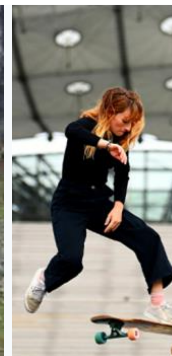




Sensations
E N G L I S H

Webinars
for teachers

Using video in ELT



Sophia Mavridi

Lecturer in Digital
Technologies & ELT,
De Montfort
University, UK

Engaging students through asynchronous video-based lessons



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Using video in ELT

6th May



Vicky Saumell

Best practices for teaching with video synchronously

13th May



Cecilia Nobre

How to design an effective video-based lesson plan

20th May



Sophia Mavridi

Engaging students through asynchronous video-based lessons

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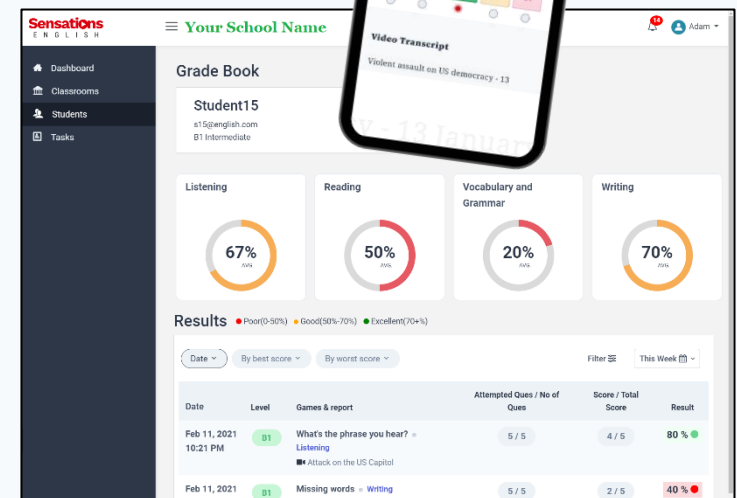
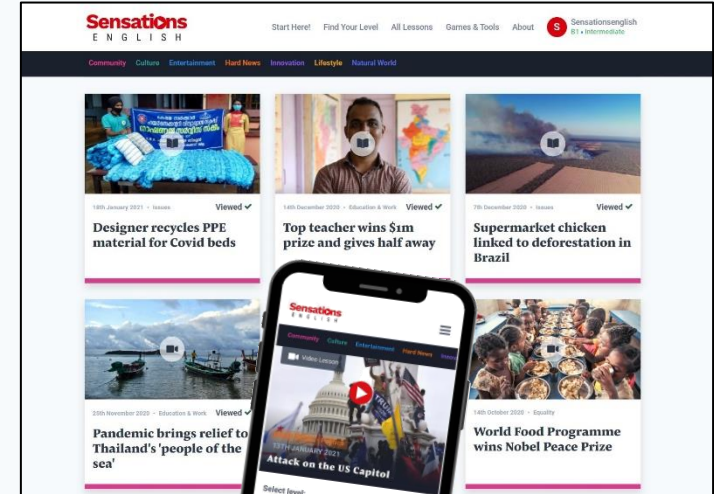


What is Sensations English?

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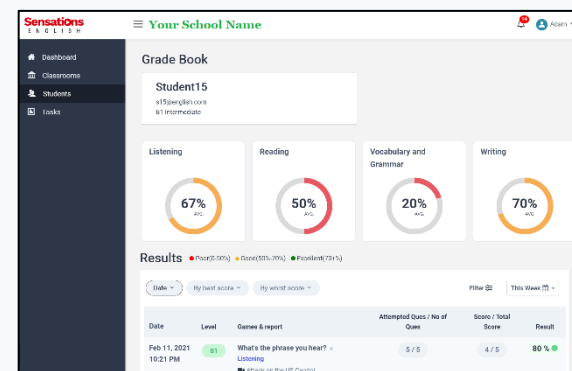
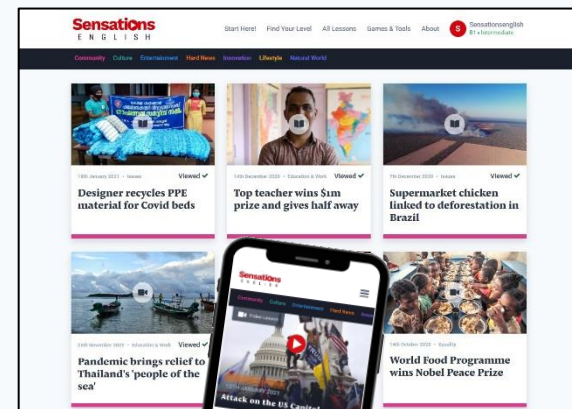
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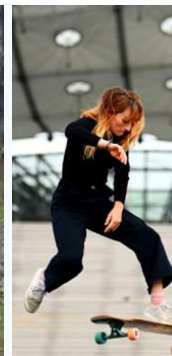




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Hello!

I'm **Sophia Mavridi**,
a digital learning specialist

I'm also a:

- Lecturer in Learning Technologies & English Language Learning
- Teacher Trainer
- Researcher



Digital Pedagogy

sophiamavridi.com



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Overview

Part 1

The use of video

The pedagogy of asynchronous learning

Part 2

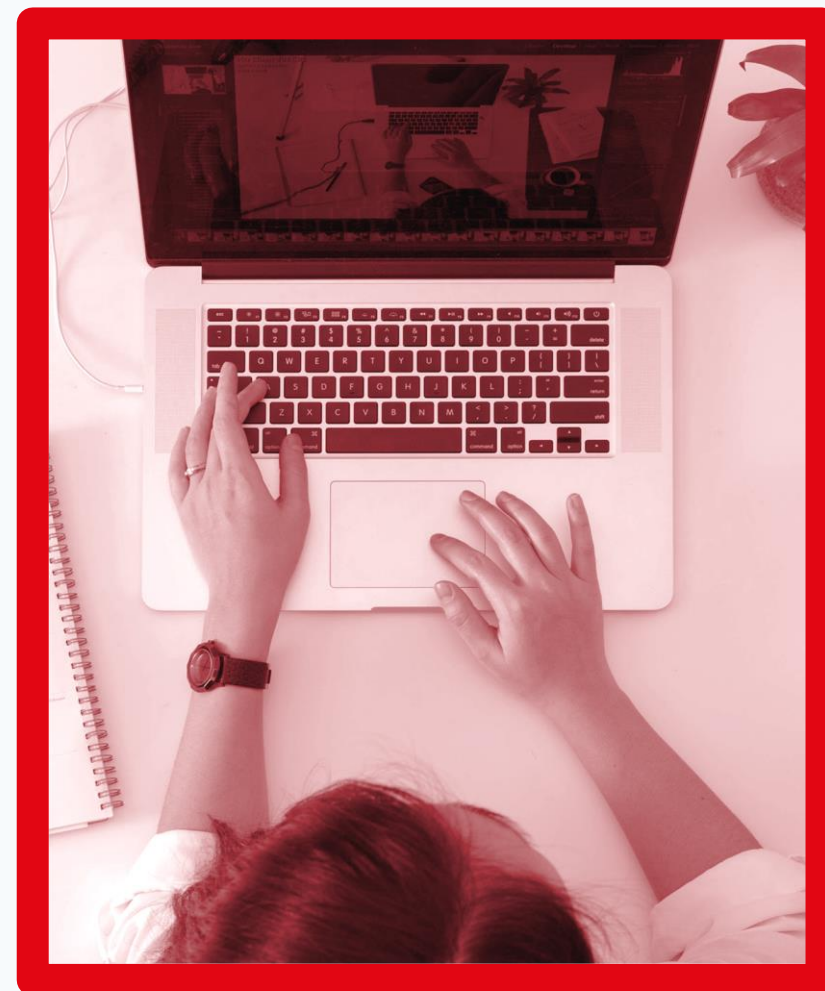
Designing asynchronous video tasks

Part 3

Sensation English as a showcase

Follow up to a video-based lesson

Q & A



A person is shown in silhouette, wearing large headphones and looking at a screen. The screen displays a vibrant, blurred scene with blue and green lights, suggesting a video or game. The overall atmosphere is dark and focused on digital content.

Most of the content
ten years ago was
text, and then
photos, and now it's
quickly becoming
video. We see a
world that in a few
years from now will
be **video first**.

- Zuckerberg, 2016

Motion is the new filter

The background features a dark gradient with numerous overlapping, semi-transparent circles in various colors including green, yellow, orange, red, and blue. Horizontal lines in matching colors are scattered across the scene, creating a dynamic, bokeh-like effect.



- 78% of people watch online videos every week and 55% watch online videos every day.
- 55% of people pay closer attention when consuming video – more than all other types of content.
- Searches of “how to” videos on YouTube are growing 70% year on year.

(HubSpot, 2017)



The pedagogy of asynchronous learning

A photograph of a classroom. In the foreground, the back of a student's head and shoulders is visible, wearing a dark blue hoodie. In the background, a teacher stands at the front of the room, facing a whiteboard. Other students are seated at desks, their heads visible in profile. A large red text box is overlaid across the middle of the image.

Embodiment is a powerful, but false, proxy
for engagement.

(White 2020)



The three dimensions of **presence**

(a) cognitive presence

(b) teaching presence

(c) social presence

(Garrison et al.,2010; Zhu et al, 2019)





Cognitive presence

The extent to which online students

- **construct** knowledge and meaning through communication and thinking.
- explore the most effective and efficient ways to **solve** a problem and put the solutions into action.

(Garrison et al, 2010)





Teaching presence

It refers to the **instructional** role during learning and involves the design, facilitation, and direction of cognitive and social presences in order to achieve meaningful and educationally effective learning outcomes.

(Garrison et al.,2010)





Social presence

The degree to which participants:

- are perceived as **'real'** in computer mediated communication
- feel a **connection** to each other through open communication and group **cohesion**.

(Garrison et al, 2010).



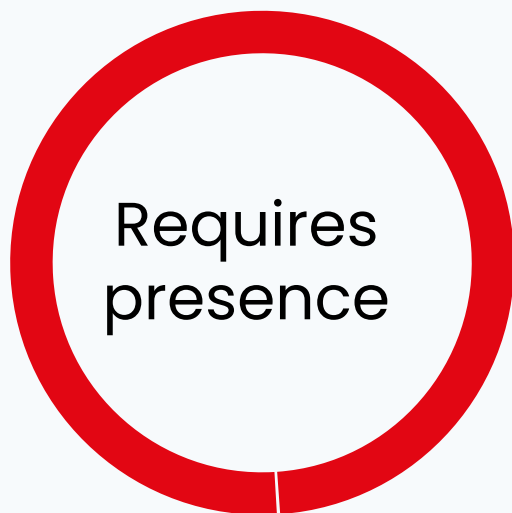


Asynchronous learning

More than just homework



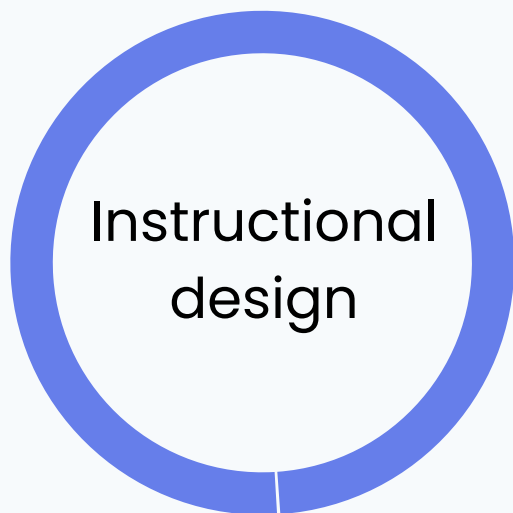
The asynchronous mode



Requires
presence

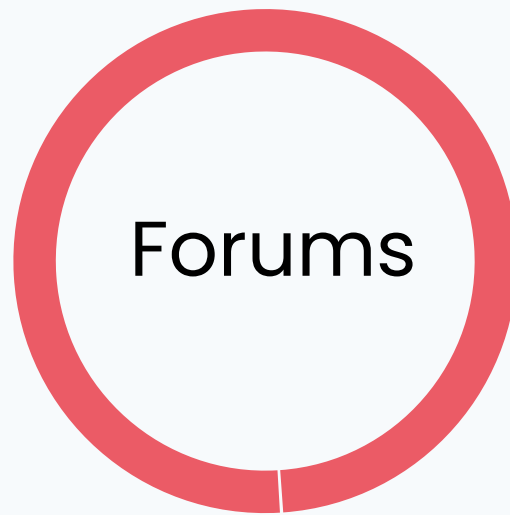
Asynchronous learning does not mean learning in isolation. It needs teaching, cognitive and social presence.
(Garrison et al, 2010)

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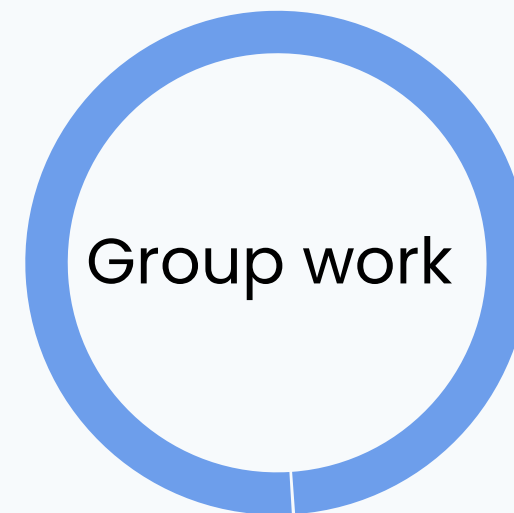
Instructional
design

Add an element of interactivity to all your materials. Short & interactive video recordings, self-correct quizzes, reflection, checklist.



Forums

Important ingredient of asynchronous learning. Moderate forums. Teach students to leave quality comments.
(see Mavridi, 2020)



Group work

Research projects; Role-play or discussion to record and share with the class; Study buddies.



Designing asynchronous video tasks





Designing asynchronous video tasks

Choosing a video

Designing the task

Designing the follow up

- Use free ready-made videos (YouTube, TED talk etc) **OR**
- Create your own videos



Designing asynchronous video tasks

Choosing a video

- Interesting
- Age-appropriate
- Level appropriate
- Authentic
- Short

Designing the task

- Listening comprehension
- Gap fill
- Multiple choice
- Open-ended
- Make it interactive & self-correct with software (no PDFs).

Designing the follow up

- Forum question
- Writing prompt
- Prompt for class / group discussion
- Group project



It involves

Time

Software

**Digital
skills**

Sensations English

Newest lesson

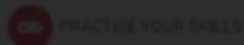
LIFESTYLE People 2ND DECEMBER 2020

World mourns football icon Maradona

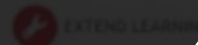
How does Sensations English help you learn?



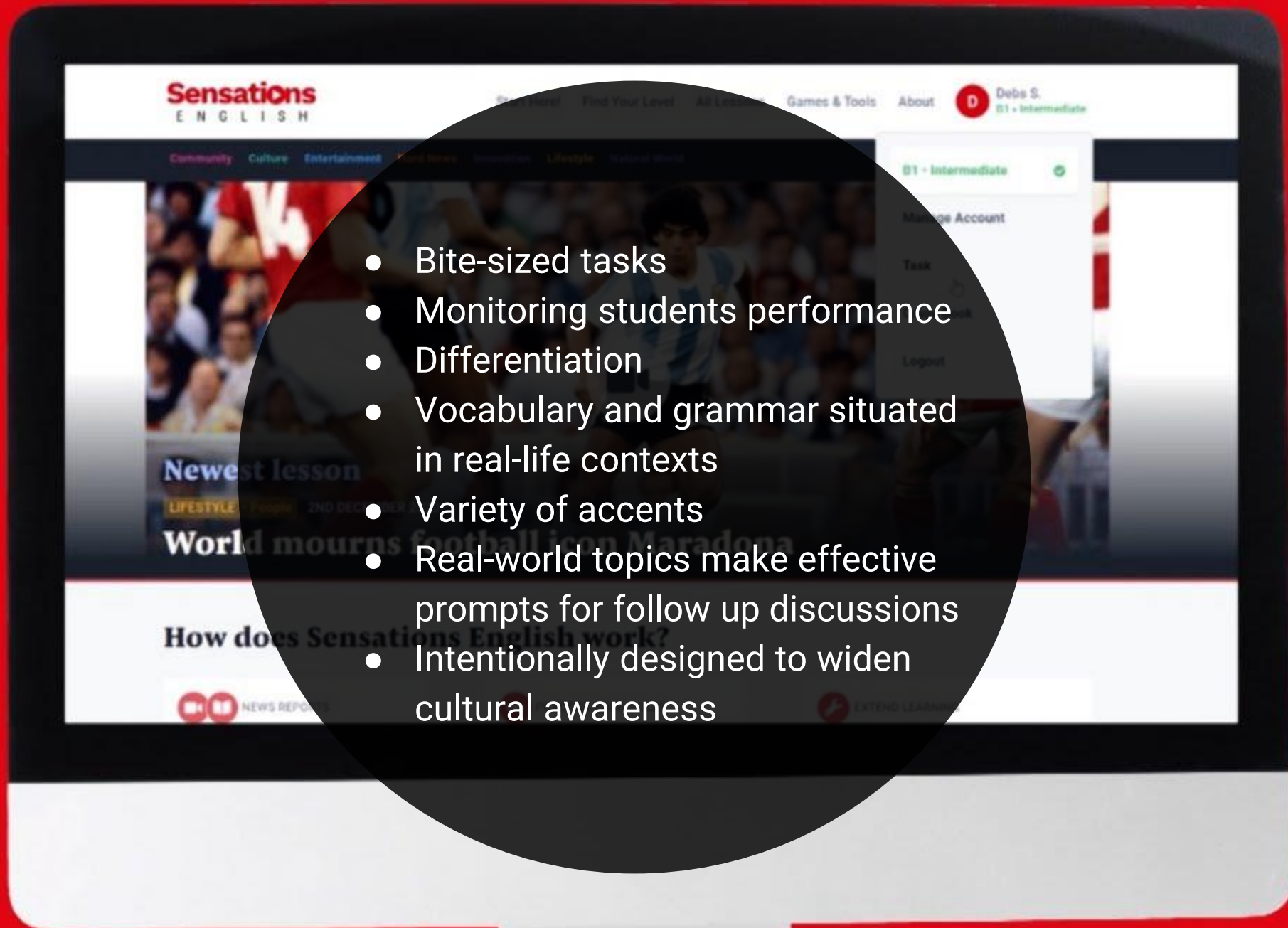
NEWS REPORTS



PRACTISE YOUR SKILLS



EXTEND LEARNING



- Bite-sized tasks
- Monitoring students performance
- Differentiation
- Vocabulary and grammar situated in real-life contexts
- Variety of accents
- Real-world topics make effective prompts for follow up discussions
- Intentionally designed to widen cultural awareness

Video Lesson



COMMUNITY • Education & Work

26TH JUNE 2020

Bolivian teacher cycles to students

Select level:

A1



A2



B1 • Intermediate



B2



C1



Levels ?



Interactive Games



Verbs

Complete the sentences. Select the correct verb. There are 5 questions.

VOCABULARY AND GRAMMAR



No capital letters

Read the sentences. Find the missing capital letters. There are 5 sentences.

VOCABULARY AND GRAMMAR



What's the word you hear?

Complete the sentences. Listen and write the missing word. There are up to 10 questions.

LISTENING



Prepositions

Complete the sentences. Select the correct preposition. There are up to 4 questions.

VOCABULARY AND GRAMMAR



Comprehension

Answer questions about the news report. Select the correct answer from 4 options. There are 5 questions.

READING



Missing vowels

Complete the sentences. Select the correct vowel for each space. There are up to 5 sentences.

VOCABULARY AND GRAMMAR



No spaces in text

Read the sentences. Find the spaces between the words. There are up to 5 questions.

READING



Put the sentence back together

Put the sentence parts in the correct order. Each sentence is in 4 pieces. There are up to 5 questions.

READING



Sentence muddle

Read the sentences. Put them in the same order as the news report. There are 4 sentences.

READING



Construct sentences

Make sentences. Select each word in the correct order. There are up to 3 questions.

WRITING



Spelling jumble

The letters of one word are in the wrong order. Read the sentence. Spell the word correctly. There are up to 10 questions.

VOCABULARY AND GRAMMAR



Missing words

Complete the sentences. Select the correct word. There are up to 5 questions.

WRITING

Start Again

Listen to the word and fill in the blanks

Q2

Wilfredo Negrete cycles from town to town in the Bolivian countryside to teach his

◀ Listen

s t u d e n t s

[View In Transcript](#) 📄

s t u d e n t s

Type With Your Keyboard 🖱️

← Previous Question

Check Answer Or Press Enter

Start Again

Choose the correct preposition.

Q1

He separates the tables and provides alcohol **for** people to clean their hands when they arrive

[View In Transcript](#) 

following

beside



like

across

without

Scroll to view more options

Check Answer Or Press Enter

Start Again

Q1

Parents are ...

A cycling to the classes.

B determined their children receive an education.

C teaching with Negrete.

D attending the classes themselves.

[View In Transcript](#) 

Check Answer Or Press Enter

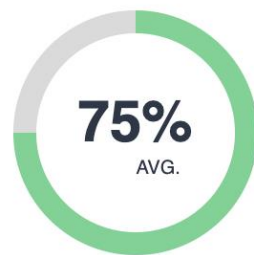
- 🏠 Dashboard
- 👤 Teachers
- 🏫 Classrooms
- 👤 Students
- 📄 Tasks

Grade Book

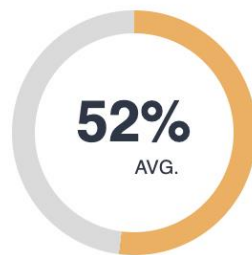
Student1

student1@testing.com
Peggy and George

Listening



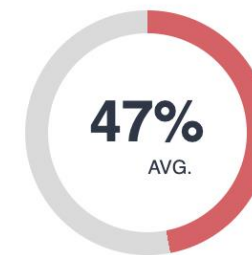
Reading



Vocabulary and
Grammar



Writing



Results

● Poor(0-50%) ● Good(50%-70%) ● Excellent(70+%)

Date ▾

By best score ▾

By worst score ▾

Filter 🗒

This Week 📅 ▾

Date	Level	Games & report	Attempted Ques / No of Ques	Score / Total Score	Result
------	-------	----------------	-----------------------------	---------------------	--------



Following up

Forum activity

Ask a question for students to discuss in a forum.

Collaborative activity

Students discuss/ problem solve/ role play; create a project.



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Q & A



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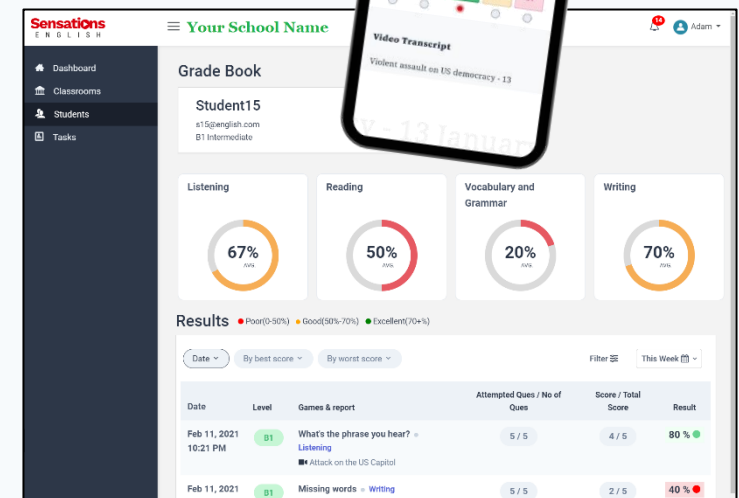
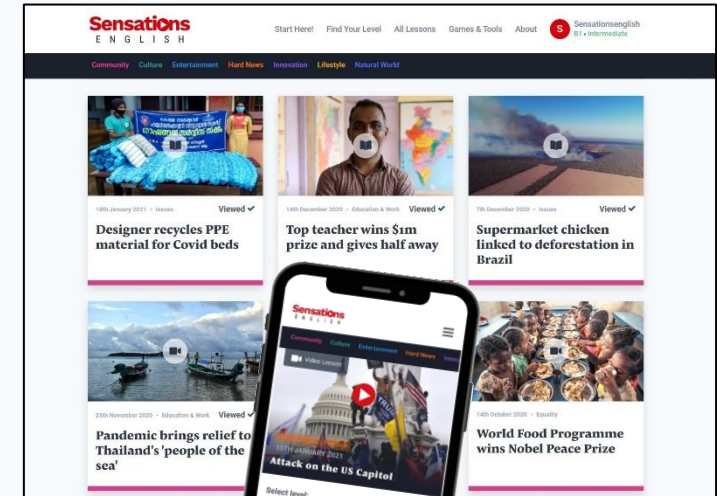


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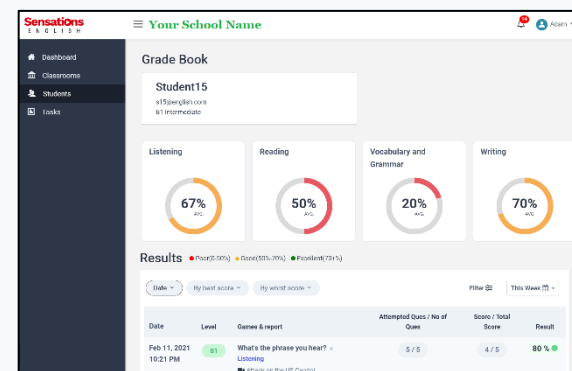
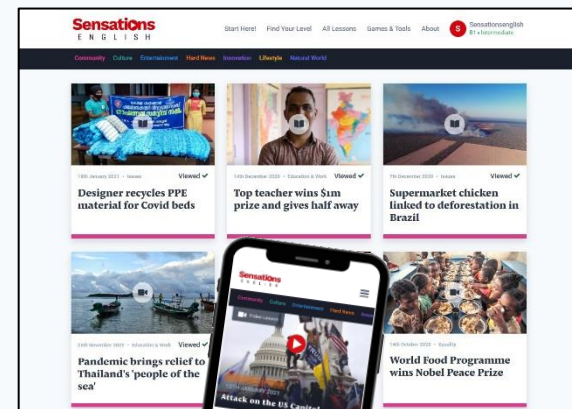
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