Blended learning

- Combination of online and face-to-face education
- Learning outcomes: students that combined online with face-to-face learning have the highest outcomes
- Reasons to blend
  - possibilities for improved pedagogies
  - enhanced access and flexibility
  - increased cost-effectiveness

Means, B., Toyama, Y., Murphy, R., Bakia, M., and Jones, K. "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies", Washington, US Department of Education, 2009.

Bonk, C., & Graham, C. "The Handbook of Blended Learning: Global Perspectives, Local Designs", San Francisco, John Wiley & Sons, Inc., 2006.

Learn anywhere, anytime

Games/gamification

Use of CEFR

Digital Portfolio

Resources: video, texts, presentations

Define own curricula

Digital teststing and exams

adaptive learning

Easier to differentiate

progress tracking

Learn with
any device

Imidiate feedback

quizzes

Why use ICT?

learning analytics

(own) wordlists

Media mix options

printing on demand

Ease of use

Custimize easier

Not to be outdated fastly

motivational

Re-newing, improving constantly

Problems with digital learning tools

- Different tools, different accounts
- Every tool its own progress (logica)
- Progress is not available (for the teacher)
- Adaptability of digital resources/excercises
- Keeping overview: who does what when, how did it go, ….
- How do tools/exercises relate to the/a curriculum/goals
- Student – software: where is the teacher?
- Privacy issue – who owns the data?

Principles of contemporary language teaching

- Use of meaningful activities

- Rich interaction

- Communicative performance
  and reflecting on it

- Motivation

- Challenge

- Responding to differences

Van den Branden, K. "Basisprincipes van een hedendaagse taaldidactiek (in: Handboek taalbeleid basisonderwijs)", Leuven, Acco, 2010.
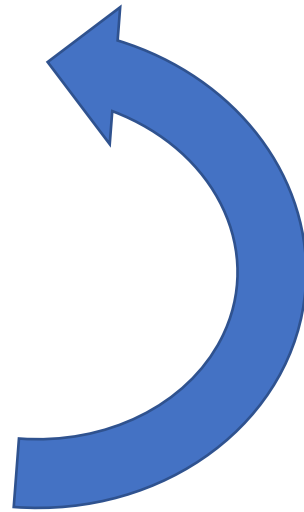
Principles of contemporary language teaching

- **Use of meaningful activities**
- Rich interaction
- Communicative performance and reflecting on it
- Motivation
- Challenge
- Responding to differences

Learning should be focused on meaningful contexts using authentic tasks.

A student could look for a typical French dish on a French website, and cook it.
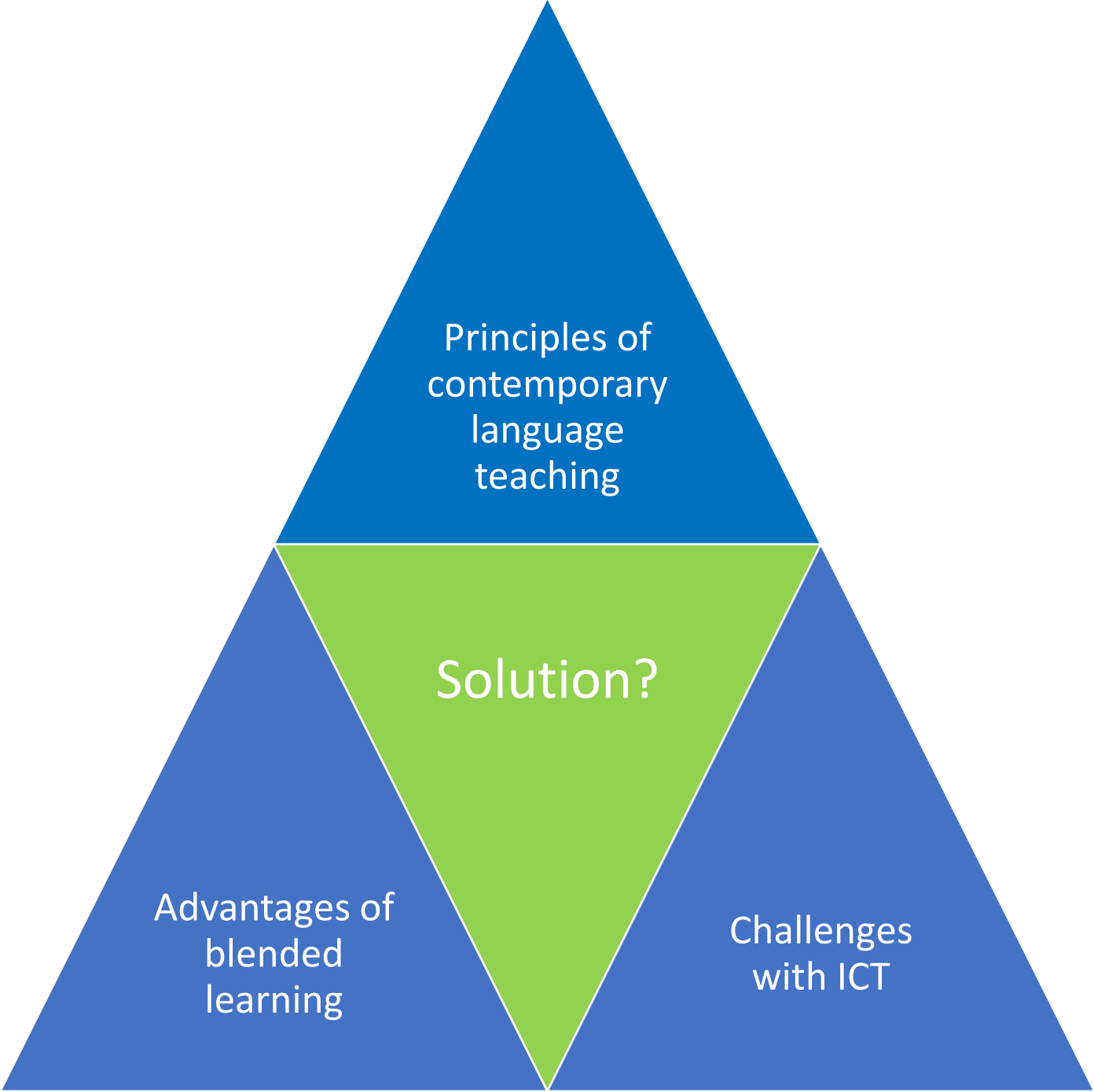
Principles of contemporary language teaching

- Use of meaningful activities
- **Rich interaction**
- Communicative performance and reflecting on it
- Motivation
- Challenge
- Responding to differences

lot of language input and get many opportunities to produce language output.

get a lot of feedback on language production

Principles of contemporary language teaching

- Use of meaningful activities
- Rich interaction
- **Communicative performance and reflecting on it**
- Motivation
- Challenge
- Responding to differences

To fulfil meaningfull language tasks:
- knowledge of the language
- reflection on the use of (correct) language

Principles of contemporary language teaching

- Use of meaningful activities
- Rich interaction
- Communicative performance and reflecting on it
- **Motivation**
- Challenge
- Responding to differences

language task that are in personal interest

solving problems, encouragement and keeping the task interesting

Principles of contemporary language teaching

- Use of meaningful activities
- Rich interaction
- Communicative performance and reflecting on it
- Motivation
- **Challenge**
- Responding to differences

slightly above the level of the student

Principles of contemporary language teaching

- Use of meaningful activities
- Rich interaction
- Communicative performance and reflecting on it
- Motivation
- Challenge
- **Responding to differences**

Design guidelines for a learning evironment

- The learning environment offers authentic learning activities and/or offers teachers the opportunity to create such learning activities

- The activities can be easily adjusted (the teacher is the one who knows students and the context best).

- The digital learning environment provides a clear view of participants' contributions, and gives them the opportunity to view this in different perspectives: per person, per group, by activity, etc.

- The learning environment supports innovative forms of evaluation that give students more insight into what they already can and what they need to work on (i.e. self-evaluations, rubrics and observations).

- The (digital) learning environment offers a digital portfolio in which the student could present his or her work (related to curriculum goals)

- The digital learning environment offers powerful possibilities for differentiation so that the teacher can organise different activities for the students (in level or interest).

- Within the digital learning environment, there are several opportunities for students to collaborate, such as an environment project in which documents are shared and discussions held.

- The learning environment provides an overview of the goals or abilities in a learning line or a reference framework (CEFR) so that language students (better) understand what they control and what not.

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
An integrated solution?

- Lots of possibilities for language exercises (Dictation, Wordlist, Games, MC, Drag-drop, Connect, Gaps, Select, Order, Syntax, …)

- All of the Bloom taxonomy "verbs" should be supported: also options for project work, reflexion, …

- Possibilities for rich feedback

- Uniform way for keeping track of progress

- Use of webresources, suchs as prezi's, video's, sites, …

- Create learning activities, based on the group, the needs, on the fly

- Adapt materials and exercises

- Plan learning: assign materials & exercises to a group, a sub group, an individual (differentiate)

- Possibilities for evaluation: create and plan tests, observations, self assessment

- Connect the curriculum to materials, exercises, progress

- Use a portfolio to demonstrate progress, relate it to the curriculum

- Create adaptive learning tracks for self study

- …

Media library: create learning materials

series

Programs
Projects
Modules
Courses
Lessons
Libraries
Adaptieve modules
Serious games
....

learning materials

Text		Audio
Video		Presentation
Image		Document
Weblink		Wordlist
Dictation		Game
Assignment		Tag exercise
Connect exer…		Character se…
Survey		Gap text
Concentratio…		Image map
Transcribed a…		SCORM-mat…
Flash card ex…		
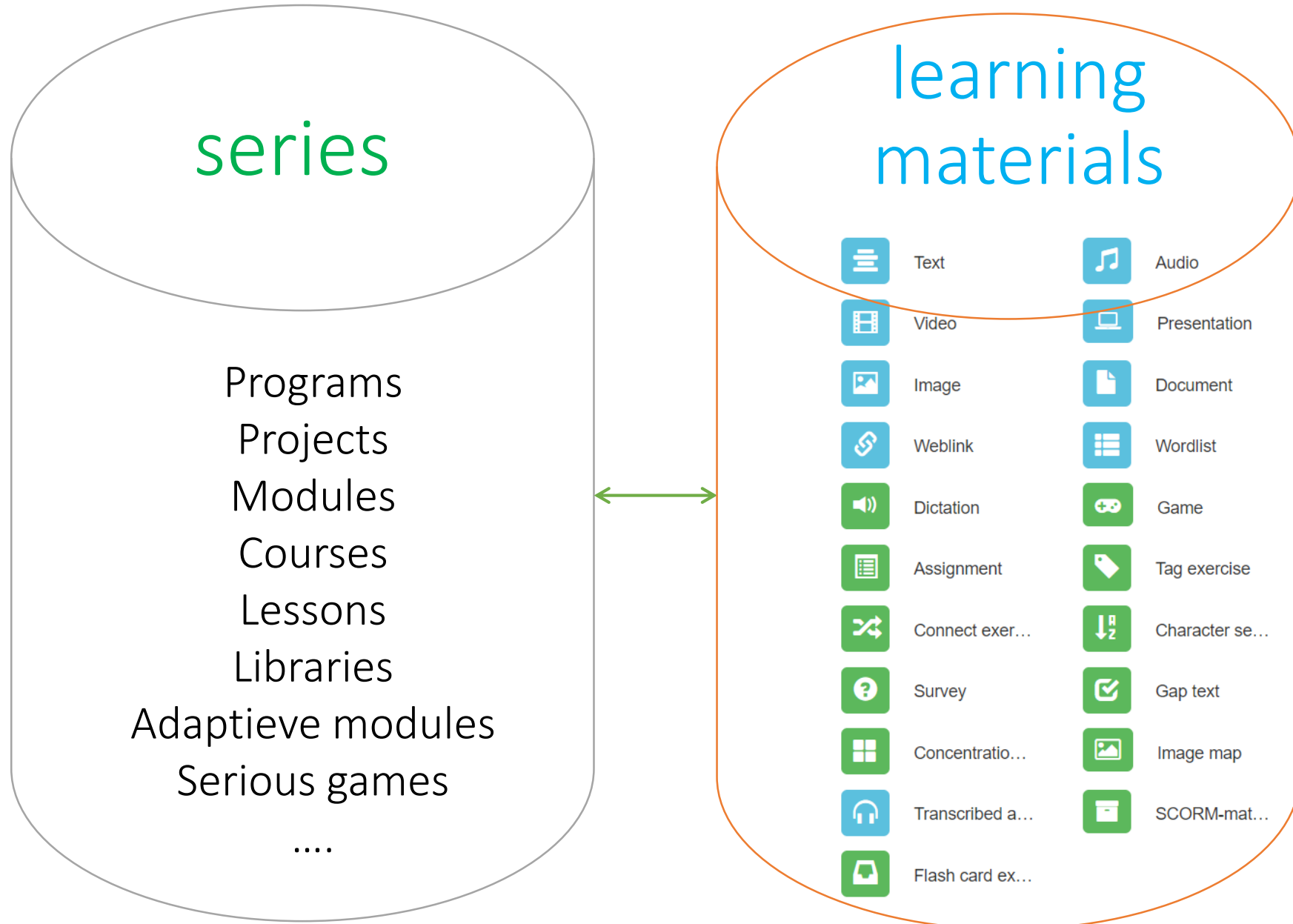
Email addresses

Listen to the email addresses and type what you hear. There are no capital letters.

Zin 1 van 6

w.deboer@bloomwise.nl

Controleer het antwoord

Nederlands NT2

Lees de zin en duid aan welke betekenis het beste overeenkomt met de zin.

1. Willen we samen iets gaan drinken?

- Kies een antwoordoptie -

- Kies een antwoordoptie -
We moeten samen iets gaan drinken, maar eigenlijk willen we dat niet.
Ik nodig je uit om samen iets te gaan drinken.
Ik wou dat we samen iets gingen drinken.
Ik wil met jou samen iets gaan drinken maar jij wil niet mee.

2. Je hoeft niet alles te lezen.

- Kies een antwoordoptie -

Opslaan   Klaar

Maak de zinnen volledig

Luister naar het fragment en verbind de delen van de zinnen.

0:00 / 0:21

Zet de antwoorden uit de rechterkolom op de juiste plaats.

Je cherche	=	un passeport	
Où sont	=	les toilettes	
Vous avez	=	?	un taxi
Je voudrais	=	?	

Zinnen maken

Zet in de juiste volgorde:

WORDT DAG MOOIE EEN VANDAAG

EEN KOM GEWELDIG IS DRONGO ELK IK JAAR ER EVENEMENT,

BEN MIJN JIJ VERGETEN, HEB BOTERHAM? LUNCH IK EEN

Klaar

In and around the house

Nederlands

Voorbeeld lijst met woorden, incl geluid en plaatjes. Dit kan gebruikt worden voor verschillende oefeningen:

+ Create learning material using this wordlist ▾

Connect exer…   Character se…
Concentratio…   Flash card ex…

Bed ▶   Where you slee…

Closet ▶   Where you can put your clothes in

Cooker ▶   Where you cook your food

Toilet ▶

New flash card exercise (concept)

FRONT

Reveal Answer

"What you see is what you get"

Goals and links

Linked lesson materials [Add existing] [**+** New ▾]

Didactic goals [Add existing] [**+** New]

Reference frame statements

Is often able to use the language to satisfy professional needs in a wide range of sophistica and demanding tasks.

[Achieves statement: No]

[**+** Add a reference frame statement ▾]

Percentile score maps [**+** Add a percentile score map]

Exam meta

Exam type [Select an exam type]

[Previous]   Content   ▸ **Meta** ▸   Share   ▸   Publis

Bloomwise ▦ ☐ All target audiences

| | Listening | Reading | Speaking | Writing | Conversation |

	A2	**B1**	**B2**
Engels			
Algemeen	Can initiate and	Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. [**+** Add]	Able to use the language fluently and accurately on all levels normally pertinent to professional needs. [**+** Add]
	conversations and satisfy limited social demands. He/she may, however, have little understanding of the social conventions of conversation. [**+** Add]		

Bloomwise
All target audiences
MP

1 new

Learn

My school class

Media library

Bloomwise
All target audiences
MP Mario Pixel
Bloomwise

first session
0%

👤 Assigned by **Wim**

Lesson parts

1. Practice the telephone call

Practice the telephone call
1x

Practice the following conversation with another student, record it and sumbit it.

Assignment

Front Office: Good afternoon. Sunset Holiday Park. How can I help you?

Caller: Good afternoon. My name is Peter Hampton. I would like to book a bungalow for next weekend.

Front Office: Just one moment, Mr Hampton. I will transfer you to our Reservations Department.

Caller: Thank you.

Front Office: Excuse me sir, all our lines are engaged. Would you like to wait a moment?

Caller: Sure, no problem.

Elaboration

B I U

Bloomwise
All target audiences

🎓 Learn

Lesson allocations | Lesson allocation archive

first session

👤 Assigned by **Wim**

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Caller: Thank you.

Front Office: Excuse me sir, all our lines are engaged. Would you like to wait a moment?

Caller: Sure, no problem.

Elaboration

i recorded it...

📎 1510225126593.wav ▶

Mario Pixel

🔄 Redo

➕ Add to portfolio

All results

📅 09
November -

Reading   Speaking   Writing   Conversation

A1   A2   B2

✓
Practice the telephone call

| Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics. | Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands. | Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks. ✓ | Able to langua and ad all leve pertine profes |

All target a

Friends   My school class   ortfolio   Settings

Portfolio overview

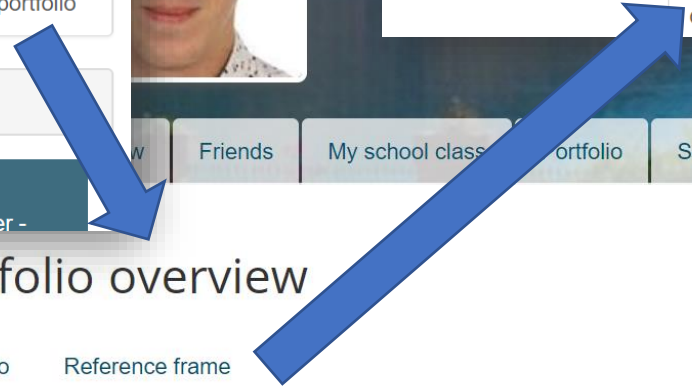Portfolio   Reference frame

🏷 Type ▾   👤 Made by ▾   ↗ Share   ➕ Add ▾

Practice the telephone call
  • Is often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.

✓
2017-11-09
11:58:57

✏
✖

CEFR - progress

Gesprekken voeren | Lezen

Actie

Aandachtspunten

Naam	Niveau	vertellen	beschrijven	betoog	dialoog	Aandacht
☑ André Groendijk	A2	🟢	🔴	🟢	🟢	⚠️
☐ Hendri Smit	B1	🟢	🟢	⚪	🟢	
☐ Jurgen Bosma	A1	⚪	⚪	⚪	⚪	
☑ Otte Verbeek	A2	🟢	🟢	🔴	🔴◗	⚠️
☐ Wim de Boer	B2	🟢	⚪	🟢◗	🟢	
☐ Willem Kampen	A2	🟢	🟢	🟢	🟢	⚠️

3 deelnemers hebben moeite met beschrijven

2 deelnemers hebben geen activiteit

alle deelnemers hebben moeite met dialoog

Bram Kalfsbeek
Bloomwise

Examen

0%

Onderdelen

ℹ️ Introductie

1. B1 Reading: Job appli...

🇬🇧 B1 Reading: Job application

I am interested in this job because I am currently looking for an opportunity to use the skills I learnt in my college. I have recently completed a 16-week part-time accounting course (AAT Level 2 Certificate). The course covered book-keeping, recording income and receipts and basic costing. We used a wide range of computer packages, and I picked up the accounting skills easily. I was able to work alone with very little extra help. I passed the course with merit. I believe my success was due to my thorough work, my numeracy skills and my attention to detail. During the course, I had experience of working to deadlines and working under pressure. Although this was sometimes stressful, I always completed my work on time.

Unfortunately, the course did not include a work placement, so I have not practised my skills in a business setting, and I am now looking for an opportunity to do so. I am particularly looking for a job in a small company such as yours, as I believe I will be able to interact with a wider range of people, and as a result, learn more skills. I would like to progress within a company and gain more responsibilities over the years.

Although I do not have work experience in finance, I have experience in working in an office environment. Before starting the accounting course, I worked for 6 months in a recruitment office as a receptionist. My duties involved meeting and greeting clients

🇬🇧 B1 Reading: Job application - qu...

Aantal pogingen over: 1

1. **The candidate has a qualification in accounting.**

   ○ True
   ○ False
   ○ Not in text

2. **The candidate worked with an accounting firm as a receptionist.**

   ○ true
   ○ false
   ○ not in text

elo.taalendigitaal.nl/survey/surveys/view/107?context=lesson_allocation&context_id=63&node=71&elements_node

Pieter de Jong
Afûk

Taal&Digitaal ELO

Alle doelgroepen

Noortje Kalfsbeek
Bloomwise

2. Lees deze tekst 🏆 100%

3. Bonjour - se présenter en f...

4. B1 Reading: Job a... 🏆 100%

5. Write a Letter of A... 🏆 100%

6. Taalportfolio Engels

Staat ruim boven de lesstof. Heeft een voldoende groot arsenaal aan voorbeelden

Taalportfolio Engels

1. Engels: verstaan

- ○ kan ik niet
- ○ kan ik redelijk
- ○ kan ik goed
- ○ kan ik heel goed

2. Engels: lezen

- ○ kan ik niet
- ○ kan ik redelijk
- ○ kan ik goed
- ○ kan ik heel goed

3. Engels: in gesprek

Een gesprek met iemand in het Fries voeren.

- ○ kan ik niet
- ○ kan ik redelijk
- ○ kan ik goed
- ○ kan ik heel goed

4. Engels: spreken

Taalportfolio Engels

Jouw antwoorden

1. Engels: verstaan

➡ kan ik goed

2. Engels: lezen

➡ kan ik redelijk

3. Engels: in gesprek

Een gesprek met iemand in het Fries voeren.

➡ kan ik redelijk

4. Engels: spreken

Bijvoorbeeld: een spreekbeurt houden in het Fries.

➡ kan ik redelijk

🔄 Opnieuw doen

✔ Toegevoegd aan portfolio

👁 View portfolio

Alle resultaten

📅 03 maart - 10:51 ✔

Bloomwise — Willemijn Dol / Bloomwise

Thank you...

w.deboer@bloomwise.nl

www.bloomwise.nl