INTEGRATING THE CLOUD-BASED AUDIENCE RESPONSE SYSTEM NEARPOD FOR LANGUAGE LEARNING

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OBJECTIVES FOR TODAY

1. Sharing techniques that take advantage of cloud-based audience response systems (Haintz, Pichler, & Ebner, 2014) to foster
   - dialogue and student engagement
   - backchanelling opportunities
   - a digital trace of students' language learning

2. Defining and illustrating the concept

3. Demonstrating techniques with practical examples of language learning activities which use this technology

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RISE OF DIGITAL TECHNOLOGIES IN LANGUAGE CLASSROOMS

- Digital literacies offer new and exciting ways to communicate and share collaborative spaces between language learners and teachers thus transforming the delivery of lectures, student assessments, and access to study materials and classroom activities (Burston, 2016; Ware, Kern, & Warschauer, 2016).

DIGITAL TECHNOLOGIES IN LANGUAGE CLASSROOMS

- Growing interest in how a new generation of internet-enabled and highly portable devices can transform language teaching
  - Hybrid/Blended classrooms (Rubio & Thoms, 2014)
  - Flipped classrooms (Hung, 2015)
  - BYOD classrooms (Falloon, 2015).
    - Capitalizing on the presence of students' computer, phone, tablet or other digital devices to
      - help coordinate task activities
      - facilitate communication
      - facilitate access to task resources
      - support the sharing of information

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"BYOD" PEDAGOGY

- A chance to take advantage of freely available cloud-based audience response system technologies (Zheng, Lawrence, Warschauer, & Lin, 2015)

- Students connect to a platform (app or website) that gives teachers continuous and instant insight about students' progress while offering multiple ways for students to engage and participate in classroom activities through their devices

- A way to enhance backchanelling

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BRING YOUR OWN DEVICE APPROACH

- Beyond clickers and handsets (Caldwell, 2007).
- Different names:
  - Student response system (SRS)
  - Class response systems
  - Cloud-based audience response systems
  - Personal response systems
  - Electronic response systems.
- Takes advantages of tools with which students are already familiar and which are already a big part of their digital lives
- Opens up new ways of offering "backchanneling" in the classroom

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"BACKCHANNELING" (REINDERS, 2014)

- A key aspect of what good teachers do
- The pedagogic practice of
  - checking for understanding
  - monitoring student participation
  - requesting and providing feedback
  - sharing and discussing students' answers to activities and tasks
- A novel way to get the pulse of the classroom and adjust our teaching based on data collected from learners

BACKCHANNELING

- A great way to assess students' knowledge and progress

- Helps
  - foster attention
  - increase participation
  - scaffold students
  - monitor learning and satisfaction in real time

- Enhance students' ability to dialogue and contribute their own voices (even the shy ones)

- Powerful ways to increase
  - Attendance
  - Retention
  - Student participation
  - Learning quality (Kay & Lesage, 2009)

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WHY USE TECHNOLOGY TO OFFER BACKCHANNELING

- Research suggests cloud-based response systems can positively impact student activities and course delivery and language learners' engagement, collaboration and learning (Reinders, 2014)

- Another way to look at this...
  - Why I was frustrated with the good old analogue approach?

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The classical approach

Ok … so let's discuss … What made you happy this week?

The dangers!
- Easy to fall back into the transmission mode
- Hard to ensure everyone participates in "the conversation"
- Few if any written trace of what is said and by whom
- Even if students are asked to write something, sharing these ideas on the board is not easy (anonymity concerns, time limitations, writing skills limitations, not sure what we are going to get, etc.).

THE CLASSICAL APPROACH

- In classrooms with large numbers of students opportunities to interact with students are limited

- Rewards the proactive/brave student, but makes it hard to know
  - who is engaged
  - who is getting the lesson
  - who is merely present/sleeping

- Problematic since we know that we need to hear both from the talkative student who always answers in the front row as well as from silent student who is feeling overwhelmed

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A DIFFERENT APPROACH

o NEARPOD

Designed to allow students to use their devices to follow a lesson and participate directly, on their device in classroom activities

1 CREATE or **DOWNLOAD** interactive multimedia presentations

2 SHARE your interactive lesson and **CONTROL** the student's activity **IN REAL TIME**

3 YOUR STUDENTS INTERACT and **SUBMIT RESPONSES** through any mobile device or PC/MAC

4 MONITOR and **MEASURE** student results on an individual and aggregate basis

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LETS'S TRY!!!!

Enter the code I am going to give you here
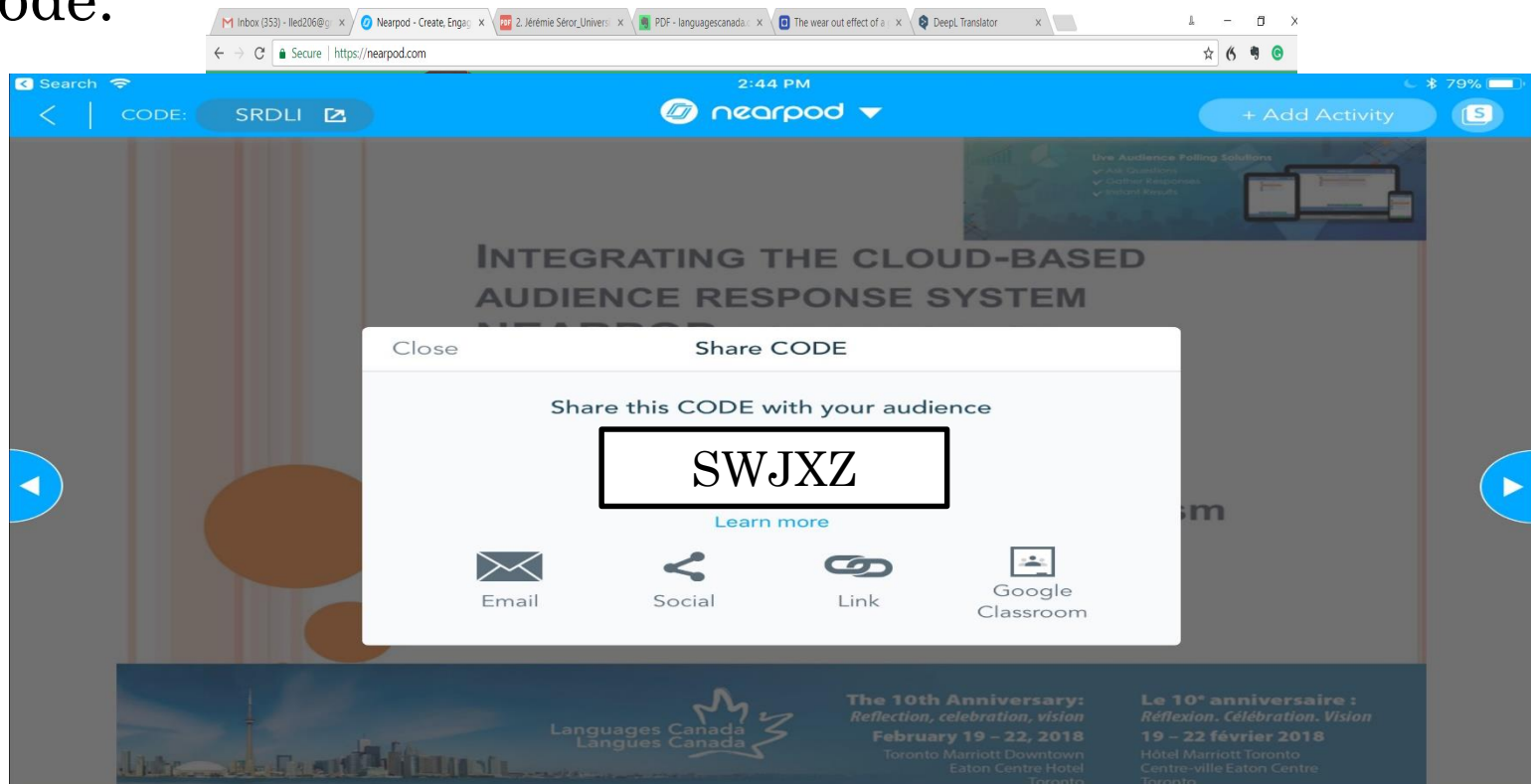
NEARPOD.COM

TO JOIN THIS PRESENTATION!!!!

- GO TO NEARPOD.COM

- JOIN THE "LESSON" by using the following code:

NEARPOD VERSION OF AN ACTIVITY

- What made you happy last week?

HOW MANY PEOPLE THINK THAT WAS PRETTY COOL??

Did you think that was pretty cool?

100 YES
0 NO
0 NO ANSWER

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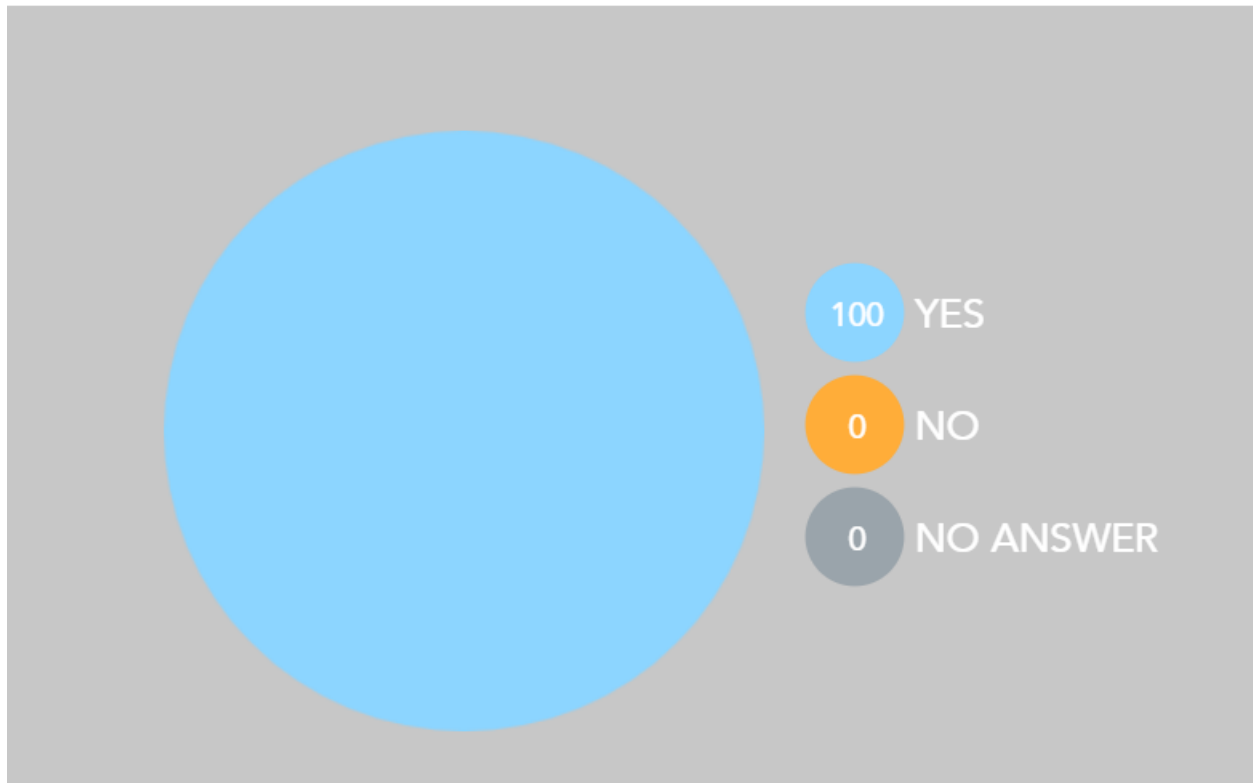
A GREAT ADVANTAGE

- As a teacher, I can see the students' answers (with their names) but make them appear anonymously.

- I can make them all appear or only choose the one that interests me

- Even if I ask for volunteers… I can make the text that will help frame the student's oral speech appear on the screen.

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WHY THIS IS BETTER THAN SIMPLY USING A SHOW OF HANDS

- Fast and precise results
  - You see exactly how many participants participated, what they submitted, and whether they got it right or wrong,

- Offers variety of activity types (hard to do multiple choice or open-ended questions with a show of hands)

- Results can be shared and seen directly on the projector

- Anonymity
  - Encourages greater participation.
    - Makes sure that everyone has a chance to participate (even the shy learners)
    - Reduces impact of any group hierarchies
    - Encourages honesty and avoids the problem of students copying each other

- Automatic trace for the teacher to analyze at a later date.
  - Helps foster empirically based decisions and practices about students' needs and the services they require

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NEARPOD.COM FUNCTIONALITIES

- Allows you to launch and control a presentation from a digital tablet
- Presentations must be created on Nearpod's website beforehand
- Users can integrate slideshows created from software such as PowerPoint, images, PDF documents and Nearpod activities.
- These include open-ended questions, multiple-choice questions, surveys and a whiteboard tool.
- Students can easily connect to the presentation using a five-letter code when the teacher starts the presentation.
- The free version allows you to make full presentations, but you can pay for access to more options.

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http://www.recitus.qc.ca/mobilite/enseignement

TYPES OF QUESTIONS/ACTIVITIES THAT CAN BE POSTED WITH THE FREE VERSION OF THIS TOOL

- simple yes/no questions
- multiple choice questions
- true or false questions
- open-ended questions
- drawing activities
- take a picture and post it activities
- collaborate activities
- self-correcting quizzes

APPLICATIONS FOR LANGUAGE TEACHING

- **Grammar Checks**
  - after an explicit explanation of a grammar point, ask students to respond to a few sample questions indicating which ones are correct or incorrect.
  - Ask students to pick the grammatically correct sentence from several options.
  - Ask learners to highlight all adverbs in a text

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Harry Potter and the Goblet of Fire _____ by J K Rowling

A. [?] was written

B. [?] written

C. [?] wrote

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Harry Potter and the Goblet of Fire _____ by J K Rowling.

- 🔵 **was written**

- ⚪ **written**

- ⚪ **wrote**

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APPLICATIONS FOR LANGUAGE TEACHING

- **Vocabulary**
  - Ask learners to highlight new vocabulary in a reading
  - Present words with several definitions and ask students to select the correct on
  - Ask students to supply a synonym or an antonym
  - Give students a context and ask them to identify the possible definition of a word
  - Match the words to a series of definitions

Worksheet 1: Vocabulary

Match the words and their meaning

Injured	put in prison
Banned	let out of prison
Arrested	not allowed
Released	chosen by voting
Imprisoned	including people from different races
Apartheid	planned activities to get a political result
Democratically elected	hurt
Multi racial	stopped by the police and taken to a police station
Campaign	a system where black people lived separately from white people

APPLICATIONS FOR LANGUAGE TEACHING

- **Reading**
  - reading longer texts may or may not be possible in class but comprehension questions can be administered.
  - shorter texts such as newspaper clippings, learners can be assigned and followed up with reading quiz with a variety of questions
  - ask students to highlight the thesis statement in a paragraph

- **Pragmatics**
  - Ask students to choose the appropriate reply based on a specific situation

APPLICATIONS FOR LANGUAGE TEACHING

- **Pedagogy**
  - Ask students which part of the lesson they found most helpful, or which topic they would like to hear more about
  - Allow students to generate questions they want to discuss in the next class
- **Writing**
  - Ask students to respond to a prompt
    - Show various answers
    - Ask students to talk about which one they think is the best ones
    - Select this answer
    - Discuss its strengths and talk about how one might improve it by rewriting with others

Applications for Language Teaching

- 4 skills activities

  - Start a unit by asking students about what they know about a them

  - End a unit by asking students to share what they have learned

  - Ask students to respond first in writing to a picture, second discuss their response in small groups, third vote on their favourite response, and finally to rework as a class the perfect response

A SAMPLE TASK

Look at the picture and imagine what the man with the beard is saying to the climber

Share your proposed answer on Nearpod
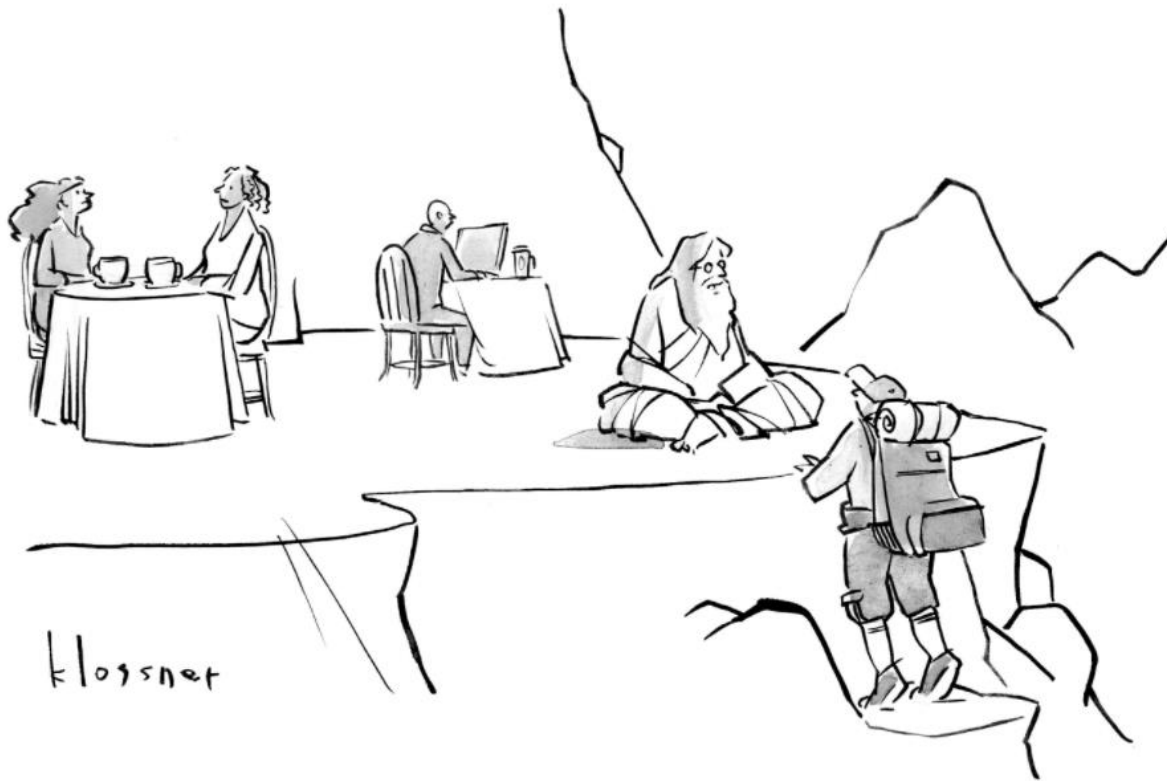
I CAN ALSO ADD IMPROVISED ACTIVITIES IN THE MIDDLE OF MY CLASS!!

- Who's celebrating a birthday this month??

- What is the best month of the year to have a birthday?

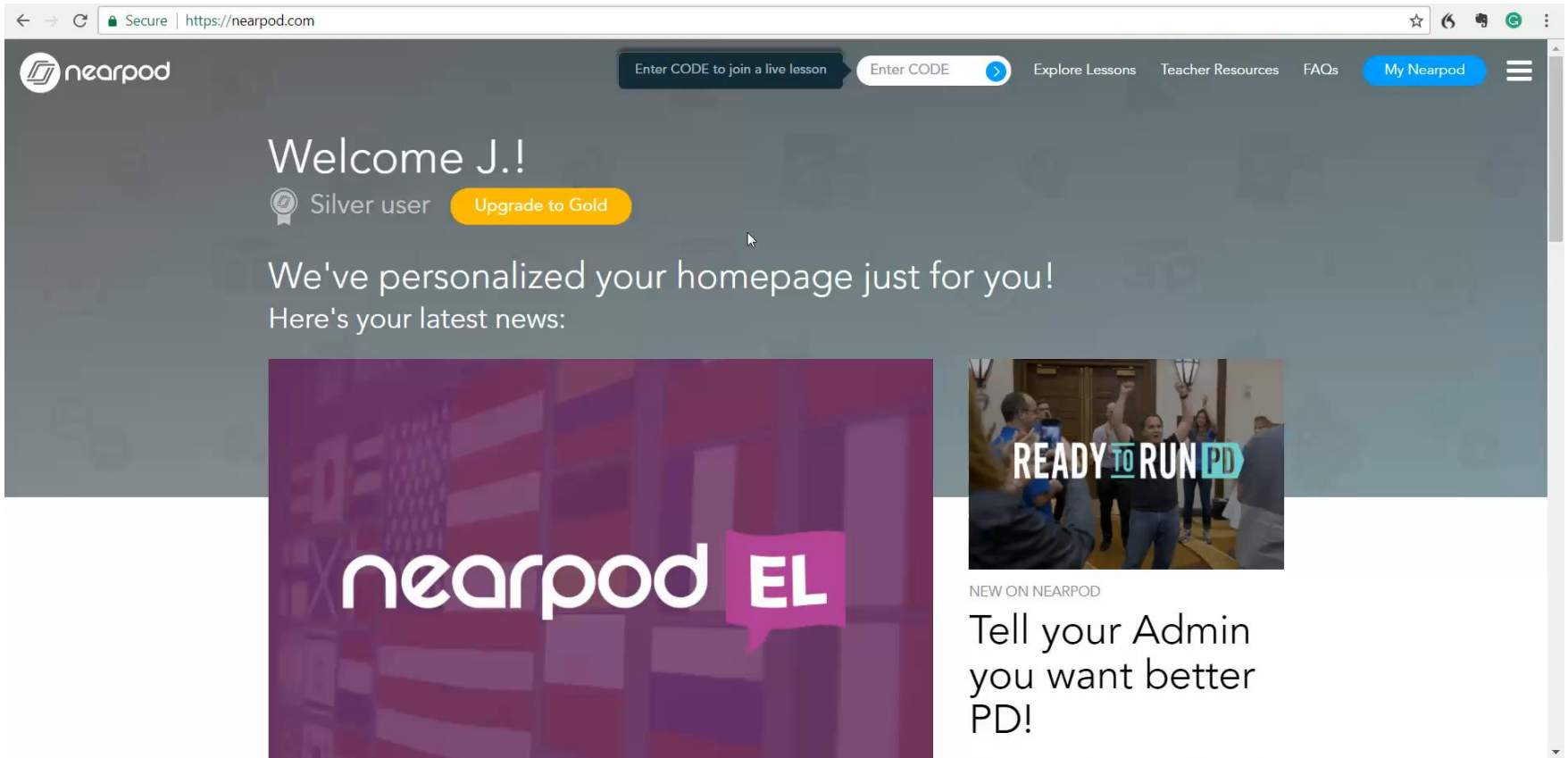# NEARPOD CAN ALSO BE USED TO SHARE THE RESULT OF ANALOGUE ACTIVITIES

- Quickly draw your favourite animal and add an adjective that describes it!!

HAVING A TRACE OF STUDENTS' WORK

- A record of everything that takes place is produced with a report that is accessible to me after class.

- Access to students' results allows for more informed pedagogic decision-making process
  - In class, if I see that many students got the answer wrong
    - I might choose to explain the content again.
    - Provide/send students additional materials
    - Ask them to explain how they got the answer to understand where they need to improve
  - Reports can also tell me who I should …
    - invite to talk to me after class
    - refer to additional resources and follow-up readings,

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How it works

https://www.youtube.com/watch?v=pC8pTy2E0j0

THE IDEAL WAY TO USE NEARPOD

Launch and control presentation from a tablet or phone

View the presentation with a computer connected to a projector

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LIMITATIONS

- Requires time and potentially money investment
- Most students have devices, but not all do.
  - Group work can help
  - Free version only allows 30 students at a time
  - Students may not want to use their personal devices for school purposes
  - Language labs can help
- Requires access to internet (wifi) and awareness of any costs involved with sending text messages/using data
- Need to deal with privacy concerns
- Mobile phones and tablets not the ideal tool for extended writing practice
- Distracting nature of technology must be acknowledged—smart engaging activities remain the key to success
- Must ensure the tool is not used to shame people

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Alternatives to Nearpod

- Kahoots
- Twitter
- Padlet
- A chat window that all students log in to (including the teacher) allows everyone to post and read comments.
- Edmoto
- Gotomeeting/Adobe Connect
- Class Dojo
- Twtpoll.com

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WHY I CHOOSE NEARPOD

- Not a public forum

- Gives teachers a great deal of control
  - Easy to limit the flurry of questions, comments (some positive and some negative!) and off-topic messages by giving the teacher moderator power

- Anonymous for students, but not for me

- Lots of control is possible over the pace of the lesson and when an activity starts or finishes

- Most of the functionalities I like are free ☺

CONCLUSION

- Cloud-based audience response technologies can support language learning pedagogy by integrating task-based language learning (Ellis, 2003) and active learning and interactivity with classroom materials (Agbatogun, 2014; Dyer & Hunt, 2015).

- While far from a silver bullet, it is one more tool in our tool box which I think is worth exploring as an alternative approach to engage students in the types of dialogues and exchanges which we know can enhance language learning experiences

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THANK YOU! MERCI

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