

**New Normals:
Teaching and
Learning
Innovations**

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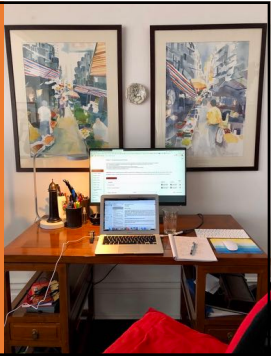



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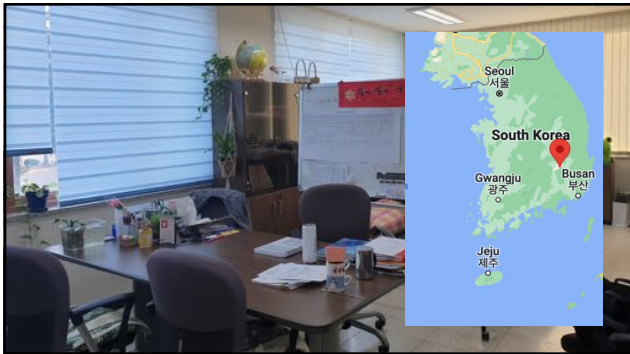

**Teaching is a
human profession**

Teachers have been quick
to adapt to changing
circumstances.

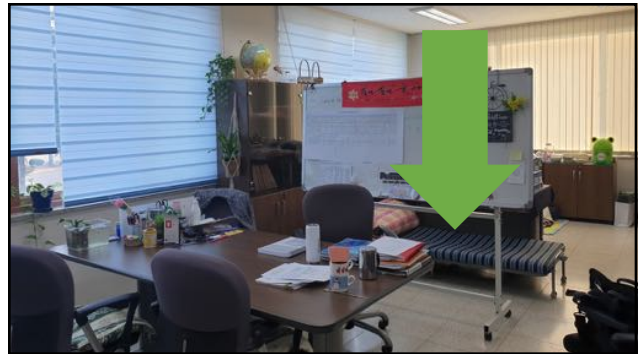
**“Where have you been
teaching during Covid?”**



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**New Normals:
Choosing to become a
teacher**



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**Why become
a teacher?**

- Make a difference in students' lives
- Give back to the community




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Why become a teacher?

- Make a difference in students' lives
- Give back to the community
- **Good pay and job security**
- **Flexible hours and long paid holidays**

(Indeed, 2021; Teachers of Tomorrow, 2017; others)



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Times of stress in society




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Stress produces political change

The Peasant's Revolt
 In 1381, after the Black Death plague of the 1340s, serfs in England rebelled and marched on London, **demanding better pay and working conditions.**



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<https://www.brookings.edu/blog/2021/09/08/how-...>
How the pandemic has changed teachers' commitment to ...
 Sep 8, 2021 — A look at educator attitudes throughout the COVID-19 crisis. ... Teachers had to adapt to unexpected conditions, teaching in unprecedented ...

https://www.rand.org/research_reports/RRA1108-1
Job-Related Stress Threatens the Teacher Supply - RAND ...
 Jun 15, 2021 — Stressful working conditions and increased personal responsibilities were more common among likely pandemic leavers (i.e., teachers who were ...

<https://journals.sagepub.com/doi/full/>
Teachers' Unions and Their Responses to School Reopening
 by BD Marianno · 2022 · Cited by 3 — The COVID-19 pandemic has stretched education governance systems as ... closure of schools required changes to teacher working ...

<https://www.nea.org/new-from-nea/getting-serious-a-...>
Getting Serious About Teacher Burnout | NEA - National ...
 Nov 12, 2021 — "Burnout and demoralization are meaningfully different forms of work dissatisfaction that each affect teachers' ability to do their jobs and ...

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Stress is compounded

Despite the current stresses of Covid, some authorities have purposely worked during the pandemic to create **adversarial relationships** among themselves, teachers, and parents.

Arizona bill would allow families to sue teachers over parental rights violations
Tom Joyce | The Center Square contributor Feb 17, 2022



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The Salt Lake Tribune SUBSCRIBE

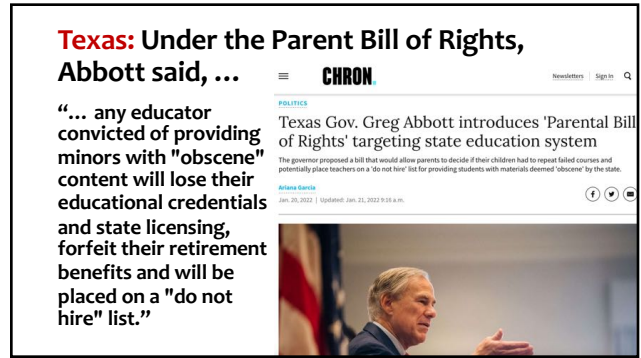
Utah parents could sue education officials or teachers for almost any reason under proposed bill
 SB157 puts parental rights above any other consideration when it comes to public education.



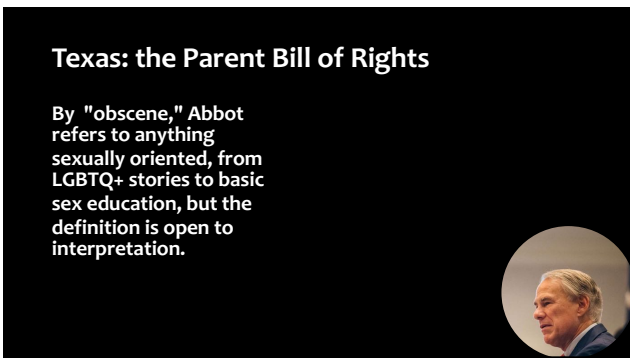
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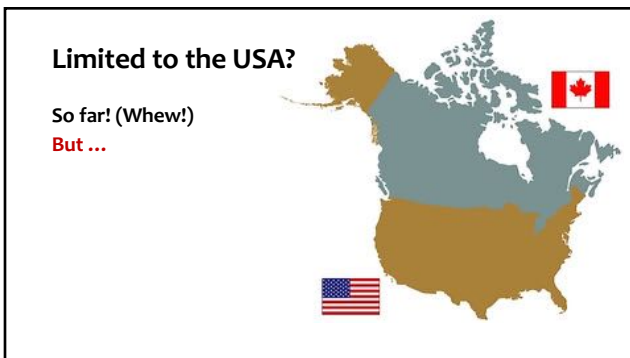
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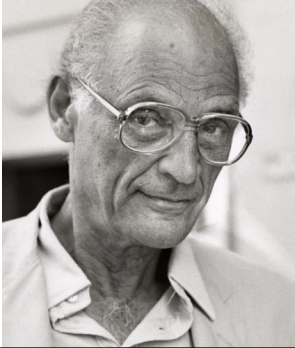
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Playwright Arthur Miller wrote,

“An era can be said to end when it’s basic illusions are exhausted.”



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- Make a difference in students’ lives?
- Give back to the community?
- Good pay and job security?
- Flexible hours and long paid holidays?

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Stress produces political change

“COVID-19 has only made teacher shortages worse. ... , some teachers chose to prioritize their health and families and took leave or **did not return** to the profession. Others chose **early retirement**, and some, who under normal circumstances **might have registered** as substitute teachers, **chose not to.**”

(Reid & Cranston, 2021)



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New Normals: Technological innovations



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Societal stress produces technological innovations

World War II led to the development of

- flu vaccines
- penicillin
- radar
- jet engines
- **electronic computers**



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Some innovations don’t meet market needs

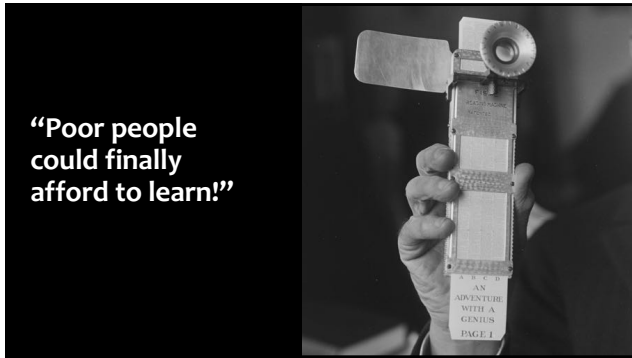
1. Cheaper manufacturing
2. Better quality paper could be used and books would last longer
3. Less paper needed
4. Easy to send by mail (and cheap!)
5. More free space in your house
6. Smaller presses could be used
7. No more eye-glasses and spectacles

(Rigg, 2018)



The Fiske Reading Machine 1922

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“Poor people could finally afford to learn!”

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Innovations are often **aspirational**, that is, before their time

Analog Watch Maps, 1921

Innovations are meant to solve problems.

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Analog watch map, 1921

Sometimes innovations don't have the technology necessary to make them truly useful.

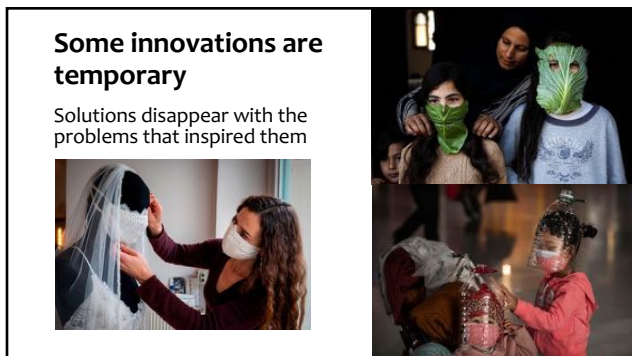
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Digital watch map, 2015

New technologies make **old aspirations** possible.

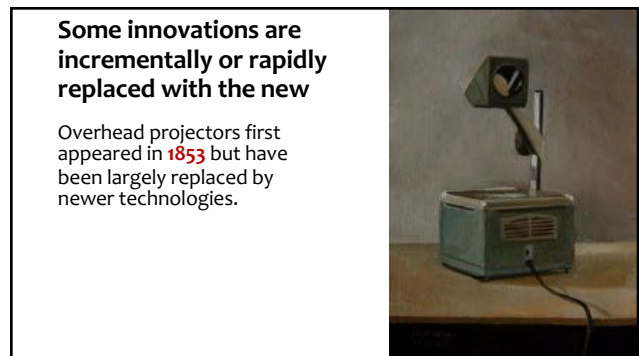
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Some innovations are temporary

Solutions disappear with the problems that inspired them

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Some innovations are incrementally or rapidly replaced with the new

Overhead projectors first appeared in **1853** but have been largely replaced by newer technologies.

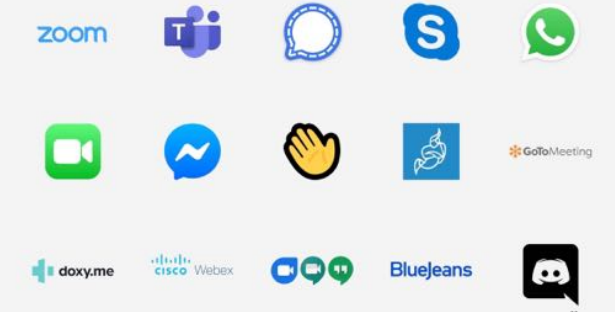
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Teachers' attitudes about classroom technology

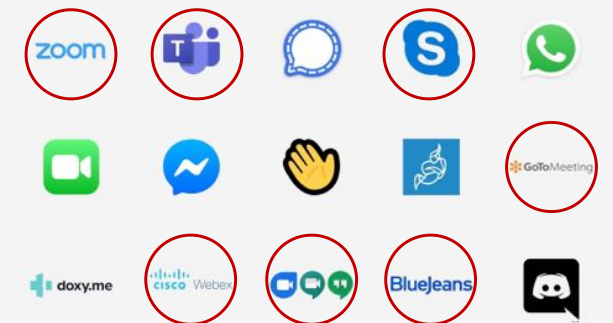
Attitudes often have to do with perceptions of **expertise** and **time**



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Cognitive Overhead

- Is learning a new technology **worth the investment** of time?
- For some teachers and students, is it even **possible**?
- Having to **struggle** to learn more than you want or need leads to teacher **burnout**.



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New Normals: Pedagogical change



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Pedagogical change

Pedagogical change often begins with **technological change**. The Industrial Revolution's need for interchangeable factory workers led to the creation of schools based on the same factory model.



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New language skills


- Critical thinking
- Collaboration
- Communication
- Creative thinking



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New language skills

- Critical thinking
- Collaboration
- Communication
- Creative thinking
- **And skills for life-long learning**



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Factors working to adopt new skills

- Novice and enlightened teachers
- Pressures from employers
- Insecurity of the job market




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Factors working for new skills

- Novice and enlightened teachers
- Pressures from employers
- Insecurity of the job market

Factors working against new skills

- Teachers unwilling to continue to learn
- Institutional investment in old models, textbooks, assessments ...
- Out-of-touch accreditation and certification models



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**New Normals:
New models**


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**(Not so new) Models:
online classrooms**

The first-ever completely online course was offered in **1984** by the University of Toronto (Sarkar, 2020)




44

February, 2003 

My own experience, as a 2001 PhD graduate in computer-assisted language learning, teaching in Hong Kong, was to put my courses online and teach from home to **avoid face-to-face classes**.


The technology was **primitive**; text and graphics only.



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Models: Hybrid classrooms

Online classes are old, and video recordings of classes are old, but **hybrid classes** present new challenges.




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Models: Hybrid classrooms

Teachers are expected to create two **parallel classes**, or find ways to engage both groups at once.

The students outside of the classroom should not be having a **lesser** learning experience.



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And just when you think you know everything ...

Tri-brid classes:

- face-to-face
- + online
- + on-demand



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And just when you think you know everything ...

Tribrid classes:

- face-to-face
- + online
- + on-demand

How do we create classes that are also engaging and interactive at a later time?

Are teachers supported?



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New Normals:


New tools



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New tools: social media platforms

Social media platforms offer ways for students to **collaborate** and share their work




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New tools: social media privacy is an issue

Idea: ask each student in each class to get a class-specific **gmail** account for study buddies, group projects, and off-hours socializing.

Eng101.StudentName1@gmail.com




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New tools: note taking

Idea: Classes of students have started creating shared google docs for **note-taking**.

Each student adds ideas and edits others' ideas to create a far more **comprehensive** set of notes.



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New tools: virtual reality



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Different forms of interaction

Learning a language requires students to use the language.

A **danger** of many new technologies is that they encourage passive entertainment.



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New teacher roles

Old threat: Technology won't replace teachers, but teachers who work with technology will **replace** those teachers who don't.

Teachers need **support** in the form of time and professional development.

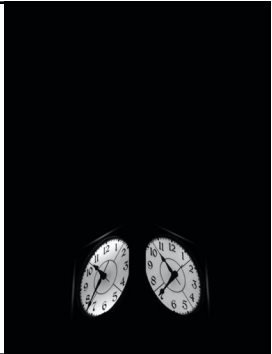


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New student roles

Many students are **digital natives**, accepting of new learning technologies and able to help others **adopt** and **adapt** them.


Technology is making it easier for students to take on more **responsibility** for their learning.



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New parent roles



- When a home does have one or more **devices**, it may be shared with parents and siblings.
- Parents of young children need to perform a range of roles, keeping their children **on task**, ensuring work is done on time, and more.
- **Expectations need to be explained.**



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New technology roles

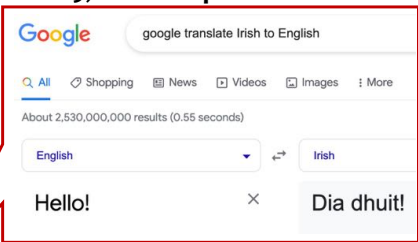
Question: Will new technologies mean **the end** of the teaching and learning of languages?

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Pre-Covid, in 2019, I visited parts of ...

- Turkey
- Bolivia
- Mexico
- England
- France
- Japan
- Thailand
- Korea
- USA
- Brazil
- Canada
- Ireland



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New Normals: Re-thinking assessment



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Re-thinking assessment


1905 Alfred Binet, Adaptive Testing



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Re-thinking assessment



1905 Alfred Binet, Adaptive Testing
1974 Computer-adaptive testing



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Re-thinking assessment


1905 Alfred Binet, Adaptive Testing
1974 Computer-adaptive testing
2022 **Let's do it the way we did a hundred years ago!**

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How should language assessment change?

Focus on allowing students to **show what they know**.
Encourage students to **collaborate** on assignments.
Allow **repeated attempts** in a **portfolio** approach.
Test **a wide range of skills** discretely.



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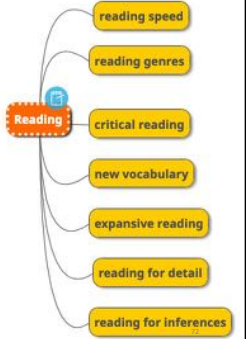
Divide expectations among skills

- Reading
- Writing
- Listening
- Speaking
- Vocabulary
- Pronunciation
- Facial expressions
- Body language
- **Negotiation ...**



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Teach and practice new strategies then test them separately




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Assessing fairly

How do we know students are learning what we're teaching? Assessment needs to measure student performance, but do so in a way that they accept is **fair**.


Shift responsibility.



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Students may not understand a task

When students do assignments alone, they can be **shy** about asking for help. Getting students **working together** means they can help each other understand. When students work together, they **practice** the target language.



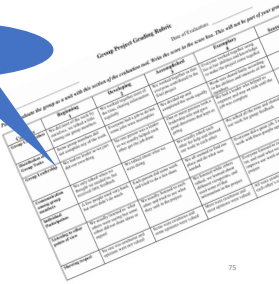
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Marking rubrics

Personally, I hate them.

Instead, consider sharing examples of previous successful projects.


Or, ask students to explain how they expect they should be marked. It raises their awareness of what they need to learn.



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Show what you know

Too often, we ask students to show a small portion of what the teacher knows or that the textbook mentions. Assessment tasks should instead **measure what the student has learned**, giving them a chance to solve language problems.



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Use technology

Ask students to **record** their conversations and presentations. They will self-edit, doing several drafts, continuing to practice each time. When they **share** their video presentation, they take responsibility for it as the best they can do.



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New Normals: Concerns




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Concerns: teachers' engagement

With Covid, many teachers were forced to **quickly learn** how to use digital resources to teach and administer classes.

Many have **not** developed new teaching styles appropriate for teaching online.

A **“good enough”** attitude overtakes some teachers.



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Concerns: administrators' engagement

Now that you have all this expertise teaching online, will you be expanding your online courses?

No.



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Concerns: Expect the unexpected



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Next steps to making new learning innovative

- **Support** teachers, starting with full-time, long-term jobs, pro-d.
- **Interrogate** current teaching and learning practices; do they make sense in 2022?
- **Join** associations like **Languages Canada** to lobby for change.
- **Reach out**; involve others.
- **Remain curious.**



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Thank you!

Questions?
Comments?
Suggestions?

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New Normals:**Teaching and Learning Innovations**

Times of stress in society are known to produce political, pedagogical, and technological innovations. Sometimes, these innovations are temporary solutions that disappear with the problems that inspired them. Other times, innovations become part of the fabric of everyday life. This presentation examines new models, tools, and attitudes around teaching and learning languages: Models include completely online and hybrid classroom models; tools include social media platforms that accommodate different forms of interaction and learning opportunities, and; attitudes rethink such ideas as teacher, student, and parent roles, strategies for shifting responsibility for learning to students, and a re-thinking of assessment. Overarching concerns include teachers' and administrators' engagement with digital technologies that make new learning possible.

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