



TEACHER'S GUIDE

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About the Course

We're so excited you have decided to use the **EduEnglish WINDOW Opener** online course with your students. The course is aimed at learners who have already reached at least the **B1 level of English** according to the Common European Framework of Reference (CEFR), which you may usually expect of students who have completed their secondary school education.

To make your life a bit easier, we have developed this Teacher's Guide that will give you practical tips on how to implement activities that are part of this eLearningcourse during your classes. We believe that your students will benefit from the offline activities that we describe in this Teacher's Guide. You, as their teacher, have the important task of giving them opportunities to put into practice the words and expressions they have learned from the online course. One of the challenges of eLearning for students is not to "click through" the course, and we strongly believe that "a human touch" is needed to ensure they make the most of the learning experiences we have designed for them.

EduEnglish WINDOW Opener Ecosystem



We designed this course to be used in any of the two ways:

- 1) as a self-study course, especially by in-service teachers who would like to improve their English as a foreign language and find out about the latest trends in education
- 2) as a resource for university teachers who work with pedagogy students. This Teacher's Guide is designed to help those teachers incorporate the online material into their everyday classes of English as a foreign language.

How to use this course during your classes

As a teacher, you can use this EduEnglish WINDow Opener course in various ways, but we recommend the blended learning form. For example you may display some activities (like watching the videos) using a TV screen or multimedia projector. Some activities (like interactive matching, sorting or gap-filling exercises, working with **Quizlet**) can be done by students individually, using the **online platform**, e.g. on their smartphones. However, your role as a teacher is also to facilitate discussion, encourage your students to reflect on their learning (in pairs, small groups or using their **Learning Logs**) and to manage Quizlet Live sessions. In this **Teacher's Guide** you will find some practical tips on how to incorporate the online material into your everyday lessons. We recommend some active strategies that you can use to put your students in the centre of the learning process and to facilitate their learning.

Below you will find descriptions of some strategies which you can use.

Pause and Reflect

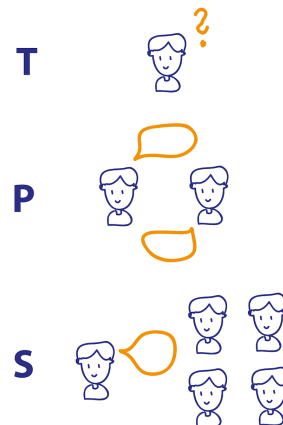


There are some reflection points in the course marked with this icon. It's important that you ask your students to pause and think about the questions. Also, give them time to discuss the topics with their peers. In this way they will develop their speaking skills, which are essential in everyday life.

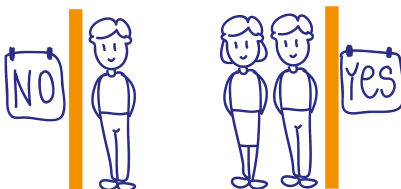
Think-Pair-Share

Some students find it really difficult to speak English in public. Moreover, it might be a very stressful situation for them. That is why it might be a good idea to use the “Think-Pair-Share” technique:

- 1) give individual students some time to think about the questions,
- 2) ask them to discuss the questions and exchange opinions in pairs,
- 3) encourage them to share their ideas with the rest of the group



Mobile Debate

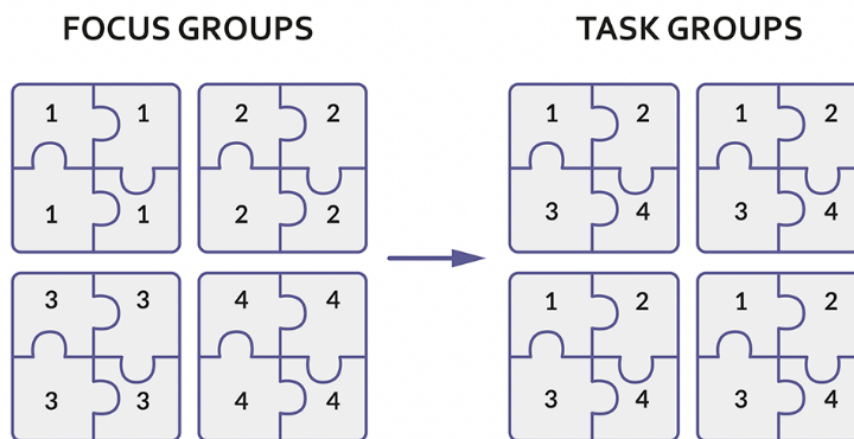
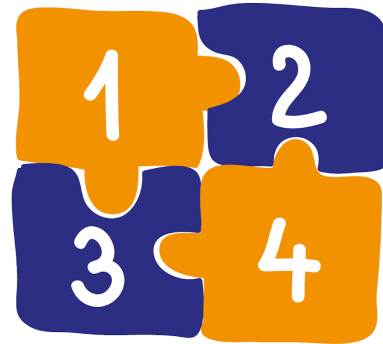


When using this active learning strategy, you ask your students to stand up and position themselves across the classroom to reflect their opinion on a polemic statement which you present on the board or display on the screen. Remember to designate one of the walls as the “Yes” side, and the wall on the opposite side as the

“No” side. When students are positioned across the classroom, ask them to explain their opinion to the rest of the class or share their opinions in pairs.

Jigsaw

In Jigsaw reading your students start by working in focus groups, where they read a designated text and become “expert” on the information in this text. Each group is given different material. Then they move to task groups. Make sure the new task groups comprise at least one “expert” from each of the focus groups. Finally students share information with their peers. You, as their teacher, may ask them later to perform some activity that requires them to be acquainted with all the materials given originally to focus groups.



(Image used under the CC-BY-SA International License. Novigado project (2021). Guidelines in Learning Space Innovations, June 2021.)

Flipped Classroom

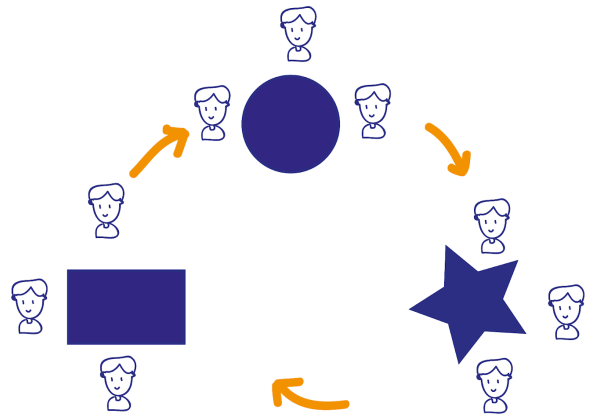


You can also ask your students to prepare for the next lesson by reading some texts, watching a video or doing some interactive activities online at home. This will give you more time that you will be able to devote to classroom discussion, mobile debates and other active learning strategies which you can facilitate.

Station Rotation

In Station Rotation your students work in small groups. Each group has its own station, i.e. an activity to be performed at a designated space in the classroom. After a few minutes, you, as their teacher, give a signal for all the groups to move on to the next station and start working on the next activity associated with that station. The aim is for all the groups to visit all the stations.

Make sure the stations include a variety of activities, some of which may be facilitated by the teacher (e.g. a discussion on a given topic), some others may involve interactive exercises that students do individually (e.g. self-study time with a designated Quizlet set or online activities within the course), while other activities may involve collaboration (e.g. creating a poster, infographics or a mind map to reflect the material related to the lesson).



Quizlet Corners and Quizlet Time

Quizlet is a platform (and a mobile app) which can be used for retrieval practice and spaced repetition. We treat it as an integral part of the EduEnglish WINDow Opener ecosystem, together with Learning Logs and the online course.

Encourage your students to create their accounts on Quizlet. Although the course includes some interactive exercises that let students practise collocations and phrases used throughout the course, we recommend that your students learn new words using the Quizlet sets that we have prepared for them.



If you don't know how to use Quizlet, select the link below to go to the playlist with a series of video tutorials that we prepared for this course: bit.ly/eduenglishquizletplaylist

You can also scan this QR code to access the playlist with Quizlet tutorials.

Quizlet Corners

Take your time to show your students that any Quizlet set may be used in various modes, including: Flashcards, Learn, Test. In Module 1 the video tutorials will introduce students to the Flashcards mode, in Module 2 - the Learn Mode, in Module 3 - the Test Mode.

Quizlet Time

GO TO QUIZLET

These sections, located throughout the course, include links to Quizlet sets with words and expressions used in the previous online activities. Whenever your students see the orange “Go to Quizlet” button, they can select it to be directed to the corresponding Quizlet set.

We recommend that students who aren't familiar with Quizlet should start with just using the Flashcard mode to decide which of the words and expressions they are familiar with and which are new to them. Additionally, all the new items can be “starred”, which will

allow students to choose the words they want to focus on. In this way their learning will be more personalized, i.e. tailored to their individual needs and abilities.



In order to give your student more vocabulary practice, you can **start a session of Quizlet Live** using the Quizlet set linked to in each of the sections of the online course. You can watch a video tutorial on how to do it if you go to: www.bit.ly/howtoquizletlive or if you scan the QR code.

Learning Log

The Learning Log is designed as an integral part of the EduEnglish WINDow Opener online course. Students are advised to download and print out a Learning Log associated with each of the course modules at the introduction to the module. Its activities follow the sequence of those in the online course, but not all of the online activities are included there. When printed out, Learning Log will help your students reflect on the most important points related to **Pause and Reflect** activities. We recommend that students take notes in the spaces provided. There are five parts of the Learning Log - one for each module of the course. Learning Logs also contains helpful glossaries of English words and phrases related to education that appear in each section of this module.

MODULE 1



Course Introduction and Learning Goals

About the authors

Your students can find out about us - the authors of this course.

Learning Goals

This course will help your learners:

- motivate themselves to learn English and apply appropriate strategies to motivate their students
- use English words and expressions related to education and improve their language skills
- master strategies which are effective while learning a foreign language, but also while learning in general
- use the information related to neuroscience to improve the quality of their teaching and their effectiveness as lifelong learners
- identify their own type of mindset and support growth mindset both in themselves and their students
- use modern, active methods in flexible learning environments to facilitate their students' learning

The 5-Module Course Tailored just for you!

In this activity students have a chance to explore the contents of the 5 modules of the course to get a general picture of what is in store for them. This will help them create a framework which they will subsequently fill in while working on each module.

Download your Learning Log now!

This is the place where course users can download a PDF file which contains the Learning Log for Module 1. Make sure your students do it at home, where they can use their computers and printers, or print out several copies of the Learning Log - one for each student. The Learning Log is supposed to be a paper resource to be filled in by students with pencils and pens, not an interactive document which they just display on their mobile phones.

Quizlet Corner

This is where course users will find an introduction to Quizlet. They will be able to join the EduEnglish Quizlet Class that will allow them to use more features of this learning platform. There is also a video tutorial that introduces basic information about Quizlet, and the first link to a Quizlet set that includes the words which appeared in the Introduction to the online course. We recommend that you play this video tutorial during the lesson so that all students can watch as Quizlet is supposed to be an important part of the EduEnglish WINDow Opener ecosystem, along with the Learning Log.

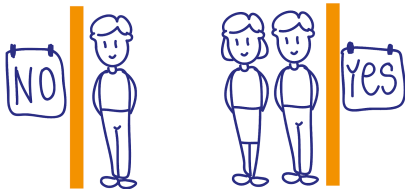
Module 1: How Can You Benefit From Learning English as an Educator?

1.1. Let's Get to Know Each Other

Module Goals

After completing this module, your students will be able to:

- use appropriate vocabulary to talk about their goals and needs as educators
- present arguments in English why educators can benefit from being able to speak English
- make use of Quizlet as a learning tool
- use words that denote objects that can be found in a classroom
- use selected words to name people in education and education-related words that are easily confused



You can begin your class with a mobile debate. Ask students the following question: “How important is it for every educator to be able to speak English?” Tell them to choose a number on the scale from 1 to 10 depending on how much they agree with it. Designate one of the walls as “1” and the wall on the opposite side as “10”.

When students are positioned across the classroom, ask them to explain their opinion to the rest of the class or share their opinions in pairs.

Meet Julia

Students can chat with Julia, a virtual assistant and teacher trainer. This activity gives your students a chance to use and revise the vocabulary related to school and education in a conversational setting. After your students have reached the end of this dialogue, encourage them to explore various options and see how Julia reacts.

Language Practice Time

Students do the self-checking exercises on their devices.

Make sure your students pay attention to the feedback they receive during interactive activities, especially when they choose an incorrect answer. It is crucial that they avoid just “clicking through” the exercises. Teach them about the value of using feedback to improve one’s skills.

Quizlet Corner

This video tutorial introduces students to the basic feature of Quizlet: the Flashcards mode. We recommend that you play this video tutorial during the lesson so that all students can watch it.

1.2. Let’s Meet Luís

What are your reasons for learning English?

This activity is supposed to make the benefits of learning English relevant to your students. Also, it is a chance for you to pre-teach the vocabulary that Luís is going to use in the video below. It might also be used as a speaking activity. You can ask your students to work in pairs and discuss which three benefits they personally find most important.

Luís from Portugal

Luís is a teacher of Religious Education from Portugal. In this video he will talk about various benefits of being able to speak English from the point of view of an educator. The reason for including this activity is to make students aware of the benefits that they may not even realize yet. Of course they are going to learn some useful vocabulary while listening to Luís too.

There are three ways to use this activity in class:

- You can play the video with sound on a big screen. Students tick their answers on their mobile phones and then check if they were correct; or
- If you want to encourage speaking, before you play the video with sound on a big screen, ask your students to open their Learning Logs and tick their answers in the offline, paper version. It will make it easier for them to discuss their answers with their peers. Then they can transfer their answers to the online activity and check if they were correct.

- Ask your students to bring their earphones. They watch and listen to Luís on their smartphones and either make notes that will allow them to tick the answers when the video is over or tick their answers in their Learning Logs before transferring them to the online self-checking activity.

Language Practice Time

Students do the self-checking exercises on their devices.

Quizlet Time

Give students approx. 5-10 minutes to revise the words in the Quizlet app.

1.3. The Story of Jolanta Okuniewska

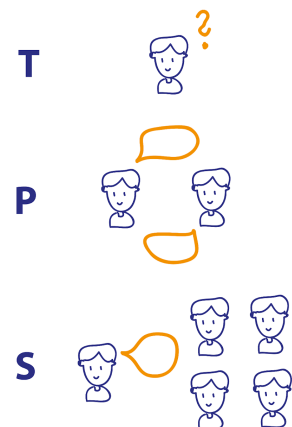
This section comprises a multi-part story of Jolanta Okuniewska, an early childhood education teacher from Olsztyn, who eventually became one of the 50 best teachers in the world. Ask your students to read the first part until they get to this section:



Jolanta says that learning English was the best decision of her life. What do you think? What influence did it have on her future career? What possibilities opened up for her?

Use the “Think-Pair-Share” technique

- 1) give individual students some time to think about the questions,
- 2) ask them to discuss the questions and exchange opinions in pairs,
- 3) encourage them to share their ideas with the rest of the group.



Ask students to read the next part of the story and play the video in which Jolanta Okuniewska talks about her experiences. Before your students move to the final part of the story, give them a few minutes to learn and revise the vocabulary from this section (LanguagePracticeTime and Quizlet Time).

Then ask your students to think about the answers to the following questions:



Jolanta Okuniewska became an expert in using mobile devices in her class. What happened next in your opinion? What influence did it have on her career?

Students can tick the answers which they think are quite likely. They discuss them with a partner or write their ideas down in the space provided in the Learning Log. Then ask them to continue and read the last part of the story to check if their guesses were right.

When your students get to the interactive image, which comprises hot-spots, they can click on each (+) sign to read the information.



At the end students should do the reading comprehension exercise (Check Your Understanding).

When they finish reading, ask them to think about the answers to the following questions:



How inspirational is this story for you? Rank from 1 to 10 and justify your opinion.

Does it have any influence on your motivation to learn English?

What motivates you to learn it?

You can organize a mobile debate again or use the “Think-Pair-Share” technique described above.

Language Practice Time

Students do the self-checking exercises on their devices.

Quizlet Time

1. Give students approx. 5-10 minutes to revise the words in the Quizlet app.
2. Optionally you can start Quizlet Live, which will help your students recall the words from their memories and which will make learning more enjoyable at the same time.

1.4. More Arguments to Learn English

Jolanta, Luís and Others

This is a self-checking reading comprehension activity. It’s supposed to give your students even more examples of other benefits related to being able to speak English as an educator.

Language Practice Time

Students do the self-checking exercises on their devices.

This time the interactive activity in Language Practice Time focuses on the use of prepositions. All the prepositional phrases appear in the reading comprehension activity

above, so if your students have any doubts, tell them to scan the texts for the particular expression.

Do it for your brain!

This interactive image allows students to explore other benefits of learning a foreign language from a more scientific point of view. Students click on the plus signs (+) in the picture to learn more.

To summarize the topic, ask your students to think about the answers to the following questions:



How might learning English influence your personal and professional life? What opportunities might you miss out on in the future if you can't speak English?

You might use the “Think-Pair-Share” technique described above.

Quizlet Time

3. Give students approx. 5-10 minutes to revise the words in the Quizlet app.
4. Optionally you can start Quizlet Live, which will help your students recall the words from their memories and which will make learning more enjoyable at the same time.

1.5. Vocab Expansion Pack

This section comprises a set of self-checking activities that will help your students learn and practise words and phrases related to objects in the classroom and words that describe people related to education. They will also have a chance to practise selected words and expressions from the domain of education that students often find confusing. Learners are supposed to do the vocabulary exercises at their own pace for which they receive immediate feedback.

You can decide if you want to devote some time during your class to let your students do the activities or if you prefer to assign them as homework. Also, you can use this section as part of the Station Rotation model.

This section also includes Quizlet Time. The time spent in the final sections of each module is an ideal moment to stage a Quizlet Live session. You may use Quizlet Live with each of the Module 1 sets or choose the **Module 1 Combo** set available in the EduEnglish Quizlet class. Here's a link to the Combo set for Module 1: www.bit.ly/combomodule1

1.6. Summary and Level Up

The purpose of this section is:

- to give students the main takeaway points from this module
- to provide links to original materials (a video, a podcast episode, a newspaper article) related to the topic of this module for people who would like to challenge themselves and improve their English skills more

Level Up

The links include:

- 1) the original TED Talk with Daria Zaikovskaia, a TV series translator and a language teacher, who discusses various benefits of learning a foreign language
- 2) the episode of "6 Minute English" podcast series entitled "For the love of foreign languages"
- 3) the article entitled "Why It Makes More Sense Than You Know to Learn a Second Language" from Huffington Post.

You can use them in several different ways:

- as extra materials for more advanced students,
- to encourage your students to challenge themselves and watch, read or listen to original materials, thanks to which they will have an opportunity to pick up English,
- as materials for a flipped classroom (i.e. students read an article, watch a video or listen to a podcast before a class and then you discuss it together).

Knowledge Check

In this section you will find a self-checking quiz comprising 10 questions related to the aspects discussed in this module. The passing score is 70% but students are allowed to retake it if they fail or if they are not satisfied with their score.

MODULE 2



Module 2: Motivation 3.0

Module Learning Goals

After completing this module, your students will be able to:

- Explain why the context in which the 21st century educators work is important while planning learning experiences
- Give examples of routine tasks and non-routine tasks in a teacher's job
- Differentiate between controlled and autonomous motivation
- Explain the reasons behind the effectiveness/non-effectiveness of the "Carrot and Stick" approach
- Find alternatives for the "if... then..." type of rewards and apply them
- Use appropriate motivational strategies
- Use phrasal verbs related to the topic of motivation
- Create nouns ending with -ion or -tion which are related to education

2.1. Motivating 21st Century Learners

Before you ask your students to go to the online course, ask them to write their own definition of motivation on post-it notes and then stick them on your classroom wall. Read some of the definitions out loud and have a short discussion with your students about what kind of motivation is effective in their case.

Then display the definition of motivation as presented in the online course and ask your students to compare it with their suggestions.

- Tell your students that they will learn more about strategies for motivating people in this module. Present them with the learning goals, which you will find in the online course below the aforementioned definition of motivation.
- Remind your students to download the Learning Log, in which they will find a glossary of words related to education that appear in this module and a few extra activities.

Quizlet Corner

Encourage your students to watch the short video entitled “Quizlet Corner: Learn Mode,” which will help them use Quizlet even more effectively compared to just using the flashcards mode. We recommend playing this video tutorial during the lesson. Make sure all of your students have joined the Quizlet class dedicated to our online course.

Activity: What is the context in which educators work today?

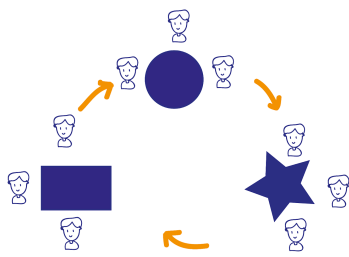
If you feel your students’ level might be too low to read the texts in this section, ask them to go directly to the Quizlet Time (the orange button at the end of Section 2.1.) and make sure they understand the words in the Quizlet set. Alternatively, use the Flipped Classroom model and tell them to do it before your classes.

Before your students do this activity online, use the “**Mobile Debate**” strategy and ask them to choose their positions with regard to the following statements:

- 1) I am concerned about the climate crisis and it makes me feel anxious. (Yes/No)
- 2) I agree with the sentence: The snowflake generation is much more fragile than previous generations. (Yes/No)
- 3) I am worried that AI will replace so many jobs that it will be harder and harder to find work. (Yes/No)



Divide your students into three groups. Use the “**Jigsaw Reading**” strategy. Assign each group to a different aspect, e.g. group 1 should work on the climate crisis, group 2 on the snowflake generation etc. Students read their texts and become “experts” on their topic. When students have finished reading, create groups which consist of one expert on the climate crisis, one expert on the snowflake generation, and one expert on AI. Give your students some time to share their knowledge within their group. The aim of this activity is for each student to be able to answer multiple choice questions in the *Reading Comprehension* section below the tabs in the online course.



Alternatively, you can use the “**Station Rotation**” model. Divide your students into three groups. Ask the first group to read the 3 texts in Section 2.1. (about the climate crisis, snowflake generation, and AI), then answer the reading comprehension questions, and finally to do the activity in Language Practice Time. Ask the second group (which may consist of students whose level

of English is slightly lower than group 1) to start with activities described in the Quizlet Corner and pre-learn the words and expressions which will appear later in the 3 texts. Simultaneously you, as the teacher, may take on the role of facilitator and work with the third group. Make them engage in the “Mobile Debate” and/or discussion regarding the three questions mentioned above.

After approx. 10 minutes ask groups to switch their stations. Group 1 goes on to Quizlet Corner, group 2 comes to you to discuss the three questions and perform the “Mobile Debate”, while group 3 goes on to read the 3 texts. After another 10 minutes, have groups rotate their stations once again.

The aim of Station Rotation is to maximise student speaking time at station 3, which is facilitated by the teacher. In the meantime the remaining groups can engage in quiet work with the online course. Station Rotation also promotes students’ self-regulation.

Language Practice Time

Students do this exercise on their devices. You might want to decide to ask them about their mother-tongue translation of the phrases from the matching activity.

Make sure your students pay attention to the feedback they receive during interactive activities, especially when they choose an incorrect answer. It is crucial that they avoid just “clicking through” the exercises. Teach them about the value of using feedback to improve one’s skills.

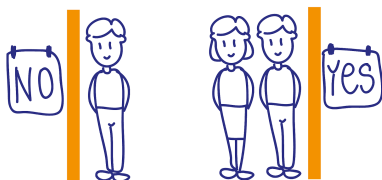
Quizlet Time

1. Give them approx. 5-10 minutes to revise the words in the Quizlet app.
2. Optionally you can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.
3. As homework, ask your students to try using the Quizlet set related to Section 2.1. in the “Learn Mode,” which has just been introduced.

2.2. Routine and Non-routine Tasks

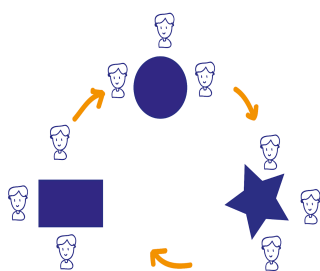
Differentiating between routine and non-routine work

Before your students do this activity online, ask them to suggest some types of algorithmic and non-algorithmic tasks that teachers do. You can use the “Think-Pair-Share” strategy. Then tell them to check the flashcards in the online course to see if the examples given there include their suggestions.



After checking the flashcards, instead of answering the “Pause and reflect” question, you can use this activity as a topic for **mobile debate**. Designate one wall of your classroom as the “More algorithmic tasks” answer and the other wall as “More heuristic tasks.” Ask a few students to justify their answer.

Ask your students to do the sorting activity regarding the types of tasks that students do.



Alternatively, you can use the “**Station Rotation**” model. Divide your students into two groups. Ask the first group to deal with the routine and non-routine tasks performed by teachers, including the mobile debate that you should facilitate. Ask the second group to do the sorting activity online that deals with the algorithmic and heuristic tasks performed by students.

Ask your students to work in pairs (or use Think-Pair-Share as an alternative). Tell them to discuss the following questions:



1. Why might the ability to do heuristic work be even more important in the future?
2. How important do you think it is for students to master the "21st Century Skills", i.e. Creativity, Communication, Collaboration and Critical Thinking?

2.3. Controlled and Autonomous Motivation

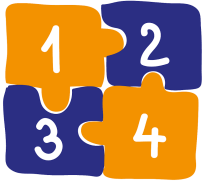
Different types of motivation for routine and non-routine work

Before your students go online, divide them into groups of 3. Ask them to talk about a situation they or somebody they know experienced when they learned something new and felt motivated and engaged to do it. What were they trying to learn? Ask them to describe what made them more engaged than usual. Then ask a volunteer from each group to share their story with the rest of the class.

Play the video which introduces the concepts of Controlled and Autonomous Motivation. Ask your students to make some notes while watching it. Then tell them to read the additional information regarding the relationship between extrinsic and controlled motivation as well as intrinsic and autonomous motivation.

Give your students some time to do the **Language Practice Time** activity. If necessary, make sure they can give their mother-tongue equivalents of the expressions mentioned in the exercise.

Research on Controlled Motivation



Use the “**Jigsaw Reading**” strategy with this activity. Divide your students into 3 groups to reflect the groups described in the online activity:

Group 1) Expecting rewards

Group 2) Not expecting rewards

Group 3) No rewards

Ask each of the group to read the description of the research experiment regarding their own group, including the final result. Then create groups of three that include a representative of each group and ask them to describe their part in the experiment. Ask students to pretend they really took part in the experiment as children.

Based on their shared “experiences”, ask your students to **discuss** the meaning of the outcome of this experiment. Is the “carrot and stick” approach effective? After a short classroom discussion, ask your students to read the conclusion about the “if-then” rewards) and “if-then” rewards in the online course.

Putting learning into practice



Conduct a class discussion. Ask your student to discuss the following questions:

- 1) What is your opinion of your country’s system of grading students’ work? How effective is it according to the research described above?
- 2) How would you motivate your students to do a project?

After the discussion, ask your students to “talk” to Julia, their online assistant, and check what feedback she will give them based on their answers.

Characteristics of autonomous and controlled motivation

Ask your students to do the interactive activity to find out about the features of both types of motivation. After they complete this task, tell them to look at the two infographics which summarise the information about the characteristics of controlled and autonomous motivation.

Quizlet Time

Give your students approx. 5-10 minutes to revise the words in the Quizlet app.

You can start Quizlet Live, which will help your students recall the words from their memories and which will make learning more enjoyable at the same time.

2.4. How to support autonomous motivation

4 ways to support autonomous motivation

Ask your students to open their Learning Logs and go to this activity. Play the video. While watching it for the first time, tell your students to note down the four psychological needs mentioned in the video.

They are:

- 1) Autonomy
- 2) Competency or Mastery
- 3) Relatedness or Connectedness
- 4) Purpose

Play the video again. This time ask your students to take notes to answer the question: “What can you as a teacher do to support each of the psychological needs you noted down?”

Language Practice Time

Give your students some time to do the Language Practice Time activity. If necessary, make sure they can give their mother-tongue equivalents of the expressions mentioned in the exercise.

Quizlet Time

Give your students approx. 5-10 minutes to revise the words in the Quizlet app.

You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

2.5. Vocab Expansion Pack

This section comprises a set of self-checking activities that will help your students learn and practise collocations and word-building activities related to education. Learners are supposed to do these exercises at their own pace after which they receive immediate feedback.

You can decide if you want to devote some time during your class to let your students do the activities or if you prefer to assign them as homework. Also, you can use this section as part of the Station Rotation model.

This section also includes Quizlet Time. The time spent in the final sections of each module is an ideal moment to stage a Quizlet Live session. You may use Quizlet Live with each of the Module 2 sets or choose the **Module 2 Combo** set available in the EduEnglish Quizlet class. Here's a link to the Combo set for Module 2: www.bit.ly/combomodule2

2.6. Summary and Level up

The purpose of this section is:

- to give students the main takeaway points from this module
- to provide links to original materials (a video, a podcast episode, a newspaper article) related to the topic of this module for people who would like to challenge themselves and improve their English skills more

Level Up

The links include:

- 1) the original TEDx Talk with prof. Edward Deci entitled "Promoting Motivation, Health and Excellence"

- 2) the episode of the "All Ears English" podcast series entitled "3 Ways to be a Motivated English Learner"
- 3) the article from The New York Times entitled "How to Get Things Done When You Don't Want to Do Anything"

You can use them in several different ways:

- as extra materials for more advanced students,
- to encourage your students to challenge themselves and watch, read or listen to original materials, thanks to which they will have an opportunity to pick up English,
- as materials for a flipped classroom (i.e. students read an article, watch a video or listen to a podcast before a class and then you discuss it together).

Knowledge Check

In this section you will find a self-checking quiz comprising 10 questions that check both vocabulary skills and the information about motivation which students learned in Module 2. The passing score is 70% but participants are allowed to retake it if they fail.

MODULE 3



Module 3: Learning How to Learn

Module Learning Goals

After completing this module, your students will be able to:

- use information about negative and positive neuroplasticity to identify activities that either promote or hinder learning
- identify two modes in which our brains work
- use information about the focused and diffuse mode to create optimal learning experiences
- apply strategies which are effective while learning a foreign language, but also while learning in general
- use even more phrasal verbs as well as some selected collocations related to education

3.1. Introduction. Facts and Myths about Learning

Display the short text in the introduction and the flashcards with Myths and Facts about learning on a screen and ask your students to express their opinions about which of the statements are myths and which of them are facts. When you flip the card (by clicking on it), you'll see the correct answer.

- Tell your students that in this module they will learn more about effective learning strategies. Present them with the learning goals, which you will find in the online course below the aforementioned Myths and Facts flashcards.
- Remind your students to download the Learning Log, in which they will find a glossary of words related to education that appear in this module and a few extra activities.


Quizlet Corner

Encourage your students to watch the short video entitled “Quizlet Corner: Test Mode,” which will help them use Quizlet even more effectively compared to just using the flashcards mode. We recommend playing this video tutorial during the lesson. Make sure all of your students have joined the Quizlet class dedicated to our online course.

3.2. How Neuroplasticity Affects Learning

Start with a few warm-up questions, e.g.:

- 1) Think about a situation when you wanted to learn something but it was really difficult. Describe the situation.
- 2) How do you cope with frustration when something seems to be too difficult for you to learn?
- 3) Do you agree with the statement that being able to learn effectively is one of the most important skills in the 21st century? Find a few arguments to support your point of view.

 Some students find it really difficult to speak English in public. Moreover, it might be a very stressful situation for them. That is why it might be a good idea to use the **“Think-Pair-Share”** technique:

1. give individual students some time to think about the questions,
2. ask them to discuss the questions and exchange opinions in pairs,
3. encourage them to share their ideas with the rest of the group

Ask your students to use their devices and read the text about Barbara Oakley. After reading it, they should think about the questions below.



How did Barbara Oakley manage to overcome her struggles with math and science?

How does the professor's story inspire others who may struggle with learning certain subjects?

How important is it for educators to be up-to-date with the latest research in neuroscience and effective learning strategies?

Give your students 3-5 minutes to discuss the questions in pairs or small groups. You can use the “Think-Pair-Share” technique described above. Don’t suggest any answers, allow them to speak freely. However, it would be great to conclude that being up-to-date with the latest research in neuroscience is important for educators because this knowledge may help them design better learning experiences for their students and teach them how to learn more effectively. If nobody mentions this argument, you can add it at the end as it will make the next section of the course more relevant.

Language Practice Time

1. Students do the exercises on their devices.

Make sure your students pay attention to the feedback they receive during interactive activities, especially when they choose an incorrect answer. It is crucial that they avoid just “clicking through” the exercises. Teach them about the value of using feedback to improve one’s skills.

2. Give them approx. 5-10 minutes to revise the words in the Quizlet app.
3. You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

What is neuroplasticity?

Use the flashcards provided in the online course to introduce the concept of neuroplasticity. You can display them on a screen or ask your students to use their own devices. Tell them that if something is too difficult for them to understand, it might be a good idea to use a metaphor, which will make a concept easier to comprehend.

Watch the video in which a metaphor has been used to explain the concept of neuroplasticity. The best idea is to display it on a screen so that all the students can watch it at the same time.

Ask your students to work in pairs or small groups and discuss the questions below.



Think about practical examples of neuroplasticity in your life. Describe situations when you had to learn something and it was hard in the beginning but with time it gradually became easier and easier. How about the opposite process? Did you use to have any skills or remember things that you have forgotten over time?

Listening comprehension activity

Allow your students to watch the video twice. The best idea is to display it on a screen so that all the students can watch it at the same time. But let them use their devices to do the listening comprehension activity. During the first viewing they should focus on the main message and take some notes. While watching it again, they are supposed to do the listening comprehension task. They will get immediate feedback after clicking the ‘SUBMIT’ button.

Language Practice Time

Students do the matching exercise on their devices.

Positive and negative neuroplasticity

Ask your students to work in pairs. Using their devices, they are supposed to drag and drop the names of various activities on the flashcards into the appropriate category depending on whether they think certain activities promote positive or negative neuroplasticity.

Display the infographics:

- 1) Causes of negative neuroplasticity
- 2) Supporting positive neuroplasticity

Ask your students to work in pairs or small groups and discuss the questions below. Tell them to develop each thought and justify their opinions.



Think about some aspects that might hinder your own ability to learn effectively. What can you do to change those aspects of your life to help your brain work better?

Quizlet Time

Give your students approx. 5-10 minutes to revise the words in the Quizlet app.

You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

3.3. Effective Learning Strategies

Start with a few warm-up questions, e.g.:

- 1) Have you ever found it difficult to learn any particular subject? What subject was it? Do you think you weren't motivated enough? Or maybe you just didn't know effective learning strategies?
- 2) Have you ever had classes during which you learnt how to learn effectively?
 - a) If your answer is "yes", describe what strategies you learnt during those classes.
 - b) If your answer is "no", do you think children should have classes during which they could learn effective learning strategies?
- 3) What strategies help you learn effectively?

Ask your students to go to Section 3.3. of the online course and read the text about four learning strategies: retrieval practice, spaced practice, interleaving and reflection. Students use their own devices. After approx. 5-10 minutes ask them to put their devices away and use active recall to retrieve the information from memory. Ask them what four

strategies were mentioned in the text and tell them to explain each one in their own words.

To check if they have understood the concepts, they are supposed to do the drag and drop activity and the branching scenario (a chat with Julia) below the text. You can ask your students to work in pairs. In this way they will have a chance to discuss their ideas and develop communication skills.

Language Practice Time

1. Students do the matching exercise on their devices.
2. Give them approx. 5-10 minutes to revise the words in the Quizlet app.
3. You can start Quizlet Live, which will help your students recall the words from their memories and which will make learning more enjoyable at the same time.

How to Learn a Foreign Language

The goal of this section is to make students aware of various strategies they can apply while learning a foreign language, which might be effective and enjoyable at the same time. They can pick up English in many different ways without studying it consciously.

As a warm-up ask them to do a branching scenario (a chat with Robert) which is available in this section of the online course.


When they finish, ask them to analyse the mind map below the branching scenario and reflect on their own strategies related to learning English. They should click on the plus signs (+) to learn more.

Encourage them to share their learning experiences and reflections with other learners. You can do it in two different ways:

- 1) Ask them to open Padlet, which has been embedded in the course and add their posts in each column. Also, encourage them to read and react to other people's posts.

- 2) Give them some time to reflect and fill in the form provided in the Learning Log (see below) and then ask them to work in pairs or small groups and talk about their learning habits.

MY HABITS RELATED TO LEARNING ENGLISH



<p>Things I do regularly:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I could do the following</p> <p>things more often:</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Three things I could start doing to improve my English:

Language Practice Time

1. Students do the matching exercise on their devices.
2. Give them approx. 5-10 minutes to revise the words in the Quizlet app.
3. You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

3.4. Diffuse and Focused Mode

Use the information provided at the beginning of this section to introduce the concepts of focused and diffuse mode. To check if they have understood the difference between the two modes, ask them to do the drag and drop activity provided in this section.

Make them aware that in order to learn effectively, their brains have to switch between the focused and diffuse mode.

Ask them to work in pairs or small groups and talk about their favourite diffuse mode activities.



Look at the list of diffuse mode activities and tick those which you particularly like doing. Add your own ideas.

- doing a sport
- jogging
- painting or drawing
- taking a bath
- sleeping
- listening to music
-
-

Quizlet Time

Give students approx. 5-10 minutes to revise the words in the Quizlet app. You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

3.5. Vocab Expansion Pack

This section comprises a set of self-checking activities that will help your students learn and practise Phrasal Verbs and collocations related to education. Learners are supposed to do these exercises at their own pace and they receive immediate feedback.

You can decide if you want to devote some time during your class to let your students do the activities or if you prefer to assign them as homework. Also, you can use this section as part of the Station Rotation model.

This section also includes Quizlet Time. The time spent in the final sections of each module is an ideal moment to stage a Quizlet Live session. You may use Quizlet Live with each of the Module 3 sets or choose the **Module 3 Combo** set available in the EduEnglish Quizlet class. Here's a link to the Combo set for Module 3: www.bit.ly/combomodule3

3.6. Summary and Level up

The purpose of this section is:

- to give students the main takeaway points from this module
- to provide links to original materials (a video, two podcast episodes, two articles) related to the topic of this module for people who would like to challenge themselves and improve their English skills more

Level Up

The links include:

- 1) the original TED Talk with prof. Barbara Oakley, a co-author of the "Learning how to learn" MOOC course on Coursera

- 2) the episode of the "6 Minute English" podcast series created by BBC Learning English entitled "Why we forget the things we learn"
- 3) the episode of "All Ears English" podcast series entitled "The Illusion of Fluency and Scientific Learning"
- 4) the article entitled "5 Research-Based Studying Techniques", published in Edutopia
- 5) the article entitled "Why Studying Is So Hard, and What Teachers Can Do to Help" from Edutopia", published in Edutopia.

You can use them in several different ways:

- as extra materials for more advanced students,
- to encourage your students to challenge themselves and watch, read or listen to original materials, thanks to which they will have an opportunity to pick up English,
- as materials for a flipped classroom (i.e. students read an article, watch a video or listen to a podcast before a class and then you discuss it together).

Knowledge Check

In this section you will find a self-checking quiz comprising 10 questions related to the aspects discussed in this module. The passing score is 70% but students are allowed to retake it if they fail.

MODULE 4



Module 4: Developing a Growth Mindset

Module Learning Goals

After completing this module, your students will be able to:

- tell the difference between a growth mindset and a fixed mindset
- identify their predominant type of mindset and the areas in which they can change their mindset
- apply strategies that will help them cultivate a growth mindset in themselves
- use strategies to develop a growth mindset in students
- use English words and expressions to talk about mindsets
- use even more collocations as well as idioms related to education

4.1. Introduction. What's your Mindset?

The objective of this section is to help your students identify their current mindset, which will be a starting point for them on their journey towards a growth mindset.

Encourage them to engage in a short conversation with Julia, which will help them recognize fixed mindset elements in themselves.

You can also encourage them to have their mindsets assessed by professionals. In order to do that, they should click on the button, which will direct them to *Mindset Works*, the global leader in growth mindset development, leveraging the research of Carol Dweck and Lisa Blackwell. They will have to fill in a short questionnaire and provide their e-mail addresses to get the results.

4.2. Fixed versus Growth Mindset

Tell your students that what they are going to learn in this module is based on scientific research done by Carol Dweck, a psychologist and professor at Stanford University.

Emphasize the fact that the knowledge about two different types of mindset is important because **it can have an influence on their own lives. It might impact their attitudes toward learning, achievement and personal development.** Moreover, as educators, teachers can help their students build a growth mindset and reach their full potential.

Listening activity

Play the video about the differences between a growth mindset and a fixed mindset twice. Ask your students to take notes, focusing on the aspects presented in the table below. They will find the table in their Learning Logs.

	People with a growth mindset	People with a fixed mindset
Attitude to intelligence and abilities		
Attitude to challenges		
Attitude to failure and mistakes		
Attitude to feedback		

Discuss the answers with your students:

	People with a growth mindset	People with a fixed mindset
Attitude to intelligence and abilities	believe that intelligence and abilities are not predetermined and fixed but they can be developed and improved through hard work, practice, and learning	believe that intelligence is a fixed trait that cannot be changed. They view intelligence as an innate quality that a person is born with and that cannot be developed
Attitude to challenges	are more likely to embrace challenges and see them as opportunities for growth and learning	may be less likely to take risks, try new things, or embrace new opportunities because they are afraid of failure
Attitude to failure and mistakes	understand that failure is a natural part of the learning process	view failures as threats to their self-esteem, rather than as opportunities for growth and development
Attitude to feedback	are open to receiving feedback, even if it is critical or negative, and are willing to listen to different perspectives and ideas	treat critical feedback as a personal attack on their intelligence or abilities

To make sure that your students understand the difference between a growth mindset and a fixed mindset, ask them to do the sorting activity in the online course below the video.

The Story of Mark and Lena

Ask your students to read the story of Mark and Lena to understand why mindset might make a difference. Tell them to read only the introduction and discuss the question below with a person sitting next to them.



What influence did their mindsets have on their decisions, actions and outcomes?

When they have finished talking, ask them to keep working in pairs. Student A should read the next part of the story about Mark, student B - about Lena. Give them about 3-4 minutes to read the texts and then ask them to tell the other person what they have learnt.

Then ask them to discuss the questions below.



Do you think you are more like Mark or Lena? Why?

What influence does mindset have on your life?

Emphasise the fact that it's very probable that they have a mixed mindset or a combination of mindsets. They might have a growth mindset in some areas of their lives but they might exhibit some characteristics of a fixed mindset in other areas or situations.

Focus on the quote from the online course:

“Your mindset may have an influence on your personal and professional life. The good news is that you can change your mindset. It isn't easy but every journey of a thousand miles begins with the first step.”

Inform your students that they are going to learn some strategies on how to cultivate a growth mindset in the next lesson.

Language Practice Time

1. Students do the exercises on their devices.

Make sure your students pay attention to the feedback they receive during interactive activities, especially when they choose an incorrect answer. It is crucial that they avoid just “clicking through” the exercises. Teach them about the value of using feedback to improve one’s skills.

2. Give them approx. 5-10 minutes to revise the words in the Quizlet app.
3. You can start Quizlet Live, which will help your students recall the words from their memories and which will make learning more enjoyable at the same time.

4.3.How to Cultivate a Growth Mindset

Tell your students that in order to adopt a growth mindset, it is important to be aware of one’s current mindset and be willing to change it.

The first thing they can do on their journey towards a growth mindset is to recognize and challenge their negative self-talk.



Display the image of a person from the online course and click on each (+) sign to show his negative thoughts.



Ask your students to create a persona for their fixed mindset voice, e.g. Gertruda or Henry. Then ask them to work in pairs and discuss the questions below.

Think about the situations in which you are likely to hear your fixed mindset voice. Try to describe them.

Flashcards with positive and negative self-talk

Students keep working in pairs. Tell them to use their own devices. They are supposed to look at the flashcards with negative types of self-talk and discuss how they could change them into positive growth mindset self-talk. After coming up with their own ideas, they should flip each card to see some suggestions.

Listening activity (Khan Academy video)

Play the video twice. You can ask your students to take notes while watching it for the second time and write the most important takeaway messages. Then discuss the answers.

Possible answers:

- Nobody is born smart.
- Nobody is good at anything at first. We all have to learn to talk, walk, count, read and write.
- Even Einstein and Shakespeare had to learn the most basic things at first.
- We are born to learn.
- At first we struggle, stumble, fall and fail, which might be frustrating.
- Each wrong answer makes your brain a little stronger.
- Failing is another word for growing.
- You shouldn't give up. You should keep trying.
- You can learn anything.

Ask your students to work in pairs or small groups and discuss the questions below. Tell them to develop each thought.



How do you cope with frustration when something seems to be too difficult for you to learn?

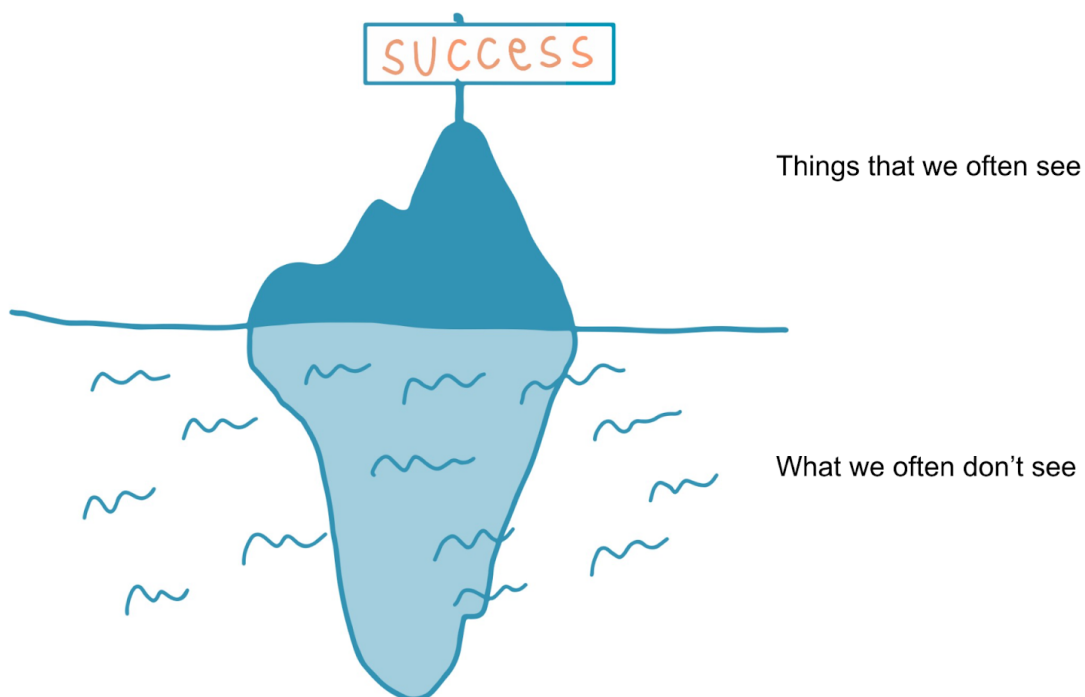
Do you give up easily or does it motivate you to try even harder? How do you cope with failure?

Listening comprehension - video with Mirella

Emphasize the fact that mistakes and failures are a natural part of the learning process. Play the video with Mirella - a teacher trainer from Romania, whose growth mindset allowed her to accept mistakes.

Tell your students that the fear of making mistakes shouldn't hold them back from speaking English. They should treat themselves with kindness and understanding and reframe potential mistakes as opportunities for growth and development.

Before you move on to the next part of the online course, you can show your students the image below with an iceberg. Ask them to think about various aspects that we usually see when we observe other people's success and the aspects that are often not seen.



Students will probably come up with a lot of different ideas. If nobody mentions "failure" as one of the aspects that we often don't see, add it at the end.

Use flashcards to show students failures and obstacles that some famous people faced in their lives. Display the front side of each card and ask the students to guess who it describes. Then flip the flashcard to check.

Display the motivational sentences and image.

To summarize the topic of the lesson, ask your students to discuss the question below in pairs. Alternatively, you can distribute sticky-notes and ask each student to write one sentence and place it on the board.



If you can observe any elements of a fixed mindset in yourself, what is the first step you are going to take to cultivate your growth mindset?

LanguagePracticeTime

Students do the self-checking exercises on their devices.

Quizlet Time

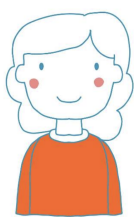
Give students approx. 5-10 minutes to revise the words in the Quizlet app.

You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

4.4. How Can You Help Your Students Develop a Growth Mindset

Display the quote from Carol Dweck and the sentence below the quote and ask your students if they agree with the statements.

Show students the images with three types of praise and ask them to express their opinions if these types of praise help to build a growth mindset in children. You can use the “think-pair-share” technique or the mobile debate.



"What a beautiful picture you've painted. You're a genius. I'm really proud of you!"



"Another excellent grade! You're so smart!"



"You've done this exercise so quickly and you haven't made any mistakes. You're so clever!"

Use the flashcards to show them how a child might interpret each type of praise.

Emphasize the fact that studies have shown that praising children for intelligence and talent alone can actually weaken motivation and result in worse long-term outcomes. It may also lead to the fear of taking on challenges. Moreover, speed and striving for perfection hinder learning difficult things.

Ask your students to use their own devices and read about the studies. They should also do the self-checking reading comprehension exercise.

You can ask them to stop when they get to this question:

In your opinion which one is the correct answer?

- The majority of children from the group praised for their effort chose the more challenging tasks.
- The majority of children from the group praised for their intelligence chose the more challenging tasks.
- The percentage of children who chose more challenging tasks was more or less the same in both groups.

Before students select the “continue to see the results” button, you can organize a mini poll, asking them what they think. Then you can ask them to select the “continue” button or display the results on the screen and discuss the interpretation of the studies with them.

Use the next part of the course in the form of a presentation:

- stress the fact that it’s crucial to praise children wisely. Instead of praising talent, intelligence and innate abilities, parents and teachers should focus on children’s hard work, progress and applied strategies
- show examples of good types of praise
- focus on some other things that a teacher might do to help students develop a growth mindset (there are five tips which you can display by clicking the arrows)
- ask your students to read motivational quotes and choose their favourite one.

To summarize the topic, ask your students to discuss the question below in pairs or small groups. Alternatively, you can ask them to write a short paragraph.



How can adopting a growth mindset help you in your personal and professional life?

Language Practice Time

Students do the self-checking exercises on their devices.

Quizlet Time

Give students approx. 5-10 minutes to revise the words in the Quizlet app.

You can start Quizlet Live, which will help your students recall the words from memory and which will make learning more enjoyable at the same time.

4.5. Vocab Expansion Pack

This section comprises a set of self-checking activities that will help your students learn and practise collocations and idioms related to education. Learners are supposed to do these exercises at their own pace, after which they receive immediate feedback.

You can decide if you want to devote some time during your class to let your students do the activities or if you prefer to assign them as homework. Also, you can use this section as part of the Station Rotation model.

This section also includes Quizlet Time. The time spent in the final sections of each module is an ideal moment to stage a Quizlet Live session. You may use Quizlet Live with each of the Module 4 sets or choose the **Module 4 Combo** set available in the EduEnglish Quizlet class. Here's a link to the Combo set for Module 4: www.bit.ly/combomodule4

4.6. Summary and Level up

The purpose of this section is:

- to give students the main takeaway points from this module
- to provide links to original materials related to the topic of this module for people who would like to challenge themselves and improve their English skills more

The links include:

- 1) the original TED Talk with professor Carol Dweck entitled "The power of yet",
- 2) the video created by the Khan Academy entitled "How to grow your brain",
- 3) the episode of "All Ears English" podcast series entitled "How Adding a Tiny Word to your English Phrases Can Change Your Mindset."

You can use them in several different ways:

- as extra materials for more advanced students,
- to encourage your students to challenge themselves and watch, read or listen to original materials, thanks to which they will have an opportunity to pick up English,
- as materials for a flipped classroom (i.e. students read an article, watch a video or listen to a podcast before a class and then you discuss it together).

Knowledge Check

In this section you will find a self-checking quiz comprising 10 questions related to the aspects discussed in this module. The passing score is 70% but students are allowed to retake it if they fail.

MODULE 5



Module 5: Teach for Active Learning

Module Learning Goals

After completing this module, your students will be able to:

- Explain the main assumptions of the constructivist theory of learning
- Differentiate between a student-centred and a teacher-centred approach
- Justify the importance of the 4 C's of Education
- Apply teaching and learning strategies supported by four metaphorical learning zones
- Use Project Based Learning as a teaching method
- Use vocabulary related to locations at school
- Pronounce education-related words that contain the long /i:/ and short /ɪ/ sound

5.1. Introduction: 21st Century Teaching Strategies

Display the short text in the introduction and the flashcards with Myths and Facts about teaching on a screen and ask your students to express their opinions as to which of the statements are myths and which of them are facts. When you flip the card (by clicking on it), you'll see the correct answer.

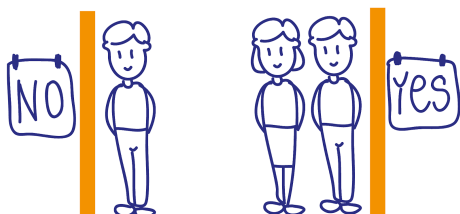


Alternatively, use the Mobile Debate or Think-Pair-Share strategies.

- Tell your students that in this module they will learn more about effective teaching strategies. Present them with the learning goals, which you will find in the online course below the aforementioned Myths and Facts flashcards.
- Before your classes, remind your students to download the Learning Log, in which they will find a glossary of words related to education that appear in this module and a few extra activities. Alternatively, you can print out those pages of the Learning Log which you want to use during the lesson and distribute them as handouts.

5.2. Active Learning and 4 C's of Education

Mobile Debate



Ask your students if they think effective learning must be fun and easy or if it needs to be effortful. In order to express their opinion, tell them to stand up and position themselves on a spectrum between the walls which symbolize **Agree** and **Disagree**. Ask some students to explain their opinion and to talk to a person who is standing next to them about their

choice.

Ask your students to use their devices and read the text about constructivism and the student-centred approach in section 5.2. After reading it, they should do the sorting activity to see if they understand the difference between teacher-centred and student-centred approaches.

The 4 C's of 21st-Century Education

Jigsaw



Divide your students into 4 focus groups and tell each group to read about one of the 4 C's. After some time tell them to switch groups so that the new task groups comprise one “expert” on each C. Students share information about “their” C within the task groups.

In **Language Practice Time** students do the interactive activity to form collocations which appeared earlier during the lesson. You can ask them to provide equivalents of those collocations in their native tongue.

Cooperation V Collaboration

T-P-S

Before your students read the explanation of the difference provided in the course, use the Think-Pair-Share (TPS) strategy to elicit some answers.

Pause and Reflect



Your students do the “Pause and Reflect” activity in their Learning Logs. Their task is to put the 4 C's of Education in the order of importance. Tell them to work in pairs and justify their opinion while talking in pairs. Alternatively, use the TPS strategy.

Quizlet Time

1. Give your students about 10 minutes to work on the Quizlet set linked in the course. Tell them to “star” the words they don’t know in the Quizlet app.
2. You can start Quizlet Live, which will help your students recall the words from their memories and which will make learning more enjoyable at the same time.

5.3. Four Learning Spaces and Active Learning Strategies

Covering this section during your classes may take from **two** to **four** lessons, depending on how deep you want your students to discuss and research each teaching strategy presented.

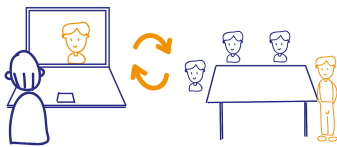
The backbone of this section is the idea of **four metaphorical learning spaces**, introduced by **David Thornburg**, an American educator known for his visionary ideas about the future of education. In his book entitled "From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments" he proposed the following metaphorical

learning spaces: Campfire, Watering Hole, Cave, and Life. In section 5.3. each of those learning spaces is associated with three teaching strategies.

- Campfire: interactive lecture, mobile debate, interactive webinar
- Watering Hole: Think-Pair-Share, fishbowl, jigsaw
- Cave: mind mapping, flipped classroom, webquest
- Life: Place-Based Learning, eTwinning projects, Genius Hour

There are some alternatives to how you can use the online material from this section. Regardless of the option you choose, the objective is that after the lesson all students should be able to complete the reading comprehension activity below each of the learning spaces.

Option 1:



You can use the Flipped Classroom strategy combined with Jigsaw and ask your students to cover the material related to one of the learning spaces before the lesson.

Make sure the spaces are distributed evenly among students to avoid a situation in which nobody chooses one of the spaces. During the lesson first let students who prepared information about the same spaces share the information they remembered and then mix the groups so

that each of the new groups includes one “expert” on each of the spaces. Ask students to share information in the groups so that each of the team members is able to answer the online reading comprehension questions located under the description of each space.

Option 2:

Follow the steps described in Option 1, but without the Flipped Classroom element, i.e. give students time during your classes to get to know the online material related to their selected learning space (or the one they were assigned to by the teacher).

Option 3:



Ask your students to read the introduction to section 5.3. where the four spaces are described briefly. Have a short brainstorming session on how teachers can apply various

teaching strategies to use the full potential of each of the learning zones.

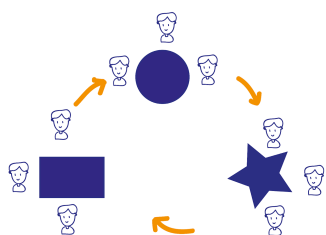
Then ask them to go to the subsection devoted to Campfire. Divide your students into three groups and use the Jigsaw strategy with the descriptions of the three teaching strategies, i.e. ask each group to read detailed information about one strategy, then discuss it to form a deeper understanding of how this strategy could be applied in the classroom. Then re-group your students so that each of the new groups contains one “expert” on each of the strategies and ask them to share the information they gathered before. After sharing information, students do the reading comprehension activity in the “How much did you understand?” section and have a discussion. Use the questions in the “Pause and Reflect” subsection as prompts for the discussion, which you may organise either in small groups or as a plenary.

Repeat the process with each of the learning spaces.

Option 4:

Follow a more teacher-led approach and ask students to cover the material about each of the learning spaces at the pace that you set. After covering each of the spaces, facilitate a discussion in small groups or as a plenary. Use the questions in the “Pause and Reflect” subsection as prompts for the discussion.

Option 5:



Use the Station Rotation model with four stations, one for each of the learning spaces. You may create a fifth station, devoted to Quizlet Time. Students rotate between the stations in small groups. Designate stations where students will have a self-study time with the online materials and choose one station which you will facilitate as a teacher.

If you use options 1-4, make sure you give your students some time, e.g. 10 minutes, for the Quizlet Time. You may also stage a Quizlet Live session using the set linked at the end of the section.

Life

eTwinning Projects - Listening Comprehension Task

You can play the video with Grazio talking about eTwinning projects. Ask your students to note down the benefits of eTwinning in the space provided at the end of Section 5.3. in students' Learning Logs. Check with the answers below. Also your students can compare their notes with the model answers located below the video. To view those answers, they should select the "+" symbol in the "Benefits of eTwinning" interactive element.

Benefits of eTwinning mentioned by Grazio

- students are the main actors in the projects
- it's an amazing experience as students collaborate with other students and other schools
- students share their experience and culture
- students improve their English, as it is the "bridge" language

5.4. How to Implement Project-Based Learning

This section is devoted to Project-Based Learning (PBL). Your students will be guided through the BPL process by a step-by-step explanation. They will find out about the roles of the teacher and the learners in PBL. Finally they will watch a video recorded by Lene Yang, a teacher from Denmark, who works in a very special school. She will explain how she uses PBL in her everyday work.

One option is to show the 7-step presentation of the PBL Wheel on a big screen. Alternatively you can use a multimedia projector, but make sure you have some loudspeakers in place as you will need them to play the recorded explanations. Ask students to engage in active note-taking while watching the presentation. They can use the infographics in their Learning Logs as the basis for their notes, which they can put next to the name of each phase.

Ask students to do the "How much can you recall?" interactive activity to check how much they can recall regarding what happens at each step of the PBL Wheel.

Students' Roles in PBL



Ask your students to work in pairs or small groups and come up with the various roles that students assume during each of the phases of the PBL Wheel. They should write down their ideas in the table provided for this activity in their Learning Logs. When they have their own suggestions on paper, they can click on the + symbols in the interactive activity to compare their answers with the model answers.

Students' Roles in PBL: Model answers

1. Dream: are creative, take ownership of their project, self-regulate, look for compromise
2. Explore: researchers, investigators
3. Map: project managers, choice makers, planners
4. Make: makers, creative problem-solvers
5. Ask: evaluators, critics, communicators
6. Re-Make: listen, consider advice, are persevering
7. Show: speakers, communicators, "sellers" of their product

Teacher's Roles in PBL



Ask your students to work in pairs or small groups and come up with the various roles that the teacher must assume during each of the phases of the PBL Wheel. They should write down their ideas in the table provided for this activity in your Learning Log. When they have their own suggestions on paper, they can select the hotspots in the interactive activity to compare their answers with the model answers.

Teacher's Roles in PBL: Model answers

1. Dream: designer, inspiring source, coach, adviser
2. Explore: guide, resource
3. Map: helper, support provider

4. Make: provides technical support, helps the class to identify resource-students, facilitates collaboration and support between groups, advises on project goals

5. Ask: space & scenario designer, communication facilitator, critic

6. Re-Make: coach, schedule-keeper

7. Show: host, participant, evaluator

How is PBL actually applied in the classroom?

Play the video featuring Lene Yang, a teacher from Denmark, talking about her experiences with Project-Based Learning. While watching for the first time, your students' task is to find out why the school where she teaches is unique and what type of products her students develop while working on their projects.

Answer 1: Her school is unique, as it is located on an actual ship (which sails out of the harbour every week and where students learn during their voyage).

Answer 2: While working on their projects, Lene's students create podcasts.

The second time they listen, ask your students to take notes about the skills which her students learn while working on their projects. They can use the spaces provided in the Learning Log.

Pause and Reflect

Ask your students to work in pairs or small groups and discuss the following questions:



What do you think about the type of school where Lene works? Would you like to work in one?

How successful can PBL be at school? What obstacles would you face as a teacher if you wanted to use this method?

Have you ever been part of a team developing a project?

Language Practice Time

Tell your students to do the interactive activity in the online course. Their task is to match the beginning and ending to create fixed expressions which appeared in Section 5.4.

Quizlet Time

Give students 5-10 minutes to revise the words in the Quizlet app. You may also have a few sessions of Quizlet Live with this set of words and expressions. Think about changing the set in the middle of the Live session to include the words from the previous sections of Module 5.

5.5. Vocab Expansion Pack

This section comprises a set of self-checking activities that will help your students learn and practise words and phrases related to locations at and around school. They will also have a chance to practise pronunciation of words from Module 4 which include the long /i:/ sound and the short /ɪ/ sound. Learners are supposed to do the vocabulary exercises at their own pace for which they receive immediate feedback, but we recommend that you facilitate the pronunciation exercises; for example you can play the recorded words and ask your students to repeat them aloud.

You can decide if you want to devote some time during your class to let your students do the activities or if you prefer to assign them as homework. Also, you can use this section as part of the Station Rotation model.

This section also includes Quizlet Time. The time spent in the final sections of each module is an ideal moment to stage a Quizlet Live session. You may use Quizlet Live with each of the Module 5 sets or choose the Module 5 combo set available in the EduEnglish Quizlet class. Here's a link to the Combo set for Module 5: www.bit.ly/combomodule5

5.6. Summary and Level up

The purpose of this section is:

- to give students the main takeaway points from this module
- to suggest a personal Genius Hour Project that your students can start
- to provide links to original materials related to the topic of this module for people who would like to challenge themselves and improve their English skills more

Pause and Reflect



Ask your students to work in pairs or small groups. Maybe they could start their own Genius Hour Project? Or they can attempt a project (a webquest) in which they choose a teaching strategy described in Module 4 and do some research on how to start implementing it from the teacher's perspective. They can use this information to create a mind map, an essay, or a presentation.

Time to say goodbye

Ask your students to do this branching scenario, or “talk to Julia”, in order to sum up their work throughout the course. This interactive conversation also includes some elements that will help your students recall information from all the five modules.

Level Up

The links include:

- 1) the TEDxLafayette Talk with Joe Ruhl, an educator from Indiana, USA, who is known for his innovative and effective teaching methods. He not only talks about the 4 C's from Section 4.2, but also adds **Choice** as the 5th C
- 2) the episode of the "All Ears English" podcast series entitled "Find Your Project, Find Your Fluency"
- 3) the article entitled "How to Reinvent Project Based Learning to Be More Meaningful", published in KQED.

You can use them in several different ways:

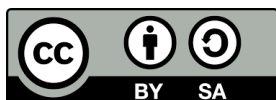
- as extra materials for more advanced students,
- to encourage your students to challenge themselves and watch, read or listen to original materials, thanks to which they will have an opportunity to pick up English,
- as materials for a flipped classroom (i.e. students read an article, watch a video or listen to a podcast before a class and then you discuss it together).

Knowledge Check

In this section you will find a self-checking quiz comprising 10 questions related to the aspects discussed in this module. The passing score is 70% but students are allowed to retake it if they fail.

THANK YOU FOR USING EDUENGLISH WINDOW OPENER COURSE

Prawa autorskie:



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