# STUDENT-CENTERED TEACHER PROGRAM:
## INCREASING INTERACTION IN A BLENDED PROGRAM
### 2018 STARTALK FALL CONFERENCE

**STARTALK Performance Assessment Training Program**

**Tatyana Vdovina, Meg Montee,, Mary Spanarkel, Caitlin Gdowski**

# POLL

- Show of hands:
  – Student programs
  – Teacher programs
  – Blended (online and face-to-face) programs?
  – First year STARTALK?
  – 5 or more years STARTALK?

# SESSION OUTCOMES

- I can successfully implement meaningful and engaging interactive activities into a language classroom

- I can create interaction and collaboration among participants in a blended program

# WHY THIS SESSION?

- Focus Strand: Equipping the Platform

- Topics: Interaction; Blended Program; Performance Assessment; Teacher Program

- We will share with you our strategies and activities used to increase interaction in a blended Teacher program

- Our program content focus: formative and summative performance assessment

# Background

- Teacher training program: STARTALK Performance Assessment Training Program

- Diverse participants: instructors and other staff in STARTALK programs
  - Veterans
  - Pre-service
  - In-service

- 2 weeks of **online instruction** followed by **2.5 day face-to-face workshop**, then four more online instruction

- About half of the program's participants attend the face-to-face workshop

- The rest of the participants are only engaged with online content

# Challenges

- Limited opportunities for meaningful interaction among participants in online and blended programs

- Limited opportunities for meaningful interaction between participants and instructors in online and blended programs

- Not enough student-centered activities to ensure engagement and learning of all participants

# Reflection

- Think about the following questions

(complete form on **page 2** of your handouts)

– Have you ever taken an **online or a blended** course?

– What activities promoted **interaction** in that course?

– What **interactive activities** have you experienced (as a student) or administered (as an instructor) in a face-to-face course?

– How can you use interaction for assessment purposes in a STARTALK language program?

# Talking Chips

- To encourage student contributions to small group discussions… try **Talking Chips**

  – In small groups, each student receives one **Talking Chip** (poker chip, Lego, math manipulative, playing card, etc.)

  – As each member contributes to the conversation, they place their **Talking Chip** in the center of the table

  – Once a group member's **Talking Chip** is placed on the table, he or she may not contribute to the discussion again until all others have contributed and
  laid their chip down

# Talking Chips: Now You Try It

- **Functions: Reflections and sharing of ideas**

- **Communicative Mode: Interpersonal and Presentational Speaking**

- **Proficiency level: Any**

- Use the sentence stems below to greet and introduce yourself to your table mates and share your reflections from **page X** in the handout using Talking Chips:

    – Hello. My name is _____.

    – I have/have not taken an online or blended course

    – Some interactive activities in that course were_____.

    – An interactive activity that I use as an instructor is_____.

    – One way to use interactive activities for formative assessment of language skills is_____.

# Our Story

- Tools and strategies to increase interaction in a blended course:

- Introduction Video

- Face-to-Face Workshops

- Webinars

- Interactive and student-centered activities

- Discussion Boards

# Example 1: Introduction Video

Video 1

# Example 2: Face-to-Face Workshops

- Interaction among online-only and blended participants

  – In Module 2 online-only participants were asked to record questions for the FTF participants

  – We played their recordings on the first day of the FTF workshop

  – Then, we copied four questions on poster paper and used a Four Corners activity to generate responses from the FTF participants

  – Let's look at the instructions and then we'll listen to a question and response

# Example 3: Webinars

- STARTALK Performance Assessment Program featured **three webinars** in which **all** participants were encouraged to participate

- **Webinar 2** was conducted after the FTF workshop and was the key tool for increasing interaction between blended and online only participants

# Example 3: Webinars

- During Webinar 2 participants:
  – Reviewed the questions (online only participants) and responses (FTF participants)
  – Viewed and analyzed the interactive activities from the FTF workshop and considered how these activities could be used in their classrooms for instructional and assessment purposes
  – Reviewed the FTF participants' work and additional resources

# **Example 4: Four Corners (Participant Question)**

Video 2

# Example 4: Four Corners

**This is the activity that we used to generate responses to online participants' questions**

1. Look around the room and note the posters with the questions and a name of a season

2. Go to your favorite season and confer with colleagues about a response to the question posted there

3. We will need a few volunteers who can video record their responses.

4. We will share your recordings and other fun things from the FTF workshop during Webinar 2.

# Example 4: Four Corners (Participant Response)

Video 3

# Interactive Activities from FTF Workshop

- In the FTF workshop the participants engaged in a number of interactive activities to explore our content

- The next slides will show some of these activities along with photographs and videos of the FTF participants.

- As you watch and listen, think about how you could use these activities in your own classrooms for instructional and assessment purposes

# Example 5: Musical Pairs

**Before engaging in this activity, participants reviewed speech samples of a students (case study) and rated the samples using CLOCK**

(instructions on **page 3** of your handout)

1. When the music begins to play, take your Case Study and Checklist notes and move about the room with (Have fun! Show us some rhythm!).

2. When the music stops, pair up with a person near you and share your thoughts about Mandy, her language skills, and her language level based on the checklist.

3. Share activities with which you could use the CLOCK in your classroom.

4. When the music begins again, dance your way back to your seat.

# Example 5: Musical Pairs



Video 4

# Example 6: Gallery Walk/Wows & Wonders

**Before engaging in this activity, participants used the Task Development Worksheet to create and describe and performance assessment task. They shared these tasks though the following activity**

(instructions on **page 2** of your handouts)

1. With your group, stand by your poster. Get a pack of sticky notes and a pen for your group.

2. At the signal, move to the next poster in a clock wise position.

3. As a group, discuss the poster. On the sticky note, write a **wow** (something you really like) and/or a **wonder** (a question you have).

4. At the signal, travel to the next poster and repeat the procedure.

5. Once the Gallery Walk is over, return to your poster to collect and review the feedback that other participants left for you.

# Example 6: Gallery Walk/Wows & Wonders
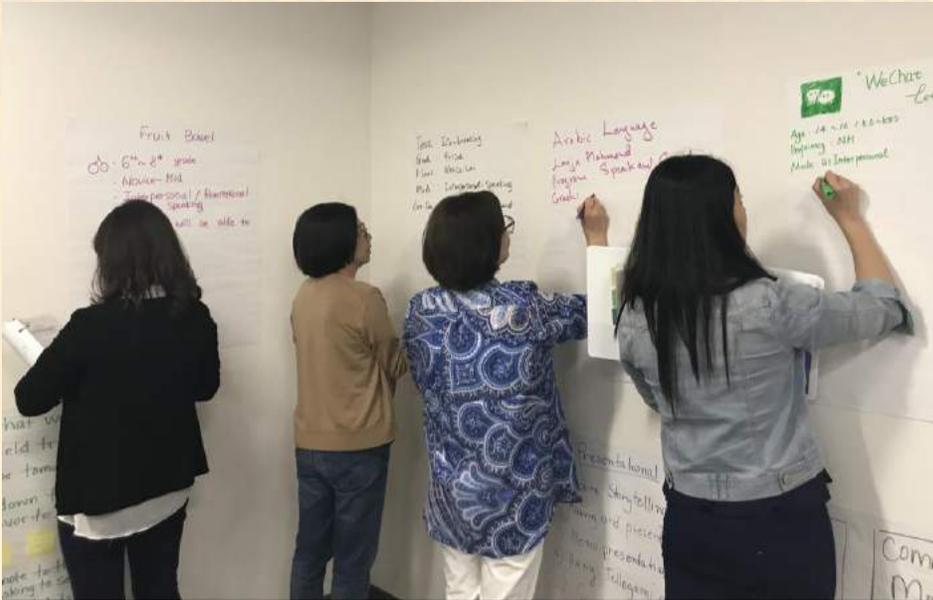

Participants making posters
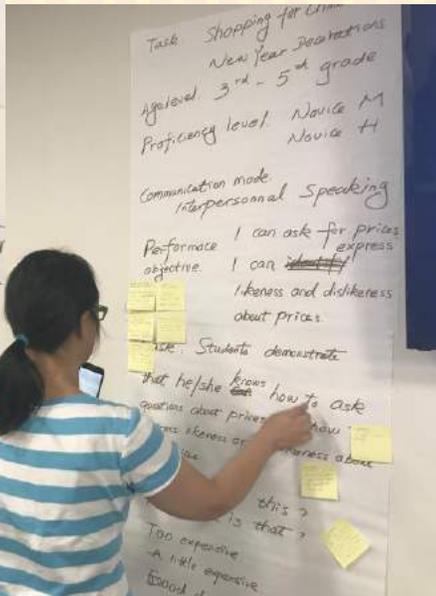

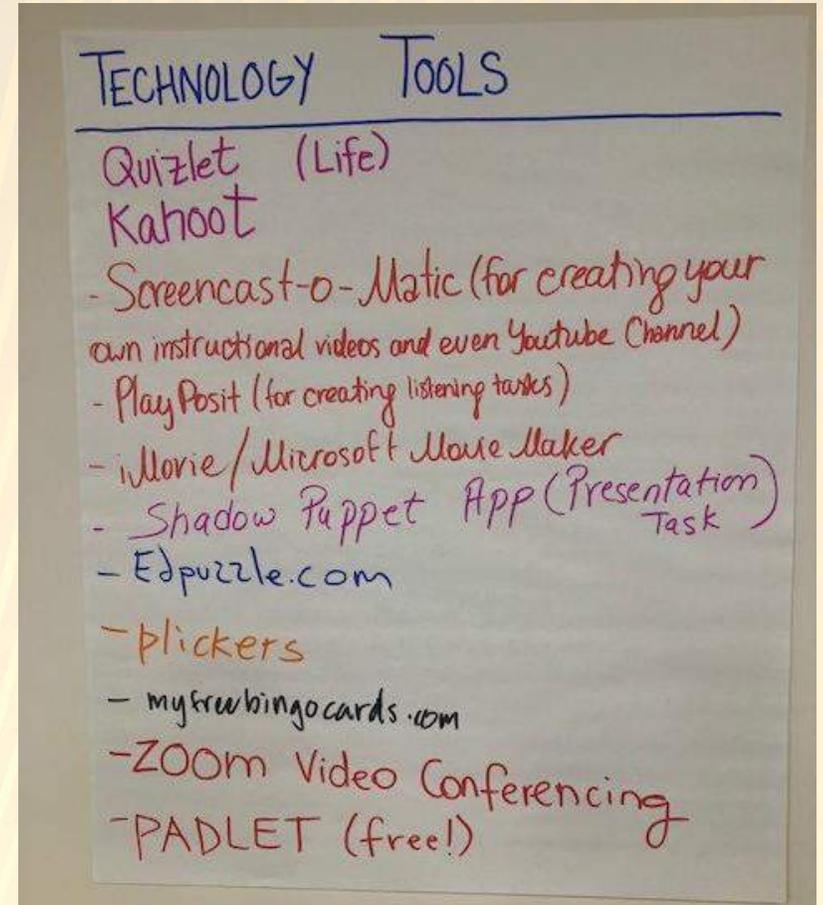Participant leaving feedback

Video 4

# Example 7: Sharing Resources

- During the FTF Workshop we kept a toolbox for all activities and strategies as well as a list of online resources that can be utilized for language assessment and instruction

- In Webinar 2, these resources were shared with the online only participants

- The list is on page 4 of your handout

# Example 7: Sharing Resources

- Presentation Bingo
- Name Game
- Talking Chips
- Small Group Brainstorm
- Mix and Match
- Shape Partners
- Puzzle
- Think-Write-Pair-Share
- Back-to-Back Drawing
- The Writing is on the Wall

- Walk and Talk Bingo
- Role Play
- Musical Pairs
- Task Lab & Fishbowl
- Gallery Walk: Wows and Wonders
- Jeopardy
- Four Corners



TECHNOLOGY TOOLS

Quizlet (Life)
Kahoot
- Screencast-o-Matic (for creating your own instructional videos and even Youtube Channel)
- PlayPosit (for creating listening tasks)
- iMovie / Microsoft Movie Maker
- Shadow Puppet App (Presentation Task)
- Edpuzzle.com
- plickers
- myfreebingocards.com
- ZOOM Video Conferencing
- PADLET (free!)

# Example 8: Discussion Boards

- Discussion boards were used during each Module to facilitate interaction between participants
  - A prompt, generated by the course instructors, was meant to start a conversation among participants
  - Participants were encouraged to post a response to every prompt and respond to someone else's post each week
  - Course instructors moderated the conversations and contributed to the conversations

# Example 9: Shape Partners

1. Each of you received a **shape card**.

2. Find another participant who has the *same shape*.

3. The two of you will work together to answer questions on the next slide.
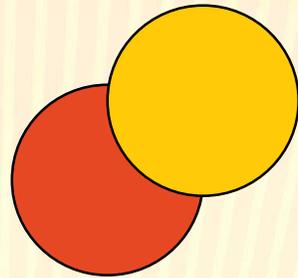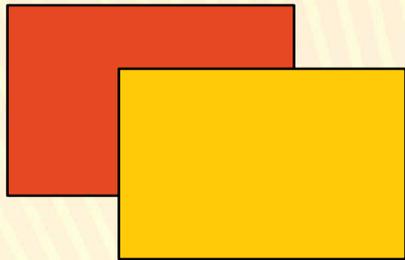
# Example 9: Shape Partners

- Discuss the following questions with your **Shape Partner**
  - What did you think about the interactive activities that we demonstrated to you?
  - Would you use any of these activities in your classroom for performance assessment purposes?
  - Would you make any modifications to any of these activities?

# Our Story: Improved Outcomes

- Hands-on interactive activities and reflections allowed participants to try out many new tools that can be used for instruction and assessment in their STARTALK programs

- Exchanging questions and answers between online only and FTF participants created dialogue and reflections

- Sharing photos, videos, and resources allowed online only participants experience some of the FTF workshop content and learn new tools useful for language instruction and assessment

- Discussion board generated interesting conversations between participants and instructors

# Our Story: New Challenges

- Need to increase Webinar participation

- Ways to follow up with participants to see how interaction influences their instruction and assessment practices

- Ways to follow up with participants to see which strategies they successfully implemented in their STARTALK programs

# Our Story: Did We Meet Our Goals?

- I can successfully implement meaningful and engaging interactive activities into a language classroom

- I can create interaction and collaboration among participants in a blended program

# Thank You!

Please feel free to contact us!

| | |
|---|---|
| Tatyana Vdovina | tvdovina@cal.org |
| Meg Montee | mmontee@cal.org |
| Mary Spanarkel | mspanarkel@cal.org |
| Caitlin Gdowski | cgdowski@cal.org |