NATIONAL GEOGRAPHIC LEARNING

Bridging the Gap

Creating Community and Supporting Students in Any Classroom

Carmella Lieske

BRINGING THE WORLD TO THE CLASSROOM AND THE CLASSROOM TO LIFE

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A part of Cengage

An Omani fisherman and his children head out at dawn to fish, Oman.
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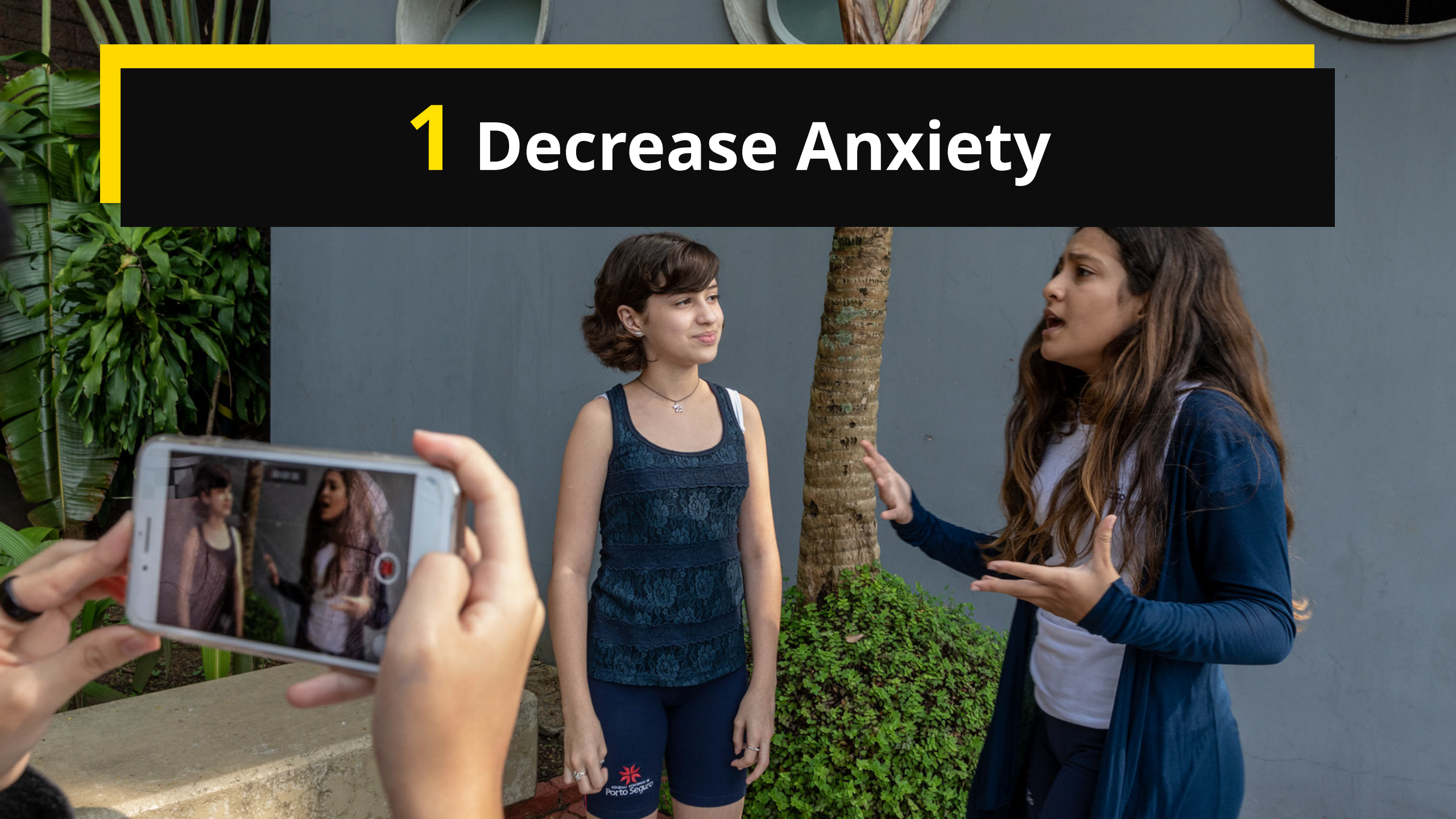
Carmella Lieske is the Assistant Director in charge of Globalization and a Professor in the Center for Foreign Language Education at Shimane University, Japan. She has been teaching ELT in Asia for over 20 years, empowering learners from 4 to 70+ years old. Carmella developed the English Expert Minor and Global Leadership Minors, creating new courses such as Global Literacy, Global Interaction, Global Understanding, and Global Leadership. Carmella has worked with various international publishers writing student books, teacher's books, workbooks and worksheets, and test packages. A few of the National Geographic Learning series that she has worked on are Our World, Impact, Time Zones, and Reading Adventures.

The distinguishing feature in keeping students engaged with virtual lessons is the

> “Supports the student [have] when learning virtually. That makes all the difference.”

(Associate Professor, Learning Technologies, George Mason University, as quoted in Carey, 2020, para. 8)

1 Decrease Anxiety

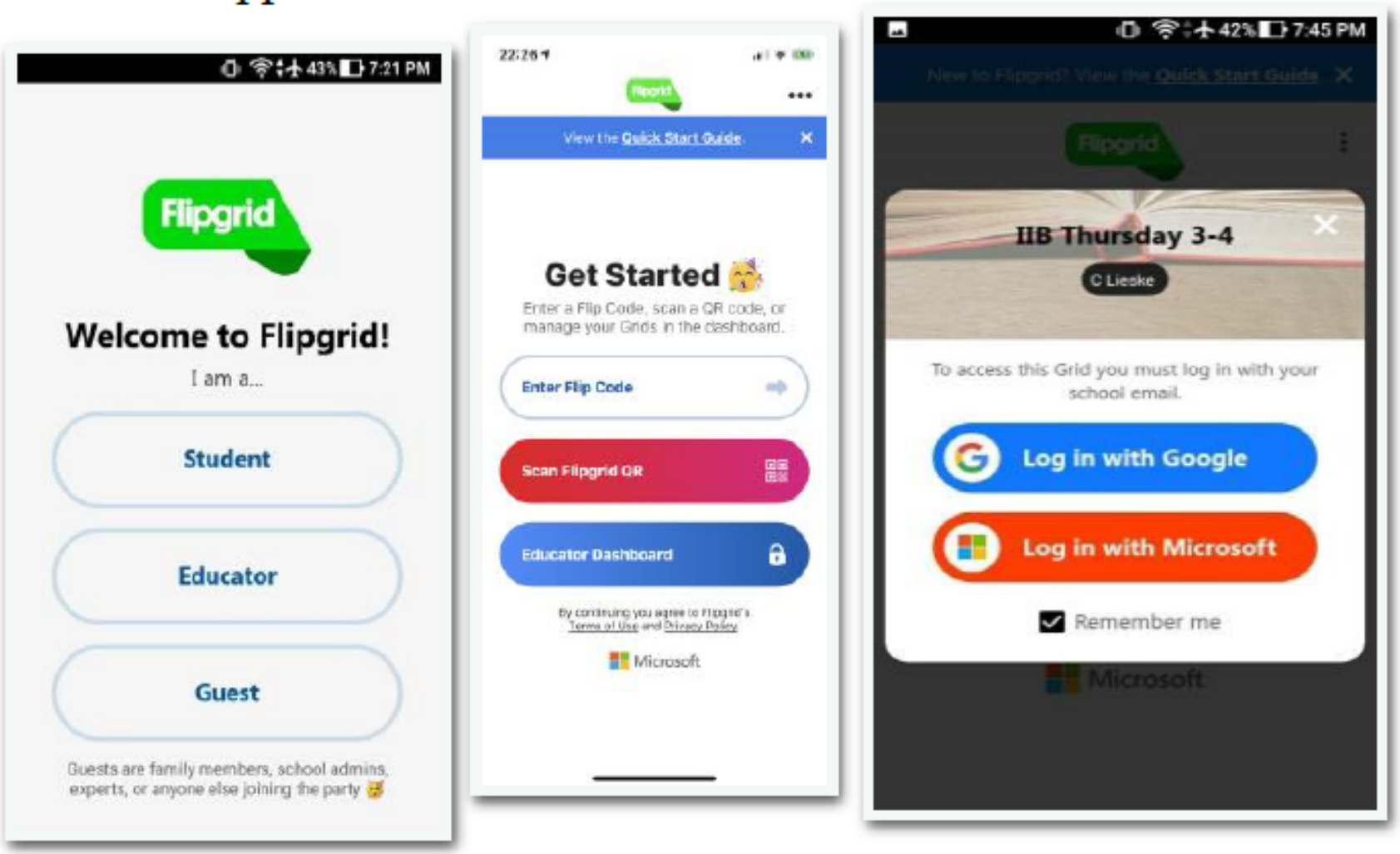


Screenshots, Directions

1. Zoom
2. LMS (Learning Management System)
3. Flipgrid

Flipgrid

Mobile app:



Student Feedback

- “I’m very thankful to you, because you described the class caring about us.”

- “I liked what we can see each other on our computer screens, and also our teacher told us a lot of information about Zoom using which we didn’t know. It was easy for us to understand!”

2 Communication

“As long as there’s good communication with a teacher, you get the hang of it. If not, it takes too long to figure out what you’re supposed to do.”

(a high school student, as quoted in Carey, 2020, para. 18)

Poll—Multiple Answers

[What kind of feedback do you gather at the end of each class?]

___None.
___Reflections on content.
___Students' concerns.
___Insight into students' emotions/mental health.
___Other.

Examples

Do you have any questions about the homework, your grades, tests, etc? If so, type your question. *

Long answer text

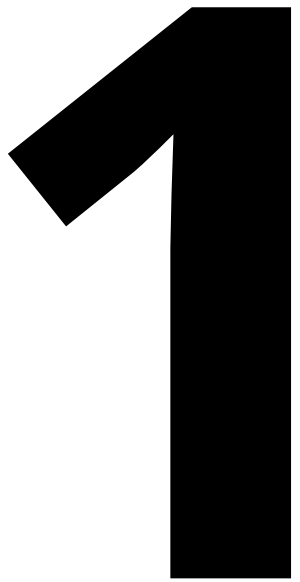
Right now you see the Flipgrid homework one week before it is due. *

- ○ The way it is now is fine. I DON'T want to know the Flipgrid homework more than one week in advance.
- ○ I want to know the Flipgrid homework earlier (for example, two weeks ahead of time).

Students:
Disadvantages of Studying Online

- Internet, computer problems
- Lag, sound quality issues
- “Stress about the speed of network”

3 Community during Class



Before Each Class

READING

A Skim the article. What's special about Kanzi?
- **a** He can write.
- **b** He can speak English.
- **c** He can communicate with humans.

B Scan the article. Where does Kanzi live?

C Scan the article again. Find two things Kanzi can do.

Kanzi can cook food.

ANIMAL SMARTS

A 7.8 This is Kanzi, a bonobo. Bonobos are from Africa. There are only about 10,000 to 50,000 bonobos in the world today.

B Kanzi lives in a research center in the United States. He is very **smart**. He can **communicate** with humans.

C Kanzi can **understand** about 3,000 English words. He can't speak, but he can use a computer to say about 500 words. He **points** to pictures on the computer to say these words. He uses between 30 and 40 words every day.

D Kanzi can make a fire and cook marshmallows. He knows that fires are **hot**. Kanzi can't sing, but he can play the piano. Researchers teach Teco, a young bonobo at the center, to use a computer. Now Teco can use a computer, just **like** Kanzi.

Kanzi uses a special computer to ask for food and toys.

2 Question of the Day

Apr 24, 2020

Week 1 due May 15

16 responses 997 views 0 comments 9.3 hours of engagement

Share Actions

Welcome to English IIB. I'm excited to have you in the class.

Tap the green plus below to open the Flipgrid Camera. Then, record a short video.

Introduce yourself. (Remember other students in this class will be able to see your video.)
Ask me a question. (Ask about me, the US, the Florida program, studying abroad, studying English, etc.)
I'll answer it during the second class.

Open-ended Reflection

- “You responded some questions we said in Flipgrid. That was interesting for me because I got to know you better!”

6

I REALLY LIKE ELECTRONIC MUSIC!

German electronic music duo Modeselektor performs in Copenhagen, Denmark.

PREVIEW

A 6.1 **Listen.** Number the type of music you hear in order.

1	jazz	○	○ Louis
___	rap	○	○ Jo
___	pop	○	○ Marcus
___	classical	○	○ Paco
___	rock	○	○ May
___	electronic	○	○ Anna

B 6.2 **Listen.** Match each type of music to the person who likes it.

C **Talk with a partner.** Ask about their favorite type of music.

What kind of music do you like?

I like rock.

HISTORY AND CULTURE

UNIT GOALS

- describe different types of music
- use language for expressing your opinions
- describe how music affects your brain

TIME ZONES
Third Edition
Level 2

Write one thing you liked about today’s class.

- “Talking with classmates and teacher about favorite singer.”

- “Watching music video is.”

Breakout Rooms

Poll

[How many times during a 45-minute class do you usually have breakout rooms?]

___None.

___1 time.

___2-3 times.

___4 or more times.

LANGUAGE FOCUS

A 2.2 **Listen and read.** Who are Stig and Ming meeting at the airport? Then repeat the conversation and replace the words in **bold**.

REAL ENGLISH Hang on!

Stig: Thanks for coming with me to **meet** my cousin Ursula. (**welcome** / **pick up**)

Ming: No problem, Stig. So, is Ursula the one who **texts you all the time**? (**calls you late at night** / **always sends you videos**)

Stig: No, that's my cousin Ingrid.

Ming: Oh, right. What's Ursula like?

Stig: Well, she's a lot like me. She's tall and stylish, and she's really **fun**. (**popular** / **outgoing**)

Ming: Ah. Is she the one who travels a lot?

Stig: Yeah, that's right.

Ming: Oh, **I think I see her** … Hi! My name's Ming. It's nice to meet you! (**that must be her** / **there she is**)

Stig: Hang on, Ming! That's not Ursula. *That's* Ursula!

TIME ZONES
Third Edition
Level 3

PROJECT Do an experiment. As a group, create a list of ten different pieces of music. Then listen. For each piece, write the color you think of. Count the results. How many students chose the same colors?

COMMUNICATION

Work in a group. Do a survey. Ask your group members to rate each kind of music using the chart below. Find out the most popular kind of music in your group.

Kinds of Music	You	_____	_____	_____	Total Points
Rap					
Jazz					
Rock					
Electronic					
Classical					

0: I can't stand it. **1:** I don't really like it. **2:** It's all right/OK. **3:** I like it. **4:** I love it.

Do you like jazz?

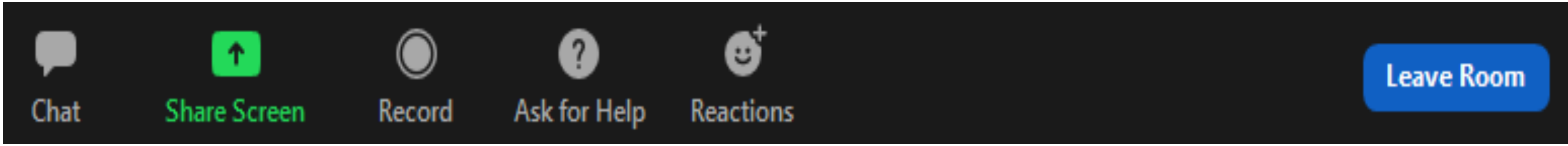
No, I don't really like it.

TIME ZONES
Third Edition
Level 2

When we have breakout rooms, you have several different partners each day. Choose the statement that matches your opinion.

On some phones

On some computers



4 Community Outside Class

Poll—Choose one

[Do you assign homework that requires students to interact with each other?]

___Yes.

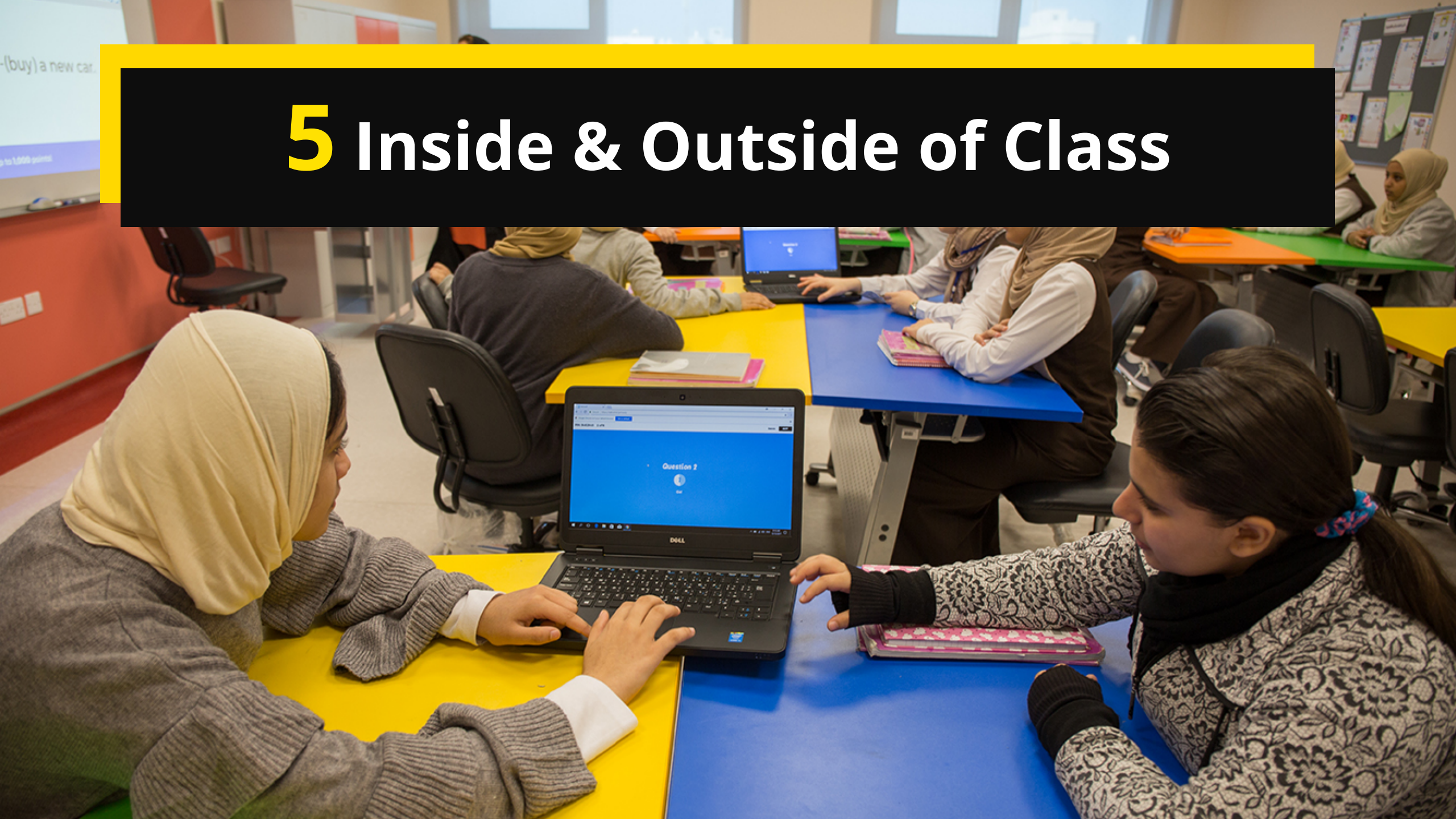
___No.

Apr 24, 2020

IIB Friday 3-4

192 responses 11988 views 58 comments 223.0 hours of engagement

5 Inside & Outside of Class



Poll

[Have you ever used projects in your classes?]

___Never.

___1-2 times.

___3-5 times.

___6 or more times.

THE REAL WORLD

SCIENTISTS *FOR A DAY*

Citizen scientists at a BioBlitz event

A **Read the definition below.** Then answer the question.

citizen scientist *noun* a non-scientist volunteer who collects data and records observations

Which of the following are benefits of using citizen scientists? Check (✓) your answers.

- ☐ They may need training.
- ☐ They can help to collect large amounts of data.
- ☐ They work for free.
- ☐ The data they collect may not be accurate.

B ▶12.1 **Watch the video.** What animals did you see? Check (✓) the two correct answers.

☐ rat ☐ insect ☐ frog ☐ monkey

TIME ZONES

Third Edition

Level 2

FIXING THE *PLASTIC PROBLEM*

Before You Watch

Talk with a partner. Look at the photo. These bowls are made from wheat. How are they better than plastic bowls?

While You Watch

A ▶3.2 **Watch the video.** What plastic items do you see? Name a few. Do you use any of them?

B ▶3.2 **Watch again.** Circle the correct answers.

1 Single-use plastics make up **10** / **40** percent of all plastic waste.
2 One natural solution to the plastic problem involves using **worms** / **birds**.
3 Scientists are using microbes to **get rid of plastic** / **create better plastics**.
4 Bioplastics are natural materials that **we can eat** / **break down quickly**.

C ▶3.2 **Who are the solutions meant for?** Write **E** (everyone), **S** (scientists), or **M** (manufacturers). Watch the video and check your answers.

1 Find ways to break down plastics that already exist. ____
2 Use fewer straws and plastic bags. ____
3 Make bioplastics using natural ingredients. ____
4 Recycle plastic. ____
5 Choose reusable alternatives. ____
6 Make products using rubber tree latex. ____

After You Watch

Talk with a partner. What do you think about the solutions discussed in the video? Can you think of other solutions?

REVIEW

A **Read the words below.** Are they part of the solution ☺ or are they part of the plastic problem ☹? Circle the correct face.

1 recycling ☺ ☹
2 plastic bags ☺ ☹
3 food packaging ☺ ☹
4 reusable straws ☺ ☹
5 biodegradable plastic ☺ ☹
6 a ban on straws ☺ ☹
7 a tax on bags ☺ ☹

B **Complete the sentences.** Circle the correct words.

1 You **don't have to** / **can't** litter on the beach.
2 I **have to** / **am allowed to** be in class before nine tomorrow.
3 You **can't** / **have to** put plastic bags in the paper recycling bin.
4 Students **don't have to** / **aren't allowed to** go into the teachers' room.

C **Complete the sentences.** Use the words in the box with *re-* and/or *-able*.

fill new biodegrade notice

1 Solar energy is a type of _____ energy.
2 Unlike plastic waste, food waste is _____.
3 The sign was far away and not very _____.
4 You can use that bottle again—it's _____.

SELF CHECK Now I can …

- ☐ talk about the plastic problem
- ☐ use language for talking about rules
- ☐ discuss ways to reduce plastic waste

TIME ZONES
Third Edition
Level 3

Plastic Challenge

- For 2 days, don’t use anything plastic.
- Take pictures of things you couldn’t avoid.

ELEMENT
English Reading
Place of birth
culture
I'm from
キュキュット

Replace Plastic

“Instead of chopsticks, I used spoon and fork. Of course, I could use wood (disposable) chopsticks. However, the wrapping of it was made of plastic.”

Student's Conclusions

"Before I did this project, I didn't think about what materials are used in one products.

However, during this project, I really focused on what materials were used, especially when I went shopping…I used those things, then I reduced things made of plastic as much as possible.

But, it was stressful.

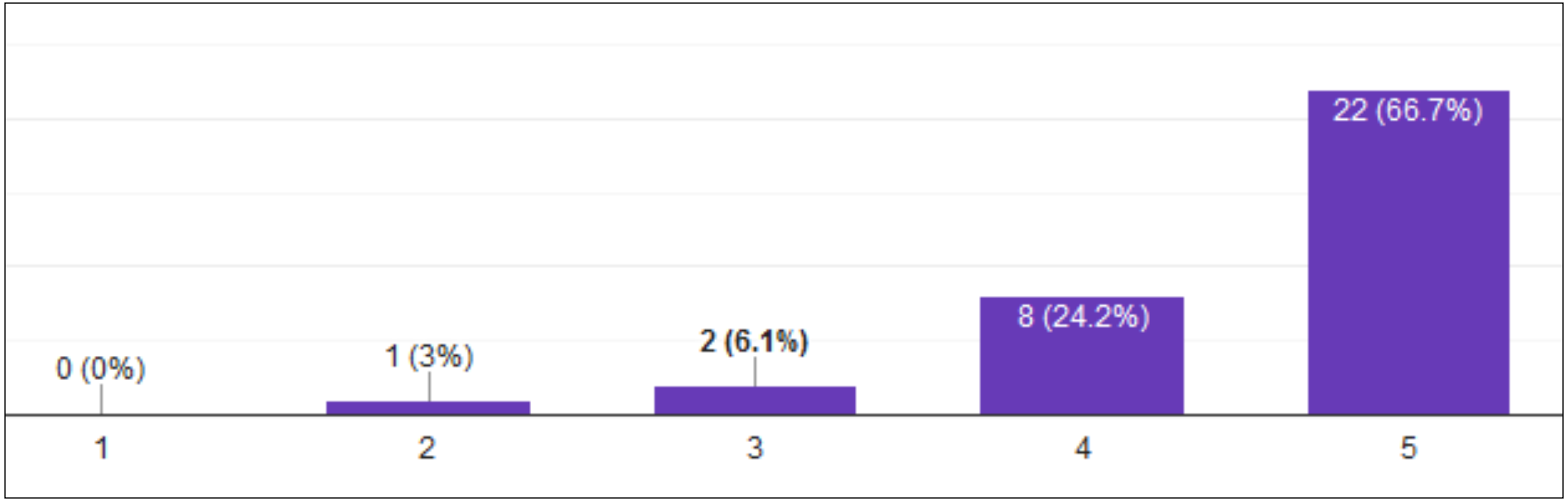
I learned that I could say, No plastic, no life."

Students’ Reactions

Students' Perceptions: Advantages of Studying Online

- "Easier to raise my hand by using chat."
- "Speaking English without strain."
- "Easy to see student's expression."

I like the style of this class (interactive, lots of chances to use English).



Strongly Disagree

Strongly Agree

What did you like about today's class?

Category	2nd class	2/3 sem.	Example of Student Comment
Conversation/ Discussions	38.2%	42.4%	"Talking about shopping with 4 people. I could know many kinds of individual ideas."
Student relationships	8.8%	12.1%	"I could be a friend that I'd never met."
Teacher relationship	5.9%	3.0%	"The teacher's story about the event at the airport."

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Thank You

Questions?

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An Omani fisherman and his children head out at dawn to fish, Oman.
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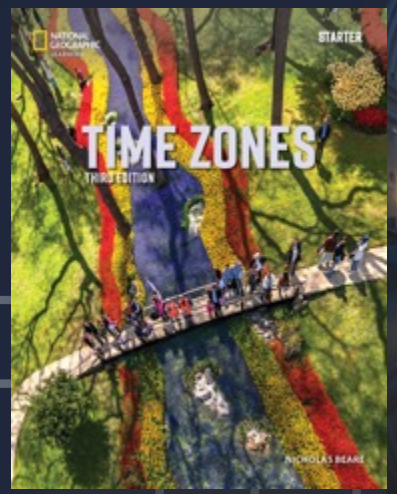
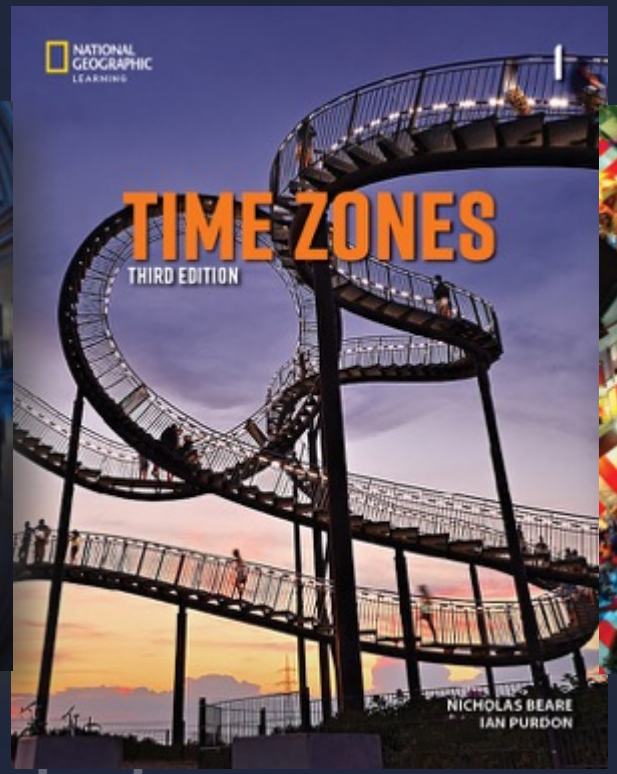
TIME ZONES





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Sunrise over rice terraces in Yunnan, China.

Reference

Carey, Benedict. (2020, June 13). “What We’re Learning about Online Learning,” *The New York Times.* Accessed August 24, 2020, from https://www.nytimes.com/2020/06/13/health/school-learning-online-education.html.