New Instructional Models to boost Motivation & Engagement

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HAPPY Valentine's DAY
Did you know...

- Valentine was a Roman priest and doctor who was persecuted by the emperor Claudius II for marrying Christian couples – *NOT* very “romantic” of Claudius, was it?

- Claudius had him beaten, stoned, and finally beheaded – *NOT* very romantic ...at all!

- But, before that... Valentine fell in love with the blind daughter of his jailer and, after his brutal death, he performed the miracle of restoring her sight – *ohhh*, a “happy romantic ending” ...after all!
How long have we been in the 21st Century?
Technologically-enabled Teaching & Learning

21C Skills & the 4C's

Connectivism

Gamification

NextGen Learning

Flipped Learning

SKILLS

ATEL
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SAYEGH
Since 1944
Death by TECHNOLOGY
Technology won’t make a poor teacher a good one.

But it can make a good teacher even better.

Doug Johnson
Communication
Creativity
Critical Thinking
Collaboration
LEARNing First...

...TECHnology Second!

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Technologically-enabled Teaching & Learning

- Connectivism
- 21C Skills & the 4C's
- Flipped Learning
- NextGen Learning

21st Century Skills

- Social & Emotional Learning (SEL)
- Project-Based Learning (PBL)

Constructivism & Collaborative Learning

- Interdisciplinary Teaching
- Differentiated Instruction
- Cultural Sensitivity & Diversity

Design Thinking

- Evidence-based Practice
Design Thinking – The Future of Education?
21st Century Skills – 1999 to 2019

**Competencies**

- **Critical thinking/problem-solving**
  - Give constructive feedback

- **Creativity**
  - Offer opportunities to build and innovate
  - Provide autonomy to make choices

- **Communication**
  - Create a language-rich environment

- **Collaboration**
  - Foster greater respect and tolerance for others
  - Provide opportunity for group work

- **Adaptability**
  - Foster the ability to process emotions
  - Practise both flexibility and structure

- **Leadership**
  - Foster the ability to negotiate
  - Encourage empathy

- **Social and cultural awareness**
  - Foster greater respect and tolerance for others
  - Encourage empathy
  - Foster cultural self-awareness

- **How to teach all skills**
  - Encourage play-based learning
  - Break down learning into smaller, coordinated pieces
  - Create a safe environment for learning
  - Develop a growth mindset
  - Foster nurturing relationships
  - Allow time to focus
  - Foster reflective reasoning and analysis
  - Offer appropriate praise
  - Guide a child’s discovery of topics
  - Help children take advantage of their personality and strengths
  - Provide appropriate challenges
  - Offer engaged caregiving
  - Provide clear learning objectives targeting explicit skills
  - Use a hands-on approach

- **Curiosity**
  - Encourage questions/guessing
  - Provide autonomy to make choices
  - Instil sufficient knowledge to ask questions and innovate
  - Evoke contradiction

- **Initiative**
  - Provide long-term, engaging projects
  - Build confidence in the ability to succeed
  - Provide autonomy to make choices

- **Persistence/grit**
  - Build in opportunities to learn from failure

- **Character qualities**
2020 and Education 4.0

Global citizenship skills
To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.

Personalized and self-paced learning
From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.

Innovation and creativity skills
To include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems-analysis.

Accessible and inclusive learning
From a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.

Technology skills
To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.

Problem-based and collaborative learning
From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

Interpersonal skills
To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

Lifelong and student-driven learning
From a system where learning and skilling decrease over one’s lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.
I’m still trying to teach English in Education 1.0!
The Solution?
What's the biggest problem in education in Lebanon today?
...and possibly...

“demoralisation”

of teachers!
40% of High School students are ‘chronically disengaged’ from school...

http://www.nap.edu/openbook.php?isbn=0309084350
How can I motivate my students this term?
How can I motivate my students tomorrow morning?
GREAT IDEAS
Would You Rather...

Would You Rather... Questions for Kids
1. Would you rather be the smartest kid in class or the best player on a sports team?
2. Would you rather eat a giant bug or get stung by a bee?
3. Would you rather live in a mansion or on a farm?
4. Would you rather break an arm or a leg?
5. Would you rather be able to fly or read minds?
6. Would you rather eat chocolate cake or strawberry pie?
7. Would you rather read the book or watch the movie?
8. Would you rather be too hot or too cold?
9. Would you rather have breakfast in hot air balloons or dinner in a castle?
10. Would you rather have a dog to skate with or a pig to ride?
11. Would you rather eat rotten cheese or rotten eggs?
12. Would you rather be the player or the coach?
13. Would you rather have a missing finger or an extra toe?
14. Would you rather have the ability to fly or the ability to become invisible?
15. Would you rather eat a whole stick of butter or drink a cup of hot pepper sauce?
16. Would you rather play at the beach or in the snow?
17. Would you rather live without music or live without TV and movies?
18. Would you rather meet a famous actor or the President?
19. Would you rather live without electricity or in a place with electricity?
20. Would you rather be 3 feet tall or 8 feet tall?
21. Would you rather run barefoot or swim barefoot over hot coals?
22. Would you rather meet an alien or a superhero?
23. Would you rather be a famous singer of a famous actor?
24. Would you rather be a superhero or a villain?
25. Would you rather have 500 turtles crawling in your house or 1000 crickets jumping around your room?
26. Would you rather have a dog head and human body or human head and dog body?
27. Would you rather live the life of a dog or the life of a cat?
28. Would you rather have a unicorn horn or a snake tail?
29. Would you rather be able to speak every language in the world or play every instrument?
30. Would you rather be a great skateboarder or a great juggler?
31. Would you rather have 10 brothers or 10 sisters?
32. Would you rather have a robot or a helper monkey?

Playing this ‘choice and justification’ game is a great way to get kids thinking, answering questions, and using their creativity to explain their reasoning... even at a very young age!
Would you rather...

eat chocolate or strawberry cheesecake?

meet a famous singer or the President?

be a superhero or a villain?

be able to fly or read people’s minds?
Quick Ideas

Brain-Twisters!

- Get students to say the colour, not the word:

  RED  BLUE  WHITE
  YELLOW  BLUE  GREEN
  RED  PURPLE  BLACK
  BLUE  ORANGE  RED
  PURPLE  RED  BROWN
  BLUE  YELLOW  GREEN
COOL IDEAS
Writing in SECRET Code!

Use a ‘secret code’ to encode a number of words/sentences – and give pairs of students half the code sheet (they cannot show it to their partners)!

As a homework task, ask the pairs of students to develop their own code – and encode a few sentences themselves. When they next come to class, ask the pairs to swap their encoded sentences.

Pinterest Page: https://tr.pinterest.com/explore/secret-code/
PLAN B
‘PLAN B’ IDEA
The $50 Word Activity

• When you finish a class early, ask your students to look at all the new vocabulary they have learned in a lesson/week – and find which words are ‘worth’ 50USD.

• To do this they ‘add’ the letters of the word - where $a=1$, $b=2$ and so on...$z=26$. If the ‘sum’ (or total) is equal to (or more than) 50 then it's a 50USD word!

• This can be done in teams and the team that finds the most 50USD words becomes the day’s champions!
zebra

26 + 5 + 2 + 18 + 1 = 52
Critical thinking exercises like these work on learners’ visual acuity, imagination, and storytelling skills. In this type of exercise, learners carefully examine the photographs and then answer questions that encourage them to make up the story and character backgrounds. Sample questions follow the pictures, which again are only limited to your imagination.
- Describe what you see in this picture.
- What are these people doing and why?
- What do you think they are feeling?
- Where are they?
- Do they know each other? If so, how?
- What are the events that have led to this snapshot in time?

SOURCE: https://www.slideshare.net/kevcummins/150-amazing-writing-promptspictures
• Get teams of students to **guess what they see** in the pictures.

• As a group, ask them to **write a short story about their guesses** – tell them they must use **full sentences, good punctuation and linkers**.

• Ask them to **share their stories aloud** – before correcting & posting on the class blog!
creative writing prompts

1) Write about the **biggest lie** you have ever told.

2) You wake up, go to the bathroom and look in the mirror. You **see a different face looking back at you**. Tell the story...

3) Donald Trump **clones** taking over the world!

4) Come up with **10 reasons** why you should stop showering for a week.

5) Write a story from the point of view of a teddy bear that a child does not play with any more – because of an iPad!
GREAT IDEAS
‘Destructive Brainstorming’

Brainstorming is a great way to develop a set of ideas in a group.

- How should we reduce pollution in our cities?

It can be a lot more fun and generate a lot of creativity if you use the ‘destructive’ version!

- How should we pollute our cities faster and even more?

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COOL IDEAS
Using Video (01)

Use a ‘funny’ video to get the ball (and a ‘real’ discussion) rolling...as a warmer!

- Keep it ‘real’
- Use ‘wait-time’
- Do NOT correct students or ‘echo’
- Facilitate the use of ‘emergent language’
Funny videos can also be used to:

(1) Pre-teach vocabulary

(2) Check comprehension without using questions
1. Silent comedy

Charlie Chaplin or Buster Keaton videos can be great for this type of activity, but be aware that their actions come thick and fast, so either pause frequently or only use them for higher levels.

- Charlie Chaplin – The Kid
- Charlie Chaplin – The Lion’s Cage
- Charles Chaplin – The Bank
- Buster Keaton – Seven Chances

2. Animations

Old animations like Tom and Jerry or Roadrunner can be great for this type of exercise.

3. Mr. Bean

Everybody loves him and YouTube is full of short excerpts that can easily be related to units from a course book.

- Shopping
- Restaurant
- Travelling
- Christmas
Videos are a fantastic way of teaching and revising verb-noun collocations as they contain natural everyday actions.

- They are especially good for teaching common phrasal verbs like ‘take out’, ‘pick up’, ‘put down’ etc.
- Watch one of the videos before class and jot down any specific language to teach before watching.
- Put students in pairs facing each other with one facing the screen and the other with their back to the screen – students have to explain what is happening to each other.
We don’t stop playing because we grow old; we grow old because we stop playing.

George Bernard Shaw
But...
The BIG Question is...
Do these types of activities really ‘motivate’ students?
NO, NO and NO!
Teachers do not create learning, learners create learning...

...teachers create the conditions in which students learn.

Dylan Wiliam
Motivation is a fire from within.

If someone else tries to light that fire under you, chances are it will burn very briefly.

Stephen Covey
The Solution?
1. How does learning ‘work’ for my students?

2. How is their motivation level?

3. What else can I do to improve their engagement and level of success?
**MOTIVATION CHECKLIST**

**CREDIBILITY**
- Could they doubt that I am a good teacher?
- Care
- Competence
- Passion

**VALUE**
- Could they doubt this work matters for their lives?

**BELONGING**
- Could they doubt that people like them do work like this?

**EFFORT**
- Could they doubt that they can improve with effort?

**EFFICACY**
- Could they doubt that they can succeed?
1. How does learning ‘work’ for my students?

2. How is their motivation level?

3. What else can I do to improve their engagement and level of success?
1. How does learning ‘work’ for my students?

2. How is their motivation level?

3. What else can I do to improve their engagement and level of success?
Indirect Success
Indirect Learning
Indirect Motivation
Direct the ‘Conditions’
The ‘CONDITIONS’

Care

CREDIBILITY

Competence

Passion
The ‘CONDITIONS’

CREDIBILITY

Care

Competence

Passion
The ‘CONDITIONS’

ENGAGEMENT
The ‘CONDITIONS’

ENGAGEMENT makes you...

Think more! Ask more questions! Question how much you know!

Work harder...& longer! Demand more feedback!

Search for ‘new’ ideas! Want to study more!

Reflect on learning! Collaborate with others!

SHARE more!
“Spoon-feeding in the long run teaches us nothing but the shape of the spoon.”

E M Forster
Open your books on page 25. Look at the reading activity... number 3.

Let's read the information below... do you know the story?

Shall we move onto the next part... you are going to read about the story, check you understand the words in the box.

Read the text again. Are these sentences true (T) or false (F)?

You have 5 minutes.
‘TWIN’ SINS

• activity-focused TEACHing
• coverage-focused TEACHing

(Wiggins and McTighe, 2005)
DEATH by ELT

- Grammar
- McNuggets
- PPP
- Fill-the-gap
Lunacy is to keep doing what you've been doing and expecting different results.

Albert Einstein
Classroom culture is the shadow of... 

...the teacher!
From BORING Classroom to LEARNING Playground...

SOURCE (Allison, 2015):
https://classteaching.wordpress.com/2015/09/13/
GREAT IDEAS
Getting Creative with BORING
Textbook Activities!

Look at the following:

Describe someone that lives in your street / apartment building in a short paragraph. What is his/her job? What does she like / dislike doing? What is s/he like?

Tell your partner (without reading your paragraph) about the person you have written about.
Sample Teacher Adaptation

Choose a door and write a paragraph about the person that lives behind it. Write about:

- His / her job
- His / her interests
- What s/he is like as a person
- What kind of life s/he leads

Now, without looking at your paragraph, tell your partner about your mystery neighbour.
You can’t use up creativity. The more you use it, the more you have.

Maya Angelou
What other creative adaptations can teachers make to a textbook?
• Students drawing their **interpretation** of a text rather than answering questions about it
• Students *interviewing characters* from a text
• Students **developing a text** by, for example, continuing it, re-writing it from a different perspective or in a different culture or location, responding to it with a letter or email
• Teacher turning a closed activity into a **competition** by getting each group to develop extra questions to challenge their peers with
• Teacher giving the students the comprehension questions and **getting them to create the text**
• Groups of students chanting out a drill in **different voices** (e.g. A very young child; a headmaster; a very old person).
IMPORTANT IDEAS
Adopting a STUDENT-FIRST Approach...

• Individualising your teaching – learning as much about your students as possible and using that as part of your teaching!

• Pluralising your teaching – teaching key ideas and concepts in different ways for both variety and student learning preferences!
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Differentiated Instruction

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Project-Based Learning (PBL)
Design Thinking
Evidence-based Practice

Constructivism & Collaborative Learning
REAL Learning

Exposure (to good models / examples)

Step 02

Step 03

Step 04

Step 05
REAL Learning

Exposure
(to good models / examples)

Application
(learning by doing/hands-on practice)

Feedback
(timely & specific)

Adjustment
(through reflection & adaptation)

Repetition
(of steps 2-4 until...)

Diagram of the learning cycle.
The “Bottom” Line...!
“...a lot of English is taught, ...not enough is learned”

John Rogers

“Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential”.

John Maxwell
Motivation is a fire from within.

If someone else tries to light that fire under you, chances are it will burn very briefly.

Stephen Covey
Kids don’t learn from people they don’t like!
...there is no ‘magic’ PILL!
• Encourage student questioning
• Make learning ‘personal’
• Give students puzzles & problems
• Do more hands-on and real-world practice
• Give students more choice (& ‘let go’ more)
• Use technology (if it promotes creativity and collaboration)
• Give students more one-on-one feedback
SUCCESS

WHAT PEOPLE THINK IT LOOKS LIKE

SUCCESS

WHAT IT REALLY LOOKS LIKE
If we want students to learn more, teachers must become ‘students’ of their ‘own teaching’.

Kane, 2013
thank you!