CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Future directions of technology-supported language learning

Michael Carrier
Director, Strategic Partnerships
Cambridge English

100 CAMBRIDGE ENGLISH CENTENARY 1913–2013

© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

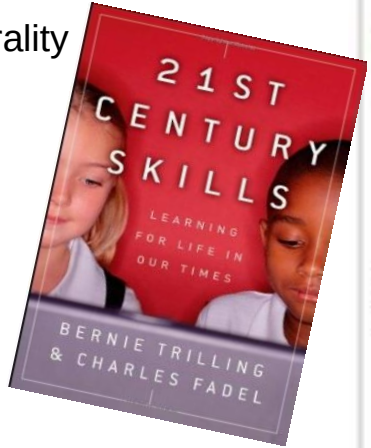
Digital learning context

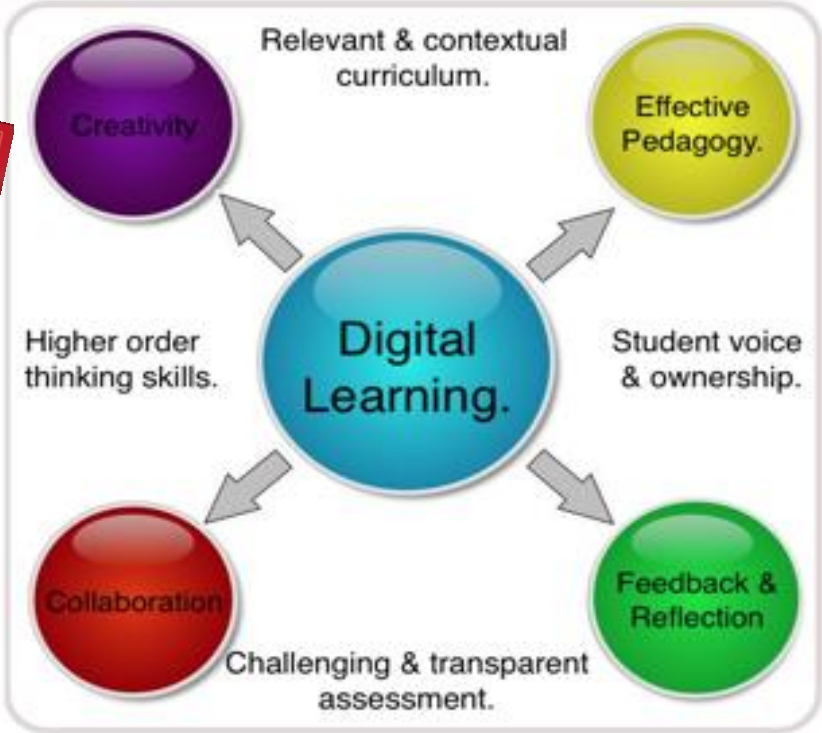
1 **New Goals**
- Meet ELT demand & challenges
- Digital literacy
- Global citizenship & Interculturality

2 **New Pedagogical models**
- For learning in a digital age
- ‘Digital pedagogy’

3 **New Activities**
- Inside and outside of class
- Formal and informal learning
- Ubiquitous learning
- Consume content vs Produce content
- Individual vs collaborative work

4 **New Content, new tools, new media**





© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

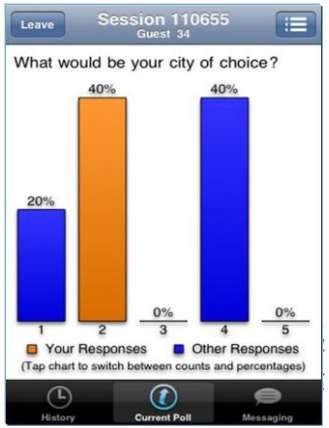
Digital learning channels

Classroom channels:

- IWB
- Digital textbook
- BYOD
- PRS

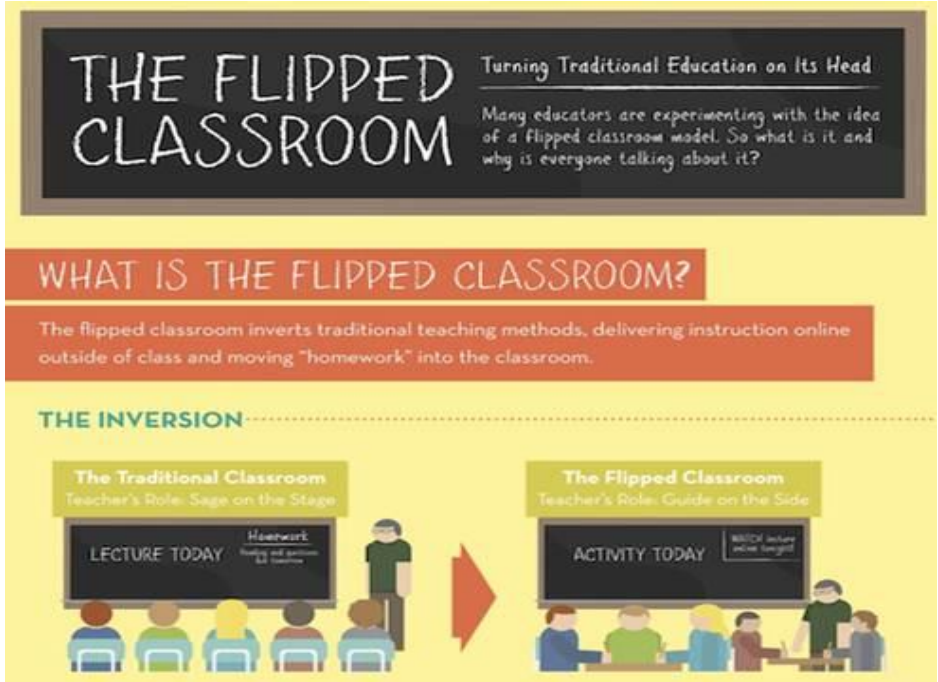
Out of class channels:

- LMS
- Apps
- Web
- MOOCs



© UCLES 2013

Digital learning models



© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Technology-supported learning: learners at the centre

- LMS as hub
- Big Data: Tracking & Portfolio
- Individualised pathways
- Adaptive learning
- Handheld learning
- Social learning
- Learning – oriented assessment

The Learner

+

Learning device

- Face-to-face classroom
- Blended learning
- eTutors VOIP & FaceTime
- On-demand content
- Cloud synchronisation
- Speech recognition & AI tools

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Handheld Learning

Using tablets/mobile phones in class:

- for language practice activities
- for group communication activities

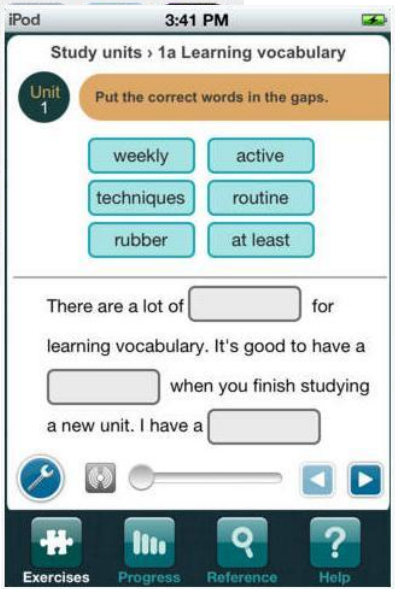
Using tablets/mobile phones outside class:

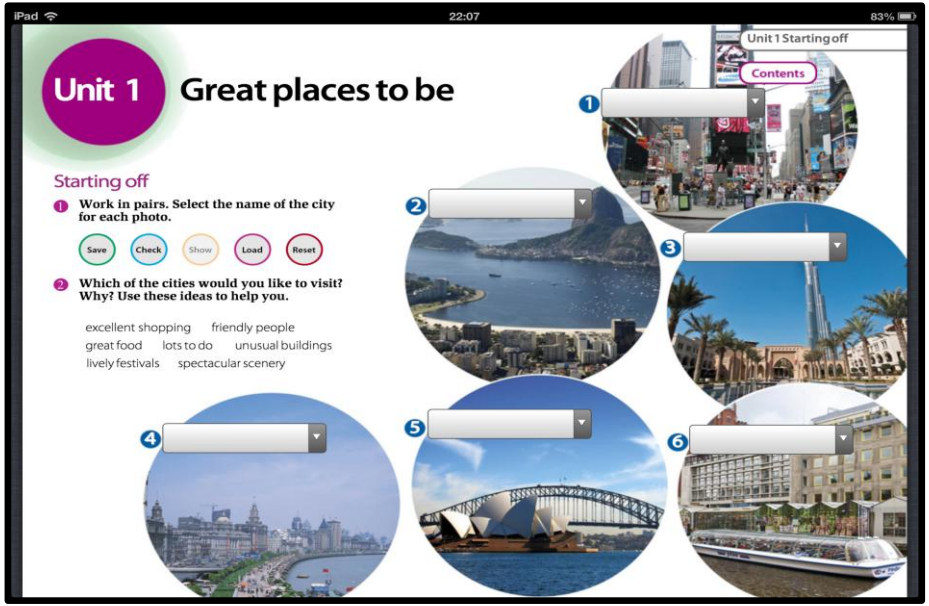
- for student self-access language practice
- to collect data for lesson input, record interviews etc

© UCLES 2013

100 CAMBRIDGE ENGLISH CENTENARY 1913–2013

Apps, digital textbooks, tablets…





© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

1 to 1 learning

"What children lack is not capability, it is opportunity and resources. In the first years of OLPC we have seen two million previously marginalized children learn, achieve and begin to transform their communities."

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Plan Ceibal, remote teaching & Telepresence

Remote teacher		Local teacher		Handheld device
Presentation of new lesson content	→	Classroom management - set up pairwork	→	Practice activities for in-class pairwork
Introduction of local tasks	→	Task facilitation - monitor learner output	→	Pre-loaded activity & web resources for practice
Responding to learners	→	Facilitating response to Remote teacher	→	Homework & family activities

Online Community & resource website to support the learners
language practice with tutors, peer interaction via discussion forums, family activities

© UCLES 2013

Handheld Learning Scenarios

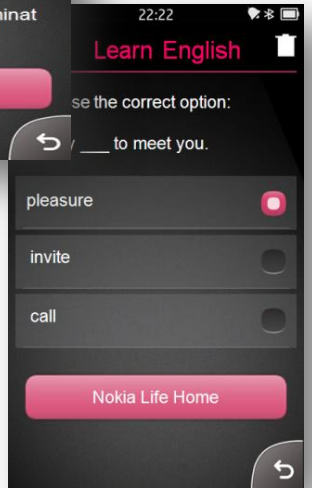
Option	Classroom	Study plan
1	Traditional	Communicative class based on textbook; online workbook & Apps for homework
2	Creative handheld	Handheld creative activities in class, online guided homework
3	Flipped classroom	Videos online & tablet exercises pre-class; groupwork and mentoring in class
4	One-to-one & personalised	Handheld per student, digital textbooks, personal response systems, teacher tablet management, adaptive learning via individualised pathways, tests on tablets, LMS for homework and parental support, eportfolios

© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Technology in low resource environments

Nokia Life



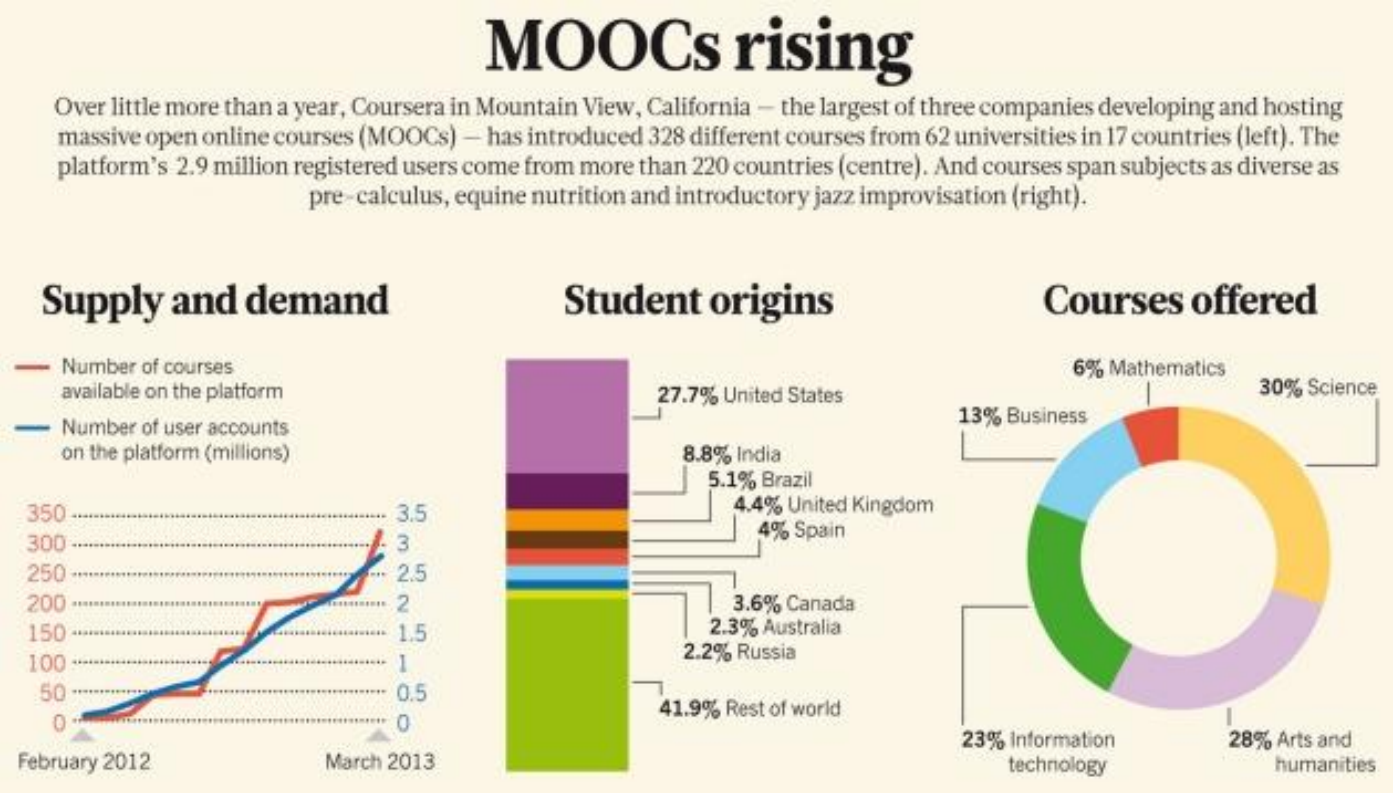
Lifeplayer

© UCLES 2013

MOOCs

- Coursera
- EdX
- Udemy
- Udacity
- FutureLearn

- New HE business models



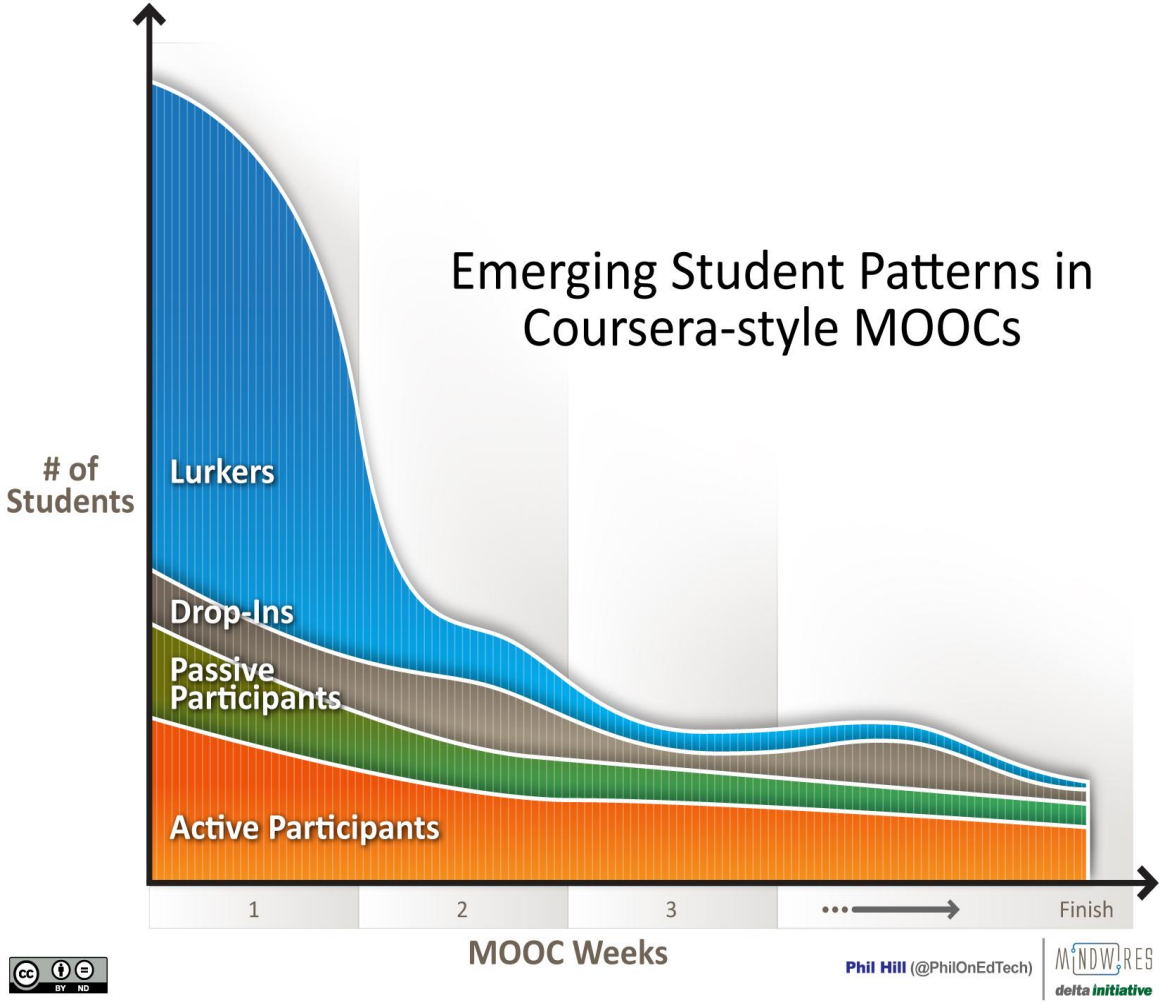
© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Language MOOCS?

- System knowledge
- Receptive skills

- Teacher training
- Teacher reference

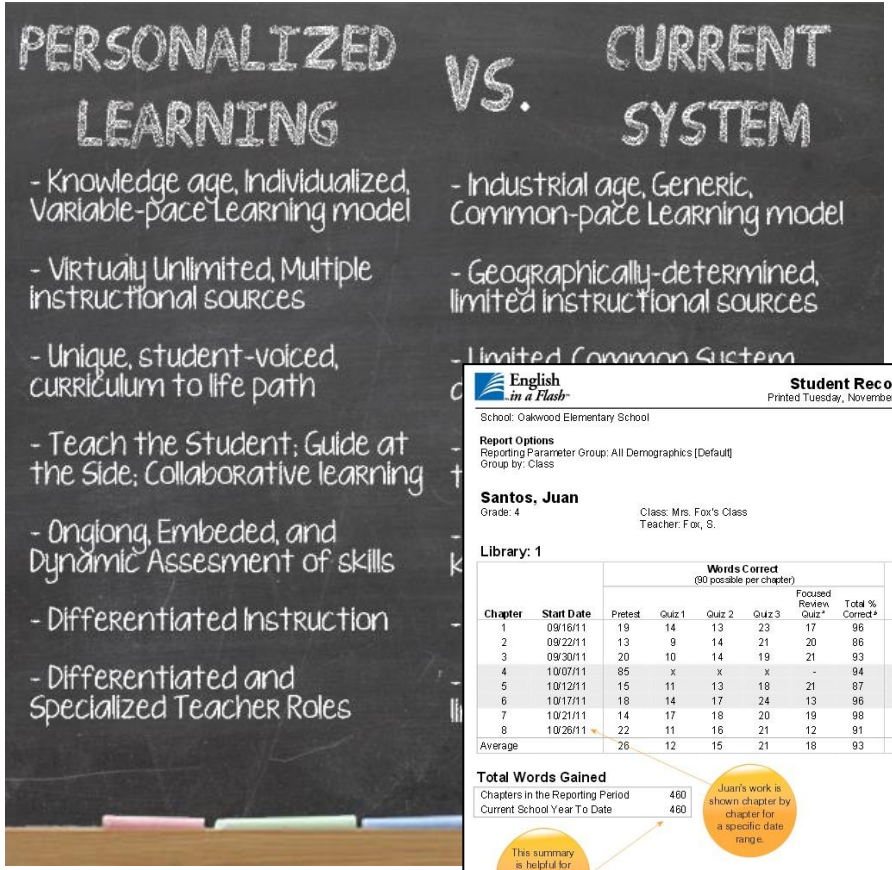


© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Personalisation

- Adaptive learning
- Individualisation
- ‘Big data’ analytics
- Targeted recommendations
- Tracking
- Learning-Oriented Assessment (LOA)
- ePortfolio



English ...in a Flash

Student Record Report
Printed Tuesday, November 1, 2011 5:01:19 PM

School: Oakwood Elementary School

Reporting Period: 09/01/20

This report provides detailed information about Juan's overall progress.

Report Options
Reporting Parameter Group: All Demographics [Default]
Group by: Class

Santos, Juan
Grade: 4

Class: Mrs. Fox's Class
Teacher: Fox, S.

The Total Words Gained column allows administrators and teachers to easily see actual vocabulary growth from using English in a Flash.

Library: 1

		Words Correct (90 possible per chapter)							Phrases/Sentences Correct (40 possible)			Sentences/Dialogues Correct (40 possible)			
Chapter	Start Date	Pretest	Quiz 1	Quiz 2	Quiz 3	Focused Review Quiz*	Total % Correct ♦	Total Words Gained	Quiz 4	Focused Review Quiz*	Total % Correct ♦	Quiz 5	Focused Review Quiz*	Total % Correct ♦	Total % Correct for Chapter ♣
1	09/16/11	19	14	13	23	17	96	67	20	11	78	x	12	75	86
2	09/22/11	13	9	14	21	20	86	64	22	9	78	21	9	75	81
3	09/30/11	20	10	14	19	21	93	64	14	16	75	12	15	68	83
4	10/07/11	85	x	x	x	-	94	x	x	x	-	x	x	-	94
5	10/12/11	15	11	13	18	21	87	63	24	9	83	18	15	83	85
6	10/17/11	18	14	17	24	13	96	68	18	15	83	21	13	85	90
7	10/21/11	14	17	18	20	19	98	74	15	15	75	17	12	73	86
8	10/26/11	22	11	16	21	12	91	60	19	17	90	13	14	68	85
Average		26	12	15	21	18	93		19	13	80	17	13	75	86

Total Words Gained

Chapters in the Reporting Period	460
Current School Year To Date	460

Juan's work is shown chapter by chapter for a specific date range.

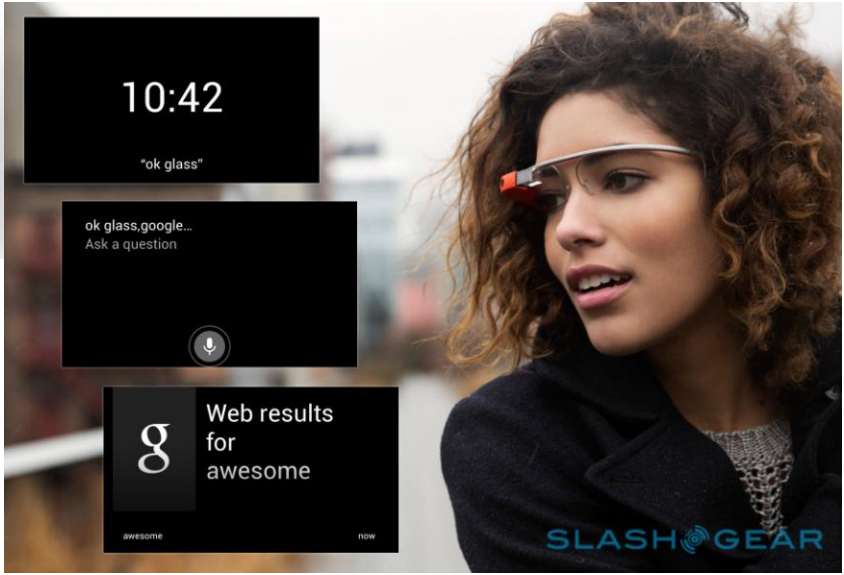
This summary is helpful for determining the success of RTI intervention.

x Lesson and quiz skipped
♦ Shows the total number correct
♣ Include review scores

© UCLES 2013

Wearables, AR, ASR

- Wearable technology – the iWatch
- Augmented reality - overlays
- Speech recognition – facilitating new learning processes
- Voice control – Google Glass
- Speech-to-speech translation - Google Translate
- Brainwave detection

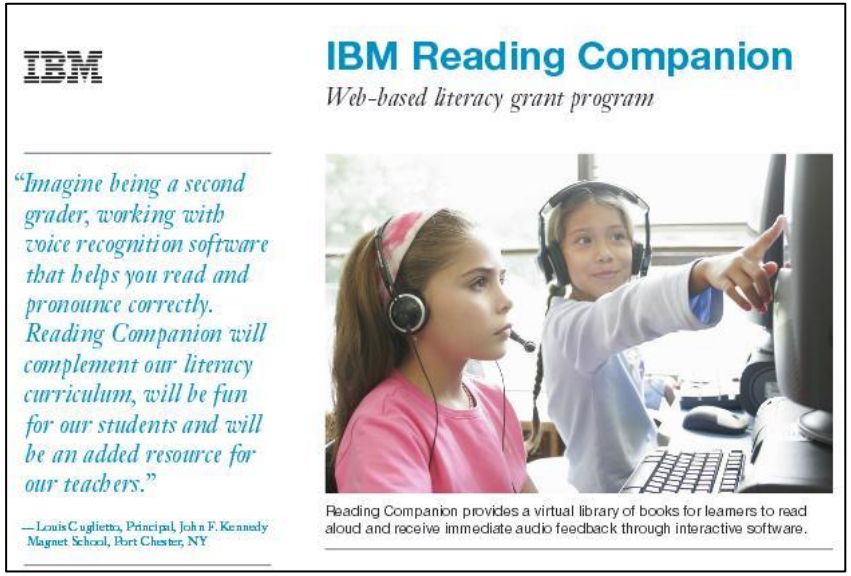


© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

n.Fluent
Translation to the power of n.

Babel Fish



©

Digital Teacher competences

Curiosity

Technology awareness

Pedagogical skills:

- ***Lesson planning:***
  how to integrate digital content
- ***Classroom management:***
  how to coordinate formal & informal activitie
  in-class & out-of-class
- ***Classroom management online:***
  how to manage a virtual classroom
- ***Digital tools & media awareness:***
  how to create new content with students

© UCLES 2013

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Tablet-based testing

© UCLES 2013

Key trends

- Extending classroom – anytime learning
- 1-to-1 student handheld devices
- Personalisation – adaptive learning
- Big data – analytics & recommended pathways
- Remote teaching
- Speech recognition
- Speech-to-speech translation
- Computer tutors?

© UCLES 2013