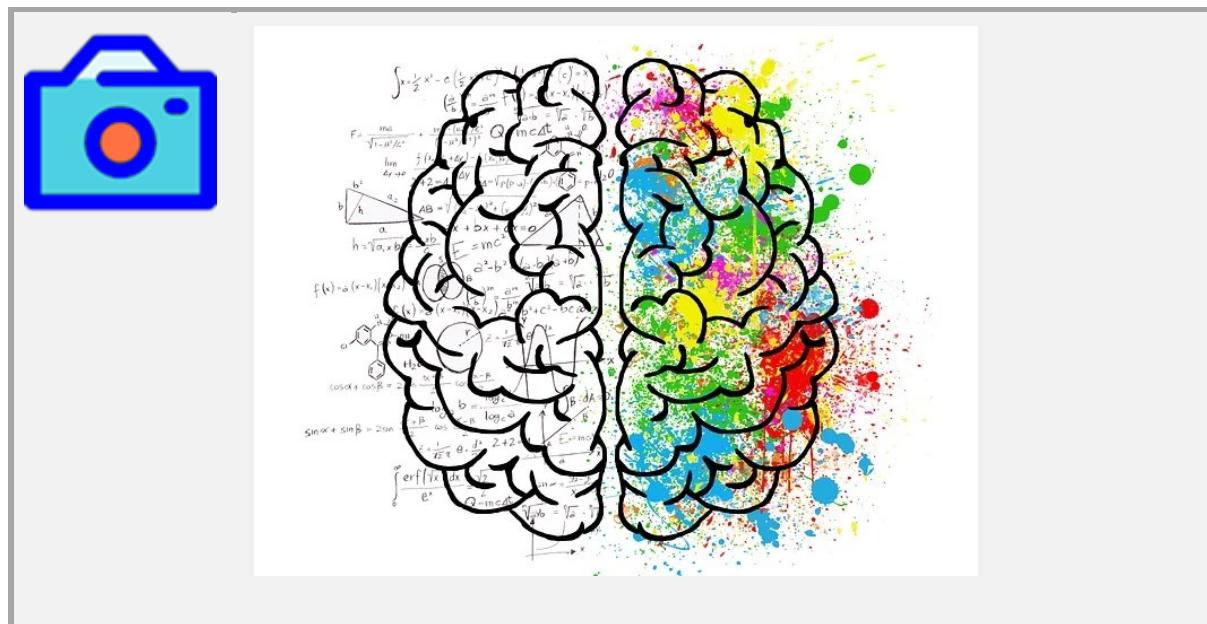
Can creativity be taught?

How can new technologies foster creativity?

Considered one of the higher order thinking skills (HOTS), creativity is a critical life skill needed for the 21st Century. But... *Why is it so important for the 21st Century?* Well, that is because the world is rapidly changing and pushing us to a more competitive, demanding and unpredictable one (Trilling & Fadel, 2009). Consequently, in order to provide our students with the opportunity of a life-long

learning, we need a different approach. That is, we cannot be afraid of doing things differently, and this will require CREATIVITY.

Fostering Creativity in the ESL Classroom



To nurture creativity, we need to break the established patterns to make our students think out of the box and see things differently. Thus, creative thinking has to be developed through deliberate pedagogical practice. To do so, students need to:

- be allowed to take risks;
- be allowed to try new things;
- question and be questioned, but be ready to accept that questions may not be found immediately.

Let's watch and listen to Scott Millar's speech on 21st century skills. Take notes on the most relevant aspects the discusses as you listen:



Building the 21st century classroom | Scott Millar | TEDxUQ

<https://www.youtube.com/watch?v=bYZvLDmAEFI>

Reflect upon the speech by considering the following questions. Connect his ideas to your personal experience in the ESL classroom.



How important is it to appeal to the multisensory dimensions?

What kind of experiences do your learners value the most?

How can teachers foster creativity in the classroom? How can you use the new technologies to do so?

Do you think the ideas you present your students with are creative enough?

How can life-long learning be encouraged?

*What is the difference between being **digitally literate** and **digitally confident**? Why is it better to foster the last?*

When thinking about the role of creativity in our classrooms, new technologies have certainly become a must. These give our students the opportunity to develop their creative thinking skills. But... ***Can creativity and new technologies work together?*** The answer is YES. They *do* work together and they depend on one another.

Technology has the ability to enhance specific areas of the creative process by presenting a new platform for creativity to exist on. By using digital tools, the learners' ideas can be set free and come to life in the physical world.

Here are some of the benefits of incorporating new technologies into the ESL classroom:

- **Technology is a source of information and inspiration:**

Students have access to an enormous amount of information in many different formats such as e-books, blogs, videos, among others, which serve as a source of inspiration to awaken their creative spirit. Also, technology develops creative self-confidence as a way of taking risks, which allows students to create something unique. It can be increased by starting new projects, activities, and exercises that will bring them new experiences and; thus, will motivate them to think about new creative ideas.

- **Technology eases their communication:**

Technology is a tool that allows learners to connect and communicate with others. For example, the use of forums, digital walls, and social networks are a great way to exchange ideas and experiences. All these methods can impact positively on our students' creativity as they learn by sharing experiences. These can also contribute to the development of new ideas.

- **Technology enhances thinking skills:**

Learners should be encouraged to think more broadly and find connections between concepts and real life. They need to understand the purpose of what they are doing/learning to find it useful and inspiring. Also, associative thinking can be a brainstorm of ideas that can be a stimulus that can improve creative thinking.

- **Technology helps generate new ideas:**

Not only is it about creating new ideas from scratch, but also about improving and advancing old ones. In this context, new technologies will motivate learners to explore and develop their creative ideas. They will also boost innovation.

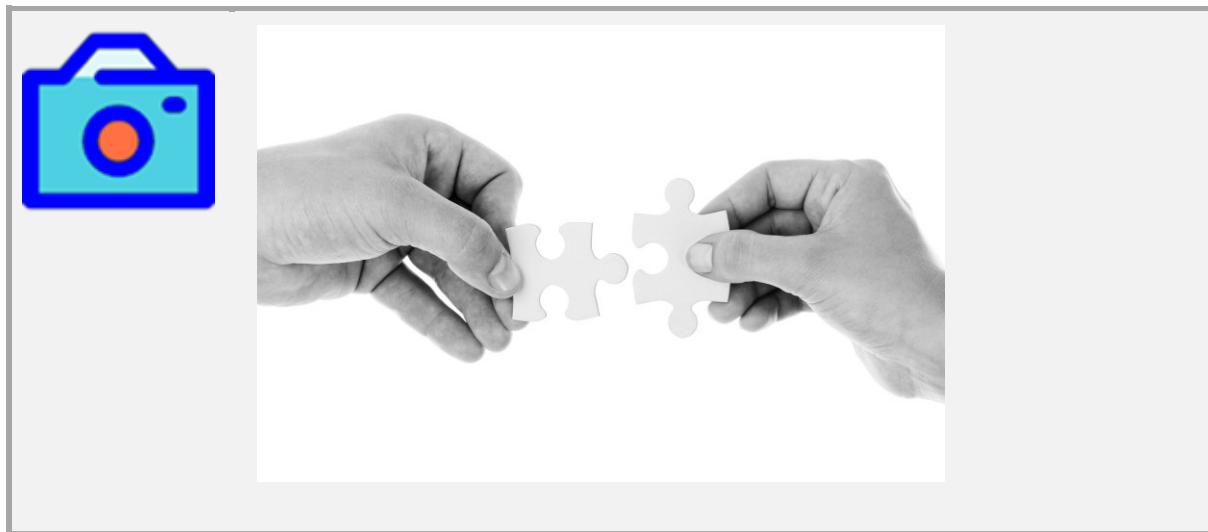
New winds are blowing: Connectivism

If a science fiction film had ever predicted the changes education would need to undergo today, we would not have believed it. XXI century education, including the pandemic effect, has gone far beyond expectations.

As we have described in our previous classes, XXI century students have turned our tables. New rules have been established to play the teaching game, particularly in the foreign language realm. Players come endowed with different sets of skills. They know they can have access to the most varied resources from anywhere in the world, in whatever format/mode we can think of (audio, video, infographic, article, multimedia presentation, you name it).

We, teachers, have had to get adjusted to this new reality in the blink of an eye, though it has proved beneficial after all.

Setting the grounds



Several decades ago, George Siemens, an instructor at Red River College, Canada, was thrilled by the limitless potential of technology to transform education. He did extensive research and found a practical way to tackle 21st century teaching-learning practices.

Let's read his article on Connectivism:



Conclusion



It is undeniable that creativity and new technologies go hand in hand when trying to make the most of our learners' language skills. Additionally, learning in a collaborative and cooperative environment where they can learn from each other and expand their knowledge becomes essential to develop autonomy and foster their imagination.

As we have reached the end of this module, it is time to do the final task. We hope you have been able to shed light on today's issue of understanding the new role of teachers, learners and new technologies in the 21st century EFL classroom.

FINAL TASK: Planning through Connectivism (obligatory)

This final activity will be developed in two stages:



STAGE 1: After reading George Siemens's article, we can easily pinpoint the principles in connectivism that best suit our foreign language classroom activities.

A. Go to one of the last activities you have planned for your EFL classes and analyse it according to the following:

- *What is your role as a teacher?*
- *What is your students' role?*
- *What is the role of the new technologies?*
- *Have you fostered your students' creativity?*
- *How many principles of the Connectivist theory apply already?*

- *How can you make the most of technology to enrich your students' everyday classroom experiences?*

B. **Re-design** your activity so that it better suits the XXI century learners' needs we have covered along the module. Please, **consider** the questions in activity A as you redesign it and **include** the original activity along with the new version to favour the correction process.

C. **Include** the learning objectives of the re-designed activity.

As you redesign the activity, you will need to consider everything that has been studied in the module.

Your task should be submitted in a Word file under the following name:
SURNAME-NAME-FINALTASK-AIES02 (Ex.: GOMEZ-CARLA-FINALTASK-AIES02)
in the ACTIVITIES section.

STAGE 2: After having reflected on your current teaching decisions, you can express your opinion and state your attitude regarding the use of technology in your XXI century classes. So you will round this module off with an activity where you will share your point of view on a few aspects. You will record a 90-second video and share it in the forum: **21st century EFL classroom experiences.**

DEADLINE: Thursday, 10th August (stage 1 and 2)

(FORUM INSTRUCTIONS)

Hello, everyone!

After having reflected on your current teaching decisions, you can express your opinion and state your attitude regarding the use of technology in your XXI century classes. So you will round this course off with the following activity:

A. **Record** a 90-second video of yourselves that contains your reaction to the following:

- a short description about how you feel about incorporating technology into **the reality of your classrooms**;
- a weakness that you identified in your XXI century classroom activities based on the principles of connectivism;
- an effective way of adapting your activities based on the principles of connectivism, which you had not thought of before.
- how you would like your students to feel about your innovative decisions.

B. Upload your video and **share** it in **this forum**.

Your final task will be assessed according to the following scoring criteria:

SCORING CRITERIA	
CATEGORY	DESCRIPTION
CONTENT & UNDERSTANDING OF THE TOPIC	The objective/s of the redesigned activity are clearly stated and they are strictly connected with the presented activity and context.
CONTENT & UNDERSTANDING OF THE TOPIC	Relevant background information about the group has been included, allowing the reader to set the presented activity into context.
CONTENT & UNDERSTANDING OF THE TOPIC	The redesigned activity has been thought of considering the principles of connectivism.
CONTENT & UNDERSTANDING OF THE TOPIC	The redesigned activity puts the learners in the center of their learning process, considering their specific needs and interests.

	<p>The redesigned activity considers the importance of using the new technologies to build knowledge and contemplates the 21st century skills (creativity and innovation, collaboration and communication, critical thinking and problem-solving, etc.)</p>
	<p>The description of the video recording is brief, but it contains an insightful analysis of the guiding instructions and the material covered in the module.</p>
LANGUAGE	<p>Mechanics (punctuation, spelling, and capitalization) is properly used at all times.</p>
	<p>Vocabulary and expressions used are varied and proper of the English language.</p>
	<p>Grammatical structures are correctly used at all times.</p>
	<p>Pronunciation allows the listener to understand the message clearly. The message is fluid and accurate.</p>
<p>FURTHER COMMENTS:</p>	

Reading materials (compulsory)

Millar, S. 14 de diciembre de 2018. Building the 21st century classroom. TEDxUQ. Disponible en:
<https://www.youtube.com/watch?v=bYZvLDmAEFI>

Siemens, G. (2005). Connectivism: A Learning Theory for the Digital Age. Available in: [Jan05_01](http://www.itdl.org/)
[\(itdl.org\)](http://www.itdl.org/)

Reading materials (optional)

Hennam-Dale, Sharon. Cambridge University Press. 21 de marzo de 2021. Teaching for the 21st Century. Disponible en: <https://www.youtube.com/watch?v=ALXIsD6YUIU>

References

Robinson, K. 14 de noviembre de 2009. TEDxLeadershipPittsburg. Are schools killing creativity? Disponible en: <https://www.youtube.com/watch?v=XSu38uFEVuI>

Créditos

Autores: Adriana Elizabeth Gonzalez y Leticia Anabel Nuñez

Gonzalez, Adriana Elizabeth. & Nuñez, Leticia Anabel. (2023). Clase Nro 4. The Impact of Creativity and Connectivism in the 21st Century. La digitalización del aprendizaje y la reconfiguración del encuentro educativo en el aula de inglés. Buenos Aires: Ministerio de Educación de la Nación.



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