



More RECIPES FOR THE WIRELESS CLASSROOM

Mobile Learning Activities



LPHA PUBLISHING
 Pursuit of Innovation
 MORE RECIPES FOR THE WIRELESS CLASSROOM
 Mobile Learning Activities

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 Pursuit of innovation

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 جامعة زايد
 ZAYED UNIVERSITY

E-Learning



strategy

imagination



research



plan



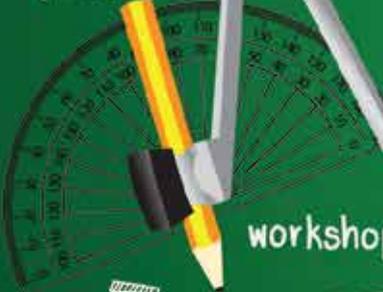
motivation



solution



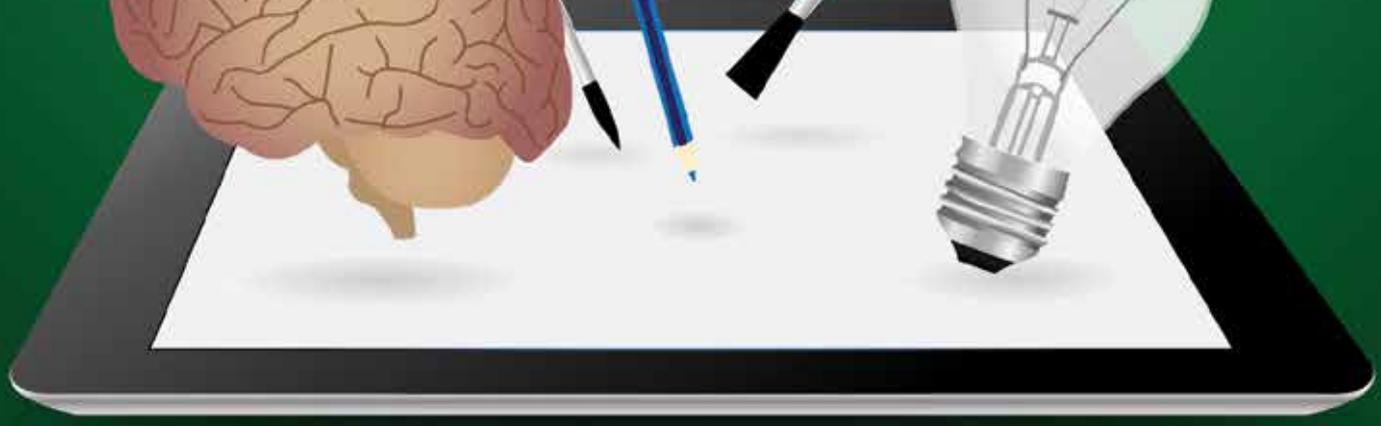
education



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innovation

teaching



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ACTIVITY 35

PlayPosit for Academic Listening

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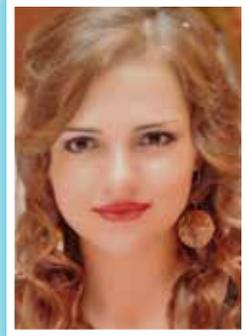
Level of English Proficiency	This activity is for students at A1 CEFR level of English proficiency.
Course Area	This activity is for an English for Academic Purposes (EAP) course.
Target Skill(s)	Listening
Timeframe	The estimated time for this activity is 50 minutes.
Apps/Software needed	● PlayPosit app
Materials	A4 paper for learners to take notes while listening to the talk.
Overview	This activity is to familiarise students with listening to academic presentations. Using PlayPosit is an easy way to enhance video lessons and content with interactive and engaging activities.
Aims of the Activity	By the end of the activity, students will be able to: <ul style="list-style-type: none">● follow a short academic presentation;● develop their own vocabulary;● listen for specific information and infer meaning;● comprehend the main idea and specific details; and● present new phrases in context.
Prerequisites	A short orientation to the PlayPosit app would be beneficial prior to the lesson.
Preparation	Before the lesson, the teacher will need to: <ul style="list-style-type: none">● build a lesson in PlayPosit by entering the title, learning objectives and pasting the video URL. Can create a video or use one from Youtube, TeacherTube, Vimeo, etc.;● add different question types to the video such as multiple choice, blank fill, free response and reflective pause;● when the lesson is ready, click the 'Finish Build' button (red button under the video) and assign the lesson to a particular class; and● set the due date and drag the lesson from the right side of the screen to the class column. Note that students can complete the lesson early or late despite the due date set.

<p>Process</p>	<p>Step 1: Introduction (10 minutes)</p> <ul style="list-style-type: none"> ● Students need to sign up for an account at <www.playposit.com> and choose “Student” for their account setting. ● After creating their account, they will need to add a class. ● Students click on the lesson that they need to take (regardless of due date). <p>Step 2: Video activity (40 minutes)</p> <ul style="list-style-type: none"> ● Students click the video and do the questions as they go. ● When they complete the video and questions, they can view their score. ● The teacher can monitor the students in real time, by clicking the ‘Monitor’ link found in the upper menu, selecting the class and then selecting the lesson.
<p>Variations</p>	<p>Students can create their own PlayPosit video lessons as part of higher-level thinking activities and share them with the rest of the class.</p>
<p>Troubleshooting Tips</p>	<ul style="list-style-type: none"> ● It is advisable for the teacher to preview the lesson using the student preview to make sure the questions are spaced out evenly throughout the video and not clustered. ● After the lesson, the teacher can see if the students have watched the videos, what questions were troublesome, what they scored and so on.
<p>Links</p>	<p>Video – Introduction to Educannon <www.youtube.com/watch?v=BBJFLcoDqNA></p> <p>Playposit User Guide <playposit.uservoice.com/knowledgebase></p> <p>Playposit <www.playposit.com></p> <p>Youtube <youtube.com></p> <p>TeacherTube <www.teachertube.com></p> <p>Vimeo <vimeo.com></p>
<p>Other Information</p>	<p>This is a free app. Free accounts are limited to Multiple-Choice and Check-All-That-Apply questions. Teachers can also insert a 'Reflective Pause' to add additional text, links, pictures, or other content to the video. Additional question formats and features are available with paid accounts.</p>

Contributors

Adam Arra is a 20 year ESL-career teacher with experience across Asia, Europe and the Middle East. His areas of research include teaching with technology, game-based research and metaphor.

Anastasia Balla is a postgraduate student from the Department of English Language and Literature of the Aristotle University of Thessaloniki. She aspires to complete her postgraduate studies on the Master program of “Language, Literature and Digital Media in Education” at the same University. Her working experience as an English teacher and her involvement in multiple research projects have solidified her scientific pursuits regarding foreign language acquisition and development. Her research interests which focus on the revolutionization of the lesson through the implementation of educational technology, ICT techniques and digital media in the learning and teaching process have led her to take part in major international conferences as a speaker.



Anastasia Papadopoulou has been an English teacher for 16 years. She has been working at Anatolia Elementary School in Thessaloniki, Greece since 2007 where she usually teaches first, second and third grade students. She studied English at the University of Aberdeen, Scotland and completed her MA in Translation with Language Technology at the University of Wales, Swansea in 2003. She is currently working on her thesis on her second MA in Language, Literature and Digital Media in Education at Aristotle University of Thessaloniki. Her academic interests lie on Educational Technology and Gamification in Education.

Anna Kokkinidou is a PhD candidate in Legal Translation (Democritus University of Thrace), holds an MA in Translation (Ionian University), a Bachelor of Laws, a BA in English Philology, as well as a BA in French Philology (Aristotle University of Thessaloniki). She currently works as a translator for the Greek Unit of the Directorate General for Translation of the European Parliament in Luxembourg, while she has also worked for the DG for Translation of the European Commission. During the years 2003 to 2018 she worked as a state EFL teacher in Greece and mainly as a research associate / EU project manager for the Centre for the Greek Language of the Hellenic Ministry of Education (2018-2006).

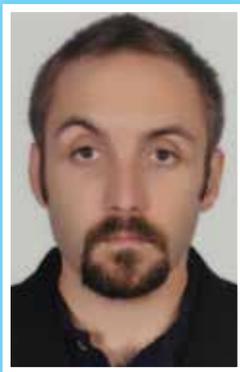


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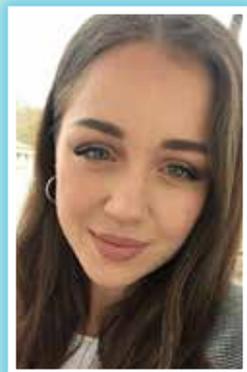
Avra Papanastasiou is an EFL teacher at a private English Language School. She holds a BA in English Language and Literature and is currently completing a MA course in Language, Literature and Digital Media in Education. Her MA thesis aims at examining the relationship between Digital Fairy Tales and the Development of Writing Skills, reflecting her teaching interests, namely Computer-assisted Language Learning (CALL) and Content and Language Integrated Learning (CLIL). Her teaching is structured around the axis of increasing student engagement and creating a dyslexia-friendly classroom.

Christina Gitsaki is the Research Coordinator at the Center for Educational Innovation at Zayed University, UAE. She previously served as the UNESCO Chair in Applied Research in Education in the UAE where she fostered partnerships with the wider academic community to strengthen national capacity to offer quality education to Emiratis. She is the Secretary General of the International Association of Applied Linguistics and the past President of the Gulf Comparative Education Society. Prof. Gitsaki has published extensively in the area of second language pedagogy, the use of technology in language education, curriculum design and implementation, and educational program evaluation.



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Chrysi Tsalgini is an English language teacher and a postgraduate student at the Aristotle University of Thessaloniki, pursuing a Master's Degree in Language, Literature and Digital Media in Education and she holds an undergraduate degree of English Language and Literature from the same university. During her Erasmus placement she has worked on several research projects in the University of Limerick in Ireland and this experience shaped her research interests, which concern foreign language acquisition, focusing on the incorporation of educational technology and digital aspects in the language, in order to make learning more effortless, fun and successful.



Chryssa Laskaridou is an English language teacher and was an EFL state school advisor in Greece for four years. She holds an M.A. in Tesol and her dissertation focused on the cultural awareness of English language teachers in Greek primary schools. Ms. Laskaridou took part in European projects “Oxymoron” and “Hola” which produced materials for the training of foreign language teachers in primary schools. She implemented the CLIL approach for the subjects of Geography and PE at the 3rd Experimental Primary School in Evosmos, Thessaloniki, Greece. She has published articles on teaching cultural awareness, teaching young learners and more recently teaching CLIL. She has presented papers at both local and international conferences.



Eleni Alexiou is a Nutritionist with an extended teaching and research experience in the Secondary and the Higher Education Sector. She has previously worked in nutrition education interventions as a Scientific Assistant, to organize and coordinate the implementation of public awareness actions. As a lifelong learner, Eleni was recently awarded with a BSc in Communication studies and her future plans focus on getting involved with projects promoting healthy and active lifestyle. Being an authentic nature-lover, she enjoys photography and travelling and is interested in digital storytelling and wellness tourism.

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Lina Ahmad holds a Masters from the Architectural Association, London. She has over 10 years of professional experience working as an architect. Within academia, her work has been awarded and exhibited, including contributions for the National Pavilion UAE at the 14th Venice Architecture Biennale. Ahmad is the recipient of the Architecture + Cityscape Award "Designing for a new world" under the category of 'Aspiring Architect'. Ahmad holds an Associate Professor position at Zayed University, Abu Dhabi. In 2015, Ahmad published a book titled; Cellular 'Network' City, presenting an investigation into the realm of algorithmic architectural design. She currently holds an Interior Design Assistant Professor position at Zayed University, Abu Dhabi.

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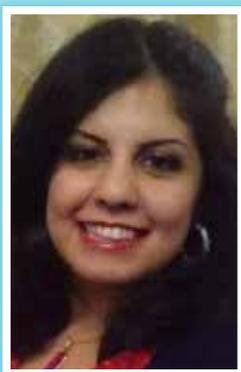


Rana Khan holds a Master's degree in English Literature and Business Administration besides a teacher's certificate in CELTA and IELTS TTT from British Council. She has extensive teaching experience besides active industrial experience at various management positions. She has taught at Kuwait University, Arab Open University and American University of Kuwait. Currently, she works as English and Business Instructor at Algonquin College, Kuwait. Rana is incoming chair to the Conferences Professional Council, TESOL International Association. She has presented at various conferences and has several papers to her credit. Her main research interests are learning management systems, CALL and blended learning.

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