

# The Challenge of Going Digital

by Gerardo Valazza  
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# The Plan for Today

Digital Learning

Quick Survey

Cambridge English Digital Framework

Sample Activities and Tools

A Principled Approach



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# What is “Digital Learning”?

*“Digital Learning is learning facilitated by technology that gives students some element of control over time, space, pathway and pace.”*

Digital Now Foundation , 2014



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# Quick Survey to Get Started!

Go to [www.menti.com](http://www.menti.com) and use the code **69 21 38**



How often do you make use of digital resources when you teach English?

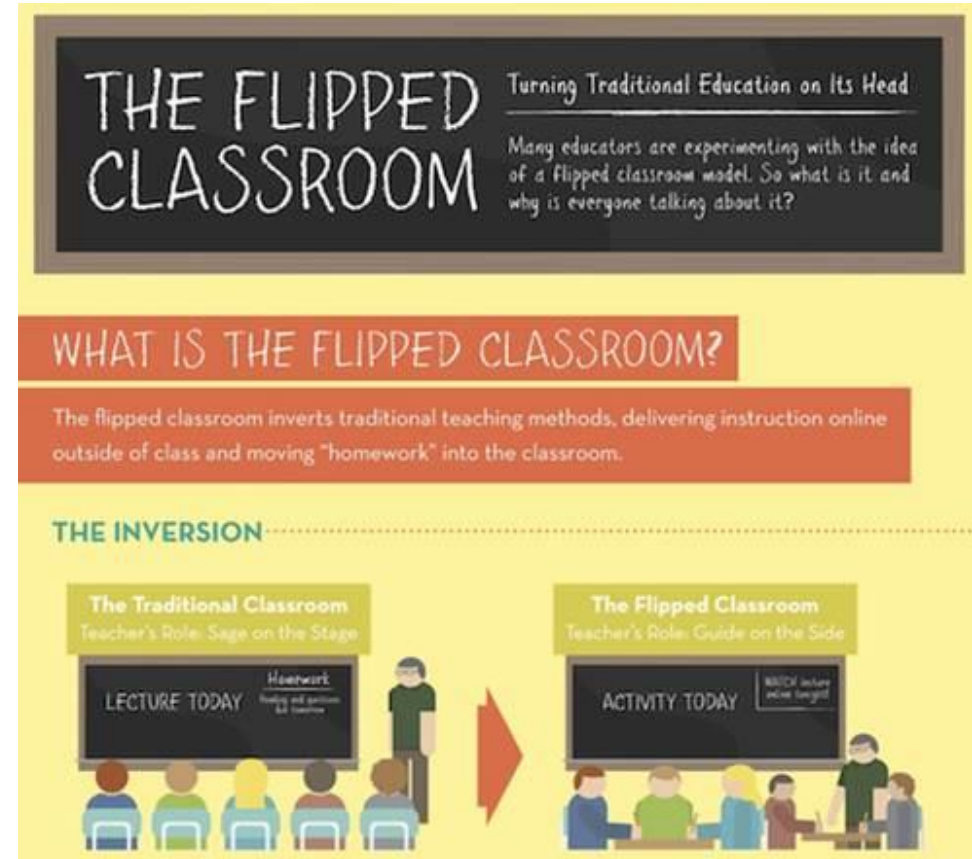
Mentimeter



Signal: AngloWifi2  
Password: anglowifi2

# New Ideas in Education

- Blended learning
- Mobile learning
- 1:1 classrooms
- Flipped classroom
- Adaptive learning
- Personalisation
- Learning-oriented assessment (LOA)
- Big data
- Collaborative assessment



# Cambridge English Teaching Framework

	Foundation	Developing	Proficient	Expert
Learning and the Learner	<ul style="list-style-type: none"> <li>Has a basic understanding of some language-learning concepts.</li> <li>Demonstrates a little of this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many language-learning concepts.</li> <li>Demonstrates some of this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of many language-learning concepts.</li> <li>Frequently demonstrates this understanding when planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of language-learning concepts.</li> <li>Consistently demonstrates this understanding when planning and teaching.</li> </ul>
Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li>Has a basic understanding of some key principles of teaching, learning and assessment.</li> <li>Can plan and deliver simple lessons with a basic awareness of learners' needs, using core teaching techniques.</li> <li>Can use available tests and basic assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a reasonable understanding of many key principles of teaching, learning and assessment.</li> <li>Can plan and deliver lessons with some awareness of learners' needs, using a number of different teaching techniques.</li> <li>Can design simple tests and use some assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a good understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed lessons with good awareness of learners' needs, using a wide range of teaching techniques.</li> <li>Can design effective tests and use a range of assessment procedures to support and promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Has a sophisticated understanding of key principles of teaching, learning and assessment.</li> <li>Can plan and deliver detailed and sophisticated lessons with a thorough understanding of learners' needs, using a comprehensive range of teaching techniques.</li> <li>Can design a range of effective tests and use individualised assessment procedures consistently to support and promote learning.</li> </ul>
Language Ability	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1 and A2 levels.</li> <li>Uses basic classroom language which is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2 and B1 levels.</li> <li>Uses classroom language which is mostly accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1, A2, B1 and B2 levels.</li> <li>Uses classroom language which is consistently accurate throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Provides accurate examples of language points taught at A1-C2 levels.</li> <li>Uses a wide range of classroom language which is consistently accurate throughout the lesson.</li> </ul>
Language Knowledge and Awareness	<ul style="list-style-type: none"> <li>Is aware of some key terms for describing language.</li> <li>Can answer simple learner questions with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has reasonable knowledge of many key terms for describing language.</li> <li>Can answer most learner questions with the help of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has good knowledge of key terms for describing language.</li> <li>Can answer most learner questions with minimal use of reference materials.</li> </ul>	<ul style="list-style-type: none"> <li>Has sophisticated knowledge of key terms for describing language.</li> <li>Can answer most learner questions in detail with minimal use of reference materials.</li> </ul>
Professional Development and Values	<ul style="list-style-type: none"> <li>Can reflect on a lesson with guidance and learn from feedback.</li> <li>Requires guidance in self-assessing own needs.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect on a lesson without guidance and respond positively to feedback.</li> <li>Can self-assess own needs and identify some areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect critically and actively seeks feedback.</li> <li>Can identify own strengths and weaknesses as a teacher, and can support other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently reflects critically, observes other colleagues and is highly committed to professional development.</li> <li>Is highly aware of own strengths and weaknesses, and actively supports the development of other teachers.</li> </ul>

<https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/>



# Cambridge English Trainer Framework

		From Teacher to Trainer	Autonomous Trainer	Lead Trainer
Understanding of individuals and situations	Analysing teacher needs	<p>Has understanding of a specific training situation. Identifies basic strengths and weaknesses of trainees through informal contact with trainees and shared experience in the teaching situation.</p> <p>Acknowledges that teachers have different experiences and attitudes to teaching and learning.</p> <p>Acknowledges emergent needs and is in the process of building strategies to deal with them.</p> <p>Knows that adults in training situations learn in many different ways.</p>	<p>Has an understanding of the individual, teaching and institutional cultures of a range of specific training situations.</p> <p>Identifies trainees' strengths and weaknesses based on information about the situation supplied, or initial analysis prior to, or at the beginning of the course. Plans accordingly.</p> <p>Incorporates different experiences and attitudes to plan and conduct sessions.</p> <p>Demonstrates flexibility of approach by attempting to deal with emergent needs.</p> <p>Articulates specific differences in the ways that adults learn and uses this knowledge to plan and conduct sessions.</p>	<p>Can draw and act on comparisons between a variety of training and teaching situations. Has a deep understanding of their individual, teaching and institutional cultures.</p> <p>Identifies trainees' strengths and weaknesses by using a variety of needs-analysis tools before, and throughout a course. Plans and conducts sessions accordingly.</p> <p>Uses teachers' experience and attitudes as a core component of training principles.</p> <p>Deals flexibly and efficiently with emergent needs.</p> <p>Evaluates the different ways in which specific participants learn. Uses a variety of strategies and tasks to meet the participants' needs and preferences.</p>
	Dealing with individual differences	<p>Demonstrates sensitivity to the individual, institutional and cultural differences in their own teaching environment.</p> <p>Describes training groups in terms of their general characteristics.</p> <p>Takes individual differences into account when planning and conducting training activities.</p>	<p>Demonstrates experience of dealing with individual, institutional and cultural aspects of training environments.</p> <p>Describes trainee groups in terms of their individual differences.</p> <p>Uses a range of strategies to take individual differences into account when planning and conducting training activities.</p>	<p>Demonstrates a deep knowledge of, and sensitivity to individual, institutional and cultural aspects across a wide range of teaching and training environments.</p> <p>Description of trainee groups shows deep analysis of individual differences.</p> <p>Actively develops the awareness of individual differences in trainees using a wide range of strategies.</p>

<https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-trainer-framework/>

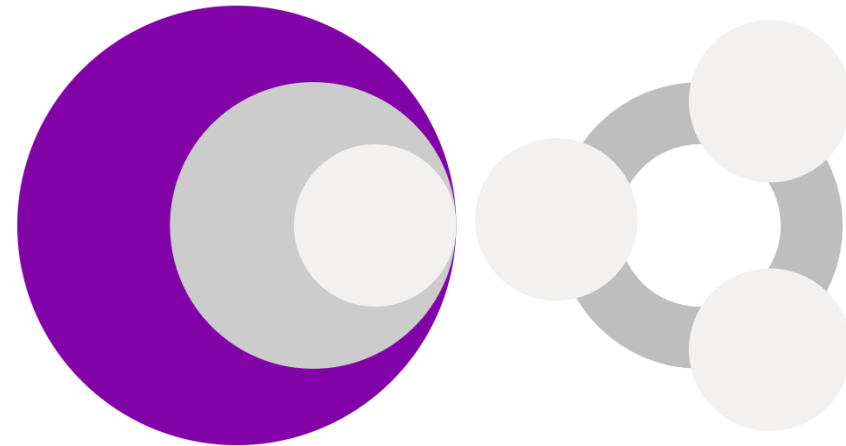
Understanding of individuals and situations  
 Knowledge of teaching, training & development  
 Planning, conducting & evaluating training activities  
 Supporting, observing & feeding back on & assessing teaching  
 Professional development & values



# The Cambridge English Digital Framework

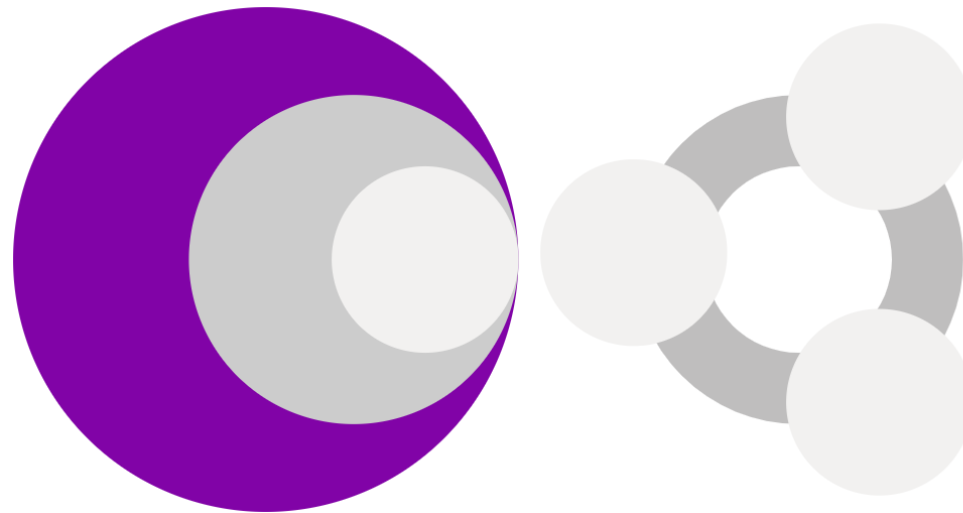
The **Cambridge English Digital Framework** has been developed in consultation with practising language teachers and trainers. It describes **key competencies for teaching effectively with technology**. Explore the six categories to find your starting point:

- The Digital World
- The Digital Classroom
- The Digital Teacher
- Designing Learning
- Delivering Learning
- Evaluating Learning



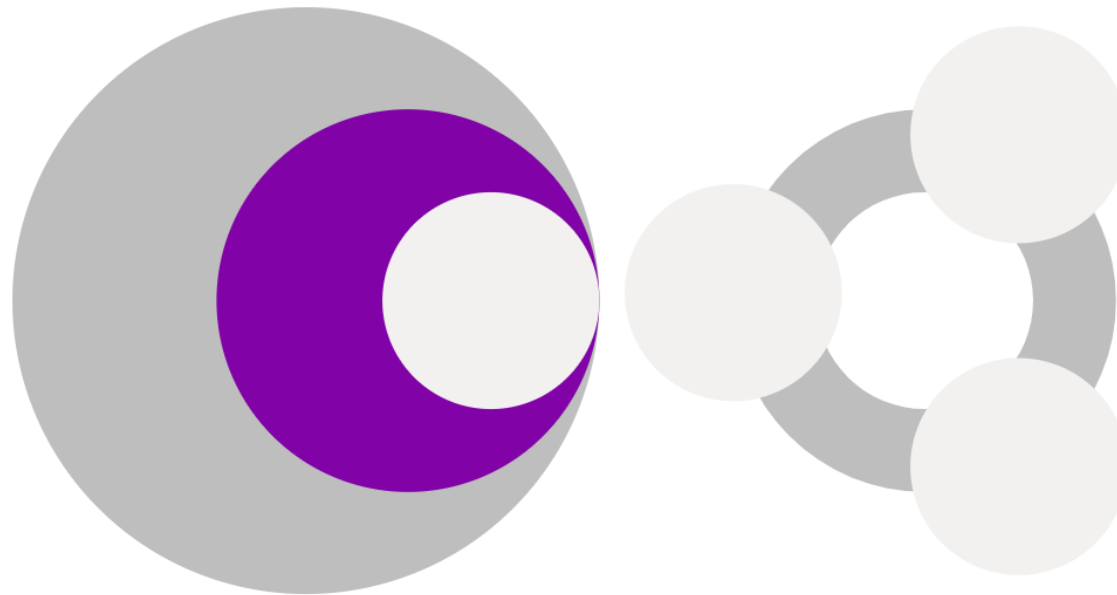
# The Digital World

Technology takes you beyond the classroom: as **a digital citizen**, you need to be productive, organised and act responsibly, safely and legally in the digital arena to protect yourself and your learners.



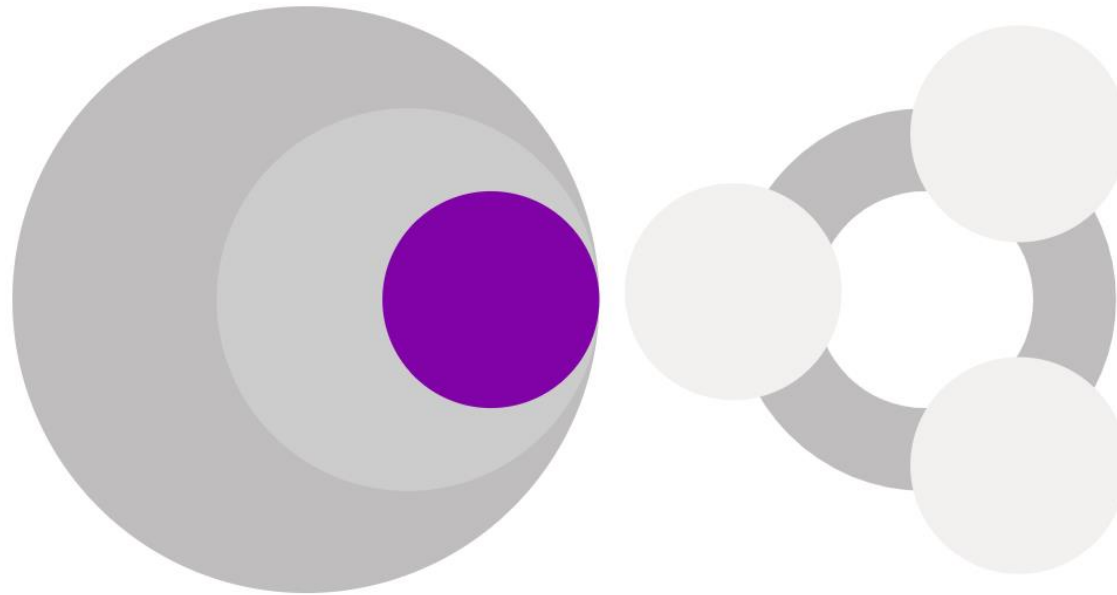
# The Digital Classroom

Digital tools and resources provide both opportunities and challenges for language learning: develop your **awareness of underlying theories and methodologies** and **use technology effectively to enhance learning and improve your own language awareness and proficiency.**



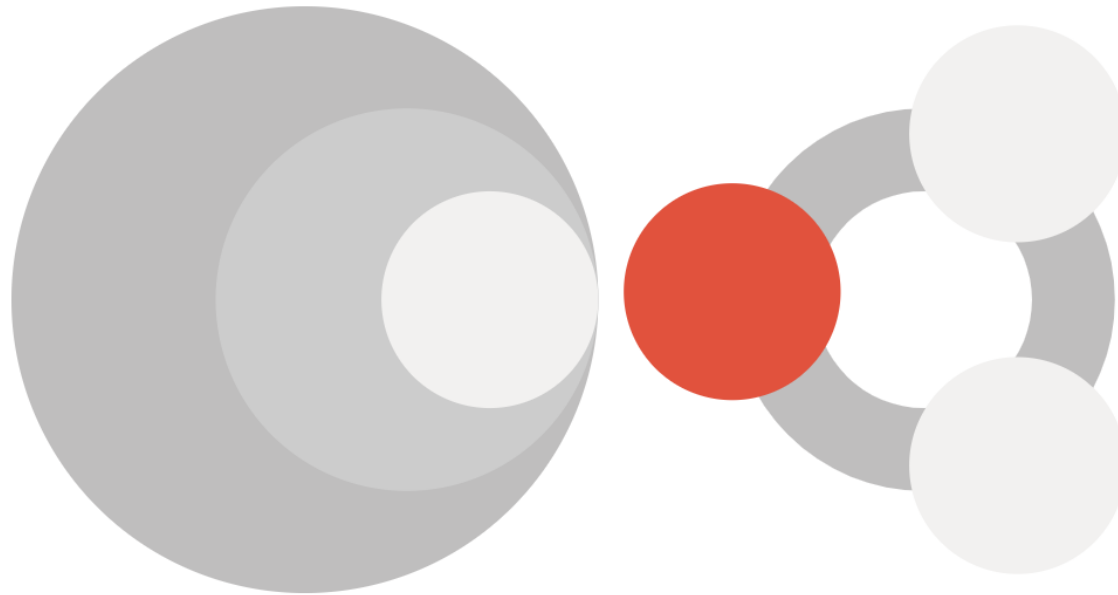
# The Digital Teacher

Use digital tools and resources to **accelerate and track your own professional development**: reflect on your teaching, discover online conferences and sources of information, and share knowledge and best practice through a network of peers.



# Designing Learning

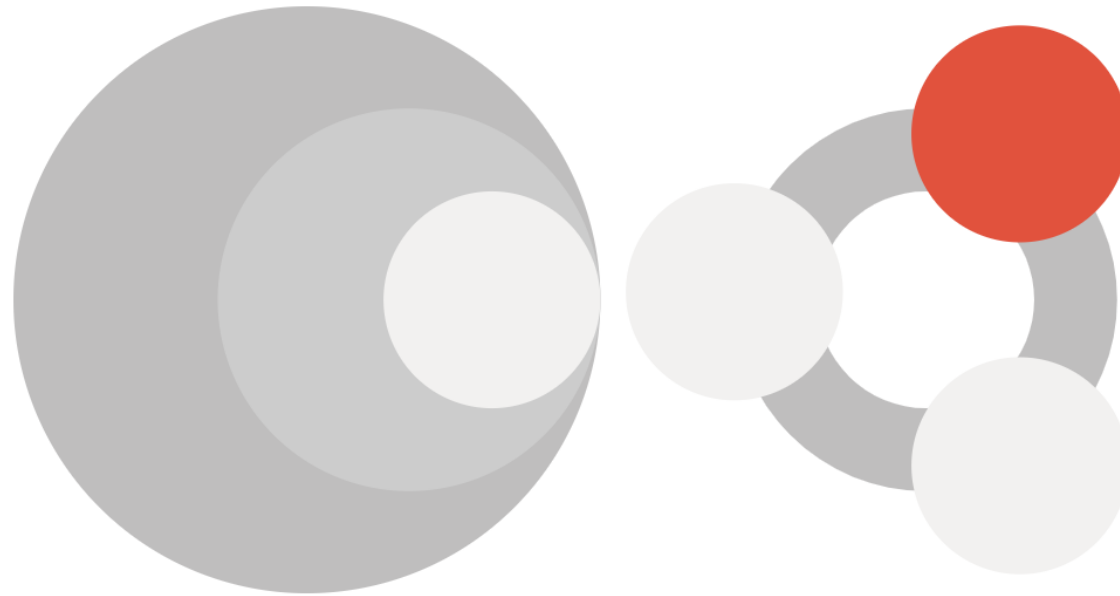
**Plan for success!** Evaluate, choose and integrate digital tools and resources to **support** course aims and learning objectives, **plan** logical sequences of work for lessons and courses, and **create** attractive and useful interactive resources which **maximise** learning potential.





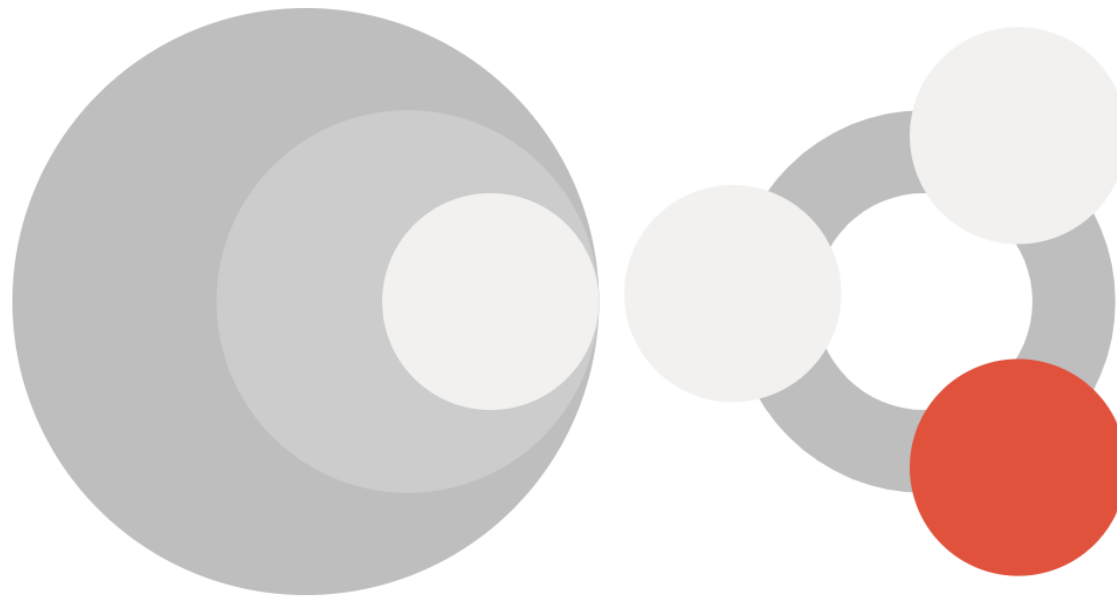
# Delivering Learning

Build your confidence! **Master and manage digital tools** to support, educate and communicate with your learners; develop their skills in using technology effectively for learning, so that they can successfully meet their learning outcomes and take advantage of the learning opportunities provided by the digital learning environment.









# Evaluating Learning

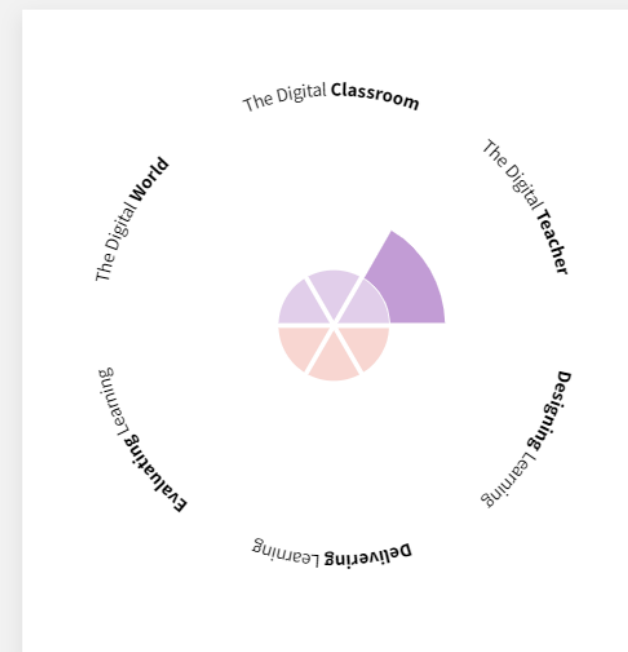
Understand what's happening in your classroom! Digital tools provide new and more efficient ways of accessing and managing large quantities of data. Use technology to **assess your learners** and use that information to improve their learning; **evaluate the effectiveness of your lessons and the digital tools and resources that you use.**



# My Digital Profile - Dashboard

## My Digital Profile - Dashboard

The Digital <b>World</b>	→ Retake	12/12		+
The Digital <b>Classroom</b>	→ Retake	10/10		+
The Digital <b>Teacher</b>	→ Retake	5/5		+
<b>Designing</b> Learning	→ Retake	13/13		+
<b>Delivering</b> Learning	→ Retake	13/13		+
<b>Evaluating</b> Learning	→ Retake	5/5		+



KEY:



Awareness



Understanding



Habit



Mastery

# Testing my Digital Skills 1



**The Digital World.** Technology takes you beyond the classroom: as a digital citizen, you need to be productive, organised and act responsibly, safely and legally in the digital arena to protect yourself and your learners.

- [Productivity](#)
- [Information management](#)
- [Digital citizenship](#)
- [Legal issues](#)
- [Digital welfare and safety](#)



**The Digital Classroom.** Digital tools and resources provide both opportunities and challenges for language learning: develop your awareness of underlying theories and methodologies and use technology effectively to enhance learning and improve your own language awareness and proficiency.

- [Theories and methodologies](#)
- [Digital tools and resources](#)
- [Online learning](#)
- [Improving language proficiency](#)
- [Improving language knowledge and awareness](#)



**The Digital Teacher.** Use digital tools and resources to accelerate and track your own professional development: reflect on your teaching, discover online conferences and sources of information, and share knowledge and best practice through a network of peers.

- [Reflection and development with digital tools and resources](#)
- [Being part of a professional community](#)



# Testing my Digital Skills 2



**Designing Learning.** Plan for success! Evaluate, choose and integrate digital tools and resources to support course aims and learning objectives, plan logical sequences of work for lessons and courses, and create attractive and useful interactive resources which maximise learning potential.

- [Sourcing and evaluating digital resources](#)
- [Collating and curating](#)
- [Developing materials](#)
- [Lesson planning](#)
- [Course planning](#)



**Delivering Learning.** Build your confidence! Master and manage digital tools to support, educate and communicate with your learners; develop their skills in using technology effectively for learning, so that they can successfully meet their learning outcomes and take advantage of the learning opportunities provided by the digital learning environment.

- [Setting up and managing digital tools and resources](#)
- [Preparing students for using digital tools and resources](#)
- [Responding to learners](#)
- [Communication and interaction online](#)



**Evaluating Learning.** Understand what's happening in your classroom! Digital tools provide new and more efficient ways of accessing and managing large quantities of data. Use technology to assess your learners and use that information to improve their learning; evaluate the effectiveness of your lessons and the digital tools and resources that you use.

- [Assessing Learning](#)
- [Evaluating lessons and materials](#)





# Training: Automated Speech Recognition

Home Framework Training Reviews [Test my Digital Skills](#)

The Digital Teacher

Training | Tips | 5 minutes

## Tips – Automated speech recognition

Try it out in your classroom.

SHARE



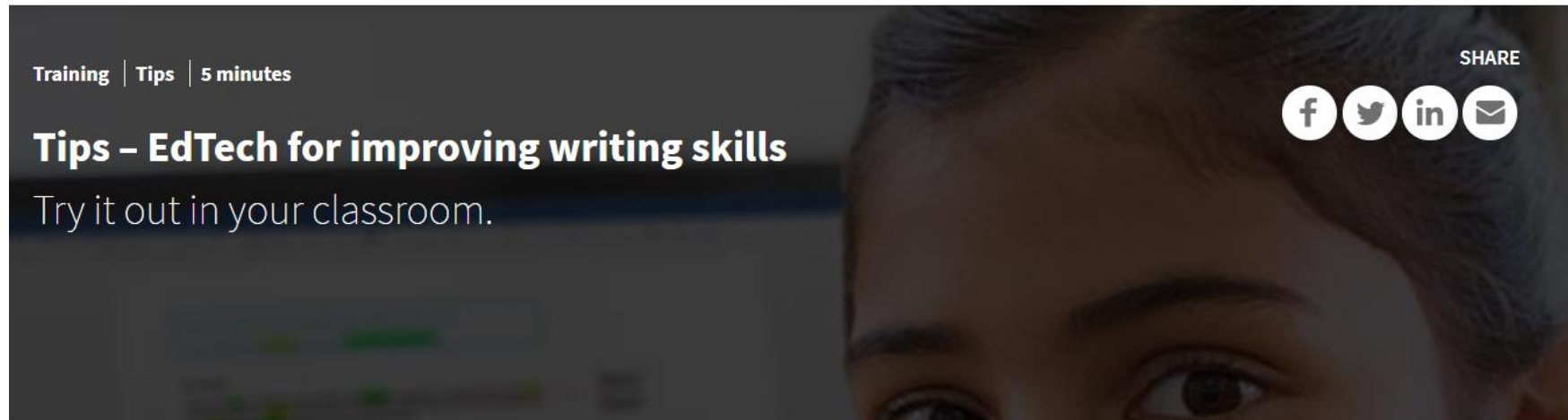
**Turn pronunciation work into a team game.** Learners download and open [Google Docs](#), then change the input mode by clicking the microphone icon on the on-screen keyboard. Teams then race to dictate 10 sentences accurately into the document. The fastest team is the winner!

Speed up essay writing – or report writing. If working on a computer, learners open a new [Google Doc](#) and turn on 'Voice typing' (from the Tools menu). They'll need to clean up their writing later, but they'll get their ideas down more quickly.

# Training: Ed-Tech for Improving Writing

Home Framework Training Reviews [Test my Digital Skills](#)

The Digital Teacher



Use tools like [Write & Improve](#) to give learners automated **feedback** on their writing, at every stage in the process: planning, drafting, polishing ... and even marking.

Use [Text Inspector](#) to check the level of your learners' writing. Even better, get them to check for themselves, and plan how to use higher-level vocabulary.

Start a class blog with [WordPress](#) or [Blogger](#), then get your learners to post guest articles, interviews and projects.

# Text Inspector

**EnglishProfile**  
The CEFR for English

Search ...

Home ▾

The CEFR ▾

English Vocabulary Profile ▾

EVP Online

EVP Demo

Compiling the EVP

Free Subscription

Terms of Use

Word of the Week

FAQs

Text Inspector

## Text Inspector

textinspector.com Text Inspector

### Enter text

Teachers and students can use this page to check the difficulty of any text, by showing its content in terms of the CEFR levels of words as described in the [English Vocabulary Profile](#) (EVP), a free online resource.

The EVP classifies words by level according to their meaning, as some senses of a word may be learned at a higher level than others. Text inspector chooses the lowest level sense by default, but the user can click on each word in the results display and select a different sense if necessary.

Texts are limited to 500 words per document. To process larger documents and to save your data, please use the advanced site at [www.textinspector.com](http://www.textinspector.com) (subscription required).

# Training Videos, Tips & Lesson Plans

**Training videos, practical tips and lesson plans** you can start using today – tap into the technology at your fingertips and transform your teaching.

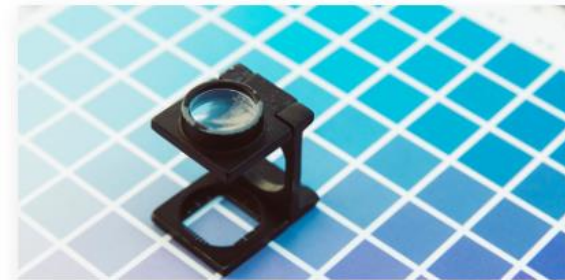


📌 **TRAINING: 15-20 minutes**

## **Training: differentiating activities to support and challenge learners.**

Help your colleagues to use technology to support and challenge learners. This session plan has everything you need to run a short training session for colleagues or teachers in your community.

→ [Get started](#)



📅 **LESSON PLAN: 60 minutes**

## **Differentiating activities to support and challenge learners.**

Create differentiated vocabulary practice materials quickly and easily for use in...

→ [Read the Lesson plan](#)



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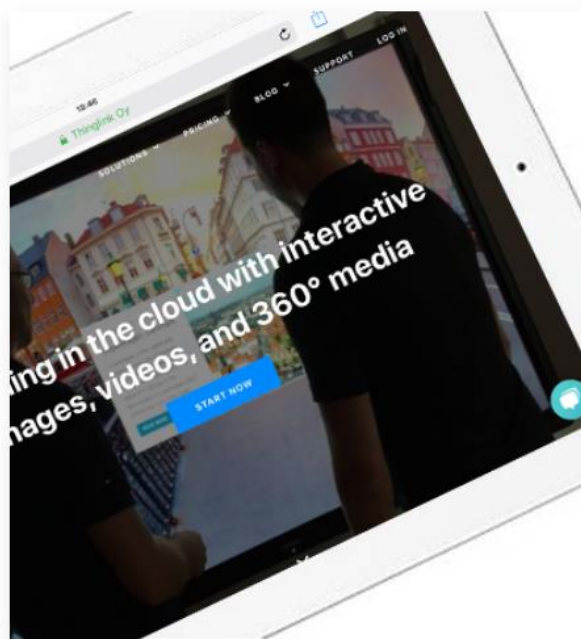
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# Product Reviews

**Product Reviews** – With an increasing number of digital training tools available, how do you make the right choice? Read our reassuring expert reviews and choose your tech with confidence.



**Rob Lewis** | 01 December 2018

**ThingLink.** ThingLink allows teachers and learners to easily create, collect and share interactive images and videos. Start with a base image or video and easily add links to other web resources – information pages, audio recordings or videos.

[→ Read the Review](#)



**Cecilia Nobre** | 10 October 2018

**Zoom.** Zoom has many innovative features that can help you to deliver engaging online lessons. You can use the chat feature, use video, share your...

[→ Read the Review](#)



# Key Principles in Teacher Education

- a) Learning is an active process
- b) Learning is additive, incremental and takes time
- c) Feedback and reflection play important roles in learning
- d) Learning should be goal-focused and evidence-based
- e) Experiential learning and practice are needed for skills development
- f) Peer-collaboration is an effective way to learn
- g) Attitude to learning plays a key role
- h) Digital is increasingly a useful facilitator of learning

<https://www.cambridgeenglish.org/blog/developing-teachers/>

*By Graeme Harrison*

*11/06/2019*

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*11/06/2019*

# Key Principles in Teacher Education

*“Using digital resources, e.g. apps, websites, and software, allows new avenues of learning to be accessed. This may be through changes to formal learning such as facilitating blended learning and the flipped classroom, or it may be through more informal tools e.g. apps on a smart phone. **ICT and digital tools have become increasingly prominent in teaching and learning globally, and therefore, more than ever, should be considered an important component of teacher education programmes.**”*

<https://www.cambridgeenglish.org/blog/developing-teachers/>

*By Graeme Harrison*

*11/06/2019*

# Pedagogy vs. technology

*“Despite the potential for new ways of learning, **the trap that teachers can fall into is one of being seduced by the “wow factor” of new technology**, with pedagogy being pushed to the sidelines.”*

*“Care has to be taken, therefore, to make use of what we have available only when it serves the language aims of the lesson, and to **avoid any use of technology for technology’s sake**”.*

*Graeme Stanley, 2013: p.3*

**Language Learning with Technology, CUP**

# A principled approach

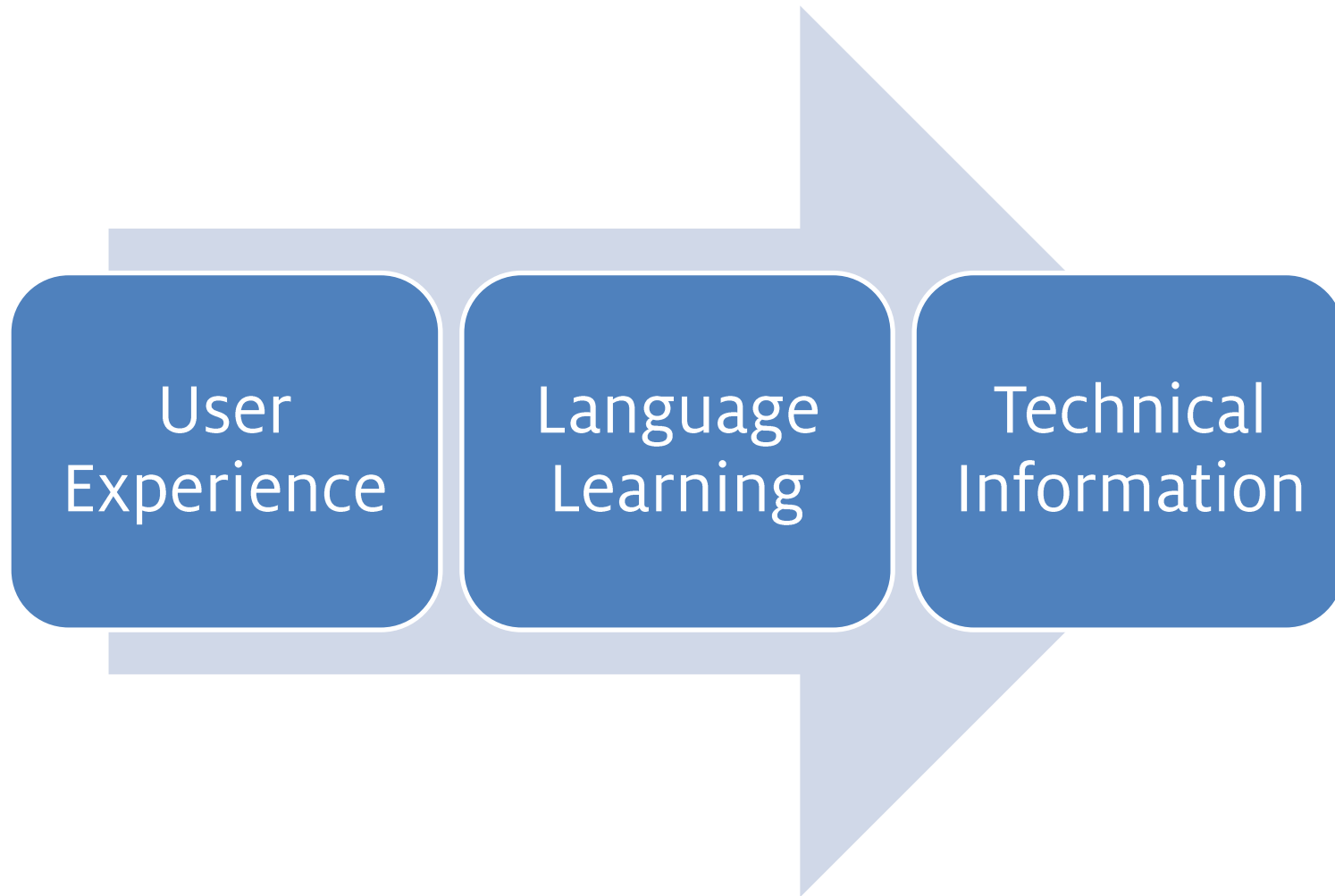
“A call for **a more principled approach** has recently been made, with Hockly (2011) and Lyon-Jones (2011) both producing **guidelines and checklists** for teachers.”

- *Why use technology?*
- *Who is the technology best for?*
- *What is the technology best used for?*
- *Where should it be used?*
- *When should the technology be used?*
- *How should the technology be used?*

*Graeme Stanley, 2013: p. 4-5*

**Language Learning with Technology, CUP**

# How to choose the right digital tools?





# How to choose the right digital tools?



## User Experience

- Content presentation
- Product aesthetics
- Product navigation



## Language Learning

- Language practice
- Tracking learning
- Social interaction
- Learning through language



## Technical Information

- Devices needed
- Use of your Data
- User support available

<https://assets.cambridgeenglish.org/webinars/developing-digital-skills-for-language-teaching-handout.pdf>

# Final Quote

*“Digital technology has been used in language learning for many years, starting with computer-assisted language learning from the 1980s onward. However, **too much emphasis is often given to looking at the technology behind digital learning. It is not the technology, but the pedagogy that makes digital learning interesting** to us as educators and to teachers and learners who are trying to achieve the most successful outcomes. Or as Fullan and Quinn (2015) note, **“pedagogy is the driver, technology is the accelerator”** (p.82). It is clear that digital learning needs to be pedagogically led, and thus the **key differentiators for success are the identification of digital competences that teachers need and the provision of training to help them acquire these competences.**”*

*Michael Carrier, Ryan M. Damerow & Kathleen M. Bailey, 2017*

**Digital Language Learning and Teaching, Taylor & Francis**



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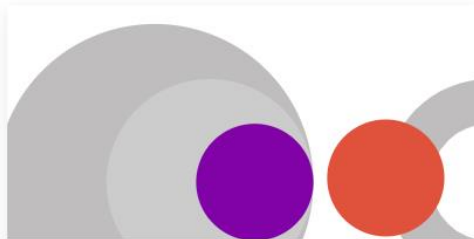
# The Digital Teacher

[Home](#) [Framework](#) [Training](#) [Reviews](#) [Test my Digital Skills](#)

The Digital Teacher

**The definitive resource for EFL and ESL teachers** that's full of information about tools, techniques and training. Design, deliver and evaluate English language learning that truly inspires your students.

TEST MY DIGITAL SKILLS



**Framework.** Evaluate your needs. Take our self-evaluation, see what your digital strengths are, and think about what you want to work on.



**Training.** Develop your digital skills. Find resources to help you try out technology with confidence in your classroom.



**Product reviews.** Choose the right tools. Browse specialist reviews of tools which aid language learning and decide which products are right for you.



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# **Thank You & Happy Training!**

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**[www.AngloSeminars.wordpress.com](http://www.AngloSeminars.wordpress.com)**



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