

TRAINING MANUAL

ICT tools for English Language Teaching & Learning

Compiled By

- ➔ Addisu Mulugeta (Msc)
- ➔ Melaku H/Michael (MA)
- ➔ Tesfaye Habtemariam (PhD)

Arba Minch, Ethiopia

December 2019

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Introduction to the Training Manual

This training manual is prepared as part of the grand research project on Improving Quality of Teaching English Language Through ICT Tools: Arba Minch, Sawla And Arba Minch Community Secondary Schools in Focus funded by Arba Minch University. This project is the first of the two consecutive projects planned to be implemented by a team of experts from the College of social sciences and Institute of Technology of the university. This part of the two projects aims to improve the quality of teaching English through ICT tools while the follow up project focuses on the students with the aim of improving students' ICT skills for learning English Language skills. As phase two of the project aims to train Teachers to use ICT tools for English Language Teaching, this training manual is prepared to assist English Language Teachers through a self-help training material. The manual included a number of topics of ICT for ELT. Unit one is on Basic Computer Skills, unit two is on Microsoft PowerPoint for audio-video supported lessons, Websites and MOOCs for English Language teaching, unit four is on Mobile devices for accessing ICT tool supported lessons, unit five is Mobile Applications for English Language Teaching and Learning, unit six is on Facebook group for English language teaching and learning, unit seven is on Free Audio-video Record and Playback Tools for ELT while the last unit is on E-learning platforms for English Language teaching. Since the methodology opted for is a hands-on discovery learning, your involvement in the tasks is very vital.

Objectives of the Training

This training generally aims to enhance English Language Teachers skills of using ICT tools for teaching English. The training specifically aims to enable teachers use, websites and MOOCs for English Language teaching, English Language mobile applications for English Language teaching, Microsoft PowerPoint for audio-video supported lessons, Facebook group for English language teaching and learning, Free Audio-video record and play back tools for ELT (e.g. Snagit), e-learning platforms for English Language teaching and mobile devices (e.g. cell phones and tablets) for accessing ICT tool supported lessons.

Unpacking your thoughts

1. What do you expect from this training? Individually write three things you expect from this training.
2. Now in pairs, make six expectations. If your former expectations are similar, add new ones now.

Objectives

Getting Ready

Unit I – Basic Computer Skills for ELT Professionals

At the end of this unit, you will be able to:

- Identify parts of a computer
- Open a computer
- Use a computer
- Shut down a computer properly

1. What do you know about computers? Write all the words you know in relation to computers?
2. In pairs, explain the functions of the parts in the following picture. You should also explain how these tools can be used in ELT.



Introduction

In order to properly use a computer or computing device it is necessary to have a basic understanding of what a basic computer is and how it operates. All computers have two things in common, *hardware* and *software*.

- ➔ **Hardware** is what the computer is physically made up of; which includes the monitor, keyboard and mouse, and all of its internal components which allows it to store, receive, and process information and data.
 - The **central processing unit (CPU)**, or processor, contains logic circuitry and performs the instructions of a computer's programs. It is the "brain" of the computer.
 - **Read-only memory (ROM)** is the memory that comes with your computer that is pre-written to hold the instructions for booting-up the computer. Information can be read from ROM, but not written back to it. ROM will retain data when the computer is powered off. It is known as non-volatile memory.
 - **Random access memory (RAM)** is the memory available for the operating system, programs and processes to use when the computer is running. RAM can be read from, and written to, for processing information and instructions. Data in RAM is not permanently written and therefore known as volatile memory. When you power off your computer the data stored in RAM is deleted.

- ➔ **Software** is made up of informational data and code that acts as a set of instructions informing the hardware what actions it is to perform or initiate. (ie. Software applications: The computer's operating system, *Microsoft Word* (word processing), *Excel* (spreadsheets and data calculation), Web browsers: *Internet Explorer*, *Mozilla Firefox*, *Google Chrome*, and *Apple Safari*, Search engines: *Google*, *Bing*, *Yahoo*)

There are several different kinds of computers. The most common computers are desktop computers, laptop computers, tablet or touchscreen computers, and servers which allow computers to network and connect with each other via the local area networks (LAN) or the Internet. Other examples of computers may also include smart phones, gaming consoles, kiosks and computers that may also be found in home appliances such as TVs, refrigerators, and vehicles which make use of software applications or apps to connect and communicate with Internet service.

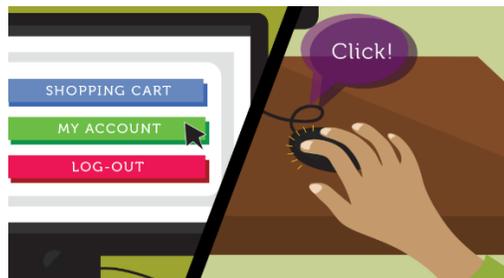
A computer is more than just another household appliance. The vast amount of information and possibilities can be overwhelming.

keyboard and mouse

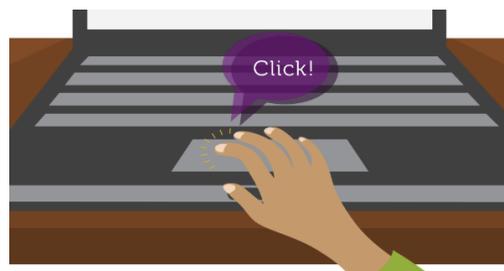
You interact with a computer mainly by using the **keyboard** and **mouse**, or a **trackpad** on laptops. Most people find it comfortable to place the keyboard on the desk directly in front of them and the mouse to one side of the keyboard.



The mouse controls the **pointer** on the screen. Whenever you move the mouse across the desk, the pointer will move in a similar manner. A mouse usually has three buttons (left, right and middle button). You will often interact with the computer by moving the mouse pointer over something on the computer screen, then clicking one of the buttons.



On laptops, you can use the **trackpad**, located below the keyboard, instead of a mouse. Simply drag your finger across the trackpad to move the **pointer** on the screen. Some trackpads do not have buttons, so you'll either press or tap the trackpad to click.



The keyboard allows you to type letters, numbers, and words into the computer. Whenever you see a flashing vertical line—called the **cursor**—you can start typing.



Turning on a computer

The very first step is to turn on the computer. Make sure all the cables are plugged in correctly, and locate the power button. It's in a different place on every computer, but it will have the universal power button symbol (shown below).



Once turned on, your computer takes time before it's ready to use. You may see a few different displays flash on the screen. This process is called **booting up**, and it can take anywhere from 15 seconds to several minutes. Once the computer has **booted up**, it may be ready to use, or it may require you to **log in**. This means identifying yourself by typing your user name or selecting your profile, then typing your password. If you've never logged in to your computer before, you may need to create an account.



Using a computer

The main screen you'll start from is the **desktop**. From here, you can access the programs and features you need to use your computer. **Icons** are used to represent different files, applications, and commands on your computer. An icon is a small image that's intended to give you an idea at a glance of what it represents, like a logo. Double-clicking an icon on the desktop will open that application or file.



A **button** is a command that performs a specific function within an application. The most commonly used commands in a program will be represented by buttons.

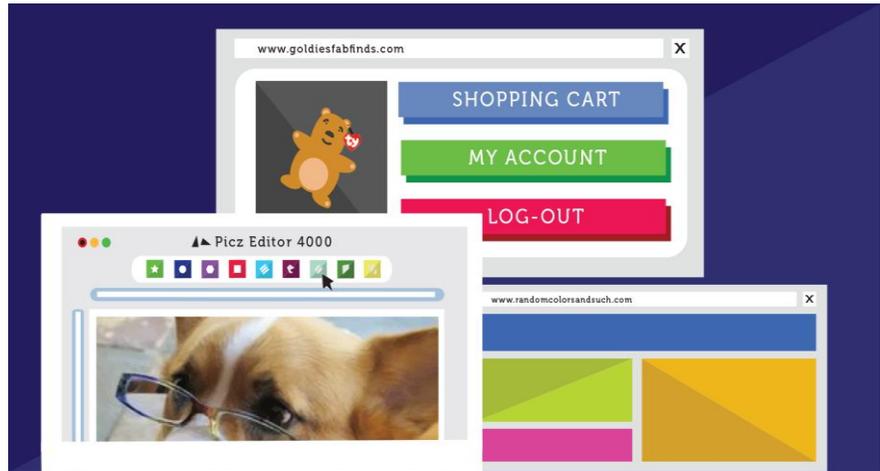


Menus are organized collections of commands and shortcuts. Click a **menu** to open it and display the commands and shortcuts within. Then click an item in the **menu** to execute it.



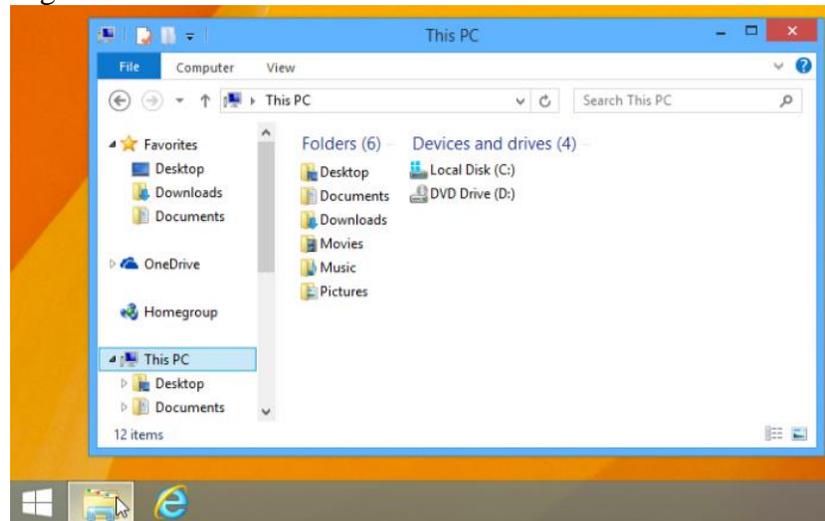
When you open an application or folder, it is displayed in its own **window**. A **window** is a contained area—like a picture within a picture—with its own menus and buttons specific to that program.

You can rearrange multiple **windows** on the desktop and switch between them.

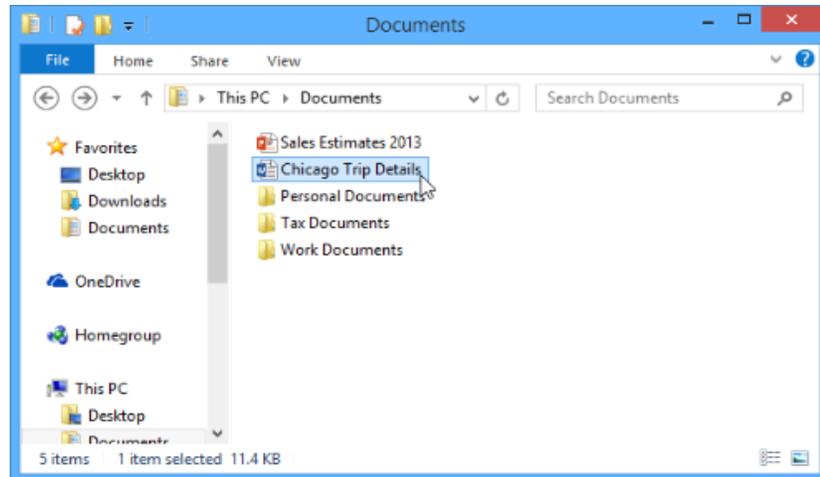


Opening file and application systems

The file system icon will be in the bottom-left part of the screen. On a PC, the **File Explorer icon** looks like a folder, as in the image below.



When you **double-click** a file, your computer will automatically use the correct application to open it. In our example, we're opening a Microsoft Word document (**Chicago Trip Details**), which will open in **Microsoft Word**.



However, there may be times you may want to open an application directly, instead of just opening a file.

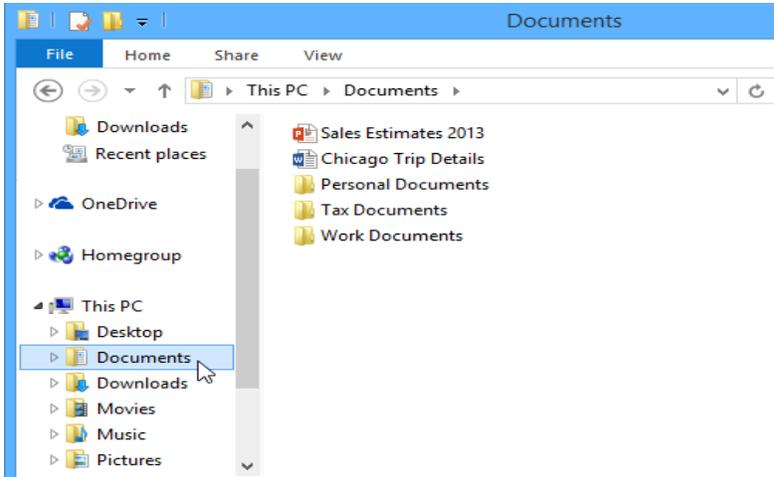
- To open an application, click the **Start** button, then select the desired application. If you don't see the one you want, you can click **All Programs** to see a full list, or simply **type the name of the application** on your keyboard to search for it. In the example below, we're opening **Internet Explorer**.



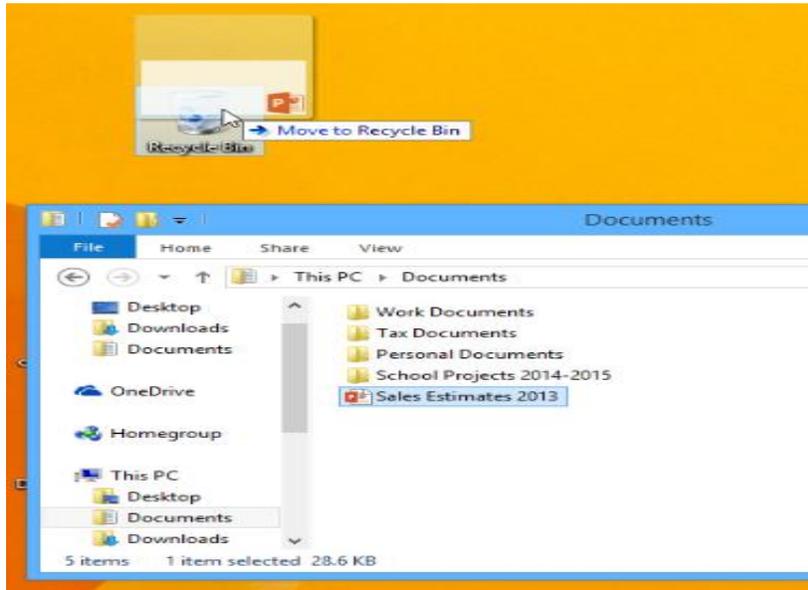
Basic navigation

If you see the file you want, you can double-click it with your mouse. Otherwise, you can use the **Navigation pane** on the left side of the window to select a different location.

Deleting files



Windows use **Recycle Bin**—to prevent you from accidentally deleting files. When you delete a file, it is moved to the Trash can. If you change your mind, you can move the file back to its original location.



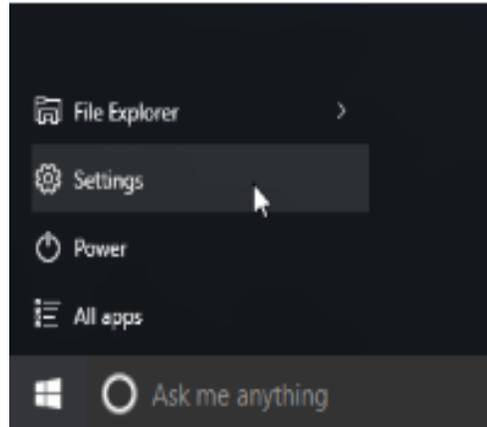
If you want to permanently delete the file, you will need to **empty the Recycle Bin**. To do this, right-click the icon and select **Empty Recycle Bin**.



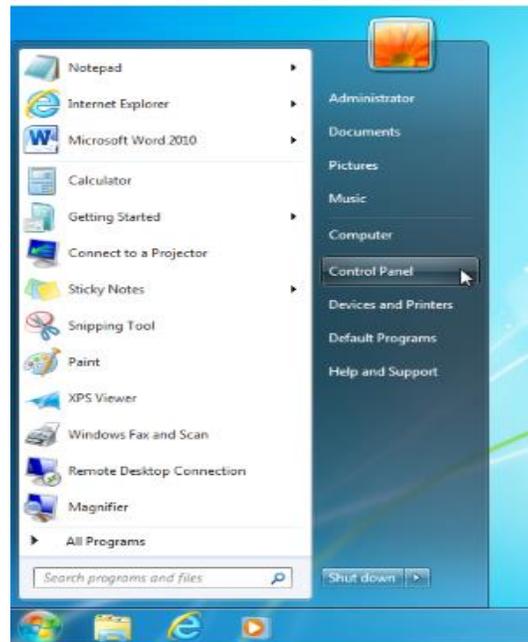
Adjusting computer's settings

When you start using a new computer, you may want to begin by adjusting the computer's settings. Adjusting your settings can range from simple tasks such as changing your **desktop background** to more advanced tasks like adjusting your **security** or **keyboard settings**.

- In **Windows 10**, click the **Start** button, then select **Settings**.



- In **Windows 8.1** and earlier, click the **Start** button, then locate and select the **Control Panel**.



Shutting down computer

When you have done everything that you want using your computer, it's important to **shut it down properly**.

- To shut down **Windows**, click the **Start** button, then select **Shut down** (in some versions, this may say **Turn Off Computer** or look like the power symbol).



Unit II - PowerPoint for Audio-video Support ELT lessons

Objectives

At the end of this unit, you will be able to:

- Produce contents into a slide
- Add different visuals into a slide
- Record/narrate slides

Introduction

Microsoft PowerPoint is the app used to give presentations. You're likely to see PowerPoint presentations used for everything from the world's largest companies to grade school teachers sharing lessons.

Like any tool, PowerPoint is incredibly useful when used properly for present. You can use it as an aid on your speaking engagements to build comfort and drive points visually with your audience.

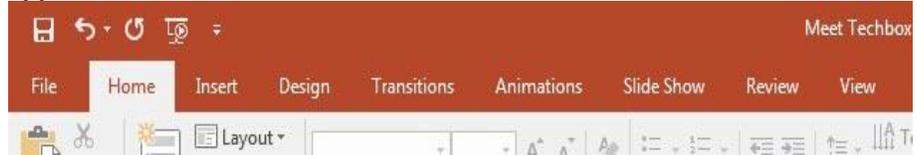
Getting Ready

- Has anyone of you used PowerPoint? If yes, for what purpose?
- What functions do you think PowerPoint can have? Share your ideas in threes.

PowerPoint's Ribbon

1. The Ribbon

The ribbon menu is found across many of Microsoft's apps, such as Word, Excel, and PowerPoint. It lives above the main area of the application.



The PowerPoint ribbon lets you switch between various tabs. It contains a series of tabs that you can switch between. Each of these have a unique set of tools to work with your presentation differently. When you switch tabs on the ribbon, you'll see new buttons and options to modify your presentation:

- **File** - Save, share, and export your presentation.
- **Home** - A general purpose collection of the most common tools that you'll use in PowerPoint.
- **Insert** - An all-in-one tool to add every imagine-able type of content, such as tables, pictures, charts, video, and more.
- **Design** - Controls the overall look and feel of your presentation with theme and style settings.
- **Transitions** - Add animations when you switch slides.
- **Animations** - Controls the order and style that objects will enter or exit your slide with.
- **Slide Show** - Control settings related to the way your presentation appears when sharing it with an audience.

2. Home Tab

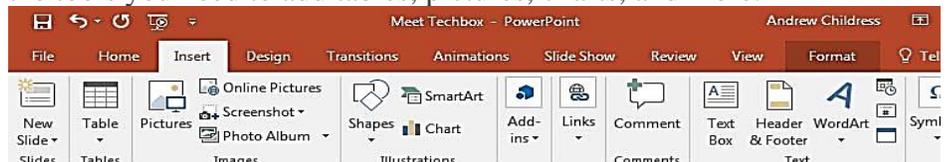
Use it for: a general selection of the most popular tools in PowerPoint.

I usually stay on the **Home** tab when I'm working in PowerPoint. The **Home** tab is the default and has many of the most commonly used tools, all in one bar from adding a new slide to changing text and paragraph settings.



3. Insert Tab

When you're working on adding content to a slide, the **Insert** tab has every possible tool to add new content to a slide. The **Insert** tab has the tools you need to add tables, pictures, charts, and more.

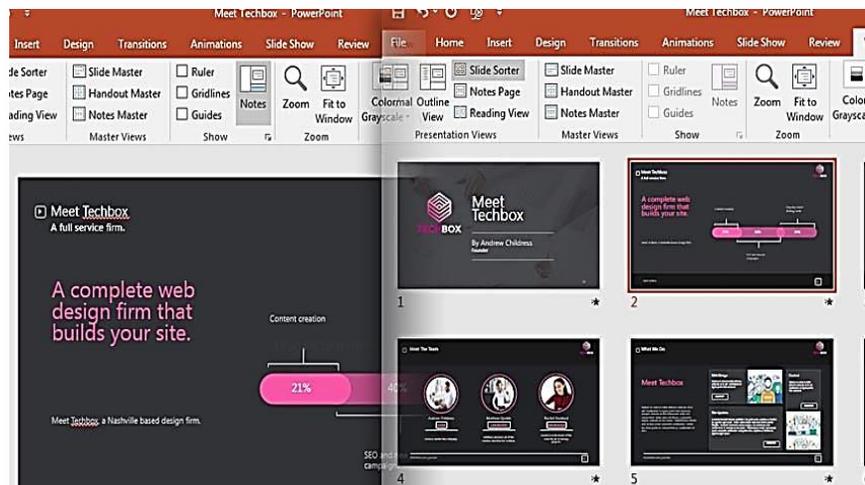


4. Views

PowerPoint has a variety of views which are simply different ways to work with the same presentation. You can change the view in order to get a different perspective on your content.

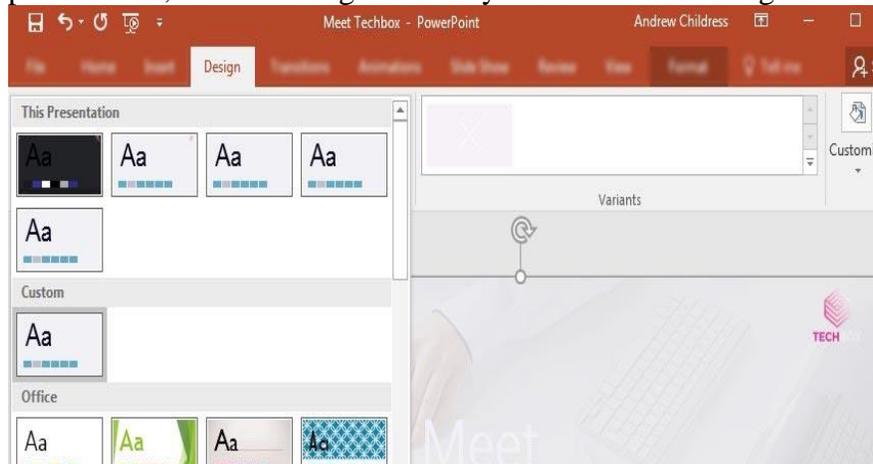


In the screenshot below, you can see the difference between the default **Normal** view and **Slide Sorter** view. **Normal** view shows each slide front and center, while **Slide Sorter** view creates thumbnails that you can drag and drop to reorder the presentation.



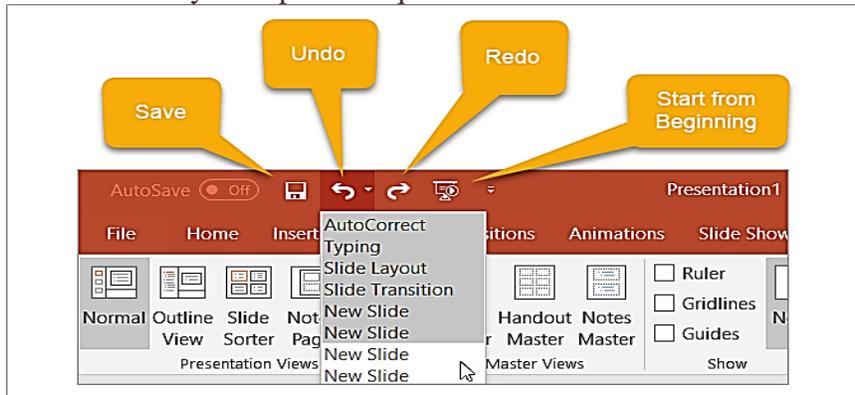
5. Design Tab

An attractive presentation can really grab your audience's attention. We use themes and styles in PowerPoint to add visual appeal to the presentation, and the Design tab really controls these settings.



Quick Access Toolbar

Like the tabs and ribbon with other Microsoft Office products, you also have the Quick Access Toolbar. As the name implies, this feature allows you to perform quick actions.

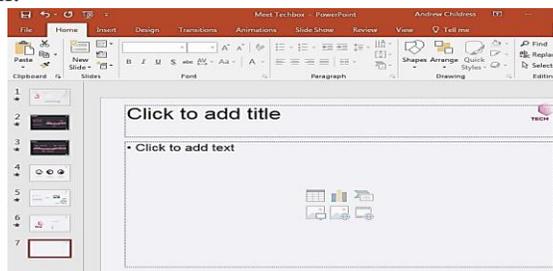


- The **Save** button lets you easily save the file you are working on with the current file name.
- If you make a mistake and want to undo it, just click the **Undo** button. If you click it once, it will undo the last action you took. If you keep clicking it, it will undo each previous action by moving backward. Alternatively, you can click the arrow next to the **Undo** button and highlight all actions you want to undo.
- If you undo an action with the button, the **Redo** button will then be clickable. This lets you redo what you have just undone. Like the **Undo** button, you can redo your last action with one click or use the arrow next to the **Redo** button to redo multiple actions.
- The **Presentation** button lets you start your slideshow as it will be viewed by others. It should take up your entire screen for a nice view of the presentation at any time during your creating or editing processes.

You can select the **arrow** on the right of the Quick Access Toolbar to add or remove buttons from it easily. You can also see more commands available or move the toolbar below the ribbon.

Adding Slides

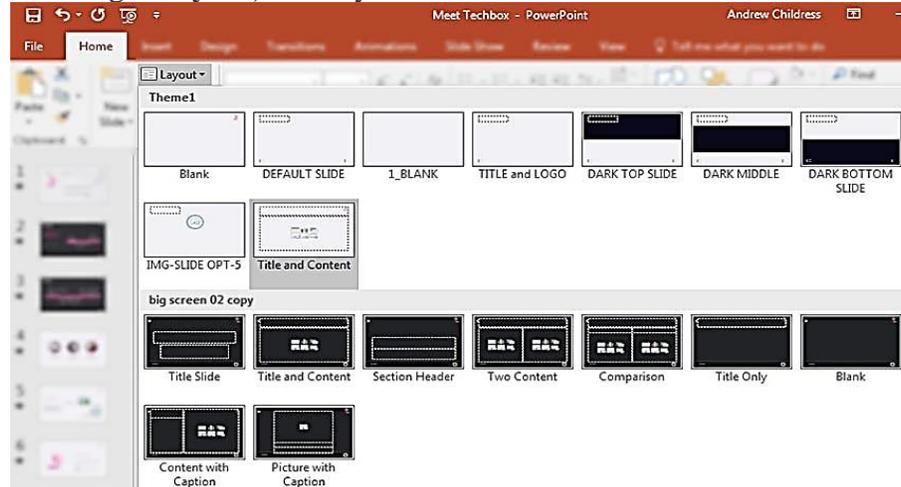
To insert a new slide, go to the **Insert** tab on PowerPoint's ribbon. Then, click on the **New Slide** button to add a new slide to your presentation.



A new slide will have basic placeholders to add your content to in PowerPoint.

Adding Content

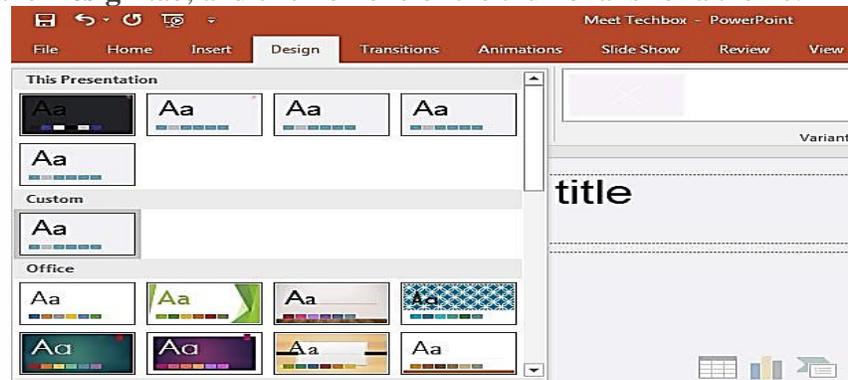
Content is what defines each and every slide. PowerPoint accommodates a wide range of content like text, graphs, tables, charts, and more. The easiest way to add content is to start off by choosing a **Layout**, which you can choose from the **Home** tab.



These layouts have content boxes that are easy to add your own content to. Simply choose a layout, and then start adding your content.

Choose Theme and Style

After you build out your presentation's content, it's a great idea to think about adding visual style. For this, you'll jump over to the **Design** tab, and click on one of the thumbnails for a theme.

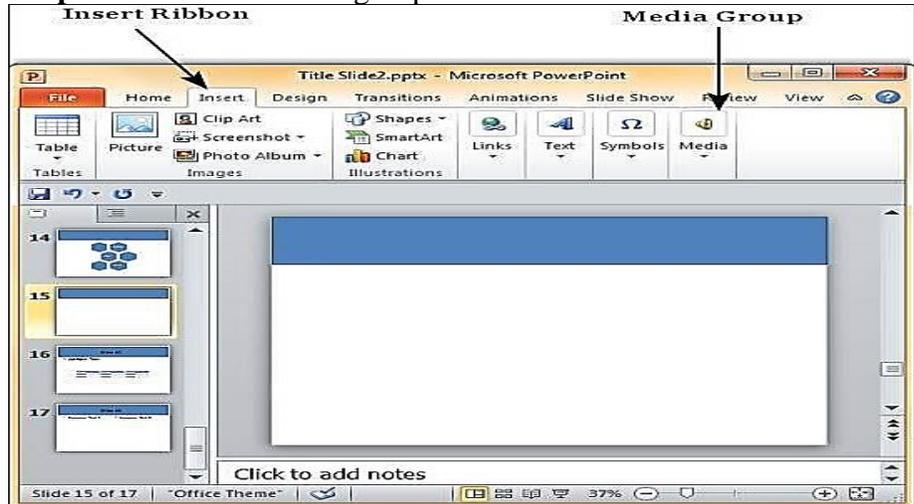


Using a PowerPoint theme is the preferred alternative to adding backgrounds, color and type styles to each and every slide. Changing the theme typically will adjust the entire presentation simultaneously. This greatly reduces the time involved with building a presentation.

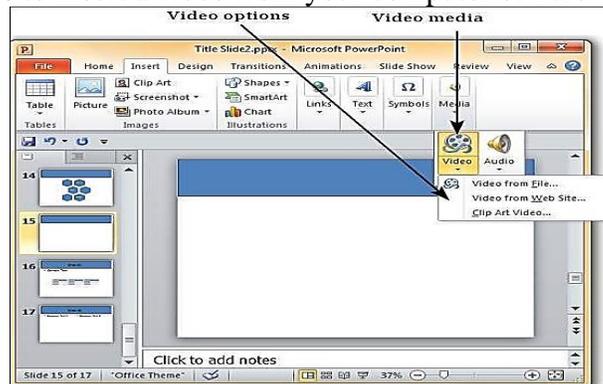
Adding Audio & Video

The following steps will help you add audio or video file to the slides which can be played during the presentation.

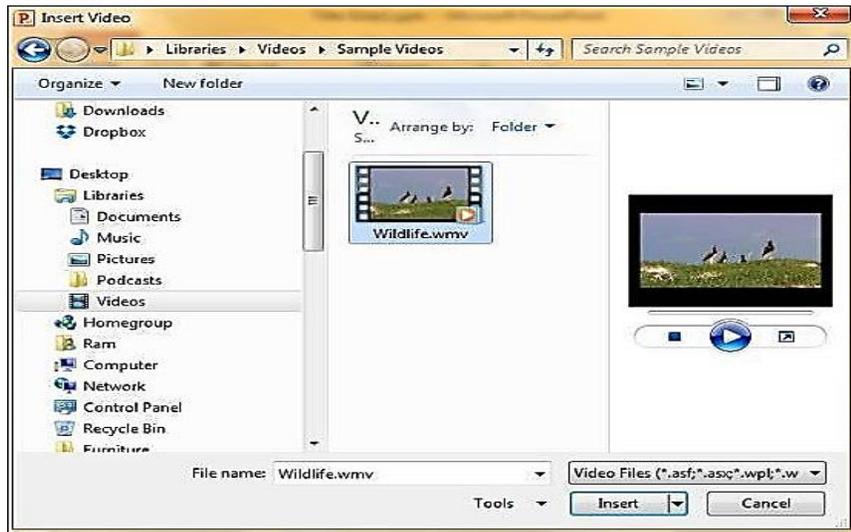
Step 1 – Go to the Media group under the Insert ribbon



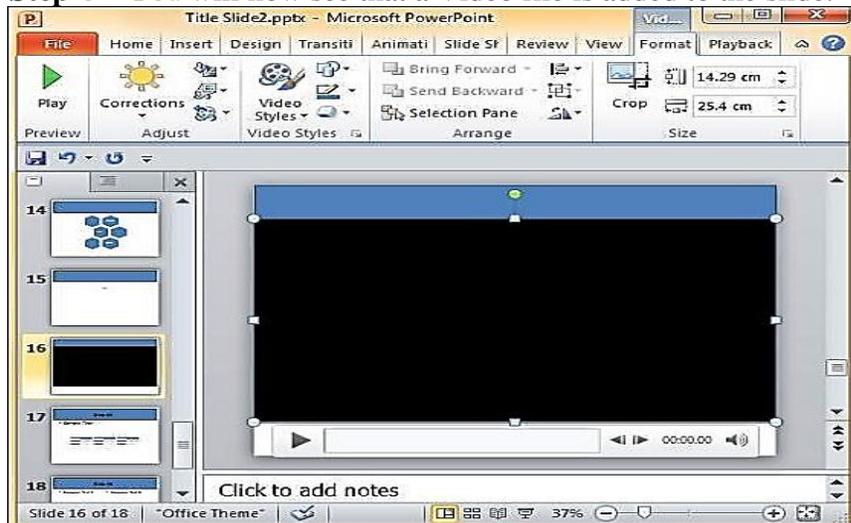
Step 2 – To insert video file select Video as media type and Video from File to insert a video from your computer or hard drive.



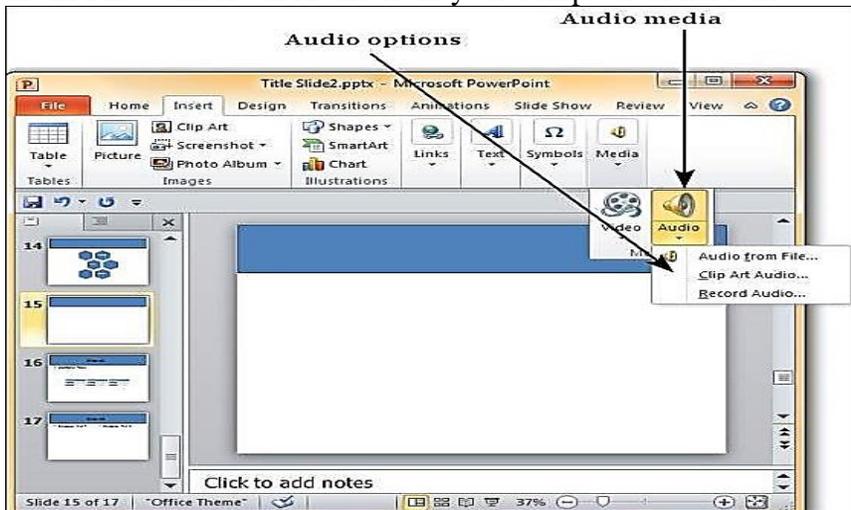
Step 3 – In the **Insert Video** dialog, browse for a video file and click **Insert**.



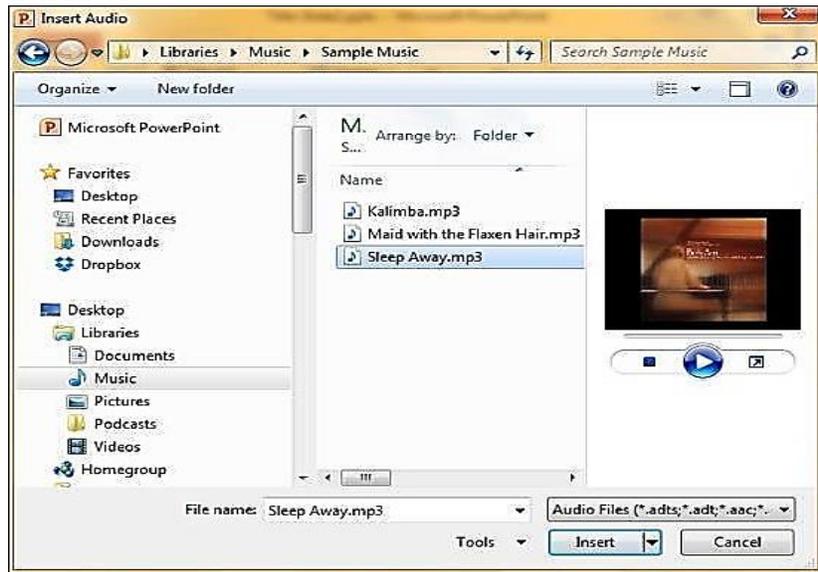
Step 4 – You will now see that a Video file is added to the slide.



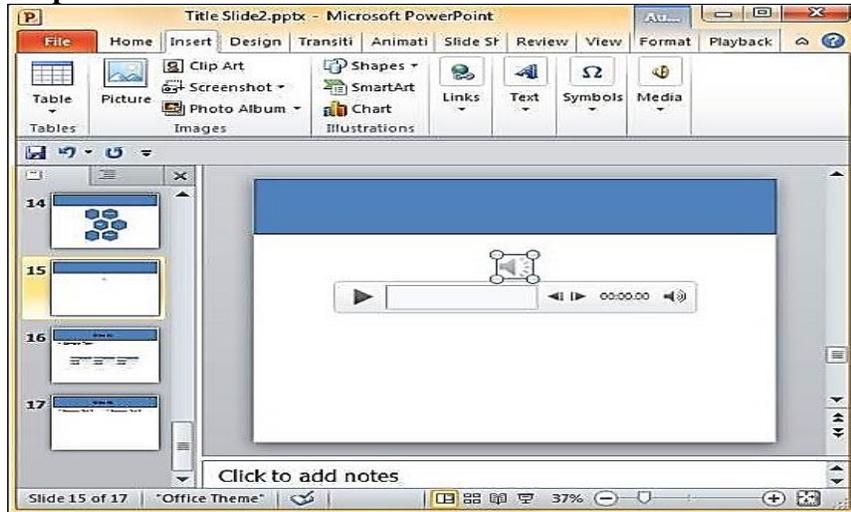
Step 5 – To insert audio file select **Audio** as media type and **Audio from File** to insert an Audio from your computer or hard drive.



Step 6 – In the **Insert Audio** dialog, browse for an audio file and click **Insert**.

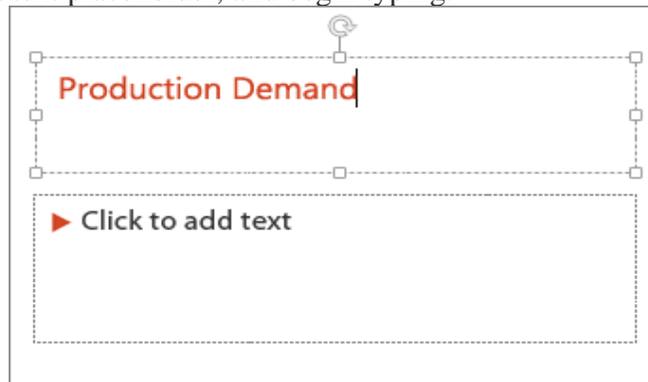


Step 7 – You will now see that an Audio file is added to the slide.



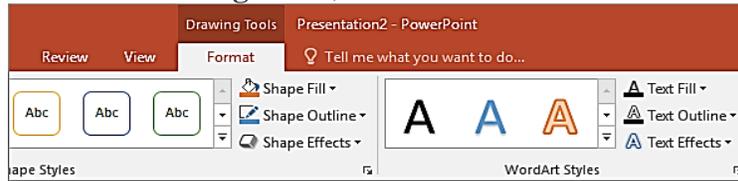
Add text

Select a text placeholder, and begin typing.



Format your text

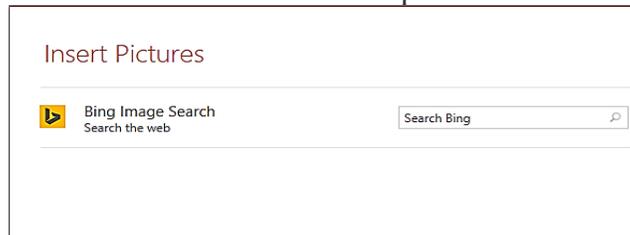
1. Select the text.
2. Under **Drawing Tools**, choose **Format**.



3. You can change the format by clicking

On the **Insert** tab, do one of the following:

- To insert a picture that is saved on your local drive or an internal server, choose **Pictures**, browse for the picture, and then choose **Insert**.
- To insert a picture from the web, choose **Online Pictures**, and use the search box to find a picture.



Choose a picture, and then click **Insert**.

Add pictures

Add shapes

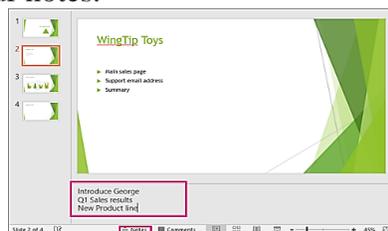
1. On the **Insert** tab, select **Shapes**, and then select a shape from the menu that appears.
2. In the slide area, click and drag to draw the shape.
3. Select the **Format** or **Shape Format** tab on the ribbon. Open the **Shape Styles** gallery to quickly add a color and style (including shading) to the selected shape.



Add speaker notes

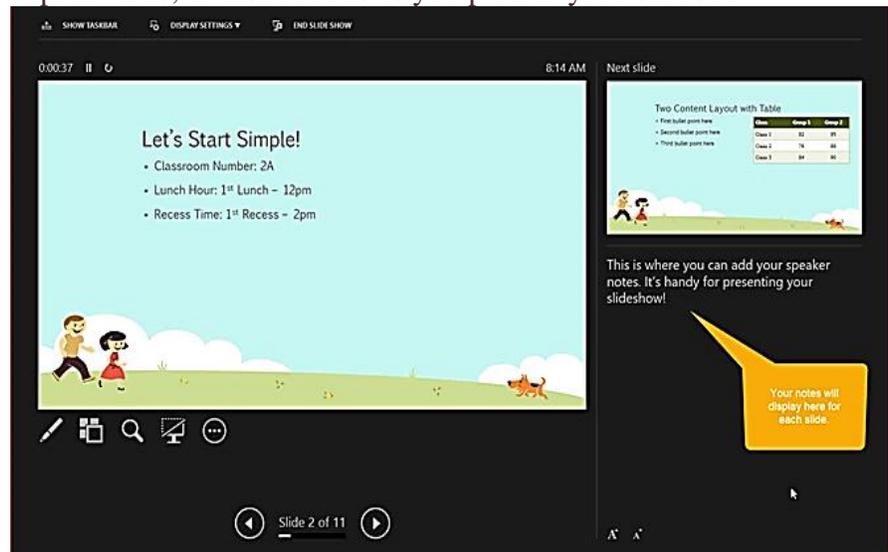
Slides are best when you don't cram in too much information. You can put helpful facts and notes in the speaker notes, and refer to them as you present.

1. To open the notes pane, at the bottom of the window, click **Notes**.
2. Click inside the **Notes** pane below the slide, and begin typing your notes.



Using Notes in Your Presentations

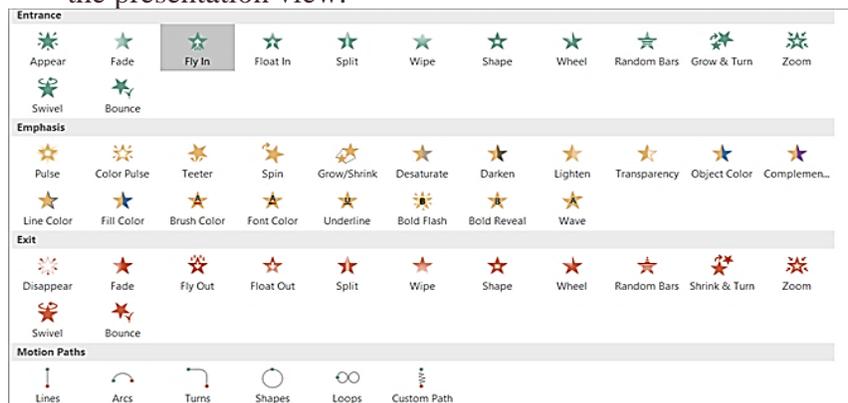
When you present your slideshow to an audience, only you can see your notes. This makes it a great tool to hold your descriptions, explanations, or instructions as you present your slideshow.



Add Animation

If you are considering adding animations to your slides, it's super easy to do. Animations can be effective for slideshows you create for education like classroom presentations or college lectures. These are the basic features available on the **Animations** tab.

- **Animation:** Choose from a variety of options by clicking the arrow in the **Animation**
- **Effect Options:** Different animations have extra options for you to pick from.
- **Advanced Animation:** Here you can add an animation, open the Animation Pane for more working room, set up a trigger, or use the Animation Painter.
- **Timing:** Decide how you want your animations to appear on the slide. You can pick a duration time, delay time, and reorder your animations.
- **Preview:** Once you add an animation you can see a quick view of how it will look without exiting the editing mode or opening the presentation view.



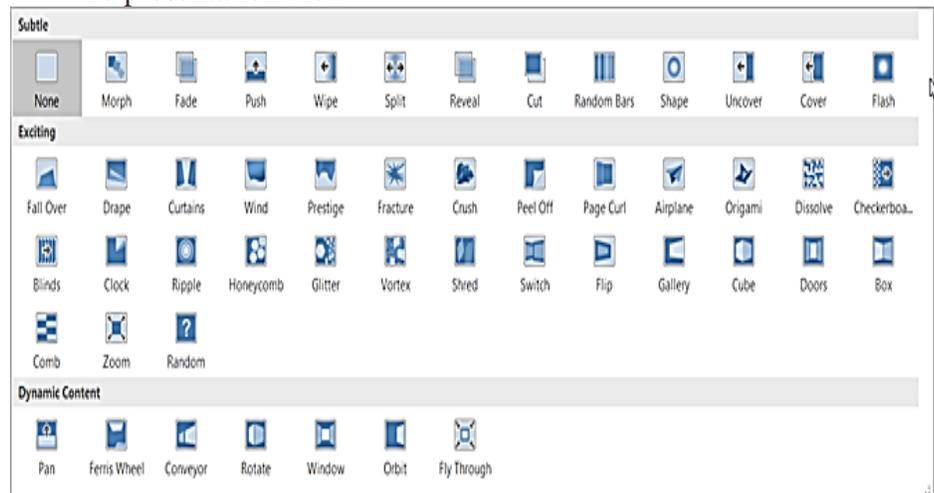
Apply Transition Effects

Inserting transitions between your slides can be another effective way to keep your audience's attention, similar to animations. You can apply a unique visual, with or without sound, as you move through the slides of your presentation.

Transition Options

These are the basic features available on the **Transitions** tab.

- **Transition to This Slide:** Pick from the transition options by clicking the arrow in the box.
- **Effect Options:** Different transitions have extra options that you can apply. For example, the Wipe, Wind, and Orbit transitions let you pick the direction.
- **Timing:** Here you can add a sound to go with your transition, pick a duration time, and apply these items to all slides.
- **Preview:** Once you add a transition you can see a quick view of how it will look without exiting the editing mode or opening the presentation view.



Use Different Presentation Views

Not everyone works the same way when it comes being creative. Luckily PowerPoint offers different built-in views to accommodate this. Just select the **View** tab and take a look at the ways in which you can work with your slideshow.

The **Presentation Views** section holds five unique ways to create or edit your slideshow. One of those is the **Notes Page** which you read about above. And, here are the other four with brief explanations.

1. **Normal:** As you can probably guess, this is the basic, normal view. You should see your slides on the left as numbered thumbnails and the current slide in the largest section to the right. This view works well if you prefer to jump between slides visually.
2. **Outline View:** For those who prefer to write or create using outlines, this view is ideal. You can write directly within the outline pane on the left or paste an existing outline from

Microsoft Word directly in. Here again, the current slide is in the largest section to the right.

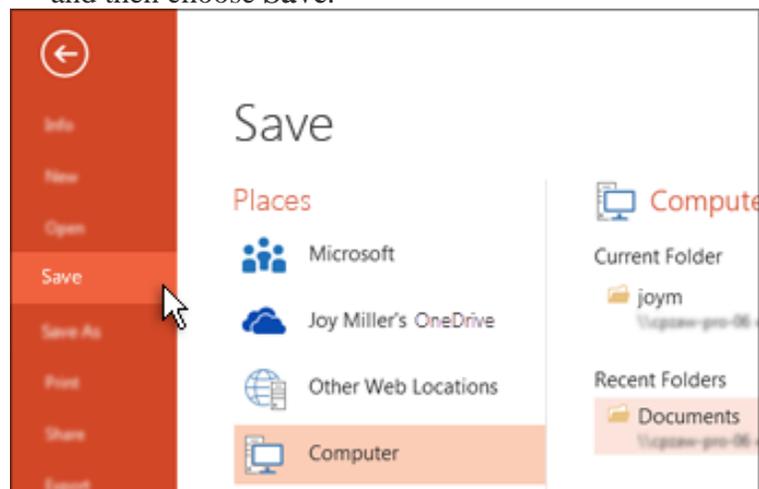
3. **Slide Sorter:** This is a terrific way to see all of your slides at a glance. Taking up the entire center window, you can see each slide and can reorder them easily with a drag-and-drop action.
4. **Reading View:** If you want to see your entire presentation without switching to full-screen mode, then just click this button. You can view your slideshow with animations and transitions easily.



Along with the Slide Sorter view, the Normal and Outline Views allow you to quickly reorder your slides. Just select one and then drag it to its new location.

Save your presentation

1. On the **File** tab, choose **Save**.
2. Pick or browse to a folder.
3. In the **File name** box, type a name for your presentation, and then choose **Save**.

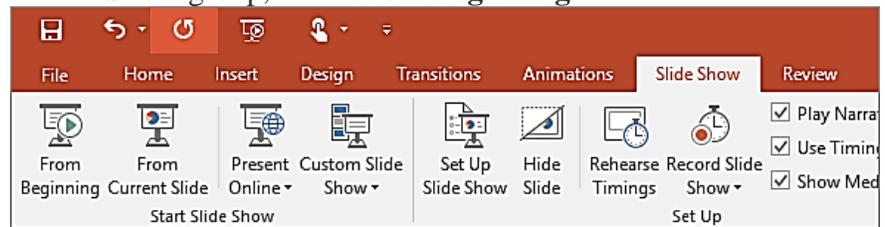


Tip: Save your work as you go. Press **Ctrl+S** often.

Give your presentation

On the **Slide Show** tab, do one of the following:

- To start the presentation at the first slide, in the **Start Slide Show** group, click **From Beginning**.



- If you're not at the first slide and want to start from where you are, click **From Current Slide**.
- If you need to present to people who are not where you are, click **Present Online** to set up a presentation on the web, and then choose one of the following options:
 - Broadcast your PowerPoint presentation online to a remote audience
 - Start an online presentation in PowerPoint using Skype for Business

Get out of Slide Show view

To get out of Slide Show view at any time, on the keyboard, press **Esc**.

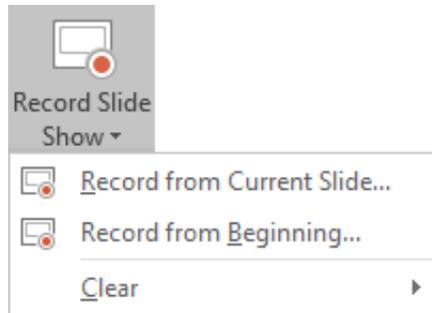
Record a slide show with narration and slide timings

Your students, would like to listen or watch back your PowerPoint Supported classroom presentations/lessons especially those students with hearing and visual disability. Hence, you may have to record your lesson with your voice added to it. This section helps you to do so.

Narrations and timings can enhance a web-based or self-running slide show. If you have a sound card, microphone, and speakers, and (optionally) a webcam, you can record your PowerPoint presentation and capture narrations, slide timings, and ink gestures. After you have made the recording, it's like any other presentation that can be played for you or your audience in Slide Show—or you can save the presentation as a video file.

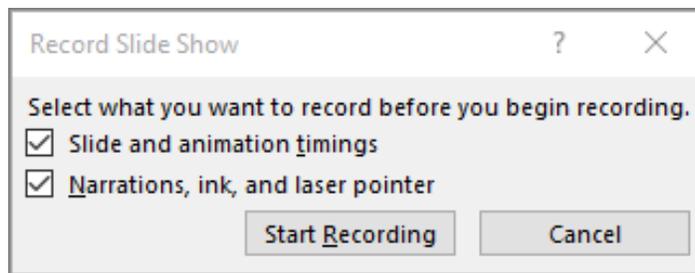
Record a slide show

- With your presentation open, on the **Slide Show** tab, click **Record Slide Show**.
 - Clicking the upper half of the button starts you on the current slide.
 - Clicking the lower half of the button gives you the option to start from the beginning or from the current slide.



(The **Clear** command deletes narrations or timings, so be careful when you use it. **Clear** is grayed out unless you have previously recorded some slides.)

2. In the **Record Slide Show** box, check or clear the boxes for your recording, and click **Start Recording**.

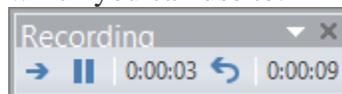


More about these options:

- ✓ **Slide and animation timings:** PowerPoint automatically records the time you spend on each slide, including any [animation](#) steps that occur, and the use of any triggers on each slide.
- ✓ **Narrations, ink, and laser pointer:** Record your voice as you run through your presentation. If you use the pen, highlighter, eraser, or laser pointer, PowerPoint records those for playback as well.

Important: Pen, highlighter, and eraser recording are available only if you have the [February 16, 2015 update for PowerPoint 2013](#) or a later version of PowerPoint installed. In earlier versions of PowerPoint, pen and highlighter strokes are saved as ink annotation shapes.

3. At the top left corner of the window is the **Recording** toolbar, which you can use to:



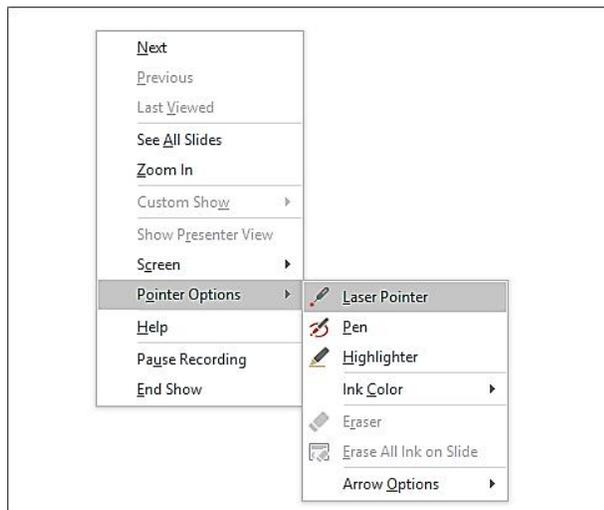
- ✓ Go to the next slide: 
- ✓ Pause the recording: 
- ✓ Re-record the current slide: 

If you re-record your narration (including audio, ink, and laser pointer), PowerPoint erases your previously recorded narration (including audio, ink, and laser pointer) when you start recording again on the same slide.

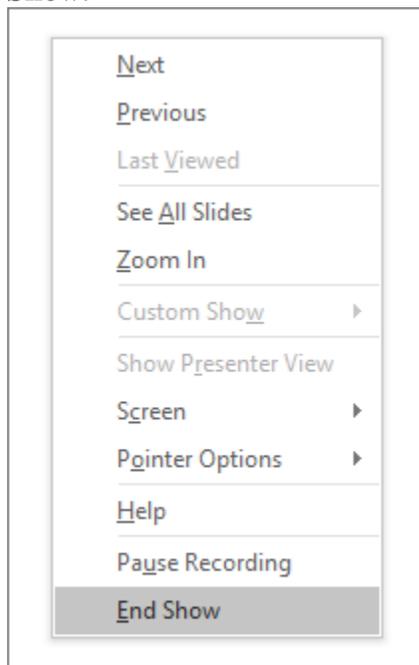
You can also re-record by going to **Slide Show > Record Slide Show**.

4. To use ink, eraser, or the laser pointer in your recording, right-click the slide, click **Pointer options**, and pick your tool:
 - ✓ **Laser Pointer**
 - ✓ **Pen**
 - ✓ **Highlighter**
 - ✓ **Eraser** (This option is grayed out unless you have previously added ink to some slides.)

To change the color of the ink, click **Ink Color**.

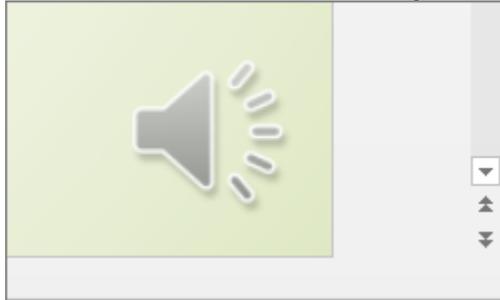


5. To end your recording, right-click the final slide, and click **End Show**.

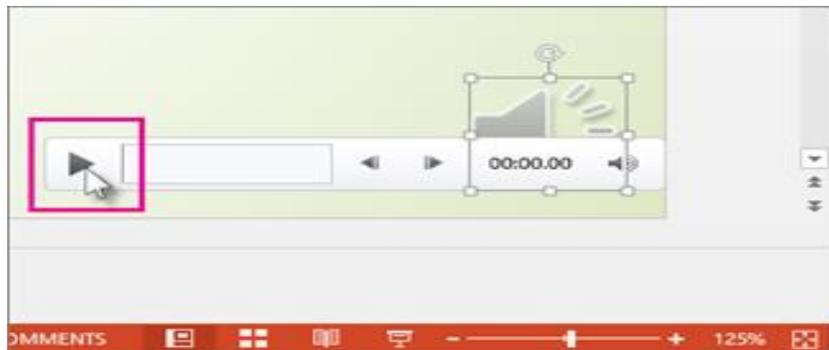


Tip: When you finish recording your narration, a sound icon appears in the lower-right corner of each slide that has narration.

The recorded slide show timings are automatically saved. Timings are shown in **Slide Sorter** view just beneath each slide.



In this process, what you record is embedded in each slide, and the recording can be played back in Slide Show. A video file is not created by this recording process. However, if you want a video



Set the slide timings manually

PowerPoint automatically records your slide timings when you add narrations, or you can manually set the slide timings to accompany your narrations.

- ✓ In **Normal** view, click the slide that you want to set the timing for.
- ✓ On the **Transitions** tab, in the **Timing** group, under **Advance Slide**, select the **After** check box, and then enter the number of seconds indicating how long the slide should appear on the screen. Repeat the process for each slide that you want to set the timing for.

Tip: If you want the next slide to appear *either* when you click the mouse or automatically after the number of seconds that you enter—whichever comes first—select both the **On Mouse Click** and the **After** check boxes.

Delete timings or narration

The **Clear** command is for deleting timings or narration from your recording that you don't want or that you want to replace. There are four different **Clear** commands that allow you to:

- ✓ Delete the *timings* on the *currently selected slide*
- ✓ Delete the *timings* on *all slides* at once

Recording tips

- ✓ Delete the *narration* on the *currently selected slide*
 - ✓ Delete the *narration* on *all slides* at once
1. If you do not want to delete all the timings or narration in your presentation, open a specific slide that has a timing or narration that you do want to delete.
 2. On the **Slide Show** tab of the PowerPoint ribbon, on the **Record Slide Show** button, click the down arrow, point to **Clear**, and then choose the appropriate **Clear** command for your situation. Turn off timings or turn off narrations, ink, and laser pointer. After you've recorded your PowerPoint presentation, any timings, gestures, and audio you performed are saved on the individual slides. But you can turn them all off if you want to view the slide show without them:
 - ✓ **To turn off recorded slide timings:** On the **Slide Show** tab, clear the **Use Timings** box.
 - ✓ **To turn off recorded narrations, ink, and the laser pointer:** On the **Slide Show** tab, clear the **Play Narrations** box.
 - ✓ Recordings are added to the presentation on a per-slide basis, so if you want to change a recording, you only have to re-record the affected slide or slides. Also, you can rearrange the order of slides after recording without having to re-record anything. This also means it's easy to pause for a break while recording a presentation.
 - ✓ PowerPoint doesn't record audio or video during transitions between slides, so don't speak while advancing the slide. Also, include a brief buffer of silence at the beginning and the end of each slide to make the transitions smooth and ensure that you don't cut off audible narration while transitioning from one slide to the next.
 - ✓ You can't record *narration* in PowerPoint for the web. Use a desktop version of PowerPoint to record your narration.
 - ✓ You can adjust and edit the size of video and ink in edit view.
 - ✓ If it's possible that your audience may use PowerPoint for the web to experience the recording, use the transitions that are supported by PowerPoint for the web (Cut, Fade, Push, Wipe, Split, Random Bars, Shape, Morph).
 - ✓ Presentation recording works best with touch-screen PCs that have a web camera.
 - ✓ Use video preview to make sure everything is set up correctly before recording.
 - ✓ For slides that you want to record gestures (such as ink) on, make multiple copies of the slide so that you can easily record multiple takes. Then delete the extraneous slides when you're done.
 - ✓ Record a few seconds of silence by turning off audio and video to advance after a set time.

Tips for creating an effective presentation

- ✓ For higher quality, use an external web cam and/or microphone.

Built-in cameras and microphones are suitable for most tasks. But if you want more professional-looking video, consider using an external web cam, if you're able. If you're using PowerPoint on a tablet or laptop and you're inking with a stylus, an external camera and microphone allows you to minimize stylus noise.

As soon as you finish your first slide recording, play it back.

Before you get too far down the road of recording your presentation, make sure your audio and video sound and look the way you expect.

Consider the following tips to maintain a clear message and to keep your audience attentive and interested.

- ➔ **Minimize the number of slides** - keep the number of slides in your presentation to a minimum.
- ➔ **Choose an audience-friendly font size** - font size smaller than 30 might be too difficult for the audience to see from distance.
- ➔ **Keep your slide text simple** - use bullets or short sentences, and try to keep each item to one line. Some projectors crop slides at the edges, so that long sentences might be cropped.
- ➔ **Use visuals to help express your message** – pictures, charts, graphs, and SmartArt graphics provide visual cues for your audience to remember. As with text, however, avoid including too many visual aids on your slide.
- ➔ **Make labels for charts and graphs understandable** – use only enough text to make label elements in a chart or graph comprehensible.
- ➔ **Check the spelling and grammar** – to earn and maintain the respect of your audience, always check the spelling and grammar in your presentation.

Unit III - Websites and MOOCs for English Language teaching

Objectives

At the end of this unit, you will be able to:

- Identify websites for English Language Teaching/Learning
- Identify MOOCs for English Language Professionals
- Use websites for the different lessons you teach
- Attend MOOCs for English Language Professionals

Introduction

Thousands of materials and free educational software can be found on the internet for the purpose of English language teaching and learning. In this section we selected various websites and links that are relevant resources for the teaching and learning of English. As this is a self-study section, therefore, you are expected to search and be acquainted with the websites through evaluating them for your further implementation. Teachers evaluate all kinds of materials that they use for teaching and learning. Some criteria and questions teachers might ask themselves when evaluating educational software, applications and resources are listed below.

Age/year level:

- Is the application appropriate for the age and year level of the students?
- Is the reading level of the text and type of media appropriate?

Curriculum links:

- Are there links between the content/functions of the application and the expectations of the curriculum?
- Are the content and examples relevant to the curriculum?
- Will this help teach the curriculum in new or different ways?

Instructional content:

- Is the information accurate, complete and current?
- Are sources reliable?
- Does the content encourage higher-order thinking?
- Is the content culturally appropriate?

Engaging and interactive:

- Will the learner(s) be actively involved in using the tool?
- Is feedback provided? Is the feedback appropriate and meaningful?

Assessment:

- Are assessment tasks included, or can the teacher develop relevant assessment tasks that link to the use of the tool?

Flexibility:

- Can all aspects of the tool be integrated easily into classroom activities?
- Can the tool be used for multiple curriculum units?

Media:

- Does the medium used support or distract from the learning activity?

Usability:

- Is the tool easy to use and intuitive?

Technical considerations:

- Does the tool work consistently?
- Are there special technical requirements for using the tool? Does the school have access to those requirements?

Support materials:

- Does the tool have multiple forms of help (manuals, context-sensitive help, and tutorials)?
- Are teaching support materials or online resources available to help a teacher embed the tool into lessons?

Getting Ready

1. What is the following picture?



2. Have you ever visited any website? What was it and what was its content?

3. What benefits will websites have to language teaching? Share your ideas in groups.

Websites for ELT Writing process Website

 This is one of the Websites with more relevant teaching materials to supplement the teaching English Course. 'Writing Process Website' has many sub categories, which have relevant contents to Sophomore English Course. It has ample information to fully support the teaching and learning of writing English. It is possible to access this Website through <http://www.kent.k12.wa.us/curriculum/writing/elementary/writing/bib/writingprocess.htm>. Accessing to this Website enables both instructors and students to manipulate all the subcategories given below (1 - 15). All of these have relevant information and contents to the contents of Sophomore English Course.

 ABC's of the Writing Process (<http://www.angelfire.com/wi/writingprocess/>). This Website site provides resources that help in writing. It incorporates important information that could strengthen our writings on sentence, paragraph, essay and letters.

- Steps of Writing a Basic Essay (<http://www.essaypunch.com/>) This one also helps as a teaching and learning aid for both instructors and students in developing short essays consisting of an introduction, a two or three-paragraph body, and a conclusion.
- ESL teachers! <http://www.kyoto-su.ac.jp/information/tesl-ej/ej08/a2.html>. This Website

gives teachers additional information on teaching English as a Second Language mainly in teaching writing.

- Learning Transitions
(<http://www.unc.edu/depts/wcweb/handouts/transitions.html>) In this Website both instructors and students could get adequate information in teaching and learning Sophomore English.
- Writing Effective Conclusions: - This Website could be accessed through
(<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/conclusions.html>). This Website could supplement how to write an effective conclusion. This is very important part especially in writing persuasive essays since the conclusion is the last chance that writer has to convince the reader.
- ✓ Learning to Write Hooks: - This is another important Website that is accessed via
(<http://www.kcmetro.cc.mo.us/maplewoods/writeplace/writingintros.html>). In this Website students could get ample information and model examples of introductory paragraph.
- ✓ On-Line Writer's Workshop
(<http://www3.sk.sympatico.ca/fiss/newpage1.htm>). This Website is an online workshop for classroom instructors that are interested in implementing the writing process in their classes. They can participate in various workshops in their virtual office and communicate with other scholars of the same discipline.
- ✓ Writing Terrific Paragraphs
(<http://www2.pvc.maricopa.edu/tutor/eng/engessbody.htm>): This Website has different sample paragraphs especially in writing terrific paragraphs.
- ✓ Writing a Basic Paragraph
(<http://www.paragraphpunch.com>). This Website takes users through the actual steps of writing basic paragraphs. Users develop an idea and write their own topic sentence, body, and a conclusion. The Website provides questions that help to guide users step by step through pre-writing, writing, organizing, editing, rewriting, and publishing.
- ✓ Five Paragraph Essay
(<http://www.geocities.com/SoHo/Atrium/1437/structure.html>).
In this Website both teachers and students get adequate information in writing five paragraph essay: an introductory paragraph, three body paragraphs and a conclusion.
- ✓ Learn to evaluate and edit
(<http://www.geocities.com/SoHo/Atrium/1437/eval.html>).

- ✓ Instructors and students could get ample information on the importance of editing.
- ✓ Writer's Corner : - It is possible students and instructors to access this Website through (<http://ccweb.norshore.wednet.edu/writingcorner/writingprocess.html>). It is a Website that gives supplementary about written communication.
- ✓ Teacher's Ideas (<http://www.urich.edu/~writing/wweb.html>). This is a Website where instructors get ideas for their classroom.
- ✓ Outline of the Basic Writing Process (<http://www.csuohio.edu/writingcenter/writproc.html>). Here, both instructors and students could get some exciting ideas like the necessary steps that any writer should follow.
- ✓ Writing Examples and Fabulous Ideas: This Website is accessed through
- ✓ <http://freedom.up.net/~msbones/ww01000.htm>. It is full of examples written by students from different parts of the world.

Teacher Websites

The second important Website for teaching Sophomore English is the Teacher Websites (<http://thwt.org/englishteachersites.htm>). Under this major Website there are various links which could help instructors and students to supplement Sophomore English in particular and other English Courses in general.

- ✓ Ted Nellen's Cyber English Homepage: - This Website is rich in information about teaching English with technology; it indicates that language teaching could be effective if it is assisted by technology.
- ✓ Cyber English 9: - This Website helps students to use the different trends of writing.
- ✓ Cyber Comp 10: This is an important Website to supplement Sophomore Composition class.

Sophomore English Website

This is the third major Website identified as one of the Websites that could supplement Sophomore English teaching and learning. Its path is http://158.91.55.1/~jeanar/Rock_files/. It has sub-categories that could enhance **reading, writing, speaking, listening and others**. These Websites could help students who take Sophomore English Course to integrate the four language skills

http://158.91.55.1/~jeanar/Rock_files/writing.htm
http://158.91.55.1/~jeanar/Rock_files/speaking.htm
http://158.91.55.1/~jeanar/Rock_files/listening.htm
http://158.91.55.1/~jeanar/Rock_files/viewing.htm

http://158.91.55.1/~jeanar/Rock_files/studentwrk.htm

http://158.91.55.1/~jeanar/Rock_files/othersites.htm

4.1. Sentence master Website

This is the fourth identified major Website. It helps to supplement the teaching and learning of Sophomore English basically in sentence writing practices. This Website could be accessed through <http://www.sentencemaster.ca/rules.html>.

4.2. Den tips paragraph Website

The fifth major Website is Den tips Paragraph Website accessed through

http://www2.actden.com/Writ_Den/tips/paragra/. It is used to practice writing a paragraph. In this Website instructors and students could get adequate supplements about parts of a paragraph (topic sentence, supporting details and closing sentence), how to write a paragraph (prewriting paragraphs, writing paragraphs, editing and publishing paragraphs) and kinds of paragraphs (definition, classification, description, compare and contrast, sequence, choice, explanation and evaluation).

4.3. Other Websites

Although the above websites are identified as major ones to supplement Sophomore English Course, they are not the only ones. These are those with contents that match with the contents of Sophomore English Course. Since the Internet is very vast, the researcher believes that there are more important Websites that could supplement Sophomore English. An attempt has done to grouping the identified Websites according to the specific topic they supplement. Thirty-two Websites have identified and classified under three headings: sentence, paragraph and essay Websites.

4.4. Sentence writing

- ✓ <http://www.arts.uottawa.ca/writcent/hypergrammar/bldsent.html>
- ✓ http://www.eslgold.com/grammar/building_sentences.html
- ✓ <http://grammar.about.com/od/sentencecombining/a/SBadjadvex.htm>
- ✓ <http://leo.stcloudstate.edu/punct/sentpatt.html>
- ✓ http://www.aueb.gr/lessons/english/int_eng1/int_eng1_writing.html
- ✓ <http://www.learnenglish.de/grammar/sentencetext.htm>
- ✓ <http://www.storyit.com/magnets/wmagnets.htm>
- ✓ <http://grammar.about.com/od/sentencecombining/a/SBprepphrases.htm>
- ✓ <http://grammar.about.com/od/sentencecombining/a/SBprepphrases.htm>
- ✓ http://209.85.129.104/search?q=cache:b_XXMz9ThzJ:www.ngflcymru.org.uk/vtc/ngfl/english/118/Building%2520sentences/Building%2520sentences.ppt+Sentences+building&hl=en&ct=clnk&cd=10&gl=et

4.5. Paragraph building

- ✓ http://www2.actden.com/Writ_Den/tips/paragrap/
- ✓ <http://www.victoria.ac.nz/llc/academic-writing/pbuild-reading.html>
- ✓ <http://www.victoria.ac.nz/llc/academic-writing/pbuild1.html>
- ✓ <http://www.unc.edu/depts/wcweb/handouts/paragraphs.html>
- ✓ <http://www.bbc.co.uk/skillswise/words/writing/paragraphs/game.shtml>
- ✓ <http://secondlanguagewriting.com/explorations>
- ✓ <http://www.textcontrol.com/blog/permalink/2005060601/>
- ✓ http://contentwise.typepad.com/content_wise/2007/11/building-a-bett.html
- ✓ http://www.leeds.ac.uk/arts/studyskills/writtenassignments/page_11.htm

4.6. Essay writing

- ✓ http://www.leeds.ac.uk/arts/studyskills/writtenassignments/page_11.htm
- ✓ <http://elearn.mtsac.edu/pmarcy/ves11wc/>
- ✓ <http://www.esc.edu/htmlpages/writerold/menu.htm>
- ✓ http://education.wichita.edu/caduceus/examples/essay_student/index.htm
- ✓ http://www.gsc.edu/ACTT/fsherwood/RegentsTest/essay_building.htm
- ✓ <http://members.tripod.com/~lklivingston/essay/>
- ✓ <http://essayinfo.com/>
- ✓ <http://hedc.otago.ac.nz/hedc/sld/Study-Guides-and-Resources/Essay-Writing.html>
- ✓ <http://www.jcu.edu.au/studying/services/studyskills/essay/>
- ✓ <http://www.monash.edu.au/lls/llonline/writing/general/essay/index.xml>
- ✓ <http://www.english.bham.ac.uk/staff/tom/teaching/howto/essay.htm>

Check these websites

Here are lists of annotated websites. Go online, check if they work and identify the skills you learn/teach with.

1. www.nonstopenglish.com: This site offers free English as a Second language (ESL) and English as Foreign Language (EFL) activities. There are many English grammar and vocabulary tests. If one registers, they can receive free email exercises and they can see which exercises they have done and how well.
2. www.englishclub.com: In its [Learn English](#) part, it includes lessons, games, videos and other resources that help learners speak English.

3. www.english-zone.com: This site provides different zones for learning English. These zones include: [grammar zone](#), [reading zone](#), [verb zone](#), [basic skills zone](#), [writing zone](#), [idiom zone](#), [spelling zone](#), [pronunciation zone](#), [study skills zone](#), [vocabulary zone](#), [conversation zone](#), [fun stuff zone](#) and [teacher zone](#).
4. www.rong-chang.com: This site contains resources, exercises and quizzes on listening, speaking, reading, writing, grammar and vocabulary.
5. www.english-at-home.com: This site includes resources and exercises on [Speaking English](#), [English Grammar](#), [Vocabulary & Idioms](#), [English Reading](#), [Real Life English](#) and [Games & Quizzes](#).
6. www.expertenglish.com: This site provides links to [Free Learn English Online](#), [Grammar Exercises](#), [English Listening](#), [Free ESL](#), [ESL English Grammar](#), [English Language Study](#), [Play Online Games](#), [Free Fun Games to Play](#), [Make a Free Online Game](#) and [Free online Games](#).
7. www.world-english.org: There are a great deal of resources in this site. It holds resources, tests, quizzes and exercises on reading, writing, speaking, listening, vocabulary and grammar.
8. www.learn-english-today.com: This site include Grammar lessons, Grammar exercises, Business English, [Idioms : A-Z lists](#), [Idioms : by theme](#), [Proverbs](#), [Vocabulary](#), [New English words](#), [Phrasal verbs](#), [Word games](#), [Fun activities](#), [Famous quotations](#), [Newspapers - radio](#), [Study resources](#) and [Teaching resources](#).
9. www.learnenglish.britishcouncil.org: This web provides free resources for learning vocabulary, grammar, and listening. Exercises with feedback integrated are available on the site. It also includes exercises and resources on IELTS.
10. www.englishlearner.com: EnglishLearner.com helps you learn English online with exercises on grammar, reading comprehension, vocabulary and listening at [beginner](#), [intermediate](#) and [advanced](#) levels.
11. www.Livemocha.com: Livemocha is an online social language learning site. Visitors who want to learn English can take free self-study lessons and partner with other people around the world who already speak English or are trying to learn the language themselves. Livemocha also offers video and audio downloads, extra help from knowledgeable tutors, and useful tips from native English speakers.
12. www.1-Language.com: Students who are trying to learn English as a second language will benefit from the free audio tutorial found at 1-Language.com. The tutorial includes 40 audio lessons that focus on practical conversations and the

Some MOOCs for ELT

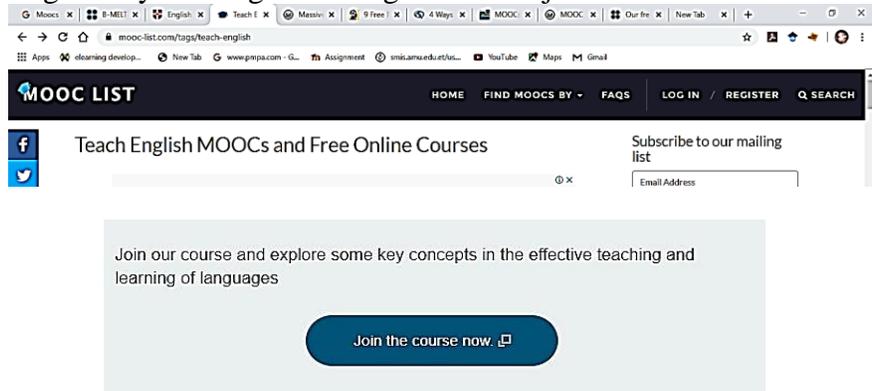
How can we get there?

- ✓ Many times, you can earn a certificate that shows you completed a course.
- ✓ Many times, the course is taught by real professors from actual universities. You can even take a course from a Harvard professor free!
- ✓ You can drop out anytime. Unlike with an actual university, it does not matter if you suddenly do not have enough time to finish your class. You can start and stop anytime and you will not lose anything.

- ✓ <https://www.britishcouncil.me/en/english/mooc>
- ✓ <https://americanenglish.state.gov/mooc-english-teaching-professionals>
- ✓ <https://www.thinkinenglish.org/thinkinenglishblog/improve-your-skills-with-9-absolutely-free-moocs-for-esl-and-efl-teachers>
- ✓ <https://www.thinkinenglish.org/thinkinenglishblog/improve-your-skills-with-9-absolutely-free-moocs-for-esl-and-efl-teachers>
- ✓ <https://www.cambridgeenglish.org/learning-english/free-resources/mooc/>
- ✓ <https://www.aeeteacher.org/MOOC>

You got to a MOOC site e.g. <https://www.mooc-list.com/tags/teach-english>

Register by clicking on the register tab or join now.



- ✓ Complete the registration form as below

The screenshot shows a registration form with the following fields and options:

- Buttons: 'Create new account', 'Log in', 'Request new password'
- Username * (text input field)
- Spaces are allowed; punctuation is not allowed except for periods, hyphens, apostrophes, and underscores.
- E-mail address * (text input field)
- A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public and will only be used if you wish to receive a new password or wish to receive certain news or notifications by e-mail.
- Confirm e-mail address * (text input field)
- Please re-type your e-mail address to confirm it is accurate.
- Locale settings
- Time zone (dropdown menu)
- Europe/Moscow: Thursday, December 19, 2019 - 10:47 +0300
- Select the desired local time and time zone. Dates and times throughout this site will be displayed using this time zone.
- CAPTCHA

British Council MOOCs

A List of Courses at
<https://www.britishcouncil.me/en/english/mooc>

English for the Workplace

This free course is perfect for people who are learning English and who are interested in developing English language skills to help them secure a better job. Join the course between 13 March and 10 April 2017.

English in Early Childhood

This free online course will help you explore the best way on how young children learn English as an additional language while they're still learning their mother tongue.

Exploring English: Language and Culture

Increase your confidence in English and improve your language skills with the free online course while exploring more about British culture at the same time.

Exploring English: Shakespeare

Improve your English language skills by looking at the life and works of William Shakespeare and his enduring popularity.

How to succeed in the Global Workplace

Beginning your career or starting a new job brings to mind lots of questions, so we've designed a course to guide you through those initial weeks and months. Join our free online course to prepare for your first job or the early stages of the career.

Ideas for a better world

Learn about policymaking and leadership from experts and inspirational leaders, and create your own policy action plan.

Language Assessment in the Classroom

Assessment is becoming increasingly important in language education. That's why we've designed this online course to help you understand it better.

Study UK: Preparing for Work

This online course will help you identify and build the employability skills needed for the modern workplace.

Teaching English: How to plan a great lesson

Develop your English language teaching skills and learn how to plan and deliver effective English lessons with this online course.

Understanding IELTS

Our four Understanding IELTS courses will give you a complete guide to everything you need to know as you prepare for the IELTS test.

Understanding language: learning and teaching

Developed by the University of Southampton and the British Council, last year this course was taken by 120.00 people from all over the world.

Unit IV Mobile devices for accessing ICT tool supported lessons

Objectives

At the end of this unit, you will be able to:

- Identify parts of mobile devices
- Identify mobile apps
- Use mobile phones for teaching English Language

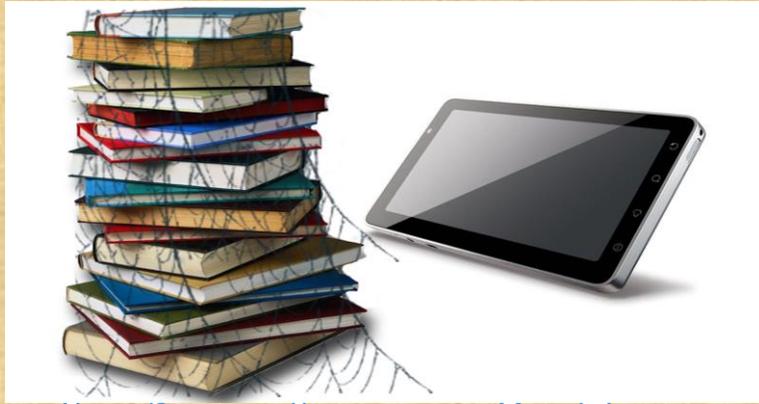
Introduction

A mobile device (or handheld computer) is a computing device small enough to hold and operate in the hand. Typically, any handheld computer device has an LCD or OLED flat screen interface, providing a touchscreen interface with digital buttons and keyboard or physical buttons along with a physical keyboard. New data storage, processing and display technologies have allowed these small devices to do nearly anything that had previously been traditionally done with larger personal computers. Many such devices can connect to the Internet and interconnect with other devices such as car entertainment systems or headsets via Wi-Fi, Bluetooth, cellular networks or near field communication (NFC). Integrated cameras, digital media players, the ability to place and receive telephone calls, video games, and Global Positioning System (GPS) capabilities are common.



Getting Ready

1. What are mobile devices?
2. What can you use mobile devices for?
3. Where can you use mobile devices?
4. How can they be used for language teaching and learning?
5. What do you understand from the following picture?

**Characteristics of Mobile Devices**

Mobile devices have similar characteristics. Among them are: -

- ✓ Wi-Fi or cellular access to the internet
- ✓ A battery that powers the device for several hours
- ✓ A physical or onscreen keyboard for entering information
- ✓ Size and weight that allows it to be carried in one hand and manipulated with the other hand
- ✓ Touch-screen interface in almost all cases
- ✓ A virtual assistant, like Siri, Cortana or Google Assistant
- ✓ The ability to download data from the internet, including apps and books
- ✓ Wireless operation

Mobile Devices and Their Uses

Times are changing now, and the focus has shifted mainly towards a mobile device populated world. Some of the most common mobile devices we use today include:

- **Smartphones** – are handheld, can fit in a pocket, have a million and one uses, and help keep us connected at all times thanks to a constant network connection from a wireless carrier. There are many different device choices, so it should be easy to find a one that meets all of you needs.



Smartphones are advanced versions of traditional cell phones in that they have the same features as cell phones — such as the ability to make and receive phone calls, text messages and voicemail — but they can also be used to browse the internet, send and receive email, participate in social media and shop online. They also can download apps from the internet using a cellular or Wi-Fi connection to expand the smartphone capabilities in a vast number of ways.

- **Tablets** – similarly to smartphones, tablets share many of the same benefits but in a larger form factor. Tablets are portable, like laptops, but they provide a different experience. Instead of running a traditional laptop and desktop computer applications, they run apps designed specifically for tablets. The experience is similar, but not the same as using a laptop computer. Tablets come in all sizes, from slightly larger than a smartphone to the size of a small laptop. Some examples include work presentations, heavy gaming, or even live streaming of shows in high definition on Netflix.



- **Laptop Computers** – devices have always been popular because they give us the functionality of a desktop computer that we can take anywhere. We can use the same operating system with the same programs, which means there is no device learning curve. Having a full-sized keyboard, the same input/output ports and the ability to connect an external display are some added benefits as well.



- **Smartwatches** – devices are relatively new and play in somewhat of a niche market at this point in time. The main benefits a smartwatch can provide us the ability to get notifications and necessary information on our wrist without having to pick up another device. With some of the new standalone models, we can even take and receive phone calls just like our smartphones can.



- **E-readers** – its primary purpose is for reading. The Amazon Kindle and Barnes & Noble Nook have made the e-reader a popular choice for people who enjoy reading books in a digital format. These devices changed the whole concept of reading and helped to bring books into a new era.



- **Handheld Gaming Consoles** – or simply handheld console, is a small, portable self-contained video game console with a built-in screen, game controls, and speakers. Handheld game consoles are smaller than home video game consoles and contain the console, screen, speakers, and controls in one unit, allowing people to carry them and play them at any time or place.



Basic Mobile phone navigation

This activity might help you to navigate:

- Home and volume buttons
- Menu Button
- Power Button
- Back Button
- Swipe
- Voice Commands

This is an activity that would be beneficial at the beginning of term. It could also form an entire lesson, or go on to form part of a series of activities in lessons as ‘bite-sized’ ten minutes ‘tech tip of the day’ slots. NB: This activity might equally well form part of a professional development program for teachers. Colleagues might also like to work together informally to further their own understanding of their own smartphones or tablets. It should be noted that this activity might be elementary but it is important for the next activities.

- Individually or in group, explore and practice the navigation buttons as shown in the figure bellow. Note that the buttons might be different on your phone but the functions are the same.



- Now, using your cell phone, go to the application menus and navigate the “Voice recording” application. This practical exploration of this application will help you for the next voce recording practice.

This activity will help you to use:

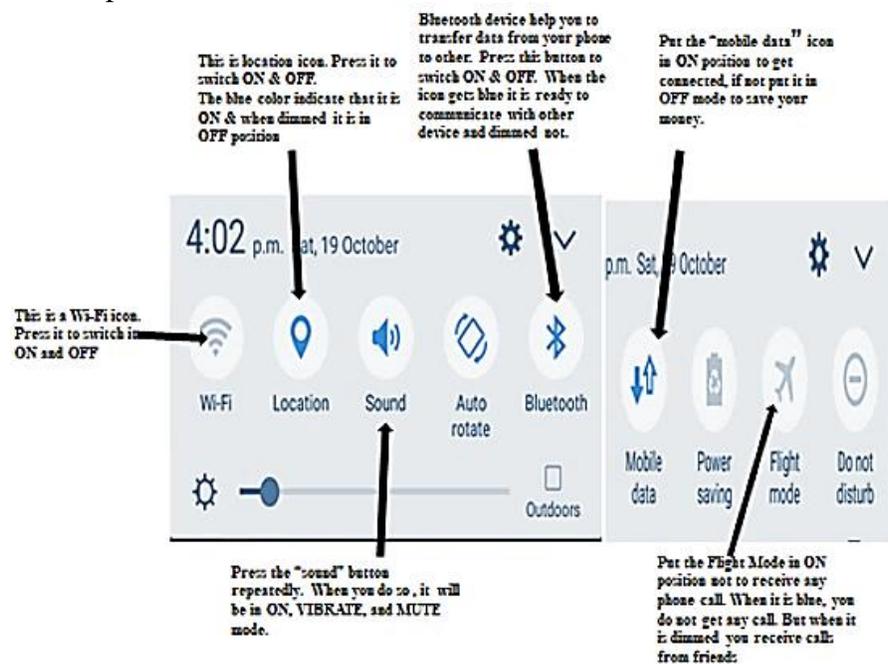
- Short Message Services (SMS),
- GPS/location service,
- Camera to take video and photo,
- Browsing internet account to compose and receive message,
- Downloading and uploading files,
- Bluetooth to send and receive files,

Mobile phone applications and their functions

- Wi-Fi to connect with internet,
- voice calls and
- gaming

This is an activity that would be beneficial at the beginning of term. It could also form an entire lesson, or go on to form part of a series of activities in lessons as ‘bite-sized’ ten minute ‘tech tip of the day’ slots. NB: This activity might equally well form part of a professional development program for teachers. Colleagues might also like to work together informally to further their own understanding of their own smartphones or tablets.

1. switch their operating systems to English
 - Go to the “**settings**” and click the “**Language and input**” button and select/click your preference from the list of option. After that you will see a change on your phone keyboard.
2. log onto Wi-Fi
 - Go to the “**settings**” and select/click the “Wi-Fi” icon. This will lead you to the next window. Here, you can press the button either to OFF/ON mode. If you put the button on the ON mode, the mobile cell will search internet connection if there is one in your area.
3. Switch on (and off) the silent mode and flight mode and enable/disable location services can also be accessed as stated on the above procedures. The simple way to get in it is to swipe the top of the screen down with your finger. When you do that you will see the screen as shown below. So please do the activities as indicated below.



Note: if the Wi-Fi service is available at your compound you should put the Wi-Fi icon (icon) in ON mode to get free internet connection. But if the Wi-Fi service is not available you need to make the mobile data in ON position to get internet connection with fee. In either case both the Wi-Fi and mobile data will help you to exchange data through internet.

4. While the “location” icon is in the ON position, go to the application menu and select/open the “Google maps” app (alternatively, you can go to the “Settings” and select the “Google” icons). When you open a Google maps app you will see a list of service available. For example, In the “Nearby” list you can find restaurants, coffee, bars, hotels and more. If you are in Arbaminch, for instance, the feature of “Nearby” (as the name indicates) will show/tell you the nearby places such as bars, hotels. Note that this is only possible if the places are recently registered in Google map. In Google map, however, you can find locations and places that you need by using/selecting features and/or typing the name of the locations in the search bar.

Now, to increase your familiarity with the Google map app, practice and explore its features repeatedly to see/get varieties of services.

Mobile Learning

Mobile Learning (*M-learning*) is education via the Internet or network using personal mobile devices, such as tablets and smartphones to obtain learning materials through mobile apps, social interactions and online educational hubs. What makes mobile learning different is that the content takes into account, the screen size of mobile phones and other mobile devices.

It is flexible, allowing students access to education anywhere, anytime. Students use mobile apps and tools to complete and upload assignments to teachers, download course instruction and work in online social groups to complete tasks. E.g., Duolingo is an app with which students can learn other languages by completing small daily tasks on their mobile phone.



Application Software

The word "app" is an abbreviation for "application." It's a piece of software program that is designed to run through a web browser or offline on your computer, and on a smartphone phone, tablet or other electronic devices, including smart TVs and smartwatches. Apps may or may not have a connection to the internet.

Types of Apps

There are three main types of apps: desktop, mobile, and web.

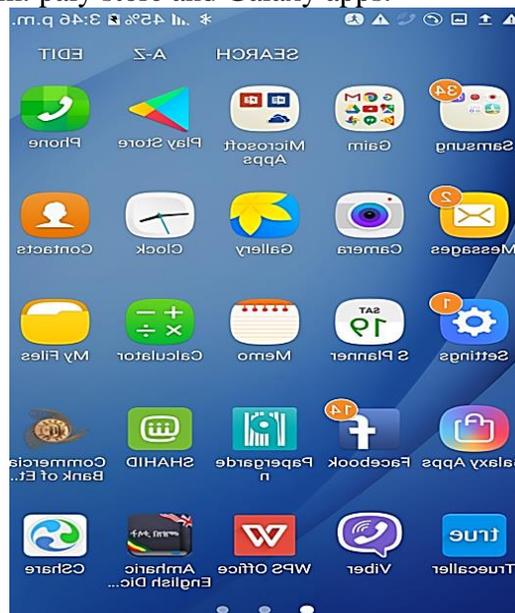
- Desktop apps are usually much fuller than mobile apps and consist of all the features of a program, whereas the
- mobile equivalent is a simpler and easier-to-use version.

Most desktop and web apps are built to be used with a mouse and keyboard along with a large display, but mobile apps are intended to be accessed with a finger or stylus on a small screen.

Mobile Apps

Mobile app allows us to do and accomplish various tasks. An application can be inbuilt or downloadable. Example of inbuilt applications are: window and android applications which are primarily designed to communicate with hardware devices. As the name indicates that Downloadable applications can easily accessible from the internet to be downloaded and installed in our device to do different activities. Examples of downloadable application are Internet Explores, Viber, telegram, Trucaller etc. in your mobile phone you can access varous apps from Play store and Galaxy Apps. Now let us tryout.

- Use your mobile phone and Go to the application menu. When you do so the screen like this will pop out. Here you may find two types of application store that are compatible/suitable apps for your mobile phone operating system: paly store and Galaxy apps.



Where to Get Mobile Apps

Almost every platform has a repository where its users can download both free and paid apps. These are normally accessible through the device itself or a website so that the app can be queued up for download the next time the user is on the device.

For example, the **Google Play store** and Amazon's Amazon Appstore are two places where Android users can download mobile apps. iPhones, iPod Touch devices, and iPads can get apps through the **App Store** straight from their devices.

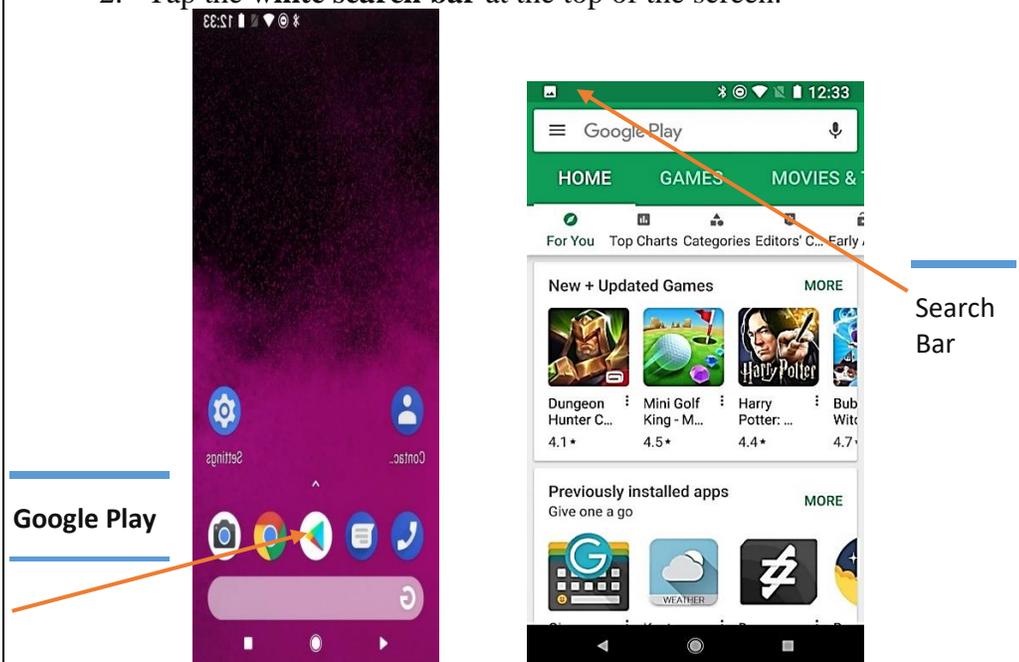
Google Play is the app store that Google runs, and it's also an important piece of Android's security as it scans apps before and after they're downloaded and monitors them for unusual activity. It can be a bit overwhelming when you first open up Google Play, but don't worry, we're here to help you get started!

Searching for apps on Google Play

If you do not find an interesting application from the lists within the play store, you should search from the play store. If you already know the name of the app you're looking for, or have a specific app type in mind, you can search for it rather than browsing through app categories. In such a way, you can find out any application that is suitable to your phone from the play store.

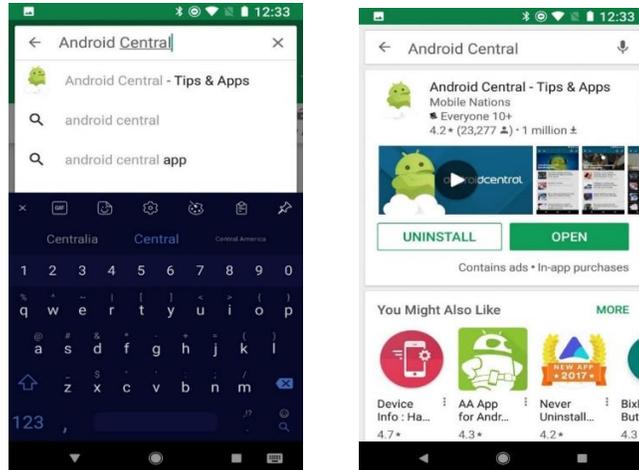
***Note:** In order to get, download, and install applications from the store, you need to put your mobile data or Wi-Fi in ON position to get connected (i.e. internet connection is required).*

1. Tap the **Google Play** icon on your home screen.
2. Tap the **white search bar** at the top of the screen.



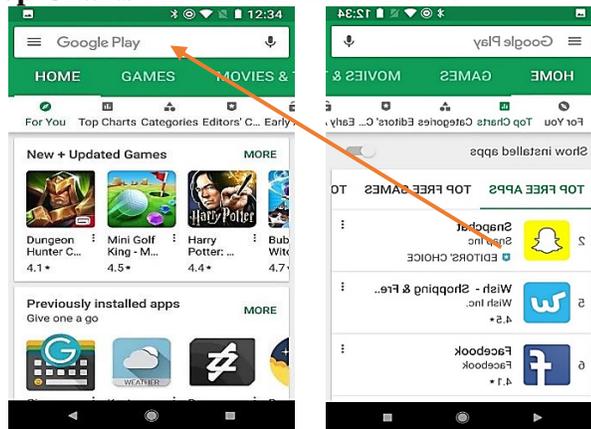
3. Enter the **name** of the app (or type of app) you're looking for.
4. Tap the **search** icon on your keyboard (should be in the location of the Enter key).

Browse New apps in Google Play



You can browse through Google Play's Top Charts to try and find a new app you want to install.

1. Tap the **Google Play** icon on your home screen.
2. Tap **Top Charts** underneath the Home tab.



Top Charts

Swipe left and right between the charts for Top Free, Top Paid, Top Grossing, Top New Free, Top New Paid, and Trending. You can also browse through Google Play by category:

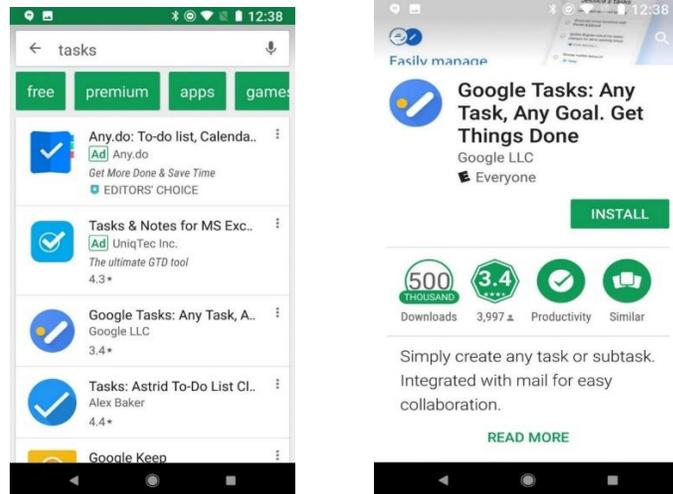
1. Tap the Google Play icon on your home screen.
2. Tap **Categories** underneath the Home/Games tabs.
3. Tap the **category** you'd like to browse.

Now, some app categories are just a series of Top Charts narrowed to that category of app, but other categories have featured apps and subcategories in addition to the Top Charts for that category.

Download free apps

1. Tap on an **app** in the search results or categories.
2. Tap **Read more** and look through the app's description and reviews to ensure the app seems right for you.
3. Tap **Install** button to allow the request.

- As a result, the automatic **downloading** and **installation** process will begin. When the installation is completed you may see a message like “installation is completed or Successfully installed”.

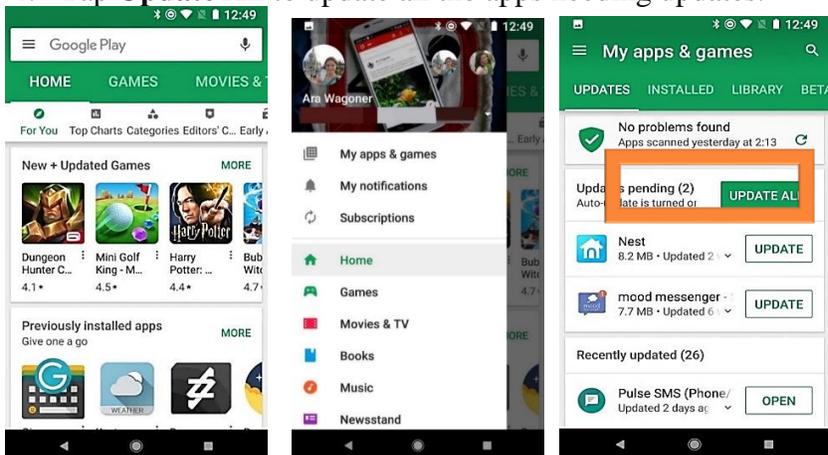


The app will now download and install itself, usually in a few seconds depending on how large or small the app is. If you're on a device running an older version of Android, you'll have to agree to an app's permissions before it downloads. Read the permissions before clicking **Agree**. Once the app is finished installing, an Open button will appear in the same place the Install button previously occupied.

Update apps

Apps need updates from time to time, and if you need to manually update your apps, steps are:-

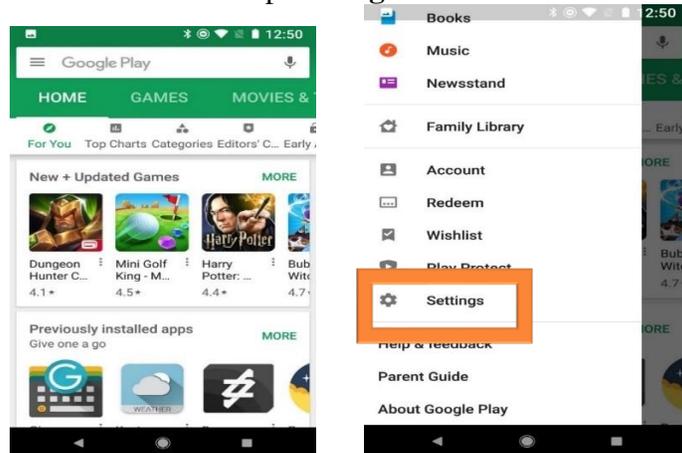
1. Swipe in from the **left edge** of the screen OR tap the **three-line menu icon** in the top white bar to open the menu.
2. Tap **My apps & games**.
3. App needing updates will appear at the top of the list. To update a single app, tap the **Update** box next to the app.
4. Tap **Update All** to update all the apps needing updates.



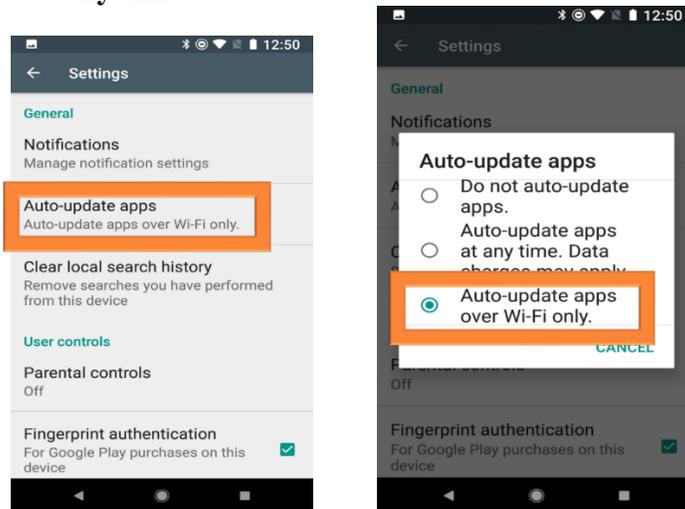
Toggle auto-update

Rather than manually updating apps, which is easy to forget, Google Play is set to automatically update apps for you when you're on Wi-Fi. If you'd prefer that it install updates automatically even when on cellular data — or not auto-update at all — you can change the setting easily.

1. Swipe in from the **left edge** of the screen OR tap the **three-line menu icon** in the top white bar to open the menu.
2. Scroll down and tap **Settings**.



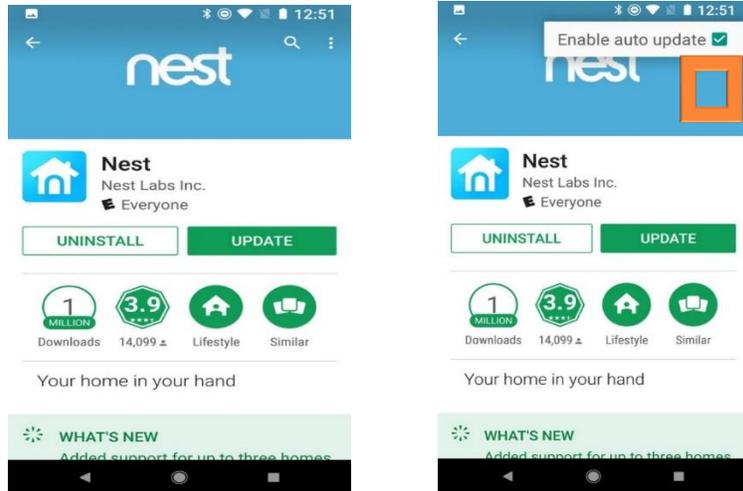
3. Tap **Auto-update apps**.
4. To turn off auto-update, select **Do not auto-update apps**. To enable auto-update on cellular data, select **Auto-update at any time**.



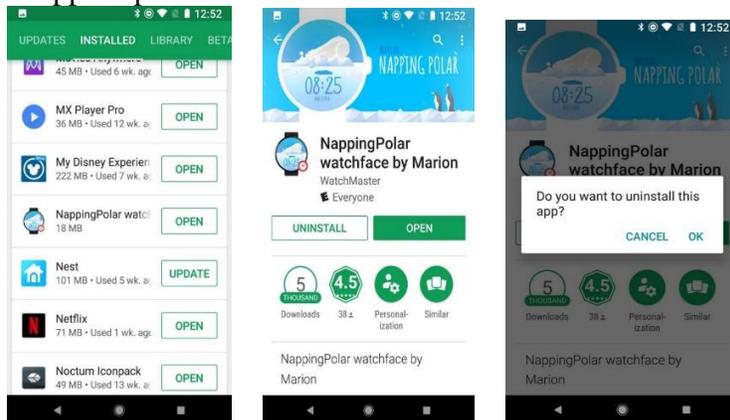
If there are individual apps you do not want auto-updated, you can opt them out of auto-update while allowing your other apps to stay updated.

1. Tap the app you don't want auto-updating.
2. Tap **three-dot menu icon** in the top right corner of the screen (next to the search icon).
3. Tap to uncheck **Enable auto-update**.

Uninstall apps



1. Tap the app you want to uninstall.
2. Tap **Uninstall**. For some paid apps within the refund window, this box might read **Refund** instead.
3. A window will open confirming you want to uninstall the app. Tap **OK**.



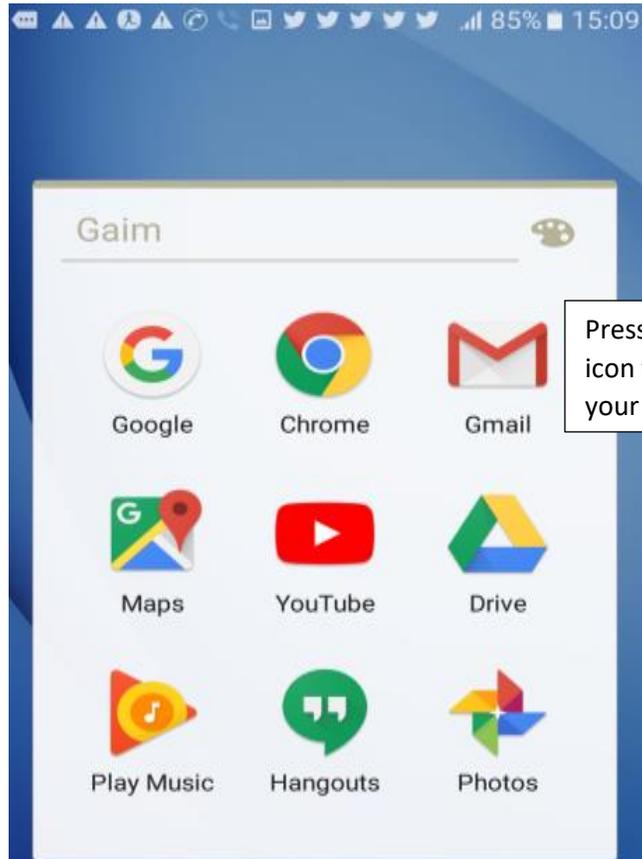
Managing E-mail

Trainee teachers are expected to use electronics technology in and out of the classroom to foster the teaching learning process. Because the traditional lecturing method alone did not bring the desired effect and allow learners to be effective communicator as the 21st century community demands. Technology brought rich educational materials to simplify the teaching and learning. And we need to utilize such materials. To do so we have to have the skill and knowledge to operate technological tools and explore appropriate materials to use and consume them for the required purpose. So, in this tutorial, you practice **input the address of a website, send and receive emails, and downloading files from the internet** using the mobile phone.

In previous “basic computer” training you have learned and created your internet account. Now, using your account, you are going to practice to **input the address of a website, send and receive**

emails, and downloading files from the internet using the mobile phone.

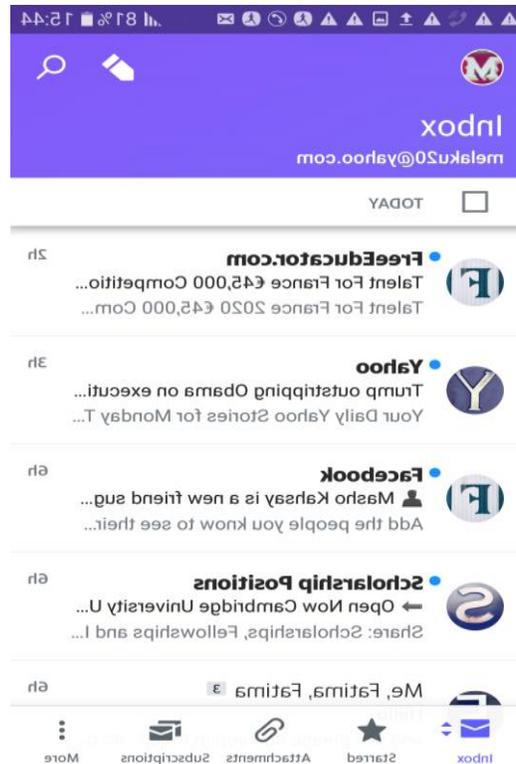
- Go to the app's menu on your mobile phone and use any browsers like Internet explorer, Chrome, Gmail and Google. For the purpose of this tutorial, we use Gmail to input your address on the address bar. Now, press the Gmail icon as indicated below.



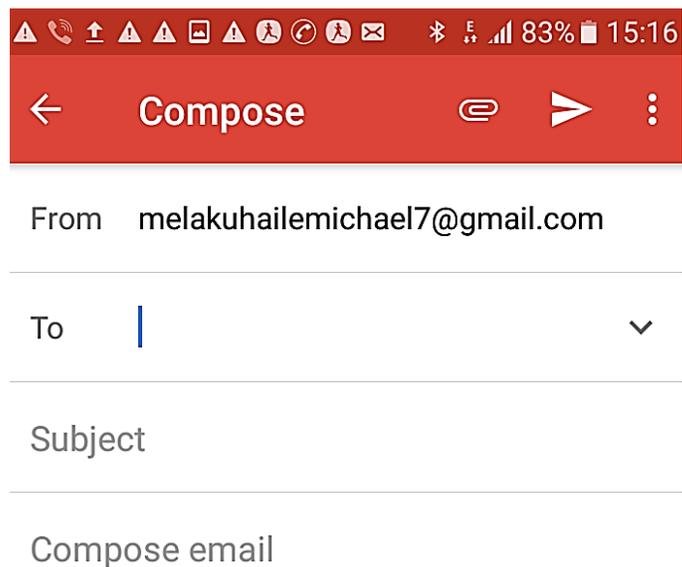
- Now a new window will pop out to enter your address. In “email address” section, enter your address which looks like this: melakuhailemichael7@gmail.com; melaku20@yahoo.com. Next, enter your **password** in the space provided below. And press the “log in” button to go to “in box”. The inbox the place where you will see email messages sent to you.
- Now practice the following steps as shown below. Note that while you read the message, you may encounter an



attachment icon **Attachments**. This indicates that you have attachment file that you need to download. So, if you see thing, you should press/click it and “View & Save” options will be displayed. So, select the SAVE button as a result the process of downloading will emerge.



- Now the next step is to write a message and attach file to your friend. Note that before writing the message, you should have your friend's email address. So do the following steps to complete the process.



Make free phone calls and send free texts [using cross platform apps]

In this tutorial we practice using VIBER app. Note that in order to use this application, your friends' must install the VIBER application. It should also be noted that the communication through Viber requires internet connection. So, you should turn ON the packet/cellular data or Wi-Fi to get the service (how to turn the ON & OFF the packet/cellular data or Wi-Fi has shown in the above activities.)

- Go to the application menu and select/press the “Viber” application icon as shown below. As you do so it will lead you to the new window.

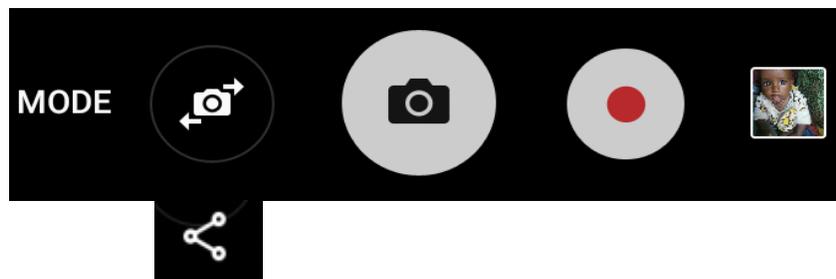


- In the main Viber window, you will see features like CHATE, CONTACTS, & CALLS. Press CONTACT if you were already contacted with your friends using Viber application previously. If this is so select your friend's phone number and press a “Free Call” button to start calling.
- If your friends' contact number is not displayed in the dropdown list, press CALL button and enter the phone number you wish to call. Here two options (Viber Out Call and Invite to Viber) are displayed. If your friend is not the user of Viber app, press “Invite to Viber” button. As a result, a notification message will reach to your friend. Otherwise press the “Viber Out Call” button to call him/her.

Take and share a photograph

Sometimes, you may need to take a photograph and share it to your nearby friends to discuss and comment on it. This can easily be done using technological tools in your mobile phone. So in this tutorial, you are going to practice how to use a **camera** in your mobile and share it to your colleague through the use of **Bluetooth** infrared technology. To do that you should follow the following step-by-step procedure.

- ➔ Go to the application menu on your mobile and press the “camera” icon to take photo. Next the clear screen with camera icon will appear as shown in the figure below. And hold the camera straight to the direction of the objects that you want to take and:



Remember that the data transferring process will be carried out only when the Bluetooth device is in the ON position and paired with your friend's mobile. Also, the data transferring process depends on the size of the file. Usually transferring video file will take some time because its size and capacity is big and thus your friend's data space on the phone to hold the file should be enough.

Storing and sharing files

In this tutorial you are going to practice the Storing and sharing files in Google apps. It can be done quickly and easily if you know the location of your files.

Now, follow the following steps to **store** the files in Google drive and share the files to anyone you like.

- ➔ Now, using your mobile phone, go to the “My File/ file manager” folder and open it. From the dropdown lists, select “documents”. Here you may see some files that are stored in your phone.
- ➔ At the top-right side of the screen, there is a “More” button. Press/select the “More” to get list of instructions and,
- ➔ Select “share”. When you do so, rectangular shapes will appear in front of each file (ready to be selected and waiting for you to select them).
- ➔ Select one or more of this rectangular shape

Note that when you select the file, a mark ✓ will appear inside the rectangle.

- ➔ When you do so, the “share” menu will appear in the top-right side of the screen. So press it to go to the next step.
- ➔ Now lists of applications will emerge. From the lists, select the “save to drive” icon. And then select “save” button.

Now you have stored your files in the Google apps. The advantage of storing your files and photos in Google apps is that you can access and use them anywhere and anytime (even if you lost your mobile) as long as you remember your Google account and password.

Similarly, using mobile phone, you can also *share* files to yours over the internet. The following practices will help you to share files to anyone you like. So, let’s tryout the activities.

- ➔ Now, using your mobile phone, go to the “My File/ file manager” folder and open it. From the dropdown lists, select “documents”. Here you may see some files that are stored in your phone.
- ➔ At the top-right side of the screen, there is a “More” button. Press/select the “More” to get list of instructions and,
- ➔ Select “share”. When you do so, rectangular shapes will appear in front of each file (ready to be selected and waiting for you to select them).
- ➔ Select one or more of this rectangular shape

Note that when you select the file, a mark ✓ will appear inside the rectangle.

- ➔ When you do so, the “share” menu will appear in the top-right side of the screen. So, press it to go to the next step.
- ➔ Now lists of applications will emerge. From the lists, select the “Gmail or Yahoo Mail etc” icon. And then it will redirect you to the place where you write/compose email message as we have practice in the previous tutorial.
- ➔ Now enter your and your friend address into the address bar as shown in the previous tutorial.

Unit V - Mobile Applications for English Language Teaching and Learning

Objectives

At the end of this unit, you will be able to:

- Identify mobile apps for English Language Teaching/Learning
- Describe different functions of mobile apps for ELT
- Use mobile phones for teaching English Language

Introduction

Mobile phones with high capabilities extend into all areas of human life, so wireless communication technology is growing rapidly. Consequently, mobile learning can be considered as the next generation of e-learning. So, mobile devices are not substitute for existing learning devices, but they serve as extension for learning in a new environment having new capabilities, though, not all learning content and activities are appropriate for mobile devices.

Before discussing and presenting possible examples as well as specific activities that are designed for and used on mobile phones, I would like to ponder on some questions related to the issue of m-learning. These questions may help teachers to find out what difference m-learning might make to their teaching. The issue of m-learning may induce curiosity, or excitement.

Getting Ready

1. Is it really possible to learn/learn a foreign language with such small devices?
2. What sort of people use mobile devices for teaching and learning/learning a foreign language?
3. What sort of subjects and situations are appropriate for mobile learning?
4. Are our students already using handheld computers for learning?

Mobile Apps used for ELT

There are a few free language learning mobile apps will guide you through learning a language from start to finish or help you sharpen language skills that you may already have. Learning a new language with these free apps is particularly helpful because you'll always have them at your fingertips. Even a few minutes waiting for an appointment, or 15 minutes in the back of an Uber, gives you time

→ Hello English

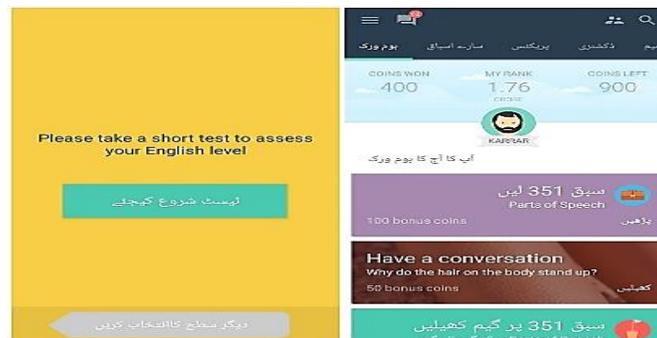
to complete a lesson. You can use these language learning apps to learn words and phrases in lots of different languages, including Spanish, English, French, Italian, German, Irish, Dutch, Russian, Chinese, and many others. Just check each description to see which app teaches what language.

Hello English covers all the aspects of language learning, including vocabulary, translation, grammar, spellings, spoken, and reading skills. However, you should **already be able to understand basic English structure** and alphabets, the app can't help you learn English from scratch.

When you'll first launch the app, you'll have to **select your native language to continue**. There are **22 languages supported**, and make sure you choose the right one as the app will work in your native language from here.



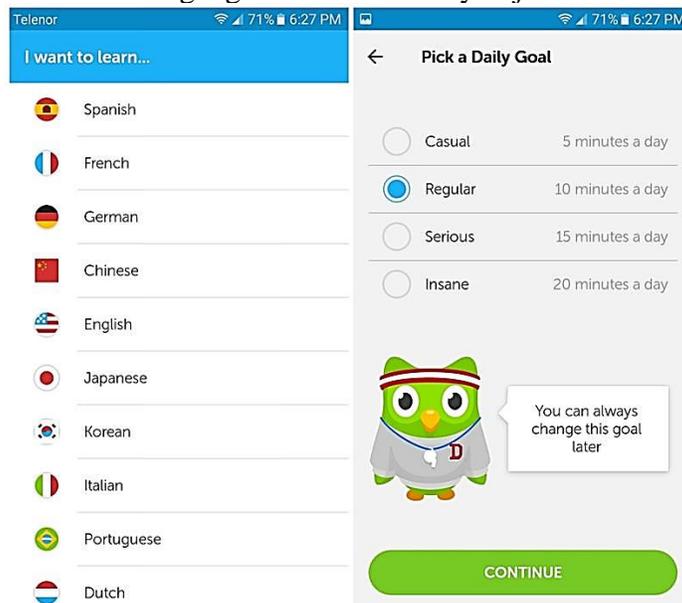
Afterwards, you'll be given a **20 questions test that the app will use to assess your current English level**. According to the test results, you'll be recommended lessons that will work best for you. For example, when I did a perfect score on the test, the app recommended me to **start from the lesson 351**. Although, when I did very poor on the test, the app recommended me to start from the lesson 1.



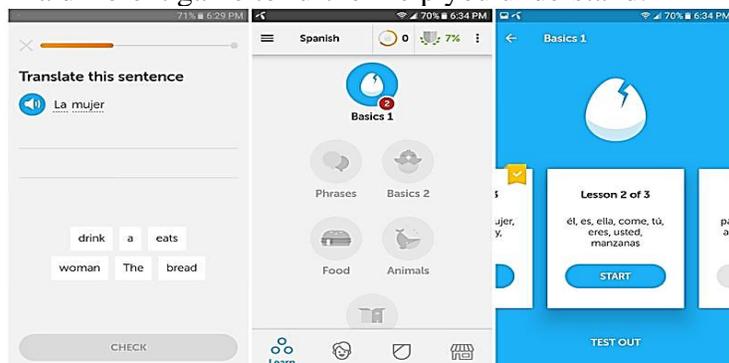
Hello English uses **interactive games to teach** different English lessons, and you'll **earn coins to unlock more difficult lessons**. Even **experts can find some good lessons** to sharpen their English.

→ Duolingo

- ✓ Duolingo uses **interactive games to help you learn up to 23 different** languages, including English from the scratch. For beginners, the app **focuses on helping you learn** verbs, phrases, and sentences. Although advanced **users can also improve their language by completing** writing, speaking, and vocabulary lessons.
- ✓ You'll have to **choose the language you want to learn and your native language** to start the learning process. Afterwards, you can **confirm whether you want to learn** the language from scratch or you just want to improve.

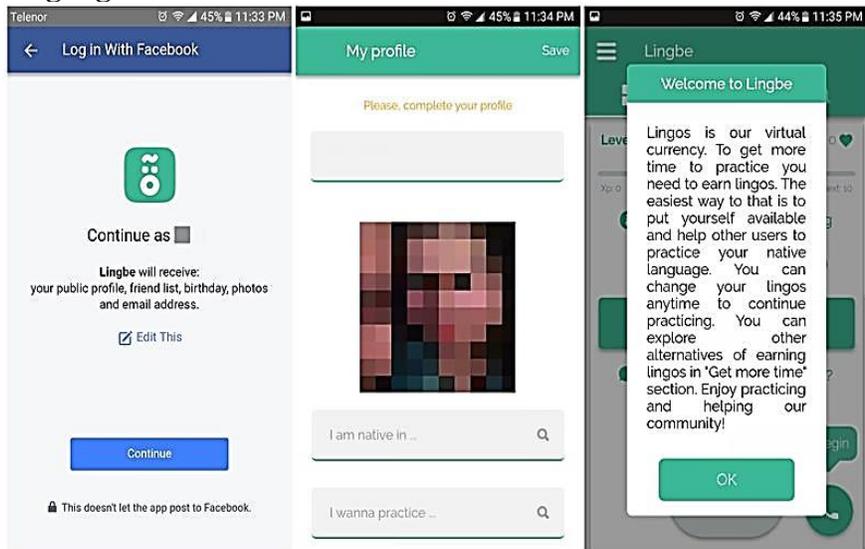


- ✓ Depending on your selection, the app will make you go through a simple test. This test will help understand your proficiency in the **language and Duolingo will provide learning** material accordingly. If you'll make a mistake, the app will immediately **use a different game to help** you learn and correct it. If you'll still make a mistake, it will use a different game to further help you understand.

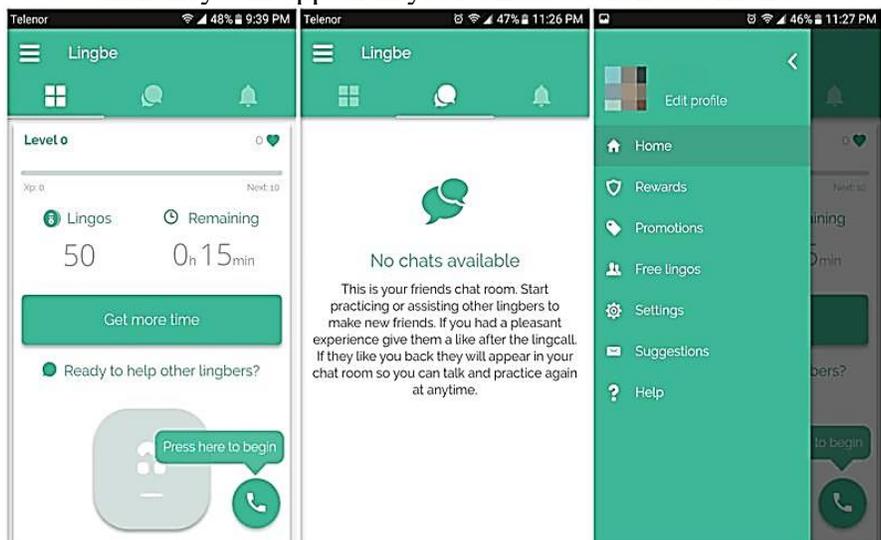


→ Lingbe

It's a **community-based app** where people help each other and share their native language. It **connects you with real people** on call that are native in the language you are looking to learn. It has a **language exchange system**. To get **talking minutes to learn** a foreign language, you'll have to first talk with someone in your native language and help them learn it. So it's basically a give and take app where you are both the teacher and the learner. Overall, it's a **fun way to make friends, learn cultures, and learn a new language**.

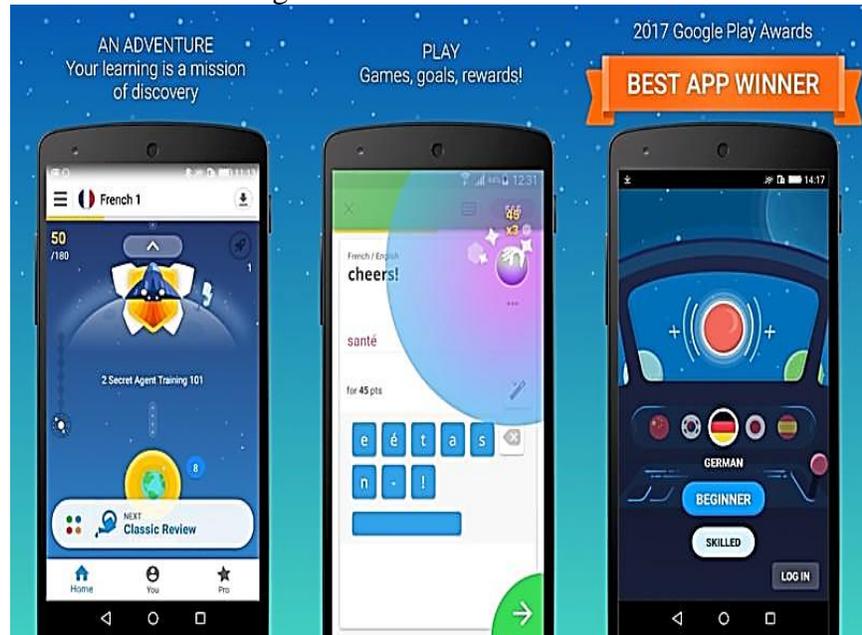


- ✓ The main interface only consists of a **button to start a call**, and a button to confirm you are **available or unavailable to receive calls**. After your call, you can **Like the person in the app** to connect with them later. If they like you back, then they will appear in your **Chats** section as a friend.



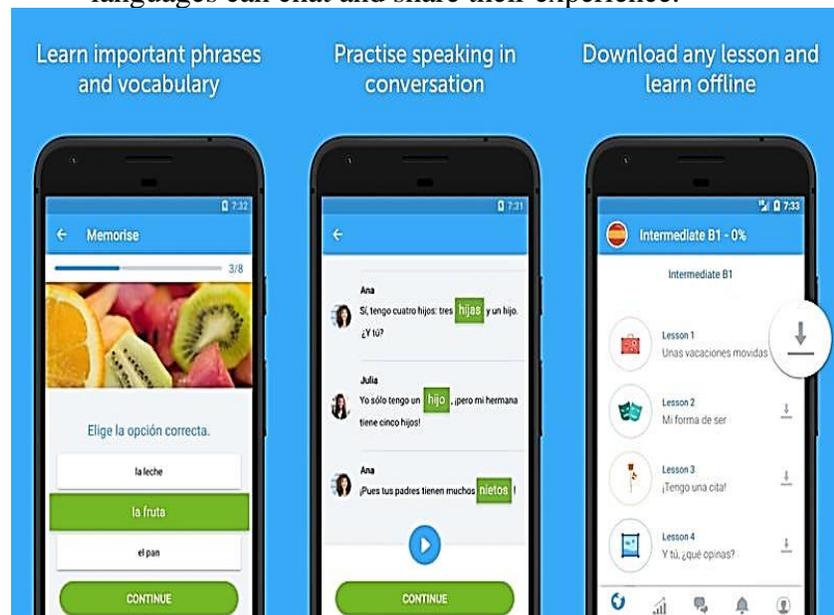
→ Memrise

It offers a **large variety of courses** for a lot of different languages, including English. These courses are actually constructed by other members of the Memrise community, making **Memrise a crowd-sourced learning platform**. Most of the lessons are gamified, and Memrise **offers all the tools** to let regular users create courses.



→ busuu

It is quite similar to Memrise as the courses here are also **created by native speakers** in the community. You'll have to start from a custom difficulty level and the courses will be provided accordingly. It additionally **works as a social media platform** where people with different languages can chat and share their experience.



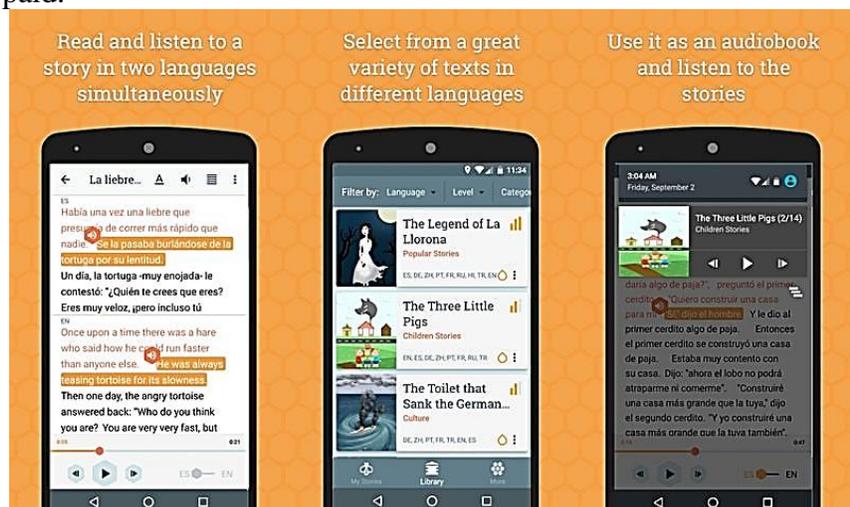
→ Awabe

A completely free app that helps you learn over 4000 common phrases and vocabularies. The app works completely offline and there are tons of data to improve your English. The app offers translations, audio and video lessons, and a bunch of language learning games. You'll also get daily speaking, listening, and memorizing tests that ensure your skills stay fluent.



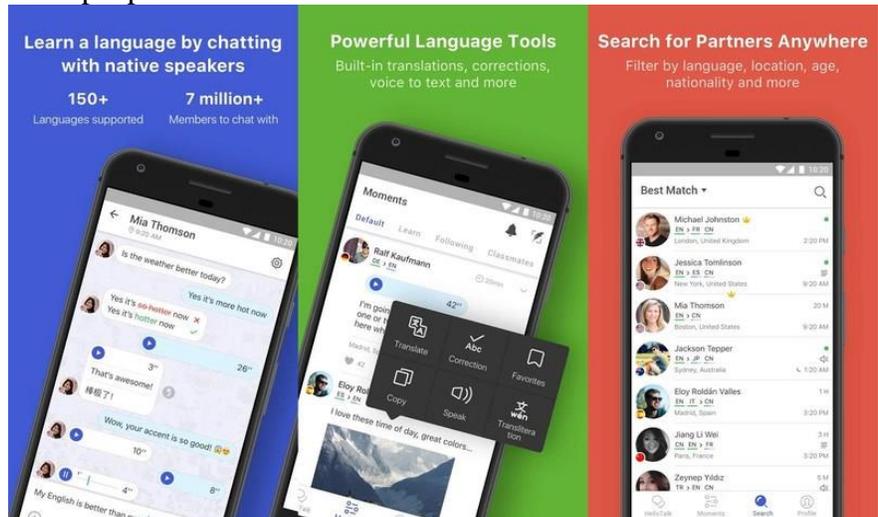
→ Beelinguapp

It uses audiobooks to help you learn different languages. You just have to **listen to stories** and novels in the language you want to learn and **side by side read the text** in your native language. Audiobooks lovers will surely love this app as they can **listen to audiobooks of their interest** and at the same time learn a new language. There are many **free audio books to hone** your English skills, but some are paid.



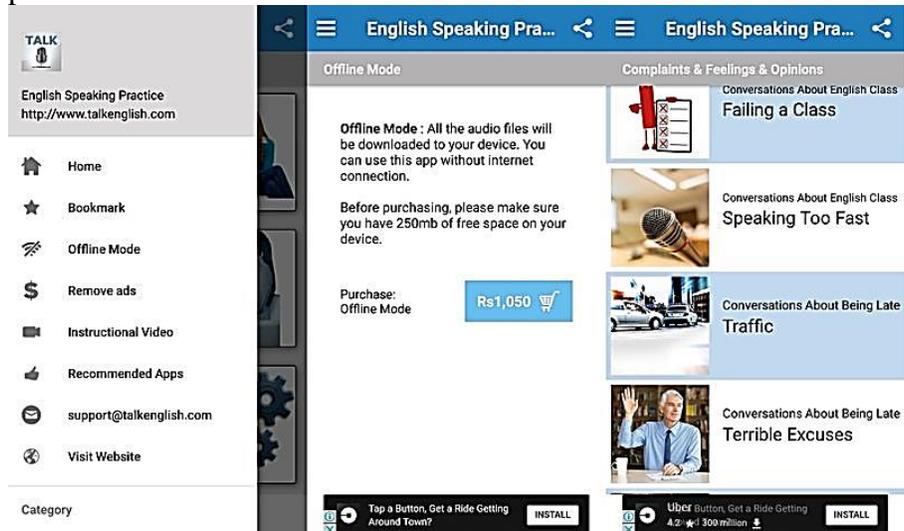
→ Hello Talk

It is similar to Lingbe as it **connects you with native speakers** to help improve your language skills. However, it adds a few extra features that might interest you. You can **view the profiles of users manually to find a match that interests you**. Additionally, you can also send text and audio messages, and **even do video calls** with other people.



→ English Speaking Practice

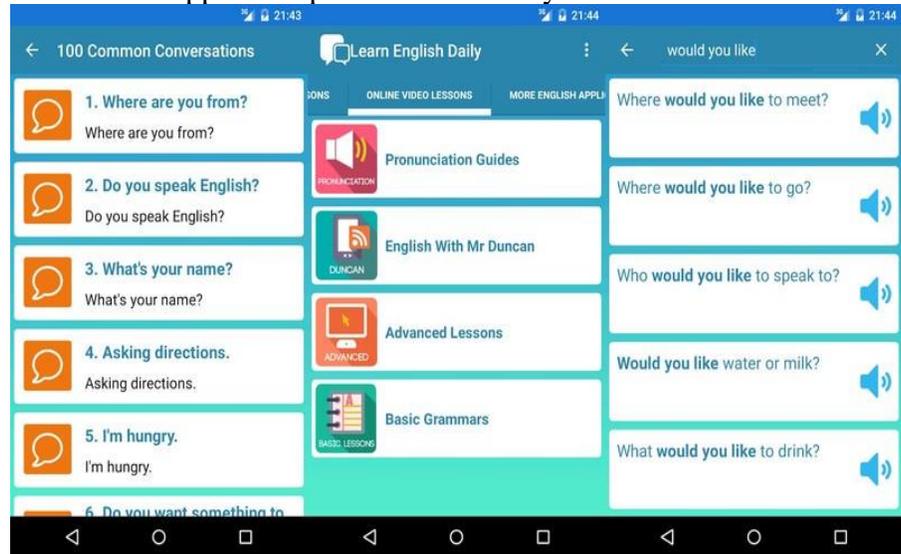
It's a practicing tool to help you improve your pronunciation and create confidence to have a conversation in English. The app has **hundreds of recorded conversations** where you can **listen to native speakers** and then speak and record yourself. You can **listen to yourself and a native speaker** to compare and improve your pronunciation.



→ Learn English Daily

"Learn English Daily" is a free application for learning to speak English. This app follows a simple approach to **learning English by listening and speaking**. The app consists of thousands of words and phrases narrated by native speakers. The app contains lessons that give special attention to English pronunciation and everyday language. You can listen to those **phrases to improve your pronunciation** and memorize them. It also notifies you to **speak sentences every day** to keep your English fluent.

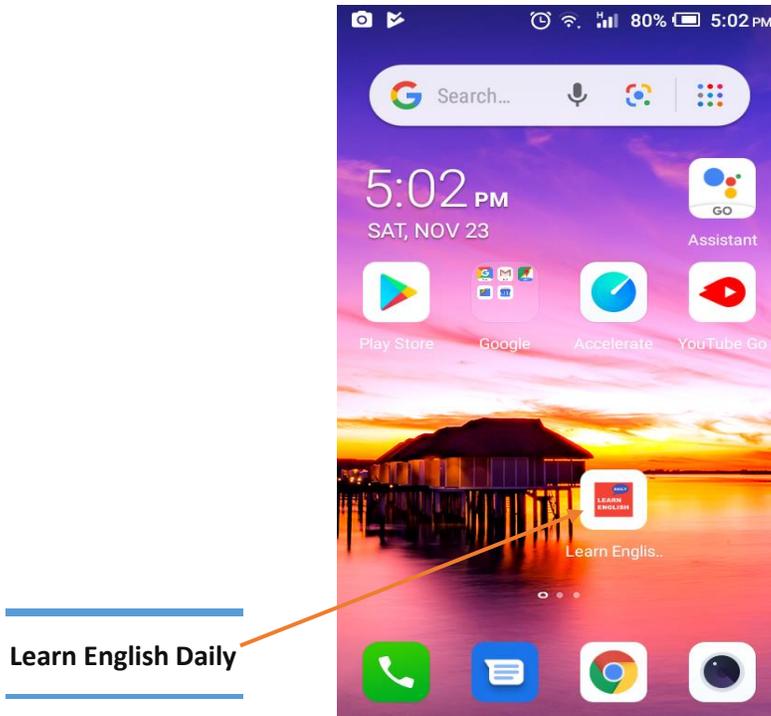
This mobile app is compatible with all of your devices.



- ✓ LISTENING:
 - Listening to thousand English phrases by native speaker
- ✓ SPEAKING:
 - Try to speak common sentences everyday will help you improve your English speaking
- ✓ "Learn English Daily" include:
 - A hundred Common English Conversations
 - Thousand Essential Phrases and Words
 - Online lessons
 - Translation to most common languages.

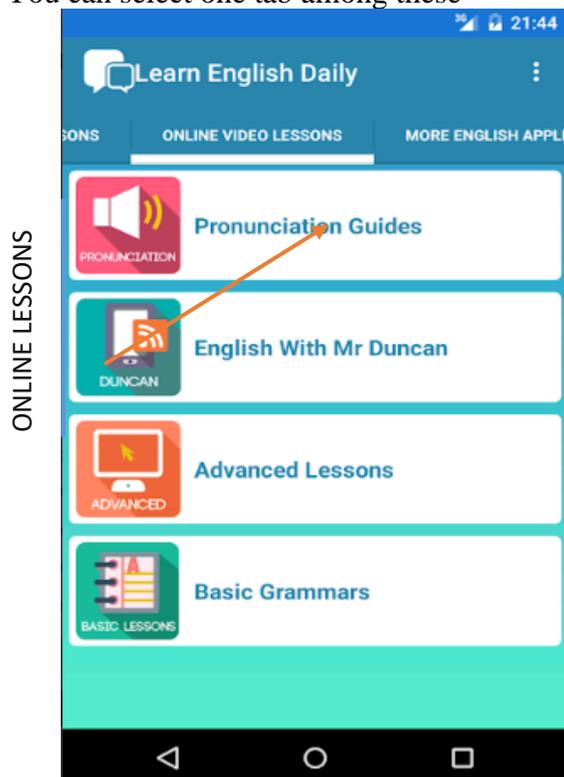
Open and Use Mobile App (Learn English Daily)

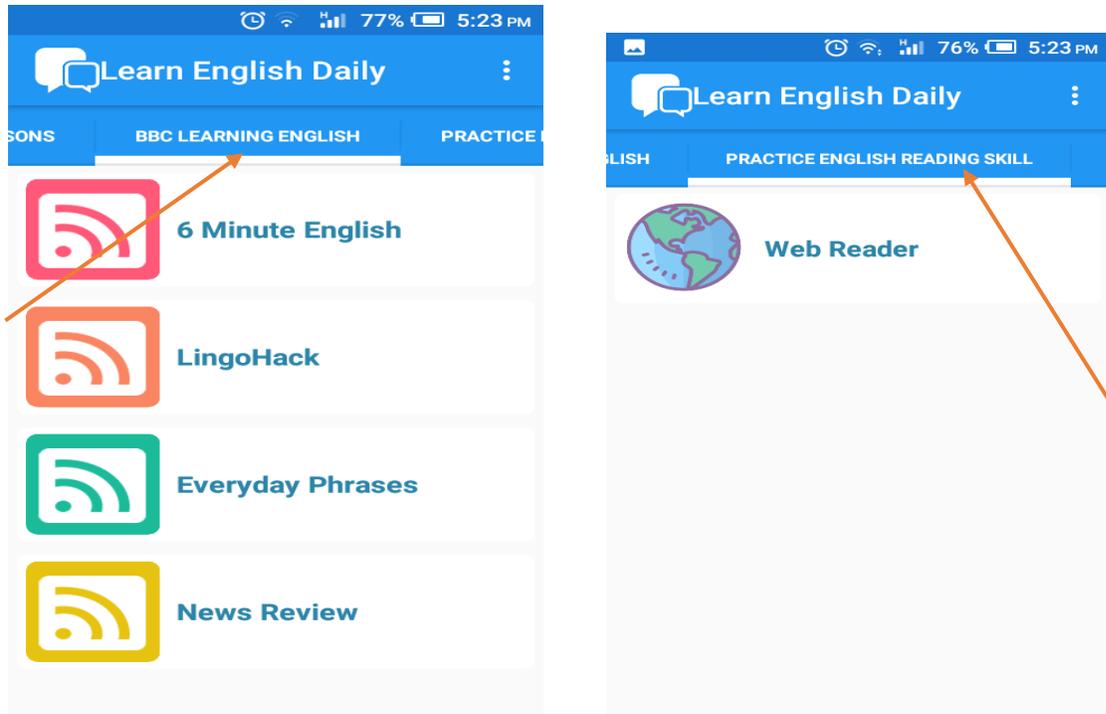
You should search for the app on your mobile device



Learn English Daily

You can select one tab among these

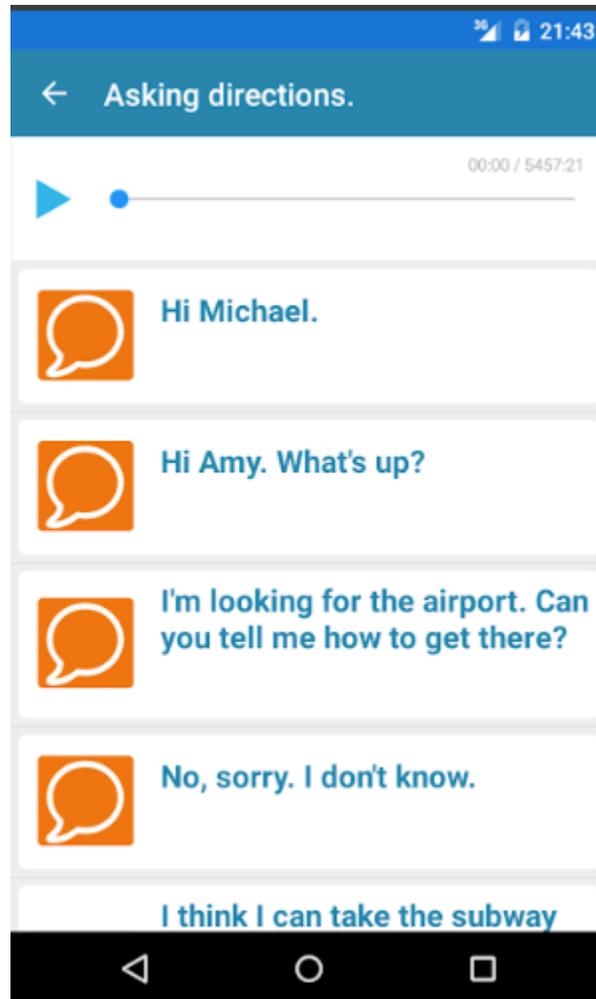




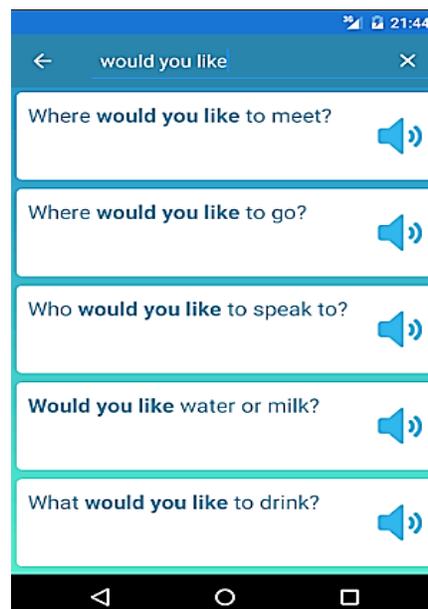
You can tap one option among different options under Offline Lessons tab. Example: tap “**100 Common Conversations**”.



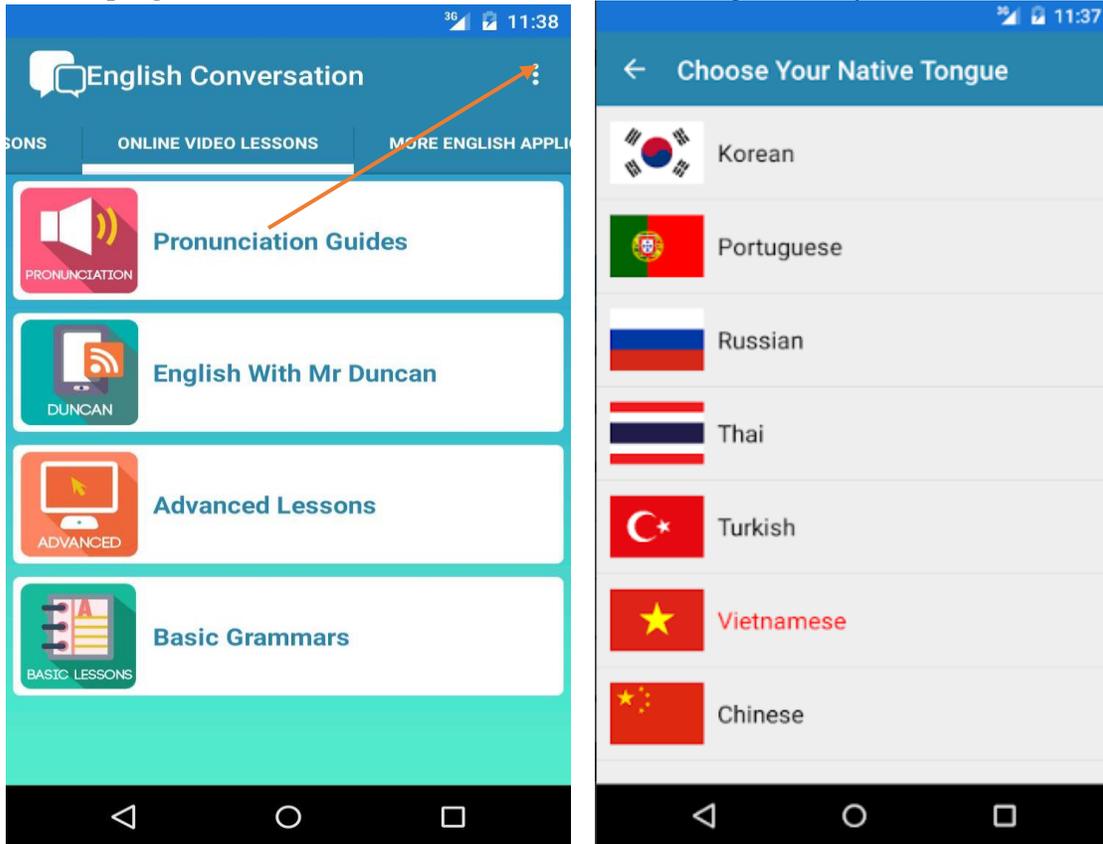
You can tap one conversation among these listed under “**100 Common Conversations**”. Example: tap “**Ask directions**”.



You can search for special phrases by tapping “**Essential Phrases**” under Offline Lessons. Then you can search for any phrase like “**would you like**”.



If you want to set your native language to practice on the app, you can tap **three-dot menu icon** in the top right corner of the screen (next to the Learn English Daily text).



You can tap one option among different options under Online Video Lessons Tab. Example: tap **“Pronunciation Guides”** or **“Basic Grammars”**.



Mobile devices for Different Activities

Apart from the downloadable apps from the play store and website, the mobile phone by itself can be used for English language teaching. Examples of mobile learning and mobile learning situations can be the following:

- SMS-based learning – receiving wanted text messages supports learning outside classroom.
- GAME-based learning – in which learning materials are so designed to be integrated with aspects of physical environment, they serve as a link between the real world of knowledge and the visual world of the game, e.g. **Timelab** is a game about climate change and its effects. Players get information about possible new environmental changes and laws as they progress in the game. The results of the game can be later discussed in the classroom.
- M-learning can be used to teach such skills as: vocabulary, pronunciation, grammar, listening, reading comprehension, speaking and spelling. Variety of activities related to language learning can be supported by mobile devices:
 - SMS – vocabulary, reading, writing;
 - Internet access – reading comprehension, listening, speaking;
 - camera – speaking when e.g. describing a picture or a scene;
 - audio/video recording – listening, speaking, understanding and listening to other speakers;
 - Video messaging – MMS – sending recorded scenes, role-play situations, recorded speaking tasks.

Now let's practice using the 'ideal self' language user; reflecting on learning and motivation

This activity might help with:

- learners getting to know themselves and each other and building confidence in their second language identities
 - developing speaking and writing skills
 - focusing on language - modal verbs
 - identifying useful and not so helpful language learning strategies and providing help with identifying new ideas to try
 - Introducing learners to digital literacies involved in creating multimedia recordings and sharing these in an online space; negotiating rules for etiquette, privacy and safe online practices.
1. Introduce learners to the ideal second language self as a concept, relating to the various characteristics that learners would ideally like to possess as a fluid and fluent 'ideal self' language user. Learners might like to discuss their own sense of identity as a language learner.

2. The following ideas for sentence stems relate to learners' thoughts about their L2 Language 'Self':
 - I am...
 - I could be...
 - I might be...
 - I will be...
 - I was...
 - I ought to ... (but I don't...)
 - Something what helps me learn is...
 - I learn best when...
 - Now, I need to...
 - One thing I could do tonight/this week is...
 - My learning goal (this week) is...
 - My learning goal (last week/today) was...
3. Learners choose one or two sentence stems (or write their own) to complete and record (audio or video) in or out of class. Learners might like to post these to a shared space with additional multimedia (using sound, image combinations or just a photo from the surrounding environments of their lives, e.g. places around campus, home, job, place of worship, etc.).
4. Learners could write/record one sentence in their current or ought-to self, go on to their ideal L2 self, and comment on/discuss their own and each other's representations.
5. Reflection should involve considering how far they have come, and how far to go in their own 'language learning journeys' as well as identifying appropriate learning goals and strategies for achieving these.

Learners should be asked to document the process and achievement of one or two of their goals (and challenges) by using the audio voice or video recording functions of their mobile phones or by taking a photograph.

Further sources of ELT apps

- ➔ Android apps for ELT
 - <http://list.ly/list/6a4-android-apps-for-elt>
- ➔ Apps for iPad
 - <http://ipadapps4school.com/category/college/>
- ➔ Android and IOS apps for ELT
 - <http://list.ly/list/6qC-byod-apps-for-elt>
- ➔ British Council Apps
 - <http://learnenglish.britishcouncil.org/en/apps>
- ➔ Collins ELT Apps
 - www.collins.co.uk/page/ELT+Apps
- ➔ Cambridge University Press Apps
 - www.cambridgemobileapps.com/
- ➔ Macmillan Apps
 - www.macmillanenglish.com/educational-apps/
- ➔ Reviews of the latest ELT apps
 - <http://eltjam.com/?s=product+review>

Unit VI - Facebook group for English language teaching and learning

Objectives

At the end of this unit, you will be able to:

- Recognize different social media for ELT
- Describe how Facebook can be used for ELT
- Create Facebook for ELT

Introduction

Social Media has been defined as websites which allow profile creation and visibility of relationships between users. They are web-based applications which provide functionality for sharing, relationships, group, conversation and profiles. Social media has been referred to as “social media sites” or a set of information technologies which facilitate interactions and networking. Social media, such as Facebook, Twitter, and LinkedIn, provide people with a pervasive network connectivity (Asur & .



Some of the social media is going to be around for a long time are as follows: -

- Twitter
- Facebook
- Blogging
- Skype
- WeChat
- Instagram
- Google+
- Viber
- Telegram and
- many more.

Getting Ready

1. What is social media? What social media types do you know?
2. How can you use social media for language learning/teaching?
3. Do you think your students are already using Facebook? For what purpose?
4. How can Facebook be used for language teaching and learning purpose? What will be the role of the teacher?

Using Social Media in the Classroom

Instead of fighting against students' digital habits, there are positive ways to incorporate social media in the classroom and into educational settings that both the teacher and students will love.

Today's classrooms are full of digital natives — kids who have grown up uber-connected through technology. Teachers want their students involved in the classroom process and not pulled away by apps like Instagram and Facebook. While the first inclination is to keep students completely away from social media, the reality is that technology is a huge part of their future. But how to use social media in the classroom?

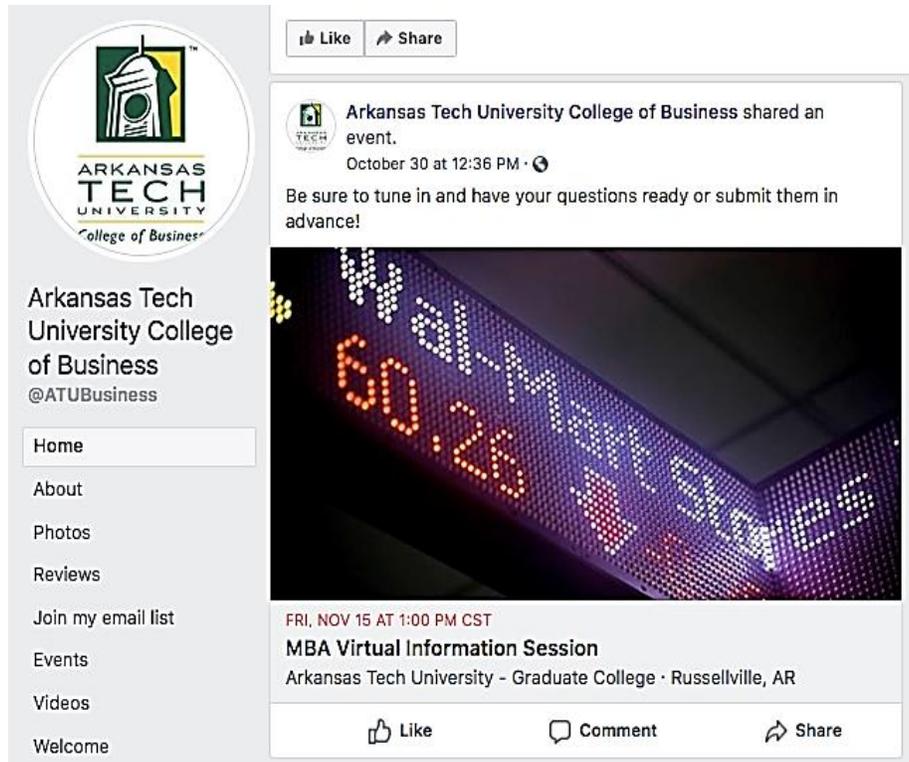


There are many different ways that social media can be used directly in the classroom for education that can be taken advantage of for students of any age, from elementary all the way through college.

Facebook

a social network that both teachers and students can comprehend and one they both know how to use quite well. Facebook gets a lot of criticism as a spot for wasting time, but there are some pretty significant ways to use it for good, especially when it comes to learning pursuits. Take a look at some educational uses for Facebook:

- **Broadcast updates and alerts** - Have students follow the class's Facebook Page, and the instructor can use it to post class prompts, updates, share homework assignments and encourage discussion. Even if a student isn't active on Facebook, these pages are still accessible when signed out. If you want help moderating the page, assign one or two students as administrators. However, keep in mind Facebook Page are public and anyone with a Facebook account can comment on the posts.



- **Stream live lectures and host discussions** - Instructors can also create Facebook Groups for each of their classes—both public or private—and stream Facebook Live lectures, post discussion questions, assign homework and make class announcements.
 - Keep students engaged during school breaks or snow days by posting reminders and assignment to avoid having to review once class resumes from the break.
 - When using social media for education, it's important to ensure a professional boundary, so when setting up a Facebook Group, teachers do not need to send friend requests. Email both parents and students a direct link to the Facebook Group for access.

Skype

widely known videoconferencing software that allows one to effectively bring in people from around the world. Since a trip to a specific location (such as a different country) probably isn't feasible, you can always bring the location into the classroom with Skype. Through video chat, your class can speak with other classes in different parts of the world.

- **Use for Guest Speakers** - Some educational destinations may also provide lectures or tours through Skype, allowing your students to experience a culture in real time with full

Twitter

interactivity. Therefore, teachers can make good use of the platform to reach out famous authors and subject related experts to talk to the students, share valuable insights and knowledge through videoconferencing feature of Skype.

- **Use Twitter as a class message board** - Twitter can be great as a discussion board or message board for a class. Teachers can create a single Twitter handle per class and reuse it every year, or they can create a new handle each school year. The 280-character limit makes students think critically on communicating concisely and effectively, a beneficial skill to develop.
 - Teacher can use Twitter to post reminders for assignment due dates or share inspirational quotes and helpful links to practice quizzes or resources.
 - Teacher can also create discussions and Twitter chats surrounding a specific hashtag that they create.

Instagram:

A picture really does say a thousand words (or more) so tap into your students' attraction to visuals with this popular social media app. Consider these classroom-friendly Instagram uses:

- **Use Instagram for photo essays** - In a visual heavy class, students can use Instagram to present a series of photos or graphics in a visually appealing manner. Instagram allows students to practice digital storytelling in ways that other social media platforms may fall short.
 - Students can create class-specific Instagram accounts and may delete them after the course is over if they so choose.
- **Assignment resources** - When students have an assignment due that involves a local resource, encourage them to physically go to that resource and see/experience it for themselves. If the student has access to a smartphone, have them upload an Instagram photo of that trip and tag it with an assigned project hashtag so that you and the other students can access it.
- **Redo famous images** - Assign a historic image project where each student picks a famous image -either a photo or illustration- to recreate in his or her own way. Encourage students not to simply copy the original images but to interpret them in their own way, whether by taking photos or using Instagram features. Group students into pairs for this assignment to ensure that everyone has access to a smartphone.

Pinterest

The idea of “pinning” things to a board is nothing new in classroom settings. Teachers have asked students to create posters, corkboards, and other physical collections of themed ideas for decades. Pinterest simply expands the reach of what

Facebook as a tool for English teaching and learning

students can pin and makes it electronic. Here are a few specific ways to use this platform of social media in the classroom:

- **Group work** - Have students share a Pinterest board to collaborate on upcoming projects. When they are ready to sit down and actually create an essay, poster, or presentation, all of their ideas are located in a central spot.
- **Encourage students to scan images of their strongest work for an online board portfolio** - They can add to it throughout the year and even add more segmented options.
- **Brag boards** - Create a board and pin the best work of your students for all to see. This is an easy way to encourage students and allow their peers to see their hard work. You can even invite parents to join the board to see the students' handiwork.

Technology is ingrained in high school students today, so why fight that inclination? Social media is a part of students' lives, and teachers can use that to their advantage in the classroom. Find ways to connect with students through social media in the classroom, and it will lead to a more streamlined experience for you and all of the kids.

Exchanging ideas on various platforms makes learning very easy. Whether the Student is from high school or college going, it is the best idea to make them unite on a common topic. When you decide to go to the Facebook for learning, there are many ways to fulfill this task. Today Facebook gives more options to use it as a learning platform. Let us look at some of the advantages of using Facebook for students. They can start to practice it and learn a lot.

➔ Facebook groups

Check the number of students in your school. Make sure that they are on Facebook. This is necessary for learning the Facebook in the classroom. Create a Facebook group of all the students in your class. Make this group private because student's information and courses get shared in it. This is a good option for Facebook learning.

➔ Documenting

Ever seen the younger generation on Facebook? They want to publish, share and record every part of their lives. Where they go, to whom they meet, and what they do in their day to day lives. Take advantage of this and use this for Facebook for educational purposes. For example, if the class has organized a picnic or an educational trip, the teachers can put up the pictures as a part of Facebook learning. They can share information or reviews about it on the site.

➔ Facebook Live

Facebook live can prove to be an excellent learning feature for students and for educational purpose. Students can use the Facebook in the classroom to stream videos. They can post it later for others. This medium is not only for educating them but also good if students

want to use it for their referencing later. Students can record difficult chapters. They can use it in the study by watching and learning later.

➔ **Facebook Polls**

Polling can be an exciting medium for students. They can seek and give their opinions about a particular topic or a situation of debate. Students through Facebook learning can create their polls for their classmates. They can ask for their vote about simple day to day things or class materials.

➔ **Digital citizenship**

Using Facebook for educational purposes encourages students to meet and talk online. The teachers can guide them to get digital citizenship skills. Students through Facebook learning can learn how to create content. They can comment and share the right kind of material online. Digital citizenship also allows the students to identify, analyze and differentiate fake content. These contents run online from the real ones.

➔ **News Feeds**

Students can create news webcasts for themselves. This is one of the most exciting points of Facebook for students. Later, they can share it on the page for their friends and classmates. Webcasts contain clips, local news, favorite stories, breaking news. Students can share it with the classmates belongs to each field. For example- academic, fashion, sports, inter-school competition or inter-school standings etc.

➔ **Challenge your mind**

Big companies have the capabilities to nurture and bring up new talents. They have contests and web challenges or quiz to identify talents of all age groups. Facebook learning is a suitable medium for this purpose. These challenges offer business and mind bender case studies for students. Students can take up these challenges online. Then they can apply and show their skills on these platforms.

➔ **Post events**

Facebook for educational purposes has not limited functioning. It provides more than studying and sharing bookish knowledge. Facebook for students can also have a fun piece. Schools often organize or take parts in matches or a charity event or festivities. Students can put up all the events that are taking place in their school on Facebook. They can invite participation while informing everyone about the events. This approach enhances Facebook learning and develops a synergy among all students. Students can sync up their calendars with Facebook since it offers that feature.

➔ **Make global connections**

Facebook is not a restricted medium to a city or country. It is a worldwide platform. Then why not make the Facebook in education also that broad? Students from different parts of the world can come together on various topics. They can debate and discuss to draw a conclusion or have a common opinion on a particular issue. That

What is Facebook Group?

doesn't affect their own demographic rather it is a part of a more prominent and common global problem.

➔ **Book/Journal Reviews**

Books or educational magazines are a part of every child's life. Learning is must whether he is learning from a textbook or using Facebook for education. What if you have read an excellent book which you feel your friends should also read? You are studying for a competitive exam and feel this book has unique contents. It may help analyze faster. You have a paper to write and need reference or guidelines. Do you want to access another friend's published journal? Facebook in education helps students find and improve each other sail through.

Facebook Page

- Built-in analytics (Page Insights).
- Call-to-action button (e.g. Sign Up, Book Now, Learn More) on your Facebook Page.
- Boost your Facebook Page and Page posts with Facebook ads.
- Like and comment as your Facebook Page.
- Add apps and services to your Facebook Page, so that your fans can easily order a product, make a booking, get a quote and more.

Facebook Group

- Built-in analytics (Group Insights) now.
- Set your Facebook group as private (Closed or Secret).
- Post documents, create polls, and even buy and sell in your Facebook group.
- Group chat with your group members.
- Members receive notifications about new posts to the Group.

Note: You can link your Facebook groups to your Facebook Page.

A Facebook Group is a page that any Facebook user can create in order that others can join, allowing group members to interact based on a common interest, affiliation or association (Cary Janssen, 2010). The main purpose of groups is to help users socialize around any topic or community and to share information/knowledge for students. Some important significant features are: -

- ability for administrators to message members of the group directly and
- all members of a group have the ability to engage in a single chat window.

Therefore, in education students can learn actively and interact with classmates and teacher more and easily. Interaction through Facebook is not a face-to face interaction so that students felt less anxiety which resulted in increasing motivation in language learning.

Create a Facebook Class Group

Let's see some important steps to create a Facebook group here:

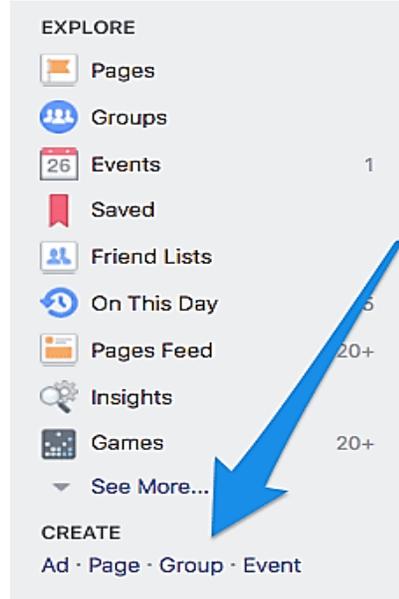
1. Open Facebook page

If you do not have a Facebook account you should create your new Facebook personal account. However, if you already have created and familiar with this application, follow the following steps.

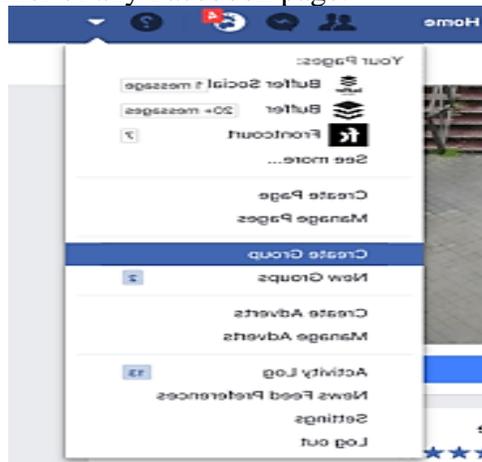
- (a) Double click on one of internet browsers (such as Internet Explorer, Firefox, Opera, Google Chrome, etc.) on your computer.
- (b) Type *www.facebook.com* address on the URL address bar and press inter key or click the search button.
- (c) Enter the security username and password code into the provided Textboxes and then click Login button to go to the next step.

2. Create Facebook Class Group

To start, click on “Group” under the “CREATE” section at the bottom of the left sidebar.

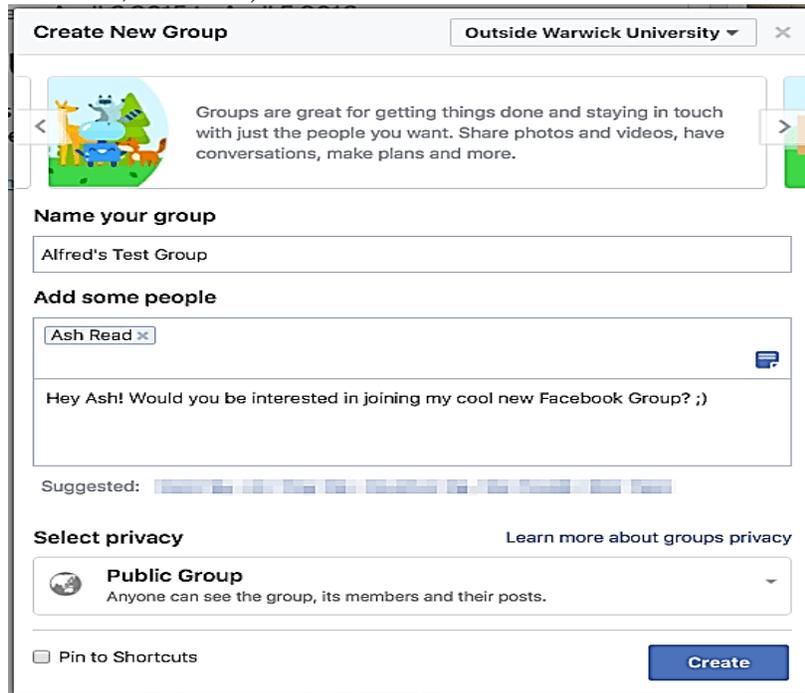


You can also find the same option under the drop-down menu in the upper-right corner of any Facebook page:



Next, fill out the basic info in the pop-up:

- Choose a name for your Facebook Group (You can change this later.)
- Enter the names of friends you want to *add* or email addresses of the people you want to *invite* to your Facebook Group (You have to add or invite at least one person.)
- Select the privacy setting of your Facebook Group (Public, Closed, or Secret)



Here's a quick overview of the differences between the three privacy options:

	Public	Closed	Secret
Who can join?	Anyone can join or be added or invited by a member	Anyone can ask to join or be added or invited by a member	Anyone, but they have to be added or invited by a member
Who can see the group's name?	Anyone	Anyone	Current and former members
Who can see who's in the group?	Anyone	Anyone	Only current members
Who can see the group description?	Anyone	Anyone	Current and former members
Who can see the group tags?	Anyone	Anyone	Current and former members
Who can see the group location?	Anyone	Anyone	Current and former members
Who can see what members post in the group?	Anyone	Only current members	Only current members
Who can find the group in search?	Anyone	Anyone	Current and former members
Who can see stories about the group on Facebook (ex: News Feed and search)?	Anyone	Only current members	Only current members

Group Name  Alfred's Test Group

Group Type  Pick a Group Type
Group types help people see what the group is about.

Description
Potential members see the description if privacy is set to public or closed.

Tags Write up to 5 tags (ex: soccer)
Tags help people find groups they might be interested in joining. You can change these at any time. [Learn more](#)

Locations This can help people find your group more easily if they're looking for groups in your area.

For example, a public or closed Facebook Group could be suitable for a community of your customers while a secret Facebook Group could be great for exclusive groups such as VIP customers or beta testers.

- If your Group is public it's also worth noting that anyone can see the posts and comments in your Facebook Group without having to join. If you want to protect the privacy of your members, a closed or secret Facebook Group will be more appropriate.

Once you've decided on the privacy options, hit "Create".

You'll be prompted to select an icon for your Facebook Group. If you don't have a preference, Facebook will default to the generic Group icon ().

3. Fill out Facebook Group's info

Head over to your Group settings, by clicking on the three-dots button below your cover photo and then choose "Edit Group Settings".

A best practice is to work your way down the list of and fill each out accordingly. Here are the key things to do:

- **Add a cover photo** - The ideal cover photo size is 820px wide by 462px tall.

On the desktop, Facebook will crop the cover photo a little from the top and bottom.

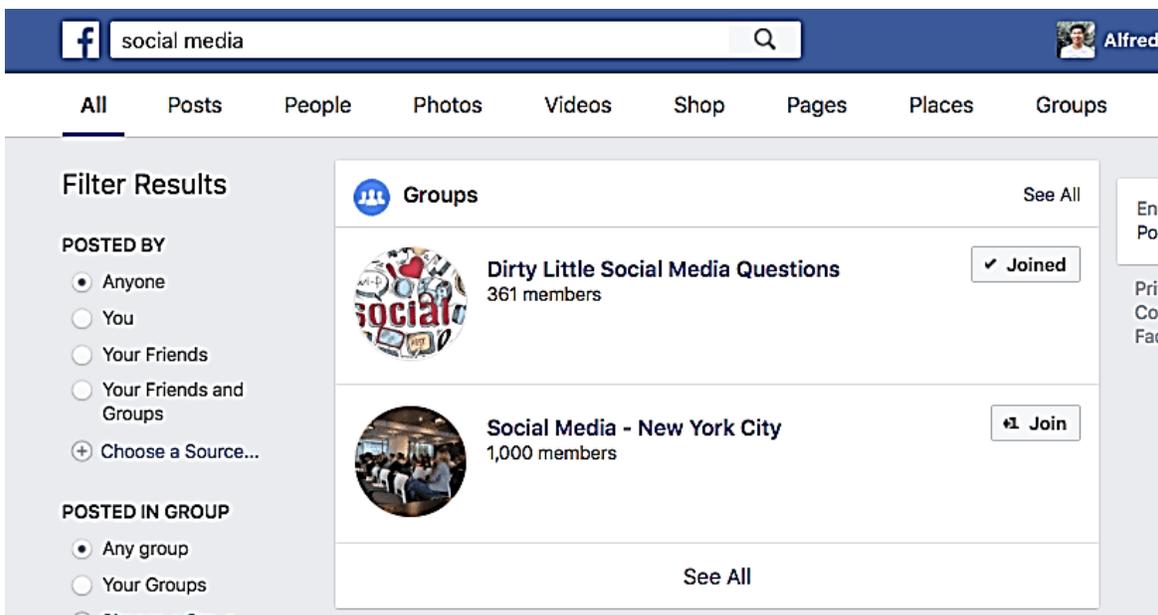
- **Select a group type to help people understand what the group is about** - types available:

- Buy and Sell
- Close Friends
- Club
- Events and Plans
- Family
- Neighbors
- Parents

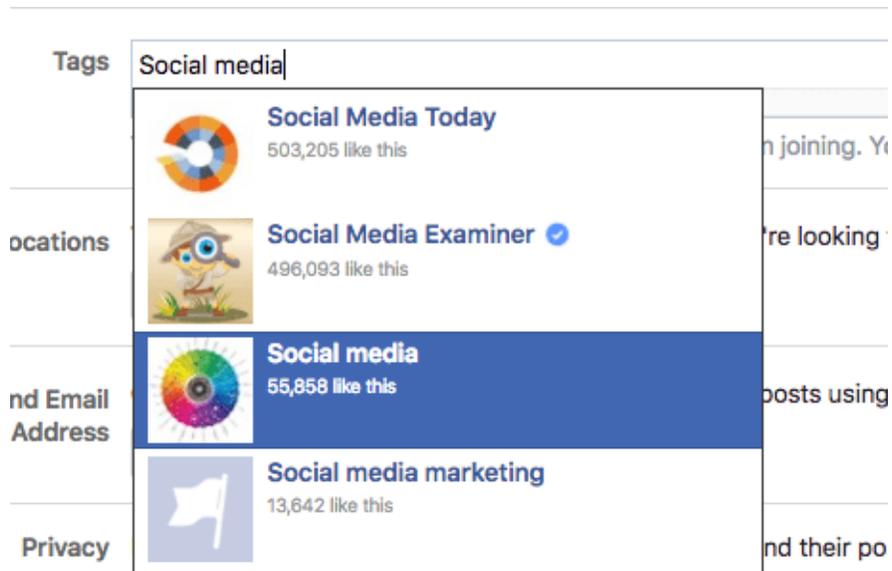
- Project
- School or Class
- Study Group
- Support
- Team
- Travel
- Custom



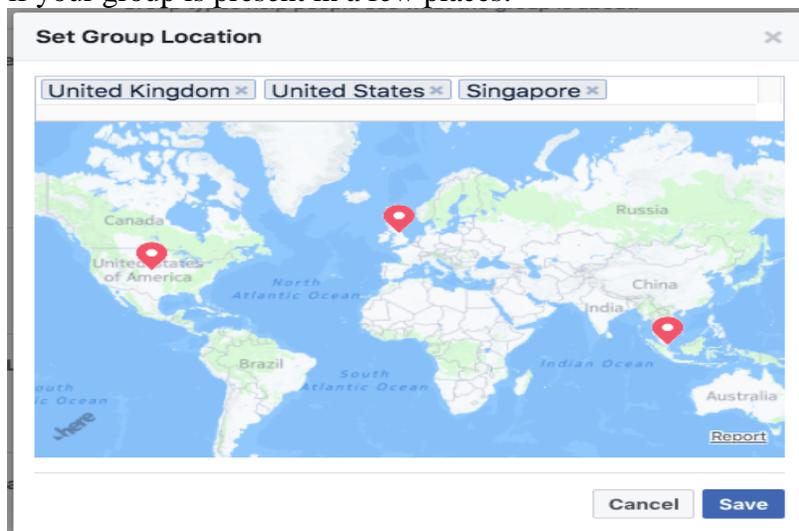
- **Write a description to tell people what the group is about in more details** - to share information that they want the entire group, especially new members, to know such as the dos and don'ts of the group.
- **Add (up to five) tags to help people find your group.** For example, when I search “social media” on Facebook, Facebook groups with the “social media” tag will show up.



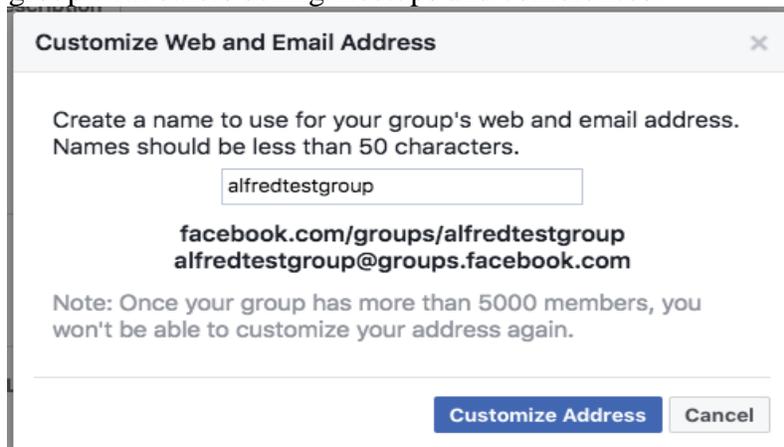
Once you start typing, Facebook will offer some suggestions such as this:



- **Add your location if you are a local Group.** It makes it easier for people who are looking for Facebook Groups in your area to find your Facebook Group. You can add multiple locations if your group is present in a few places:

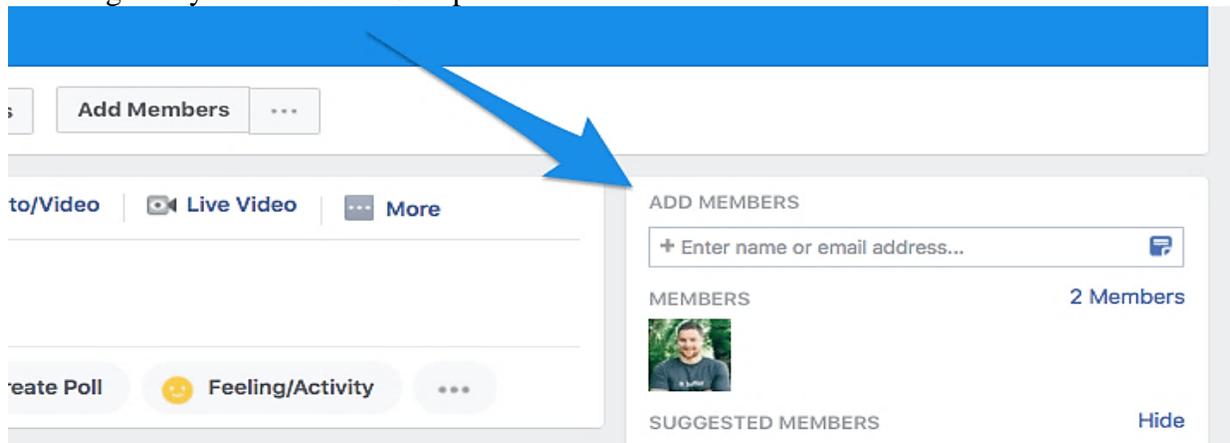


- **Customize your URL.** Using an easy-to-remember URL makes it easier to share your Facebook group with others during meetups and conferences.



4. Add or invite friends and promote the Facebook Group

Facebook Group is now ready to be shared, Add or invite people using the 'Add Members' field on the right of your Facebook Group.



- To add a friend, enter their name in the field. Your friend will join the Facebook group automatically without having to accept any invitation.
- To invite a friend or customer, enter their email address. If you want to add a personalized note on the invite, click on the tiny blue icon on the right.



 Alfred Lua has invited you to the group Alfred's Test Group.

Ash Read is a member.



- Share photos and videos
- Collaborate on projects
- Create events and polls

Hey, Alfred! I'm starting a new community for in-house content marketers to get together. Interested? :)

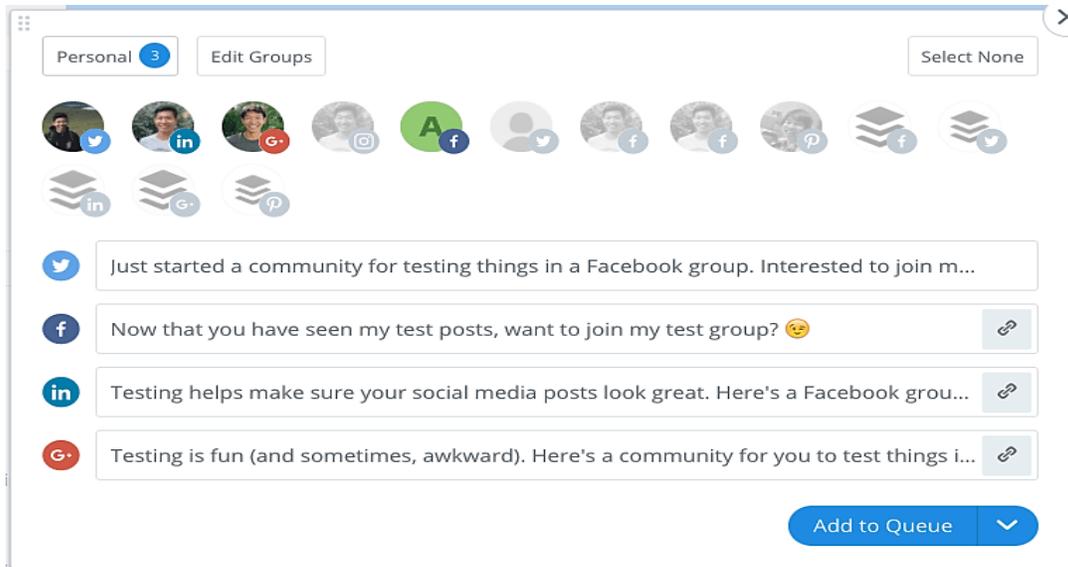
Groups are separate spaces where you can:

[Join Group](#)

This message was sent to alfred.lua@hotmail.com. If you don't want to receive email invitations from this group in future, please [unsubscribe](#).
Facebook, Inc., Attention: Community Support, 1 Hacker Way, Menlo Park, CA 94025

If you are certain your invitees would love to be part of your Facebook group, you can go ahead and add them. Otherwise, I would recommend inviting them and letting them decide if they want to join.

Tip: There's a "Share" button just below your cover photo for you to share your Facebook Group to different parts of Facebook (e.g. timeline, Messenger, and Page.)

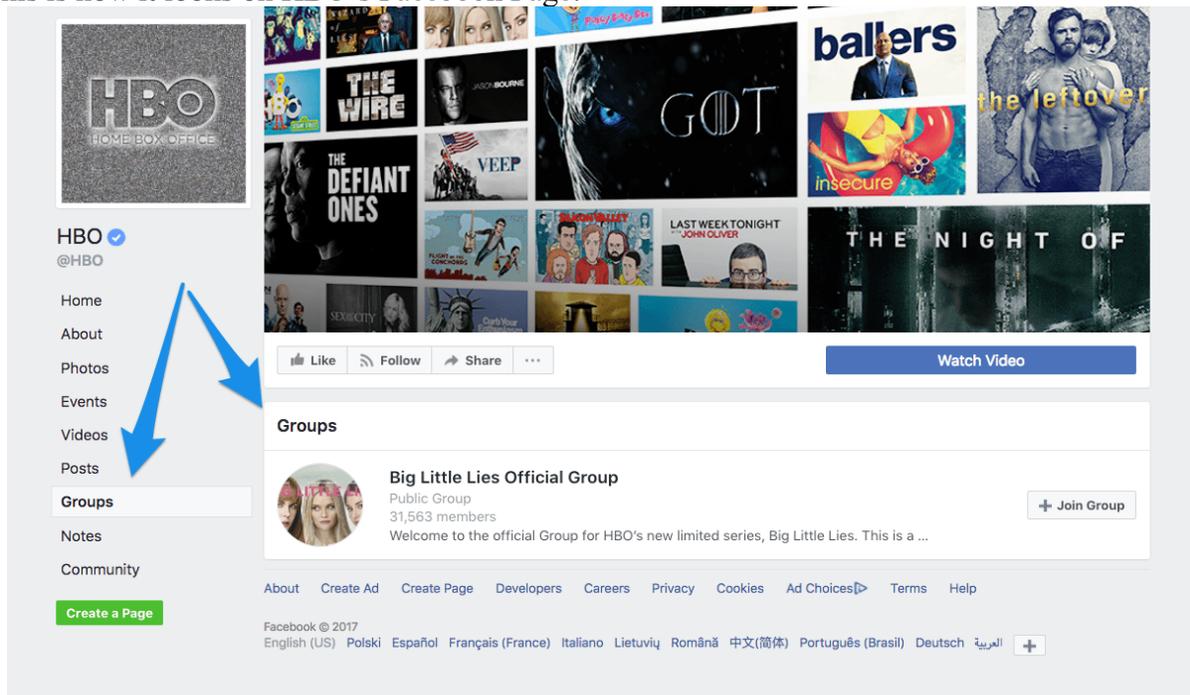


5. Link the Facebook Group page to Facebook Page

Here are the advantages of linking your Facebook Group to your Facebook Page:

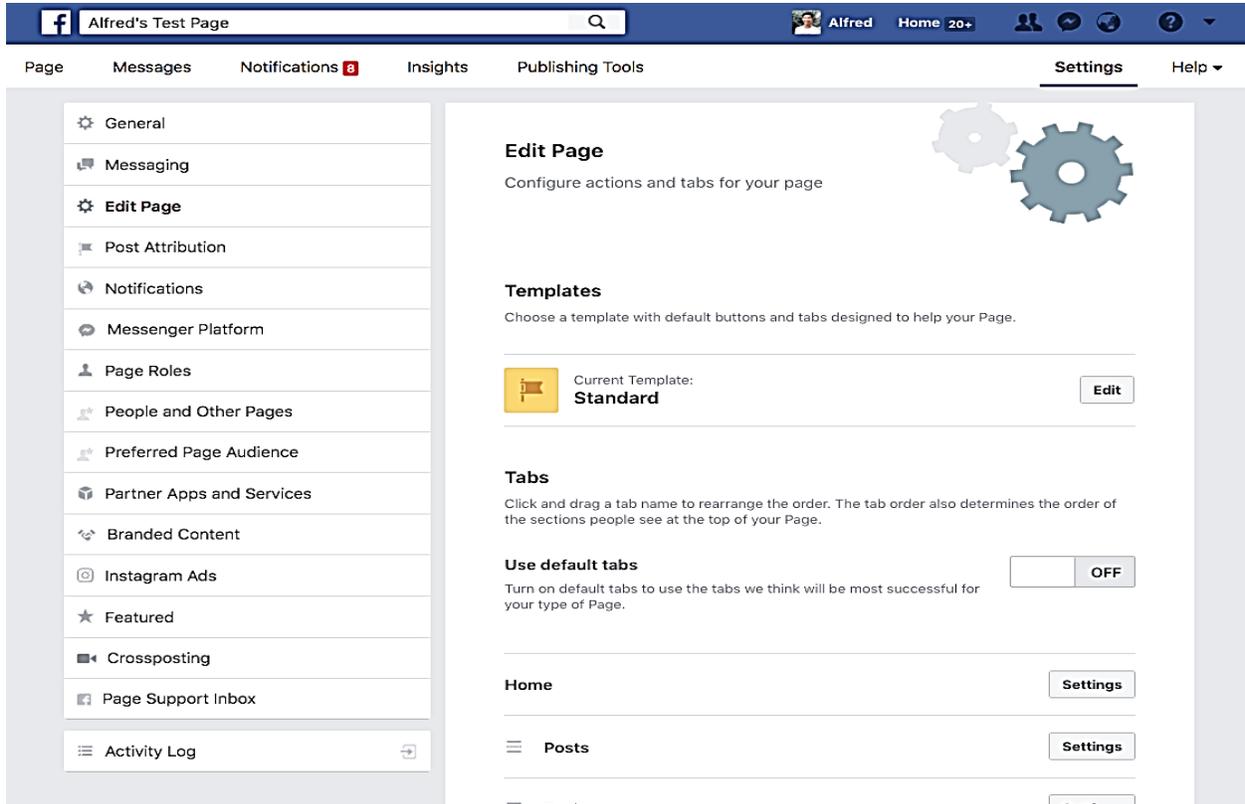
- It's easier for your Facebook Page fans and visitors to find (and join) your Facebook Group.
- You can post, Like, and comment as your Page in your Facebook Group.
- Your community can have a separate space to interact and build relationships with one another.

This is how it looks on HBO's Facebook Page:

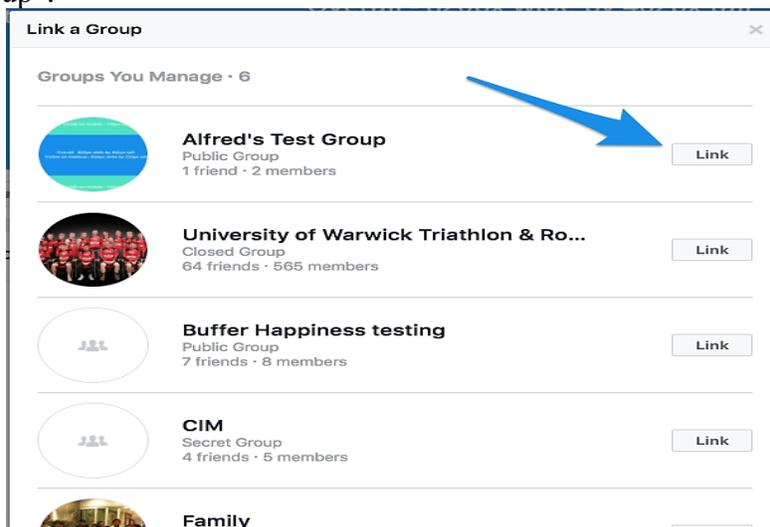


To link your Facebook Group to your Facebook Page,

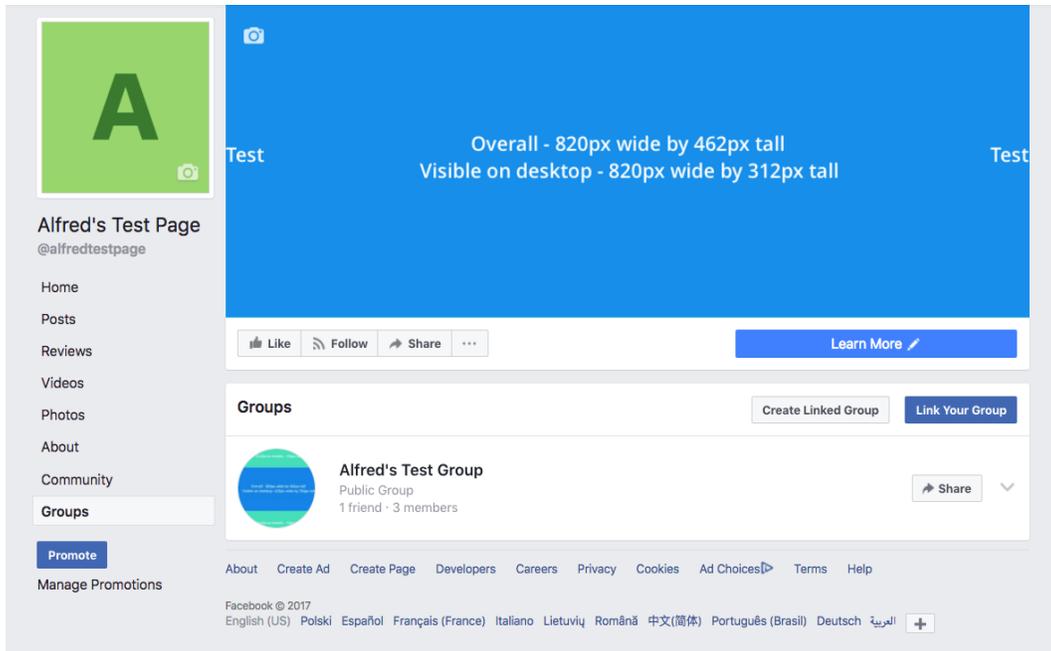
- click on “Groups” on the left sidebar of your Facebook Page.
- If you don't see the “Groups” tab on your Page, go to “Settings” → “Edit Page” and add the “Groups” tab to your Page.



- When you click on “Groups”, you’ll be prompted to link a group to your Page. Hit “Get Started”. (If you have not created your Facebook Group, you can click “Create Linked Group” to start a brand-new Group.)
- A pop-up will appear for you to select the groups you want to link. Hit “Link” and then “Link Group”.



And you're set!



Unit VII - Free Audio-video Record and Playback Tools for ELT

Objectives

At the end of this unit, you will be able to:

- Recognize different Audio-video record for ELT
- Describe what snagit is
- Record a video with a snagit

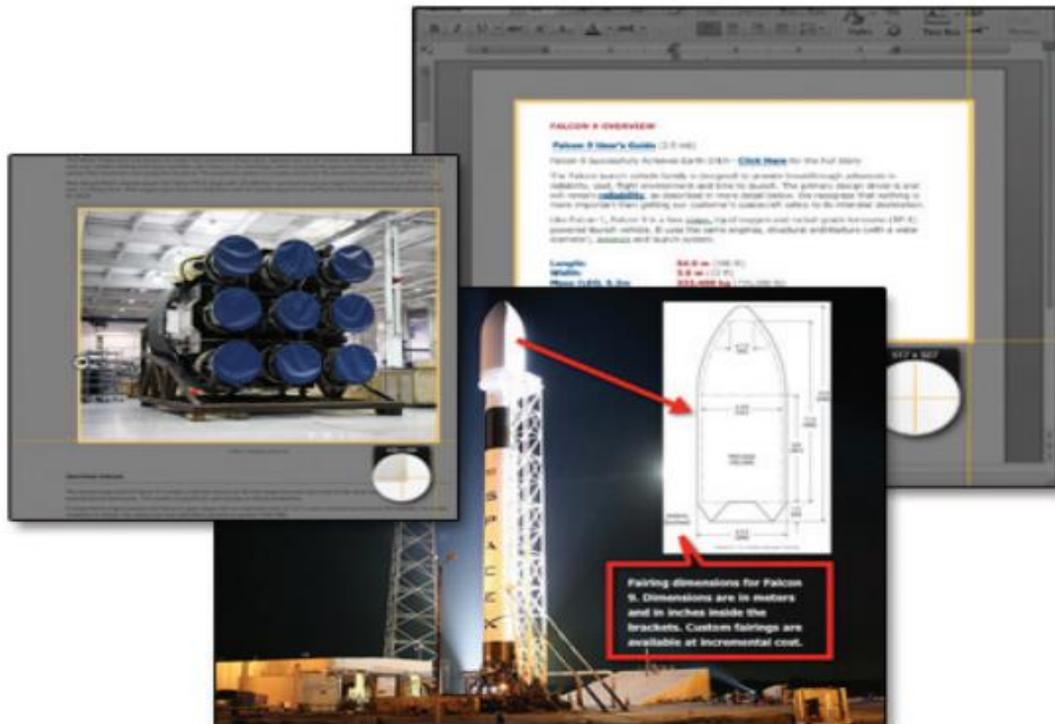
Introduction

A screen capture is a snapshot or recording of anything on your current computer screen—your desktop, a window, an application, a region, a hidden window, or an entire webpage and turning into an image or video. Screen captures allow you to communicate quickly and efficiently with others. Screen captures are one of the most useful ways of sharing what we see.

While they may seem similar, a screenshot and screen capture are a little different. A screenshot only refers to a static image. A desktop screen capture involves grabbing anything on your screen, including images, animated GIFs, or videos. It sounds a little bit like arguing semantics, we know, but it can make a difference depending on what end result you want.

Lead in Task

1. What is a screen capture?
2. What would you do if you want to record what you do on your computer as you do (teach)?



Some screen recorder tools

Some of the best Screen capture applications are: -

- TechSmith Camtasia Studio (Windows, Mac, iOS) for detailed video editing
 - TechSmith's Camtasia Studio is an **all in one screen recording and editing suite**.
 - Camtasia Studio can be used by hobbyists and professionals alike. Its capabilities include recording the screen, recording the webcam, editing video, editing audio, adding transitions and animated callouts.
 - It also features comprehensive editing features. You can cut, join and **render the screen capture video** based on various options.
 - **Pros**
 - ✓ Powerful screen capture capabilities
 - ✓ Professional editing features including green screen, callouts, and transitions
 - ✓ Built in extensive media library
 - ✓ Export to MP4, WMV, MOV, AVI, M4V, and GIF
 - ✓ Export project files to continue editing elsewhere or share with other people
 - ✓ Various mouse effects (sounds, clicks) to make the video look realistic
 - ✓ Multi-layer editing with timeline capabilities
 - **Cons**
 - ✓ Expensive compared to other software
 - ✓ In the free version, videos are watermarked

- **Atomi's ActivePresenter 7** (Windows, Mac) – full-Scale Screen Recording and Tutorial Creation for LMS software or interactive screen captures
- **Bandicam** (Windows) for hi-res screen recording
- Ice Cream Screen Recorder
- iSpring Free Cam – Free Unlimited Screen Capture with Editing
- ScreenPresso – Simple Screen Capture Software
- CamStudio – Free and Powerful Screen Capture
- **OBS Studio** (Windows, Mac, Linux) – Open Source for live streaming/Broadcast webinars and Desktop Capture
- Apowersoft Screen Recorder Pro (Windows, Mac, Android, iOS) – Screen Recording with Powerful Export Options for mobile screen capture
- Chris PC Screen Recorder – Record Your Screen at High Framerates
- **Movavi Screen Recorder Studio 8** (Windows, Mac) – Limited Free Version Desktop Recorder
- Snagit – Powerful Screen Recording
- **FlashBack Pro** (Windows) – Screen Capture with Powerful Editing audio post-capture
- Screencast-o-matic – Easy Screen Recording
- GoPlay Editor – Professional Video Editing and Screen Capture
- Showmore – Web Based Screen Recording
- Wink – Create Interactive Screen Recordings
- VLC Player – Media Player with Screen Capture
- Fraps – Benchmarking and High-Quality Video Capture
- Fast Stone Capture – Powerful Screenshot and Video Capture
- Tiny Take – Screen Recorder with Cloud Storage

What is Snagit

Snagit is an application that records desktop images, sounds and videos and saves them as a video or audio output file. Faculty can use Snagit to create simple videos on their desktop for use in flipped or online classes. It did not allow you to capture the entire website page and you were limited to capturing only the portion visible on the screen. Not only can you create photo images of the screen, but you can also create screen captured videos. Short, simple recordings that won't require much editing can be done with Snagit as compared to others.

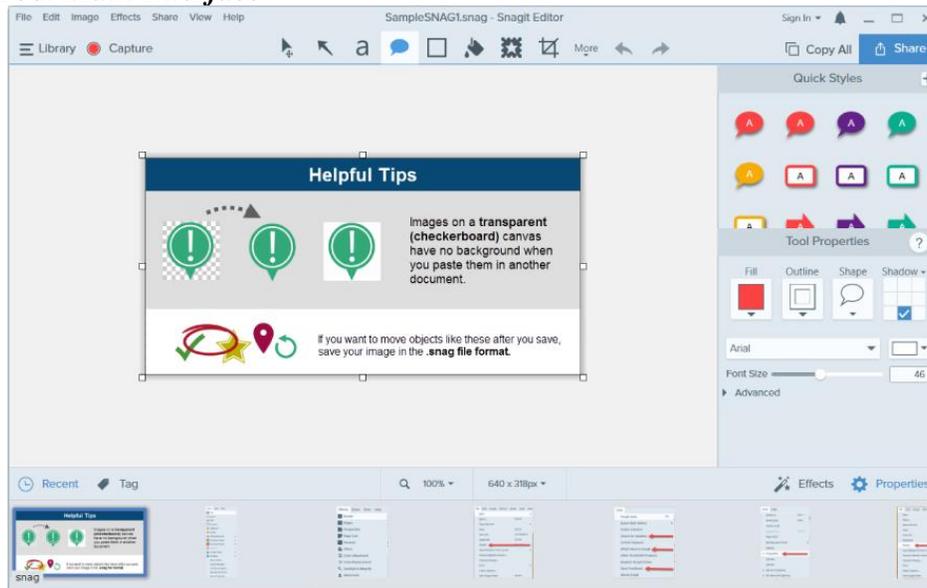
There are many reasons for using Snagit:

- Gather inspiration for a project
- Show the CTAT Department or NTS exactly what's happening on your computer
- Create handout graphics from a video capture
- Create several thumbnail images for a blog or webpage

Provide directions for your students

- Hide sensitive information
- When soliciting feedback, include a video so reviewers know exactly what you're looking for
- Make infographics
- Quickly create how-to documents
- Grab important screens from webinars
- Provide feedback or grade assignments
- Conduct research
- Watermark an image

Snagit Tool Main Interface



Getting Started with Snagit

With Snagit, you can quickly capture anything on your screen, edit and enhance your captures, and then send it to common sharing destinations quickly and easily using one of the many outputs to fit your sharing needs. Snagit helps you create and share high-quality **screen captures** for your presentations, documents and blogs. Snagit's streamlined workflow combined with Editor's Open Captures Tray allows you to continuously capture then save, edit, and share at a later time.



Start Your First Capture

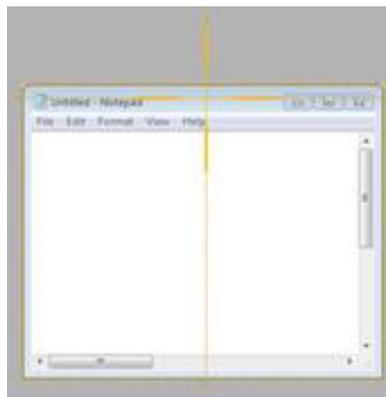
Screen capture is a snapshot of anything on your computer screen—the desktop, a window, a region, a hidden window, or an entire webpage. With Snagit, you can capture anything on your screen, edit and enhance captures, and send captures.

1. In the Capture window, click the Capture button.



2. Select the area to capture:

- Region: Click and Drag to select an area
- Window: Move the cursor over the window. When an orange dashed border appears around the window, click to select.



Full Screen: Move the cursor until an orange border appears around the entire screen

Scrolling Window: Move the Cursor over the window. Click an arrow to capture the horizontal scrolling area, vertical scrolling area or entire scrolling area

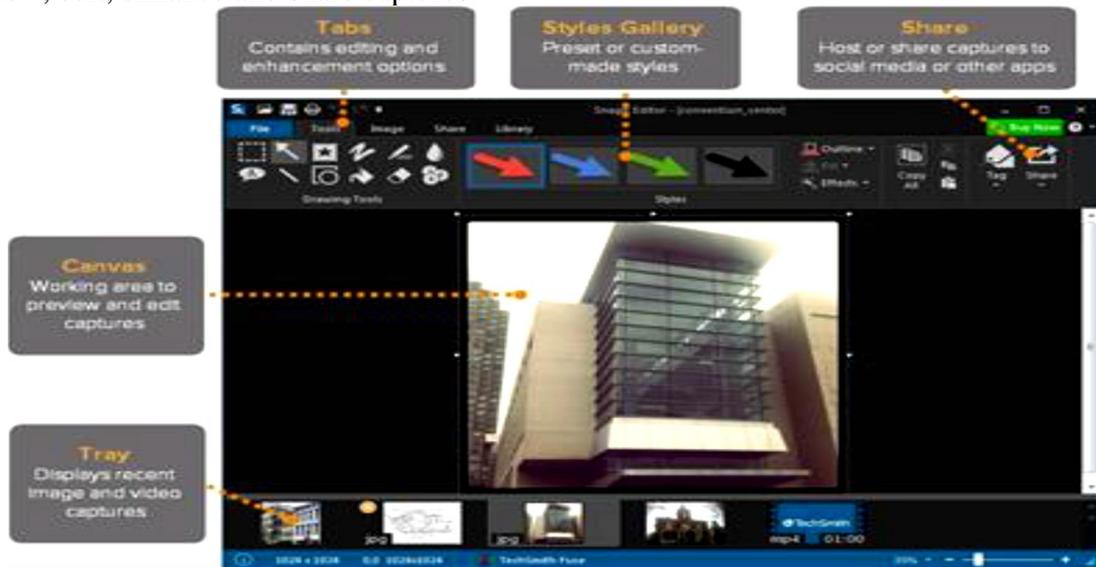
3. Select Image to capture.

The image opens in Snagit Editor where you can edit, enhance and share captures.



Snagit Editor

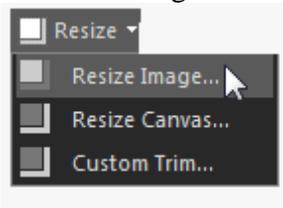
Preview, edit, enhance and share captures.



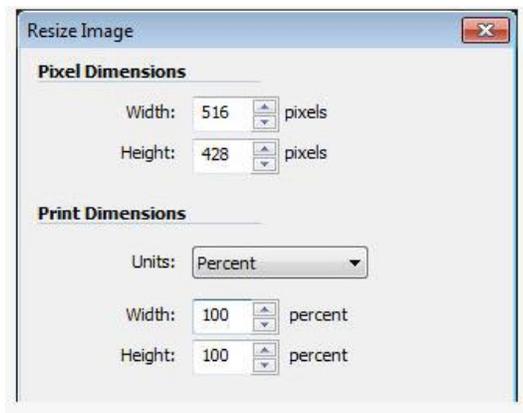
Resize an Image

Use the resize option to enter new dimensions to scale the size of an image:

- 1) In Snagit Editor, select the Image tab >Resize Image



- 2) The resize Dialog box appears. Enter a new value in pixels or a percentage for the width and height



- 3) 3.) As you change the value, a preview of the resized image appears. When you have the desired size click OK.

Add Shapes, Text and Callouts to an Image

1.) Add a shape

- In Snagit Editor, select Tools tab> Shape tool



- Select a shape style from the Styles Gallery or adjust the Outline, Shadow and Opacity options to create a custom shape.



- Click and drag on the canvas to draw the shape

2.) Add Text and Callouts

- In Snagit Editor, select Tools tab> Callout Tool



- Select a text style from the Styles Gallery

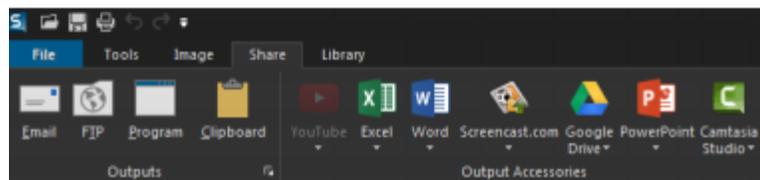


- Click and drag on the canvas to draw the text box
- Type text in the text box
- Click the cursor three times to select the text in the text box. The text editing options appear on the Text Edit tab. Change the font, color, formatting, or alignment on this tab.

Share your Captures

The Output buttons in Snagit Editor allow you to quickly share to different destination such as email, Word, Google Drive, PowerPoint and more.

- 1) Click to select your capture
- 2) Select and output button or an option from the Share menu.



Set Up the Capture

Snagit identifies a region of the screen and records the visual information in that area, along with audio from the microphone, the system, or both.

Before recording

- Create or plan your visual components ahead of time. Make sure they illustrate clearly the content you want to explain.
- Create an outline of what you will say.

Getting ready to record

1. Open the windows you plan to record, such as a PowerPoint presentation, a website,
2. software for demonstration, or a PDF document.
3. "Stack" the live areas that you wish to record on top of each other on your screen.
4. If you are using PowerPoint, the Slide Show mode automatically goes to full screen. To resize it for your SnagIt window, hit Alt-D, Alt-V. This launches a window you can resize and re-position.
 - Open SnagIt.
 - Select Video.
5. Recommended Settings:
6. **Capture Type:** Fixed Region
7. **Properties** (at bottom of **Capture Type** drop-down): **Rectangle dimensions:** 800 x 600
8. **Share:** File
 - Click the red button in the lower right corner to set up the recording.
9. Move the recording region over the section you want to record and click the mouse.
10. The yellow frame with crosshairs indicates the area that will be recorded.
11. A window will confirm that audio is coming from the microphone and the system. Change these settings by clicking on the microphone or system buttons on the control panel.
12. You may have to resize and/or reposition windows before recording.
13. Hit the ESC key to return to the desktop without recording.
 - The recording window and control panel are now set for you to begin recording.
 - Prepare any notes you want to consult while recording.

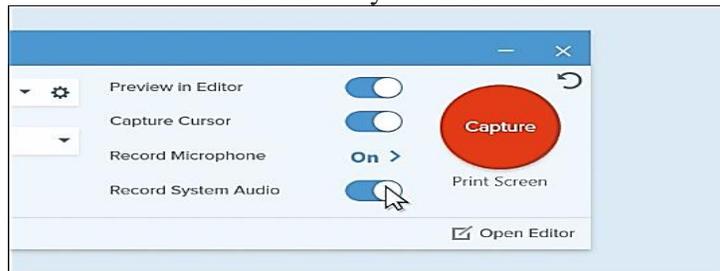
Record a Video with Snagit

When a screenshot isn't enough, record a video with Snagit. Start your video capture from the All-in-One tab or speed things up by jumping right to the Video Tab. From the Video tab, choose to include the cursor in your video, record system audio (the sounds that come from your computer), or begin a recording with the webcam.

Recording

1. Click the record button in the control panel.
2. A countdown window appears.
3. The yellow frame of the window will scroll during recording.

4. Narrate as you click through your presentation, demonstrate software, or move from window to window as you wish.
5. Everything in the active area will be recorded.
 - Click the **Pause** button to take a break, but not stop recording.
6. To end recording, click the **Stop** button.
7. There is a message that the recording is being finalized.
 - The recording will open in a **SnagIt Editor** window.
 - Click on the **File** tab of the SnagIt Editor window to save the file to your hard drive.



Unit VIII: E-learning platforms for English Language teaching

Objectives

At the end of this unit, you will be able to:

- Understand MOODLE basics
- Differentiate different functions of MOODLE
- Explore different functions of google apps for ELT

Introduction



This training material is developed to introduce and equip the trainee teachers with the basic's skill in Moodle. As a basic (introductory level) training, the material will not cover all the issues related to Moodle because the bulky works in Moodle application require great amount of time. However, we have prepared the complete video tutorials that explicitly explain the steps to work with the application for the required purpose. These videos will help you to enhance your skills of using Moodle for language teaching. More importantly, it will help you to prepare yourself for the next practical training we have planned. So, we advise you to follow the video lesson attentively and frequently in your spare time.

Getting Ready

1. Do you think you can attend and design online courses?
 2. How do you think the course we see online are designed?
 3. If you want to design an online version of the subject you teach, how can you do it?
- Have you ever heard of terms like google class, Moodle?

Discovering Moodle and What You Can Do

This Chapter is:

- Getting to know Moodle
- Finding your way around the Moodle course front page
- Checking out Moodle basic structure and organization
- Understanding resources, activities, and blocks
- Mastering Moodle terms and conventions
- Uploading assignment
- Moodle Quizzes And Question Banks

Meeting Moodle

Moodle is a large, Web-based software package that enables instructors, trainers, and educators to create Internet-based courses. Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment. Moodle provides a robust system and an organized, easy-to-use interface for learning over the Internet. One of the greatest advantages in sticking with Moodle is that developers have kept the look and feel consistent over the years, and they promise to continue to keep it consistent so that each upgrade doesn't feel like it's a piece of new software.

Moodle enables educators and trainers to create online courses. Moodle's home page (Moodle also calls it the course front page) displays, in its basic form a link to a list of participants (including the teacher and students), a calendar with a course schedule and list of assignments, resources, activities, updates, and news. This book explains all of Moodle features, including online quizzes, forums, glossaries of terms, wikis, access to documents, and links to other Web resources, and more.

Moodle is referred to as a course management system (CMS), learning management system (LMS), virtual learning environment (VLE), or more recently a learning content management system (LCMS).

Understanding Moodle Basics

So why would your organization use Moodle, or why should you learn to use Moodle? I can give you a number of reasons. Moodle is

- ✓ **Widely used, domestically and globally:** As of January 2011, more than 39 million registered users are using Moodle. This list shows you a few other stats (the numbers are from <http://moodle.org/stats>):
 - *Registered courses:* 4,303,011
 - *Users:* 40, 590, 582,899,203
 - *Teachers:* 1,190,743
 - *Enrollments:* 18,794,573
 - *Largest site:* 59,920 courses with 225,546 users
 - *Site with most registered users:* Open University 714,310 (Moodle. org has 1,030,779)
 - *Countries using Moodle:* 213
 - *Languages:* 83
- ✓ **The largest community of users around the globe for a distance learning software:** Moodle has an incredibly large and active community spanning the globe. It has been vital to the success of Moodle, and I can guarantee that if you post a question to the help forums, someone will be awake, somewhere around the globe, and you will have a reply. It's like a 24/7 tech support group. See <http://moodle.org/forums>.
- ✓ **Based on a sound educational philosophy:** Moodle is based on sound pedagogical principals and educational philosophy, making it one of the few LCMS that's learning-centered instead of tool- and gadget-centered.
- ✓ **Free:** There's no initial cost to purchase the software and no license fees! Moodle is open source software, meaning it's free and governed by GNU Public License (www.gnu.org/copyleft/gpl.html). You may think that nothing is free. Moodle *is* in that you don't have to pay for the software or the upgrades or license, installation, and training (what the marketing and sales team try to get you to commit to when you purchase large software packages).

If you want to explore Moodle and perhaps are excited to start developing your first Moodle course, you need to know a few details about Moodle to navigate it and speak the language. The following sections help get you started.

Creating a Moodle account and logging in to your course

You need just a couple things to get started with Moodle:

An account with a username and password: Aren't you glad to learn that Moodle is secure? You need a Teacher, a Course Creator, or an Administrator account in order to have editing privileges and create courses.

You can contact your system administrator to set up an account for you.

A URL: The URL depends on your organization or a third-party company that will host your Moodle site.

If you have an account and a URL, open your Web browser (Moodle works best with Internet Explorer and Firefox) and go to the URL. If this is your first time accessing your Moodle site, you come to a page similar to Figure 1-1.

The screenshot shows the Moodle login page with a navigation bar at the top containing 'Home > Login to the site' and a language dropdown set to 'English (en)'. The main content is divided into two columns. The left column, titled 'Returning to this web site?', contains a login form with fields for 'Username' and 'Password', a 'Login' button, a 'Login as a guest' button, and a 'Yes, help me log in' button. The right column, titled 'Is this your first time here?', contains a list of seven steps for creating a new account and a 'Create new account' button at the bottom.

Figure 1-1: The Login page

Next time you return to the course, either you see just the login box as shown in Figure 1-2 (or Figure 1-1) or you go straight to a list of courses on your Moodle site with a login link in the top-right corner. You have a number of options to log in, all quite straightforward and simple.

This screenshot shows a close-up of the login form from Figure 1-1. The 'Username' field contains the text 'redans'. The 'Password' field is empty. The 'Login' button is highlighted. Below the form, the 'Login as a guest' button and the 'Yes, help me log in' button are also visible.

Figure 1-2: Returning to the Moodle Login page

Navigating the Moodle interface

Finding your way around the Moodle course front page is not difficult when you understand some of the basic terminology and where things are located. Before I begin to help you familiarize yourself with the Moodle interface, you need to understand some terms that I continue to use throughout the book, and the explanation in this chapter will make more sense. These terms are specific to Moodle, so it's a good idea to use them as your reference starting point.

- ✓ **Moodle site/Moodle site front page:** Refers to the Moodle software platform that contains all of your organization's courses and blocks with utilities for managing the site. Figure 1-3 shows an example of a Moodle site front page, which includes all the courses available on the site. There is a login link in the top-right corner, a site calendar, site news, and the Site Administration block. When a reference is made to a *site*, it's available to all courses and all users in the site. Organizations usually run only one Moodle site. A Teacher or Student account would not be able to see the Site Administration block located on the left in Figure 1-3
- ✓ **Moodle course:** A Moodle course is much like a real-world course, but online: It's a collection of lessons, assignments, quizzes, documents, projects, grade book, and class discussions. An instructor constructs a syllabus, which is posted on the course front page, and students can download instructions, upload completed assignments, and collaborate through wikis, chats, and online forums.
- ✓ **Course front page:** Refers to the course home page — it's your work space and where your learners come when they log in to your Moodle course. On your course front page, you have more tools available to you than your learners do. These additional tools enable you to build and edit your course.

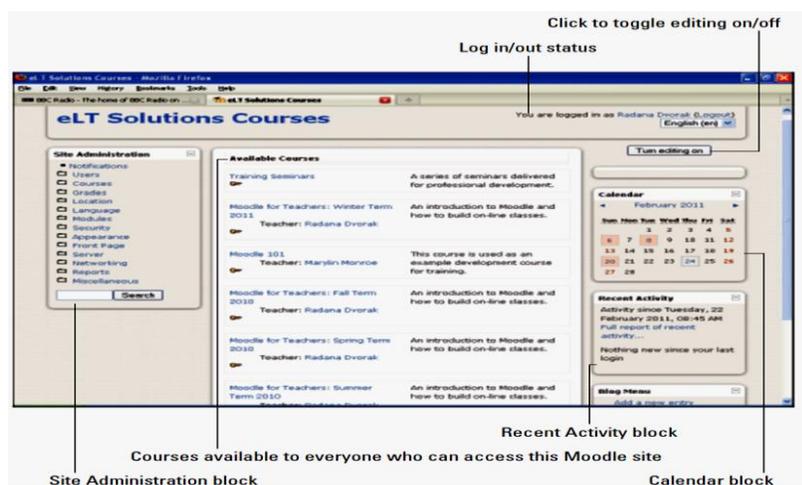


Figure 1-3: The Moodle site front page.

A number of settings offer the instructor controls and tools to add content (called *resources*) and modules such as Wikis, Forums, and Quizzes (called *activities*). The course front page is broken into course sections by week or topic (there are other settings that enable you to set up the course to meet your teaching requirements), and you can add resources and activities to each section.

Figure 1-4 shows what a teacher view of the course front page looks like without the editing features enabled. Figure 1-5 demonstrates the same page with the editing features enabled and number of activities and resources listed under the different sections (topics or units).

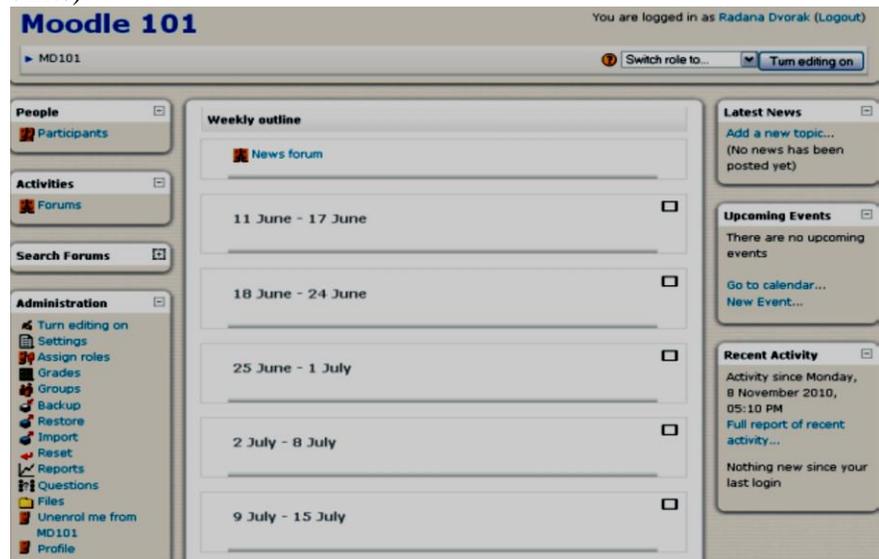


Figure 1-4: The Teacher view of the course front page.

The course front page includes **blocks** on the left and right sides with the center column reserved for the course content. Blocks are tools — kind of like containers for you and your learners. For example, you have blocks for a calendar, search box, lists of activities and resources, participants, newsfeeds, and so on. Many blocks can have links to various activities. By default, each course front page has specific blocks, such as Participants, Latest News, Upcoming Events, and Recent Activity.

When you first access your course, familiarize yourself with the course front page. Find the Turn Editing On button, located in the top-right corner, and click it. You see your course front page come to life, displaying colorful editing icons, including the Activity and Resource drop-down lists appearing in each section. A new Block drop-down list also shows up on the right side. Explore and familiarize yourself with what you have available.

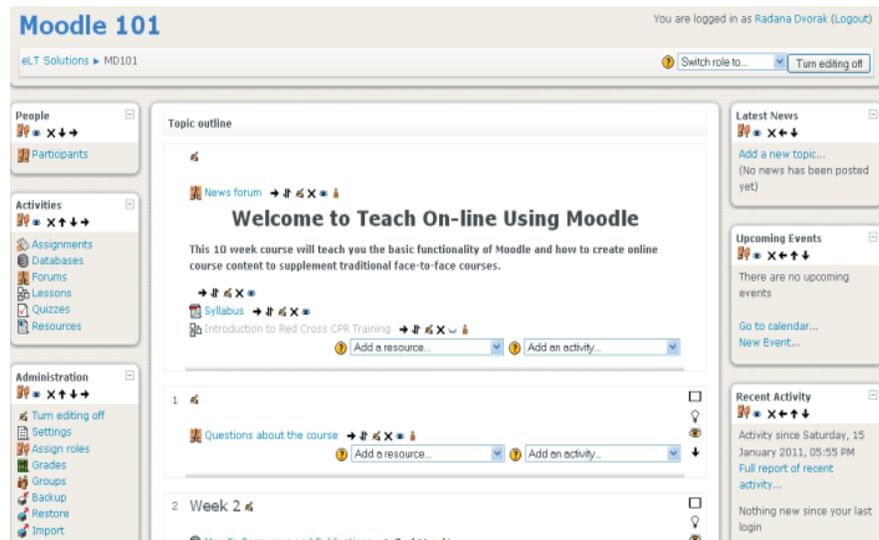


Figure 1-5: The editing tools are available.

Understanding Moodle terms and conventions

Moodle uses a number of terms and specific conventions particular to the software. In the following list, I mention and explain some of these terms and conventions to help you ease into the book:

- ✓ **User:** A specific participant who is allowed to enter a Moodle site. Each user account has a specific role, which carries a set of permissions.
- ✓ **Roles:** Roles are user accounts identifying the participants in the site and course. Each role has a set of permissions with capabilities to interact with Moodle. When Moodle is installed, it automatically creates a set of default roles — Administrator, Teacher, Non-Editing Teacher, Course Creator, Student, and Guest
- ✓ **Capability:** Capabilities are Moodle features. Each activity has specific capabilities and certain roles have the

- ✓ capabilities assigned to interact in different capacities with the activities. For example, a Teacher role can post discussions to the News forum, but a Student role can only read a news forum and not post to or reply to it.
- ✓ **Permission:** Permissions are specific settings for capabilities. You have four options: Not Set/Inherit, Allow, Prevent, or Prohibit.
- ✓ **Activities:** You can add separate, interactive learning activity modules to your course. They are robust, and each one can be set up to work with individual students, groups, or everyone in the course. The Add an Activity functionality is enabled when you click the Turn Editing On button. (See Figure 1-5.) The drop-down list appears in each section/week of your course. Many of the activities can be graded and push information to a course grade book.

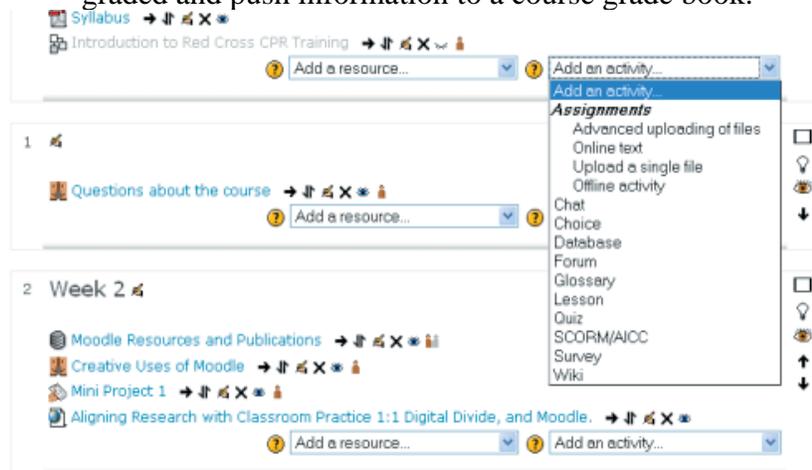


Figure 1-6: The Add an Activity drop-down list

- ✓ **Resources:** Moodle resources are types of tools that enable you to include almost any kind of file, including multimedia files and links to resources on the Internet. Resources include simple text pages, Web pages including a WYSIWYG editor, IMS packages, and more. Like activities, you add resources by using a drop-down list when editing is turned on. Figure 1-7 shows the drop-down list of various resources.
- ✓ **Blocks:** Blocks are container-like tools that provide specific information or functionality. There are more than 16 types of blocks, many of which are flexible so that you can use them for a variety of functions. For instance, the HTML block can display a short video on the course front page. The Blocks block appears bottom of the right column when you turn on editing.

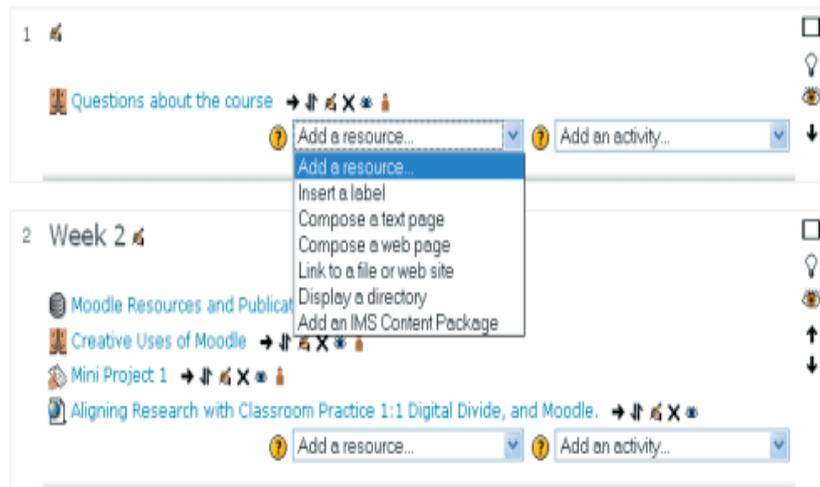


Figure 1-7: The Add a Resource drop-down list

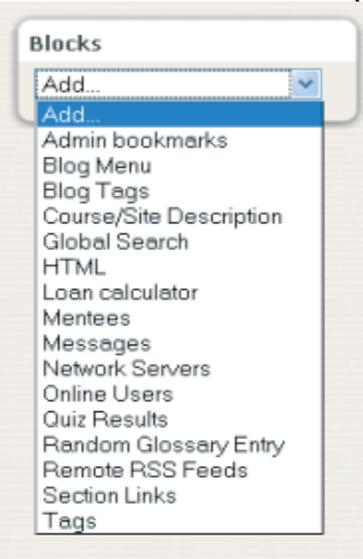


Figure 1-8: The Blocks drop-down list

Uploading Assignments

In Moodle apps window, students can upload their assignment to submit their work online using the **Moodle course page** as shown in **Figure 1-3**. A Moodle course page is a collection of lessons, assignments, quizzes, documents, projects, grade book, and class discussions. An instructor constructs a syllabus, which is posted on the course front page, and students can download instructions, upload completed assignments, and collaborate through wikis, chats, and online forums. So to upload the assignment file, follow the steps:

- Open e-learning website
- Click on the **‘added assignment’**
- Click on **“Add submission”**
- Select the file to be uploaded from the box at the upper left side
- Click on **“Upload file”**

Quizzes, Question Banks & Interactive Activities

Introduction to Moodle Quizzes and Question Banks

- Click on “**Choose file**” (file should be below 1MB)
- Click on “**Upload this file**”
- Finally click on “**Save changes**”

If you want to change the file click on “Edit submission”

- Click on “**Choose file**” (file should be below 1MB)
- Click on “**Upload this file**”
- Finally click on “**Save changes**”

When you complete the procedures, the process of sending the files will began. Now, to be familiar with, repeat the above action once more.

Welcome to the quizzes and question banks tutorial!

In this tutorial, you will learn how to create:

- Question banks
- Several types of multiple-choice questions
- Cloze questions

The Moodle quiz engine has been recognized as one of the most powerful and easy-to-use open-source computer apps in the world! Instructors can create quizzes that can be set to percentage grades, set as pass/fail, left ungraded, or taken multiple times. Because of this versatility, online quizzes can be used for formative and summative assessment, practice tests for students, and other types of interactive activities.

Moodle allows for many questions’ types, including:

- **Multiple-choice**—Can be set to one correct answer or several correct answers.
- **All-or-nothing multiple choice**—A multiple-choice (multiple correct) question type that requires students choose all of the correct responses in question. This question type is different than a standard multiple-choice question with several answers.
- **True/false**—Functions like multiple-choice question, but with only two possible choices.
- **Essay**—Students compose long answers to questions. Essay questions must be graded manually by the instructor.
- **Matching**—Students match the question to a set of responses either in a dropdown menu or by dragging and dropping the answer.
- **Short answer**—Students type in a word. The “short answer” can only be one word or a very short phrase that a student would most likely word correctly.

Note: Even with an answer such as “Stop, drop, and roll,” you must code all the possible correct answers, such as “stop drop roll,” “stop, drop, roll” “stop, drop, and roll,” “stop drop and roll,” “stop, drop, & roll,” “stop drop & roll” and any other possible combination that would be considered correct. For this reason, requiring students to type a sentence rarely works well for an auto-graded short answer question.

Helpful Hints Before Getting Started

- **Cloze**—Similar to the short answer question type, but cloze questions consist of a sentence or paragraph where certain words are removed and students must provide the missing words.
- **Numerical**—Similar to a short answer question, except this question format requires students to type in a number for the response.
- **Calculated**—Similar to numerical, but the possible answer choices are drawn from a pool.

You will need some additional image files to create some of the question types in this module. We've created a zipped folder that includes all of the files you need for this training. This zipped file can be found on the ctYOU.org website by clicking "How to Moodle" in the top navigation bar, and then clicking the link to the file located under the *Quizzes, Question Banks & Activities* tutorial. The zipped file contains the following images:

- barn.jpg
- color-green.png
- color-red.png
- color-violet.png
- color-wheel-outline.jpg
- drag-and-drop-house.png
- drag-and-drop-letter.jpg

To use these files, save the zipped folder to your hard drive. Navigate to the location where you saved the zipped folder. Right-mouse-click on the zipped folder and then click to extract the files. This process unzips the Moodle Quiz Tutorial folder so that you can access the individual image files.

In addition, please remember to do the following:

- Watch the video recommended for each question type before attempting the activity for the first time. The written instructions will make much more sense if you watch the video first! □
- Questions created in a question bank do not appear in a quiz until they've been moved into the quiz.
- If a question you have created does not appear in the question bank, you may have accidentally created it in the default area for the quiz or for the course. Check the default areas, locate the question, and then move it to the proper question bank.
- Although you can delete questions from a quiz, be careful about deleting questions from a question bank. If you do not like a particular question, simply remove the question from the quiz or edit the question.
- It is possible to import entire quizzes at one time into a Moodle course by using tests that have been formatted in MS-Word. This method requires users to format quizzes in

Creating a Question Bank and Setting up Question Categories

- Word in a very specific way. For example, see the YouTube video at <https://www.youtube.com/watch?v=iLPVsqJYjzk>. The video at <https://www.youtube.com/watch?v=GSDimeannOI> requires the use of the online Moodle XML Converter located at <http://VLEtools.com>. This converter allows users to log in using a social media account. You can locate several other conversion tools online.

Before beginning the training, set up a separate topic area in your course or training site and name its Moodle Quiz Training. This way, you can create all quizzes and question types in this tutorial in one area.

VIDEO DEMONSTRATION:

Watch this 7½-minute video to see a demonstration and explanation of quiz categories and questions.

<https://www.youtube.com/watch?v=c1xVTHxVQVk>

Note: Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle. However, the steps are similar to the ones you will use.

Using the Moodle Quiz activity requires specific methods for composing questions and organizing question banks. Question banks help you categorize your quiz questions.

Note: If you do not set up question banks before creating quiz questions in Moodle, your questions will be saved to the default area of your course instead of the question bank, and they often can be difficult to locate.

Follow these steps to create a **question bank** and **question categories**:

<i>step</i>	<i>Action</i>	<i>Notes</i>
1	Navigate to your Moodle course page and turn editing on.	
2	On your course page, click the Course Management button and then the Question bank link. The course management features may be in a different location, depending on the theme you are using.	By default, there will be no categories listed on the dropdown menu on the Question Bank page, other than the default areas. If questions have already been created, they will be listed in the dropdown.
3	Click the Categories tab to create a category for your question bank.	Think about how you would like to categorize the questions in your test bank. You may choose to categorize them by unit, level of difficulty, question type, and so forth. Each question category should have a unique name or identifier.
4	On the Edit Categories tab toward the bottom of the screen under Add category > Parent Category , in the dropdown menu	Selecting the top of your course ensures the questions can be selected easily for quizzes and tests throughout your course.

- select **Top** under your course title.
- 5 Type in the name of your question bank category, such as **Sample Question Bank**, and click the **Add category** button at the bottom of the screen. Remember, each question bank should have a unique name. Oklahoma CareerTech's CIMC uses the product number and unit numbers to identify question banks, such as AG1030 Unit 01 Test. If you'd like, add descriptive information in the Category box (however, this is not required). Students will not see the question bank name, so use a name that is meaningful to you.
 - 6 Add other categories as needed. When finished, make sure the new category appears underneath the **Question categories** heading for your course. On the **Question bank** tab, make sure your new categories appear in the dropdown menu.
Return to your main course page.

Creating a Quiz

VIDEO DEMONSTRATION:

Watch this 5 ½-minute video to see a demonstration showing how to set up a Moodle quiz.

https://www.youtube.com/watch?v=Tj3hViq_vjg

Note: Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle. However, the steps are similar to the ones you will use.

The following steps describe how to add a **quiz or test** to a course page.

<i>Steps</i>	<i>Actions</i>	<i>Notes</i>
1	Turn editing on for the course.	Click the Edit button in the upper left to enable editing capabilities.
2	Under the course topic section where the quiz is to appear, click the Add an activity link.	
3	On the dropdown menu that appears, click to add a Quiz from the list of possible activities.	
4	On the page that appears under the General section, type in a name for the quiz in the Name field. You can type in a description in the Description box.	For example, type in the name Sample Quiz 1 in the Name box. The Description box is a good place to type instructions for completing the quiz or test. For training purposes, type: Answer all questions in the quiz. When satisfied with your answers, click the "Submit all and finish" button to exit the quiz.
5	The remaining options on the page allow you to set the timing, grade, layout, and so	Clicking the question mark icons next to these options reveals information about them. The

	forth. These features are described later in this tutorial.	question behavior and review options determine whether the quiz functions as a practice quiz or a quiz that's graded.
6	At the bottom of the page, click the Save and display link to continue setting up the quiz.	Clicking Save and display reveals a page that shows no questions have been added to the quiz. You also have the option to click a button to return to the main course page.
7	Click the Edit quiz button.	
8	In the Maximum grade box, type in the point value for the quiz, and then click the Save button next to it.	For this exercise, enter "10" as the point value.
9	To add a quiz question from this page, click the Add link and choose a new question from the dropdown menu.	
10	On the popup that appears, choose the question type, and then click the Add button at the bottom of the menu.	For training purposes, click the radio button next to True/False .
11	In the General section under Category , choose the category the question belongs under.	For training purposes, choose the Sample Question Bank category you created earlier.
12	In the Question name box, type in a unique identifier that will enable you to easily determine the nature of the question, such as Sample-01-TF, which will identify the question as a True/False sample question.	Use a unique code number for each question. For example, CIMC's numbering system denotes the product number, the unit number, quiz/test, and the question number in a three-digit format with no spaces, for example AG1030-1T-001. Only those with rights to edit the course will see the question name—students will not see it.
13	Type in a question in the Question text box.	For training purposes, type: In the U.S., Independence Day is celebrated on July 4.
14	In the Default points box, verify the point value is set to 1.	
15	In the Correct answer dropdown menu, "True."	
16	Scroll to the bottom of the screen and click the Save changes button.	This will display a page that lists the questions in Sample Quiz 1. From this page, you can also add questions to the quiz from your question bank or other courses.
17	Return to your course page by clicking the title of your course in the breadcrumb at the top of the screen.	

Adding a Multiple-Choice Question to a Quiz

VIDEO DEMONSTRATION:

Watch this 4-minute video to see a demonstration showing how to add a multiple-choice question to a Moodle quiz.

<https://www.youtube.com/watch?v=tsnHSRpARrU>

Note: Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle. However, the steps are similar to the ones you will use.

The following steps describe how to add a multiple-choice question to a quiz.

Step	ACTION	NOTES
1	From the course page, click the link for Sample Quiz 1 that you created earlier.	
2	Click the Gear icon and choose Edit quiz from the menu.	This takes you to the Editing quiz page.
	This setting may be in a different location, depending on the theme you are using.	
3	Click the Add link in the space where you would like to add the new multiple-choice question, and click to add a new question .	
4	On the popup that appears, click the radio button to add a Multiple-choice question, and click Add at the bottom of the menu.	
5	At the top of the Adding a Multiple-choice question page, verify the correct category appears in the Category dropdown menu.	For training purposes, choose the Sample Question Bank .
6	Type in a unique question name, such as Sample-02-MC.	Use a naming convention that is meaningful to you—students will not see the question names.
7	You can add an image to the question, if you'd like. In the Question text editing box, click the Insert/edit image icon, which depicts mountains and a sun). On the popup screen, click the Find or upload an image link. Click the Browse button to locate the barn.jpg file included with zip file for these training modules. Then click the Upload this file button. If you wish to rename the file, you may do so. Avoid using spaces in the file name. Instead, consider using dashes or underscores for spaces between words in a file name. Type in an accurate but succinct Image description , and click the Insert button.	For this exercise, adding an image is optional. For training purposes, if adding an image, type your school name as the author and choose Public Domain in the dropdown menu. In the Image Description box, type: Barn and Silo. The best protocol for naming an image is to use a one-word name and extension, such as "barn.jpg." Avoid using spaces in the file name, such as "barn drawing.jpg." Accurate and concise image descriptions are very important for web-based images, and they are required by law for accessibility reasons. Be sure to give proper credit to the image author if the photo was located online or is one that you do not own. Do not use copyrighted images without written permission.

8	Hit the Enter key after the image to move the cursor to the line underneath the image. Type the question in the Question text editing box underneath the image.	For training purposes, type in the question: Which of the following animals would most likely be found in a barnyard?
9	Under Default points , assign a point value.	In this case, select 1 as the default points.
10	Under One or multiple answers , select One answer only from the dropdown menu.	Select the multiple answers option if students are to select more than one answer that applies.
11	Choose whether to shuffle the choices within the question. The Shuffle the choices box should have a checkmark by it.	By default, the answer choices will shuffle. However, for “all of the above,” “none of the above,” or “a and b only” type of questions, uncheck this box to ensure answer choices remain in a logical order.
12	pe in a response for each Choice box, allowing for only one correct answer. Since the question has only one answer, select 100% in the Grade dropdown menu for the correct answer. Leave the grade value at None for incorrect choices.	For training purposes, under Choice 1, type “rooster” (without quote marks), with the grade of 100% selected from the dropdown menu. For Choice 2, type “lion.” For Choice 3, type “monkey.” For Choice 4, type “zebra.” Incorrect answers should have the Grade set to None.
13	Under the section Multiple tries , if setting up a practice quiz, set the Penalty for each incorrect try to 0%.	Under the section Multiple tries , if setting up a practice quiz, set the Penalty for each incorrect try to 0%.
14	Click the Save changes button at the bottom of the screen when finished.	This sends you back to the Editing quiz page for your quiz.

Exploring the Quiz Settings

The steps below will allow you to better understand the most commonly used Moodle Quiz settings.

<i>Step</i>	<i>Action</i>	<i>Notes</i>
1	Turn editing on for the course.	Click the Turn Edit On button in the upper left.
2	Under the course topic section where the new quiz is to appear, click the Add an activity link.	
3	On the dropdown menu that appears, click Quiz from the list of possible activities.	
4	On the page that appears under the General section, type in a name for the quiz, such as Sample Quiz 2.	You can type in a description in the Description box (such as instructions for the student).
5	Section: General Field: Display Description on course page Most often, this box is left unchecked.	If you check the box, the message you typed in the Description box will appear on the course page below the quiz name. If you do not check this box, only the quiz name will appear on the course page. The quiz description will still display when the student clicks to open the quiz.

6	<p>Section: Timing Fields: Open/close the quiz You may set an open (start) and close (finish) time, if you so choose. This is not required.</p> <p>Be aware that the quiz feature on your Moodle server may use military time (a 24-hour clock).</p>	<p>When setting the timing on a quiz to open and close for a certain class period, in addition to enabling the times for the quiz to open and close, also enable and set a time limit (for example, 50 minutes).</p> <p>The time on the learning management system may be a few minutes different from the time showing on the clock in your classroom. To compensate for this, you may need to adjust the quiz time in the appropriate direction by a few minutes, or add a few minutes of cushion to either the opening or closing time of the quiz.</p>
7	<p>Section: Grade Field: Grade category Select the desired gradebook category from the dropdown list.</p>	<p>This determines the gradebook category where the score will appear.</p>
8	<p>Section: Grade Field: Grade to pass Choose the desired minimum grade.</p>	<p>This sets the minimum passing grade and affects activity and course completion.</p>
9	<p>Section: Grade Field: Attempts allowed</p> <p>Use the dropdown to determine the number of attempts that are allowed.</p>	<p>For a practice quiz, select Unlimited to allow students to take the quiz many times. For a test that will count as a grade, set the attempts allowed to 1 (or the number of attempts you choose to allow).</p>
10	<p>Section: Grade Field: Grading method</p> <p>This option is only available if multiple attempts are allowed.</p>	<p>If students will be allowed to go through the quiz many times, you may want to set the Grading method to Highest grade or Average grade.</p>
11	<p>Section: Layout Field: New page</p> <p>Use the drop-down to determine the number of questions allowed on each page.</p>	<p>The New page setting determines the number of questions per screen. Having one or two questions per screen is typical for long tests. The navigation menu on the course screen allows students to view any question on the quiz.</p>
12	<p>Section: Question behavior Field: Shuffle within questions</p> <p>You can select Yes to shuffle the answer choices within a question to discourage cheating. Otherwise, you may want to leave the layout as shown on the screen.</p>	<p>If you have “all of the above” or “none of the above” type questions, choose No.</p>
13	<p>Section: Question behavior Field: How questions behave This setting determines the way students interact with the questions.</p>	<p>Select the choices to fit your situation.</p> <p>Adaptive mode allows students to check their answers before finishing the quiz. Adaptive</p>

		mode (no penalties) allows students to guess an answer without penalty. Deferred feedback allows students to check their answers only after finishing the quiz.
14	<p>Section: Overall feedback Fields: Grade boundaries/Feedback text fields</p> <p>This step is optional, but recommended to provide valuable feedback to students.</p>	<p>In the Grade boundary 100% Feedback box, you may type in the message the student will see when they get all of the answers correct. If students earn below a certain percentage, you may type in the critical percentage and the message students will see. Multiple percentage levels can be set.</p>
15	<p>Section: Common module settings Field: Availability</p> <p>Choose to Show or Hide the quiz. You may change the setting at any time.</p>	<p>You can also choose to make the quiz available but not shown on the course page to make the course site appear less cluttered. If using this option, you must provide a link to the quiz from somewhere else such as a Moodle page, but the quiz still appears in the gradebook.</p>
16	<p>Section: Common module settings Field: ID number</p> <p>Enter an ID number if desired.</p>	<p>Setting an ID number provides a way of identifying the activity for grading purposes. If the activity is not included in any grade calculation, you may leave the ID number field blank.</p>
17	<p>Section: Common module settings Field: Group mode</p> <p>Using the Separate groups setting, students cannot see other students who are not in their immediate group. Visible groups allows instructors to assign students to work groups, but students see everyone in the course.</p>	<p>For training purposes, use the No groups setting.</p> <p>The ability to use groups is set in the course settings. Group settings allow an instructor to assign students to small groups, which works well for large classes. In addition, Groups may be used by an instructor who teaches more than one section of the same course during the same semester.</p>
18	<p>Section: Common module settings Field: Grouping</p> <p>A Grouping is a set of Groups.</p>	<p>This field only becomes active if you have enabled the Group Mode setting and students have been assigned to groups.</p>
19	<p>Section: Restrict access > Access restrictions > Add restriction Fields: Activity completion</p> <p>If desired, select an activity from the dropdown list and the condition that must be met to allow access to the quiz.</p>	<p>This set of fields ensures students can only access the quiz after completing certain activities.</p> <p>For training purposes, leave this option at the default.</p>
20	<p>Section: Restrict access > Access restrictions > Add restriction Fields: Date</p>	<p>This set of fields allows students to view and access the quiz only during the specified timeframe.</p>

	<p>You must also add the date and time for the restriction.</p>	<p>For training purposes, leave this option at the default.</p>
21	<p>Section: Restrict access > Access restrictions > Add restriction Fields: Grade</p>	<p>These fields allow you to specify any grade conditions from other parts of the course that must be met prior to accessing the quiz.</p>
	<p>If desired, select an activity from the dropdown list and an acceptable grade range that must be met to allow access to the quiz.</p>	<p>You may set multiple grade conditions. If you do, students can only access the quiz after meeting all grade conditions that you specify.</p>
22	<p>Section: Restrict access > Access restrictions > Add restriction Fields: User profile</p>	<p>You can restrict access to the quiz based on any field from a user's profile.</p>
	<p>Select a field and a logical condition that must be met for the user to access the quiz.</p>	
23	<p>Section: Restrict access > Access restrictions > Add restriction Field: Restriction set</p>	<p>This setting is recommended only for experienced Moodle users.</p>
	<p>This allows instructors to set restrictions within restrictions.</p>	
24	<p>Section: Activity completion Field: Completion tracking</p> <p>Select the desired completion tracking status from the dropdown list.</p>	<p>The user will see a checkmark next to the activity name on the course page when the activity is complete, if tracked.</p> <p>Activity completion can be tracked manually by the student, automatically based on certain conditions, or not at all.</p> <p>Multiple conditions may be set. If so, the activity will only be considered complete when all conditions are met.</p> <p>For training purposes, do not indicate activity completion.</p>
25	<p>Section: Activity completion Fields: Require view, Require grade, Require passing grade</p>	<p>These conditions can be used if completion tracking is set as "Show activity completion when conditions are met."</p>
	<p>Click the appropriate boxes to enable if you are tracking completion with the system in any of these ways</p>	<p>You can check one, both, or none of these items. Based on the items checked, the quiz will be marked complete only when the student views the quiz or the quiz is graded.</p>
26	<p>Section: Activity completion Field: Expect completed on</p> <p>If you check the Enable box for this field, you must also enter an appropriate date.</p>	<p>This field specifies the date when the activity is expected to be completed. The date is not shown to students and is only displayed in the activity completion report</p>

27	Click Save and display at the bottom of the page.	The link has now been created from the course to the quiz.
28	On the next screen, click the Edit quiz button.	
29	Click the small Add link to add a question to your quiz, and click a new question on the menu that appears.	A popup window will appear on which you will select a new question, in this instance.
30	Click the radio button next to Multiple-choice question, and click the Add button.	The multiple choice question type assigns partial credit in “multiple correct” questions if the student chooses some but not all correct responses. If you want students to select all correct responses with no partial credit given for only selecting some of the correct responses, choose the All-or-nothing question type.
31	Under the General settings, click the dropdown menu to ensure the category for the course is selected for this example.	
32	Type in a question name using the previously determined naming convention.	For training purposes, type: Sample-03-MC.
33	Type the quiz question in the Question text editing block.	Compose a question that has two correct answers. For training purposes, type: Which of the following are major cities in Kansas?
34	Make the appropriate selection in the One or multiple answers dropdown menu.	Since this question will have two correct answers, select Multiple answers allowed.
35	In the Choice 1 box, type in the first correct answer and select 50% as the grade for a question with two correct answers (33.33% for a question with three correct answers, 25% for a question with four correct answers, and so forth).	For training purposes, type Wichita and select 50% as the grade.
36	In Choice 2 box, type the second correct answer and select 50% as the grade for a question with two correct answers (33.33% for three correct answers, etc.).	For training purposes, type Topeka and select 50% as the grade.
37	In Choice boxes 3 and 4, type in the distracters and set the grade for the incorrect answers to None.	Under Choice 3 and 4, type Cleveland and Denver as distracters, and set the grade for the incorrect answers to None.
38	Set the other features to suit your preference, and click the Save changes button at the bottom of the screen.	Your new question now appears in the default question bank for your course.
39	Preview the new multiple-choice question by clicking the magnifying glass icon.	Notice the answers have been randomized. Clicking the Fill in correct responses button verifies you formatted the answers correctly.

- 40 Verify that all three question created so far appear in the Sample Question Bank. To do so, click the Course Management button and then the Question bank link.
- 41 On the page that appears, select the Sample Question Bank category from the dropdown menu, and check to see how many questions are in the question bank.
- 42 Now, select the Default for your course from the category dropdown menu, and check to see how many questions are in the default question bank for your course.
- 43 To move any stray questions to the Sample Question Bank, click the checkboxes to the left of the question(s).
- 44 Under the With selected heading, choose the Sample Question Bank from the dropdown menu, and then click the Move to button. This places the questions in the Sample Question Bank category. Notice that the number in parenthesis after the category name shows the number of questions in that category.
- 45 Return to the course page and click the link to the new quiz (in this case, Sample Quiz 2).
- 46 On the page that appears, click the gear icon, and then click the Edit quiz link.
- 47 Click the Add link and click from question bank in the dropdown menu, and choose the Sample Question Bank from the dropdown menu. You can also navigate to your course default questions.
- 48 Click the checkbox next to the questions you wish to add to the quiz, and then click Add selected questions to the quiz. The questions remain in the question bank and can be used in multiple quizzes.

Remember, if you want to require students to select all of the correct responses in a multiple-correct question, choose the All-or-Nothing question type.

Note: The All-or-nothing question type is a Moodle plugin, and you may need to request that your server administrator install it.

Advanced Question
Type: Cloze
Questions

VIDEO DEMONSTRATION:

Watch this 11-minute video to see a demonstration and explanation of the Moodle cloze question type.

http://www.youtube.com/watch?v=shK7fyh3_Rw

Note: Video demonstrations were not created by Oklahoma CareerTech, and they may use a different version of Moodle. However, the steps are similar to the ones you will use.

A cloze question can be fill-in-the-blank, multiple-choice with a list of possible answers, numerical, or a combination of multiple cloze question types all in one question. Although effective, cloze questions are used less frequently because the answer choices require special coding. Don't let this prevent you from using this type of question—cloze questions are easy to code!

Creating a Cloze Question with One Answer

Follow the steps below to create a cloze question with one answer choice.

<i>Step</i>	<i>Action</i>	<i>Notes</i>
1	To add cloze questions to an existing question bank, at your course home page on the Course Management button, click the Question bank link.	The location of this link may vary, depending on the theme on your Moodle site.
2	On the Question bank page, make sure the correct category appears in the dropdown menu, and then click the Create a new question button.	For training purposes, select the Sample Question Bank you created earlier.
3	From the popup window, click the radio button next to Embedded answers (Cloze) , and then click the Add button.	
4	Type in a question name using your previously determined naming convention.	For training purposes, type: Sample-04-C.
5	The cloze question format requires a little bit of programming code (see the example in the column to the right). In the Question text editing box, along with the question, add the following code: <ul style="list-style-type: none"> • an open squiggly bracket { • the number of points the question is worth • a colon • SA (or singleanswer spelled out with no spaces; this is the question type) • a colon • an equal sign • the answer • a closed squiggly bracket } 	For this example, start with a cloze question that requires a one-word answer. For training purposes, type the following sentence exactly as follows: This quiz question demonstrates the {1:SA:=cloze} question type. As noted in the code, the answer to the above single-answer, 1-point question is the word “cloze.” The question coding is case sensitive.
6	Click the Decode and verify the question text button to check your coding.	If you typed something incorrectly, you will see a red error message.
7	Click the Save changes button at the bottom of the page if the question was coded correctly, and return to the Question bank screen.	
8	Click the magnifying glass icon next to your question to view it.	
9	When viewing the question, click the Fill in correct responses button to ensure the question and answer were typed correctly.	

- 10 | On the **Question bank** page, click the checkbox to the left of the question and move it to the **Sample Question Bank**, if necessary. | As you may have noticed, the name of questions that have not been assigned to a question bank appear light gray in color.

Creating a Numerical Cloze Question with Several Answer Choices

Step	Action	Notes
1	From the Question bank screen, click the Create a new question , choose Embedded answers (Cloze) , and then click the Add button.	Make sure you are in the correct category for your quiz.
2	Name the question according to your established naming convention.	For training purposes, name the question Sample-05-C.
3	Type your question in the question editing box. When typing in the code, separate the answer choices using a tilde symbol (~). An equal sign designates the correct answer. The multi-answer cloze question type uses the following abbreviations for question types: <ul style="list-style-type: none"> • MCV – multiple-choice vertical (displays choices vertically) • MCH – multiple-choice horizontal (displays choices horizontally) • MC – dropdown box (displays choices in a dropdown box) • NM – numerical answer 	For training purposes, type the following sentence exactly: If an item is “free,” the cost is {1:MCV:\$100~\$1~=\$0~\$25}.
4	Click the Decode and verify the question text button to check your coding.	If you typed something incorrectly, red text will appear.
5	Click the Save changes button if the question was coded correctly, and return to the Question bank screen.	
6	Click the magnifying glass icon next to your question to view it.	
7	When viewing the question, click the Fill in correct responses button to ensure the question and answer choices were typed correctly.	
8	Make sure the question appears in the correct question bank.	If it is not in the question bank, move it at this time.

Creating a Multiple-Answer Cloze Question

Follow the steps below to create a cloze question with multiple answers in a question bank.

STEPS	ACTIONS	NOTES
1	On the Question bank page, click the Create a new question button, choose Embedded answers (Cloze) , and click the Add button.	For example, use the Sample Question Bank you set up earlier.
2	Name the question according to your established naming convention.	For training purposes, type Sample-06-C.

3	Type in the question code text in the editing box. Use the following abbreviations to designate question types:	For training purposes, type the following: Ears of corn grow on a: {1:MCH:stock~=stalk~stick~stump}. The hierarchical rank of organisms is Kingdom, Phylum, {1:SA:=Class}, Order, Family, Genus, {1:SA:=Species}. Poison oak usually can be identified by the number of leaflets. As the saying goes, “Leaves of {1:NM:=3}, let it be.”
	<ul style="list-style-type: none"> • MCV – multiple-choice vertical • MCH – multiple-choice horizontal • MC – dropdown box • NM – numerical answer 	
4	Click Decode and verify the question text to check your coding.	
5	Click the Save changes button if the question was coded correctly, and return to the Question bank screen.	
6	Click the magnifying glass icon next to your question to view it.	
7	When viewing the question, click the Fill in correct responses button to ensure the question and answer choices were typed correctly.	If you edit a previously saved multiple-answer cloze question, under the heading The Question Will be Saved as Edited, click to confirm you want to resave the question.
8	Make sure the question appears in the correct question bank.	If it is not in the question bank, move it at this time.

Note: The cloze question type can be used to create a unit review. Consider using longer passages of text!

Google Classroom for e-learning

Moodle requires a server for hosting our lessons but google classroom solves this problem through cloud hosting.



Introduction

Google Classroom integrates Google Docs, Drive, and Gmail in order to create and collect assignments in a paperless environment. By utilizing Classroom, you can create assignments for one or multiple classes, and assign the assignment to each student or a group of students. As a teacher, you can view who has or has not completed assignments, provide feedback during and after assignments, and assign grades. In this section you will practice Signing into Google Classroom, Creating a Class, Changing a Class Theme, Adding a Teacher Photo to the Class, Renaming or Deleting a Class, Adding a Class Resource Page, Adding Student by Class Code, Removing Students from a Class, Resetting the Class Code, Creating an Assignment, Viewing an Assignment, Grading and Returning an Assignment, Changing a Grade, Posting Announcements and Adding and Deleting Comments.

Google Classroom Workflow

1. Teacher creates assignment and attaches one or all of the following:

- ✓ File(s)
- ✓ Google Drive Item(s)
- ✓ Video(s)
- ✓ Link(s)

2. Teacher chooses to send the assignment to each individual student, a group of students, or to the whole class along with privileges: Edit or View.

3. Student receives a notification that an assignment is due.

4. Student turns in the assignment and loses editing privileges once assignment is turned in.

5. The teacher edits the document to grade the assignment, returns it to the student with feedback when necessary.

6. Student receives document with grade and has gained editing access again to write comments.

Note:

- Both the teacher and students can see the list of pending and completed assignments.
- The teacher can see all grades for an assignment
- Students can see their own grades for completed assignments.

Signing into Google Classroom

1. **Type** the following web address: <http://classroom.google.com>

2. **Enter** your **email and password**.

Note: Classroom is only available for Google Apps for Educations users, so you cannot sign into Classroom with your personal Google Account.

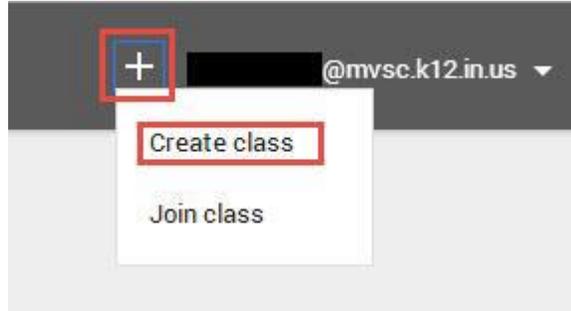
3. Click **TEACHER**. The Welcome to Classroom page opens.

Creating a Class

4. Click **SEE HOW CLASSROOM WORKS** for a guided tour of Classroom. To take the guided tour at a later time, **Click the three horizontal lines** in the upper-left corner, and select **Help**.

1. Click the + icon in the upper-right corner.

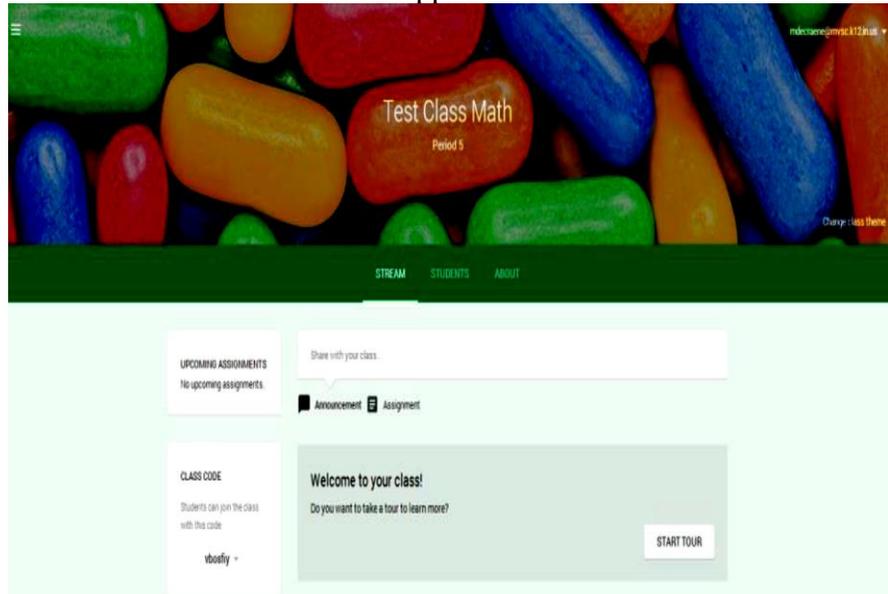
2. Click **Create Class**



3. Type a **Class Name** and **Section descriptions** such as Section, Grade Level, or Class Time.

 A screenshot of the 'Create a class' form. The title 'Create a class' is at the top. Below it are two input fields: 'Class name' and 'Section'. A red circle with the number '1' is next to the 'Class name' field, and a red circle with the number '2' is next to the 'Section' field. At the bottom right, there is a blue 'CREATE' button with a red circle and the number '3' next to it, and a grey 'CANCEL' button to its left.

4. The Created Class will now appear.



5. As classes are created, you can navigate and view any class by clicking the three horizontal lines in the upper-left corner.



Home

Test Class Math

Period 5

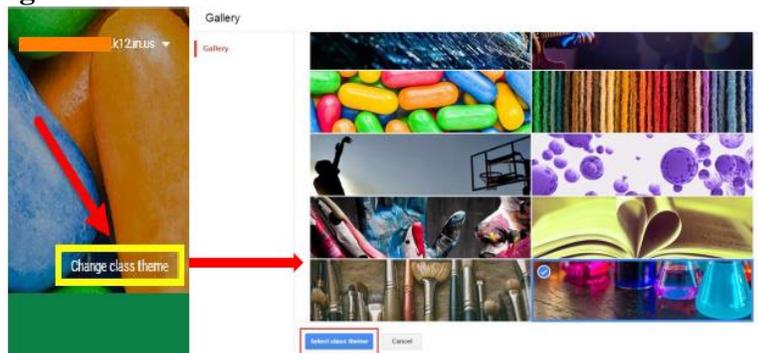
Test Class ELA 1

Period 1

Changing the Class Theme

You can choose a theme (image) that will be displayed for the class in the stream. **To change the image:**

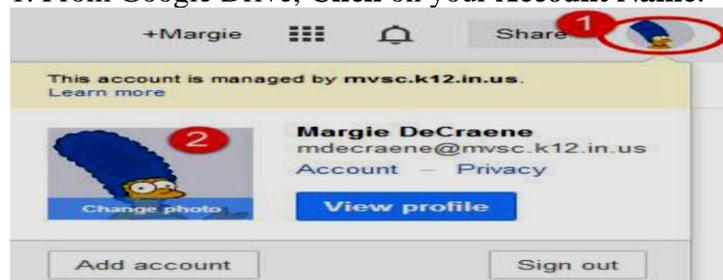
1. **Open the class** and click **Change Class Theme** in the lower-right corner of the image.
2. **Select an image** from the gallery and click the **Pick Course Image** button.



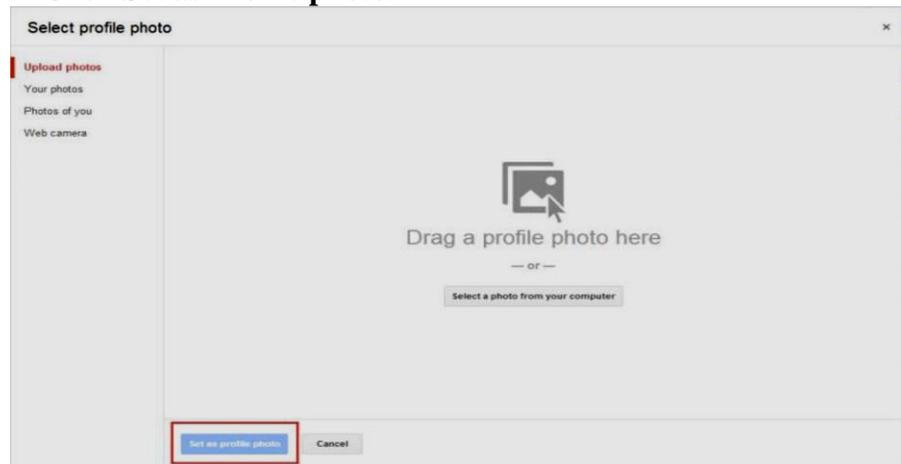
Adding a Teacher Photo to the Class

You can also display a profile photo next to your name in both the class stream and on the class card on the home screen.

1. From Google Drive, **Click on your Account Name.**



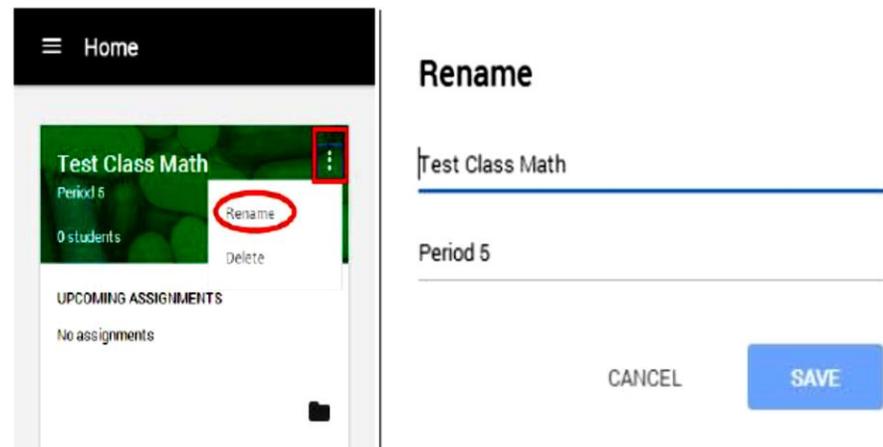
2. Click on **Change photo.**
3. **Drag or Upload a photo.**
4. Click **Set as Profile photo.**



Renaming or Deleting a Class

From the home screen, you can rename or delete a class using the menu icon (three vertical dots) in the upper-right corner of the class card:

- To rename a class, **Click** the **menu** icon and select **Rename**. **Enter a new name** and click **SAVE**.
- To delete a class, **Click** the **menu** icon, select **Delete**, and click **DELETE**.



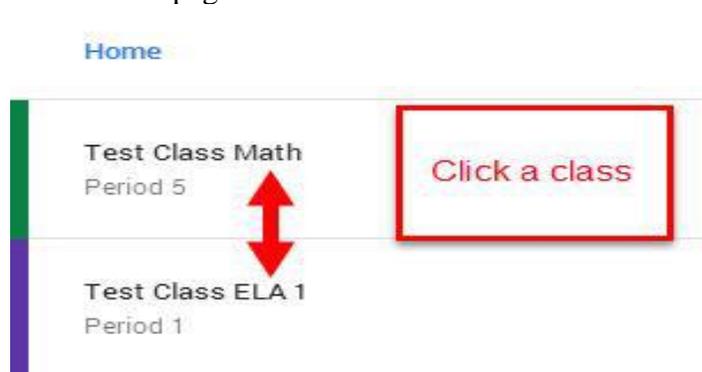
Warning: There is no way to *undo* deleting a class. If you click **DELETE**, you will no longer have access to any class posts or comments. However, you can still access class documents on Google Drive.

Adding a Class Resource Page

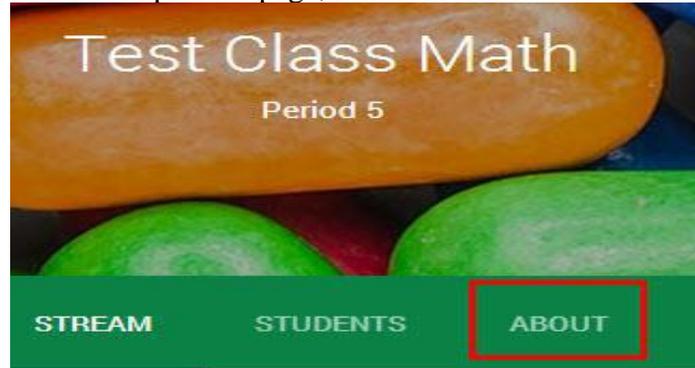
Once you've created a class, you have the option to add a resource page for the class for your students. A resource page may consist of helpful documents, videos, images etc. that will help your students while they are in the classroom. For example, if you created an English Language Arts Class, you may add documents on writing a

poem, analyzing a story, videos explaining certain types of poems etc.

1. From the **Home** page, Click the **class** to which you want to add the resource page.



2. At the top of the page, click **ABOUT**.



3. You will now see the following:

4. You can **add a title** for the **page** and a description of the class by hovering over those fields.

5. You can **add the Room location** of the Class and **type where the class meets**.

Note: If you choose to leave this field blank, it won't appear in the student view of the page.

Your email address and the Google Drive folder are automatically included in the overview and can't be changed.

6. Click **Add resources** box to attach additional resources to the overview.

7. **Type a title for your resources** then **select your attachment**. Attachment options include a file from your computer, a Google Drive item, a YouTube video, or a link to a webpage. You can add multiple resources under a single title or add them separately under their own titles.

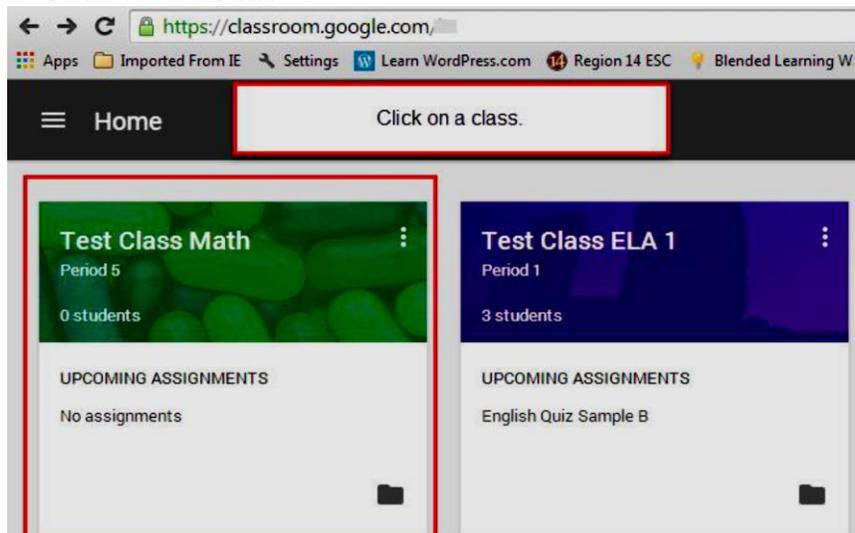
8. **Click Post**, when you're done. Click **stream** to go back to the main classroom page.

*Note: You can always edit the resource page by following the same steps. If you choose not to add a resource page, the **ABOUT** link at the top of the class stream will not appear for students.*

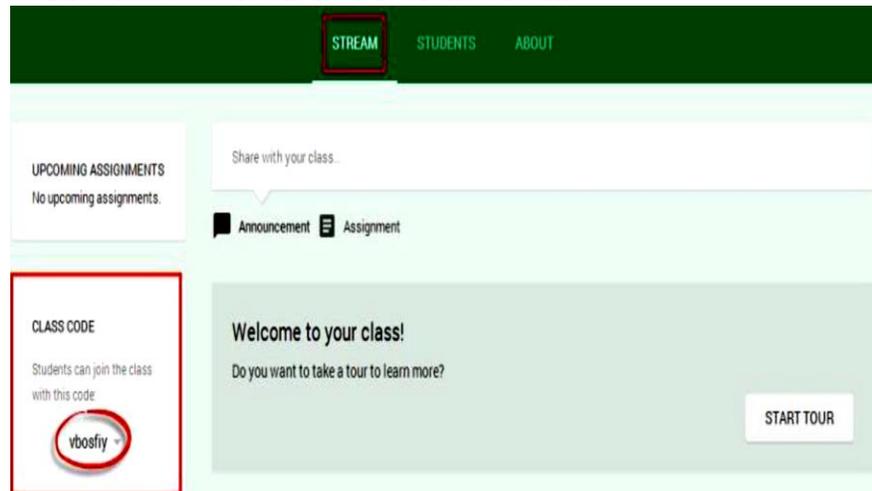
1. **Sign in to Classroom** at <https://classroom.google.com>

2. **Click on the Class.**

Adding Students by Class Code



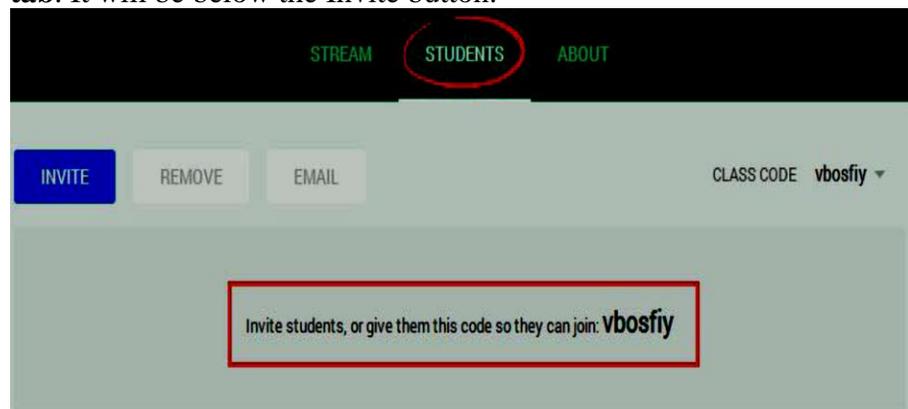
3. The class code is on the left of the stream.



4. Share the Class Code with students by:

- Send an email** to students with the class code.
- Post the class code** as an announcement on the class stream.
- Write it on the board** in your classroom.

5. The Class Code can also be obtained by **clicking** on the **Students** tab. It will be below the Invite button.



6. Give the students these instructions:

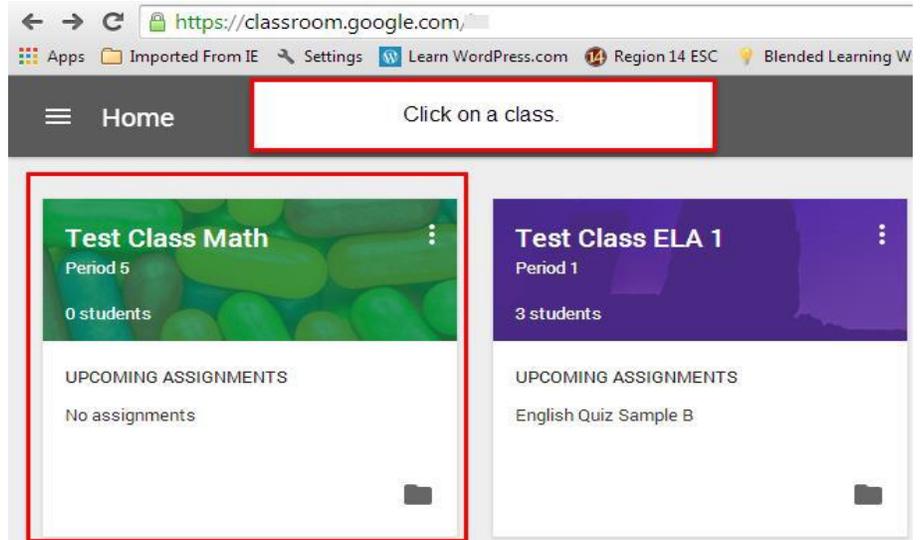
- **Sign in to Classroom** at <https://classroom.google.com>.
- On the Home page, **click** the + icon.
- **Enter the code** that I gave you in the box and click **JOIN**.

At any time, a teacher can remove a student or several students from a class.

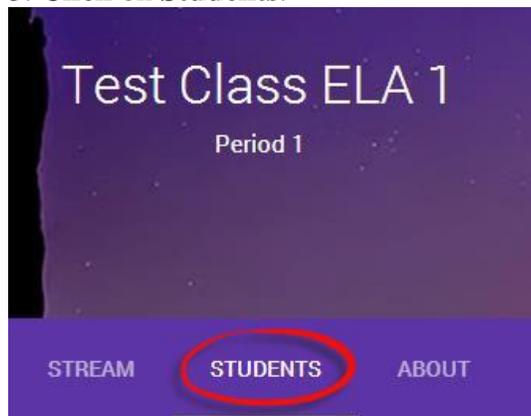
To remove a student:

1. **Sign in to Classroom** at <http://classroom.google.com>.
2. **Click the class** from which the student should be removed.

Removing Students from a Class

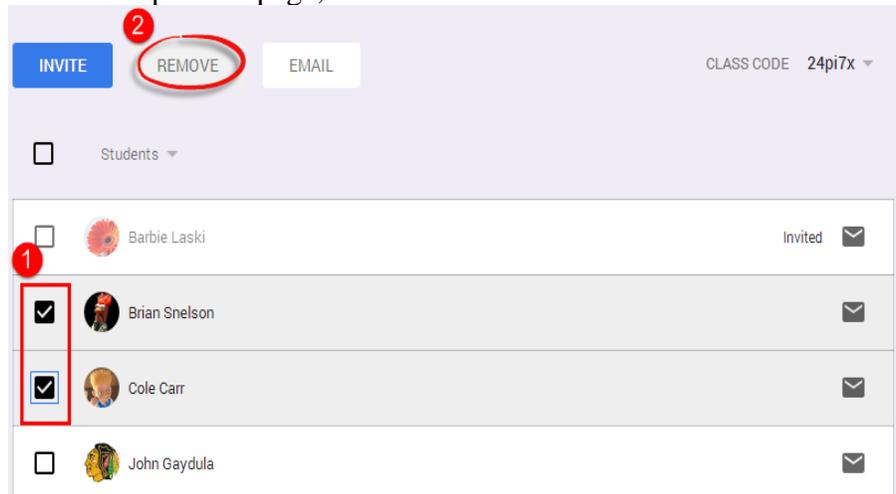


3. Click on **Students**.



4. **Check the box** or boxes next to the student(s) you want to remove.

5. At the top of the page, **Click REMOVE**.



6. The dialog box appears with the question: "Are you sure you want to remove or uninvite the following student?" and shows the student's name.

Remove students?

Are you sure you want to remove the following students from the course?

- Brian [redacted] ([redacted]@mvsc.k12.in.us)
- Cole [redacted] ([redacted]@mvsc.k12.in.us)

CANCEL

REMOVE

7. **Click REMOVE** to remove the student from the class.

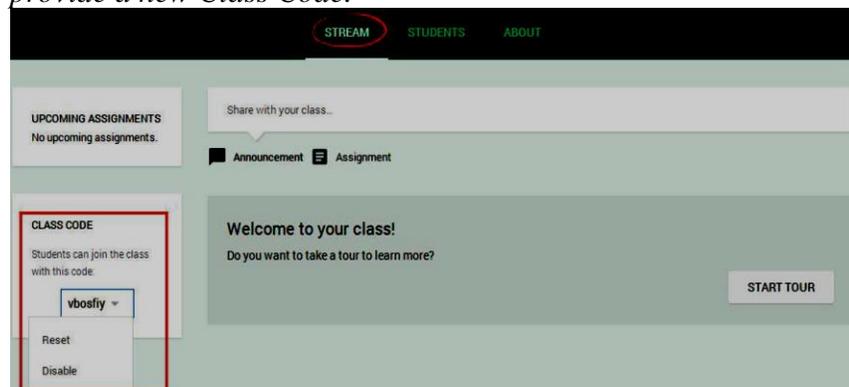
Resetting the Class Code

You have the option to reset or disable the class code by clicking the code itself to access the drop-down menu. This can be accessed from either the Stream or the Students Tab.

Stream Tab

1. From the **Stream Tab**, click the **arrow down button** located by the code.
2. Choose **Reset** to obtain a **new Class Code**.
3. Choose **Disable** to **eliminate** the **Class Code** option.

Note: Once the Class Code is enabled again, it will automatically provide a new Class Code.

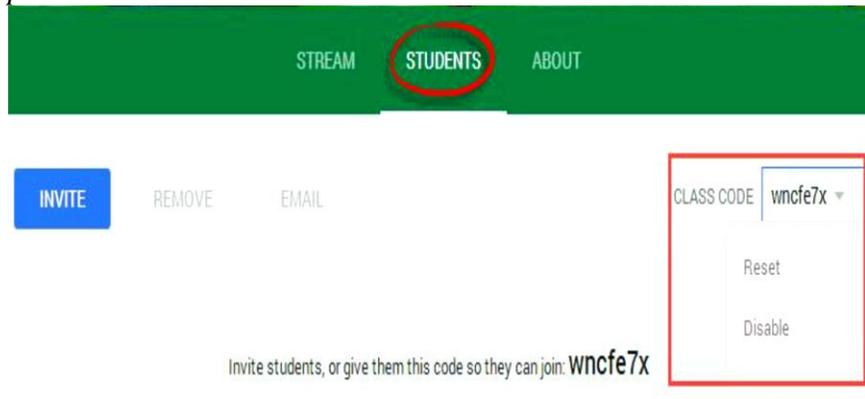


Students Tab

1. From the **Students Tab**, Click on the **arrow button** located by the Class Code.
2. Choose **Reset** to obtain a **new Class Code**.
3. Choose **Disable** to **eliminate** the **Class Code** option.

Creating an Assignment

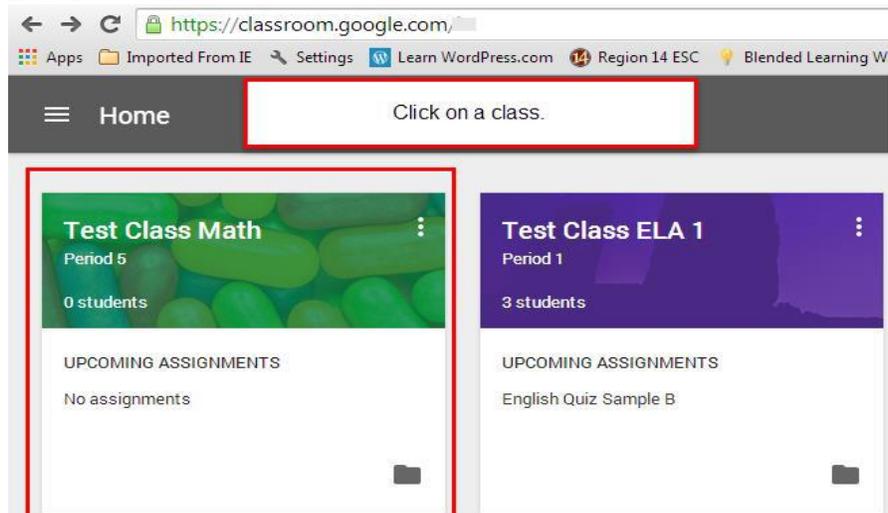
Note: Once the Class Code is enabled again, it will automatically provide a new Class Code.



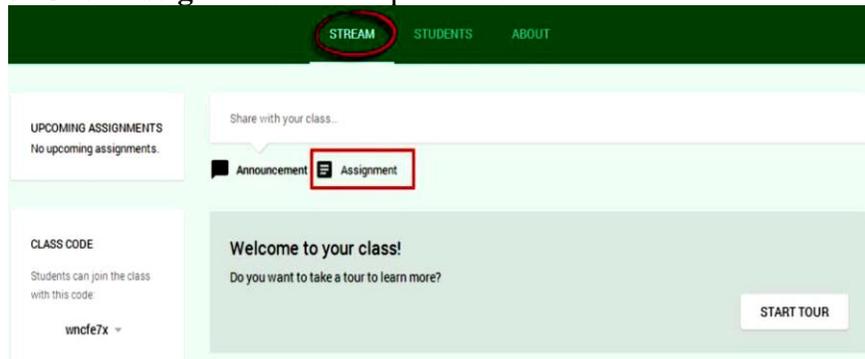
You can create an assignment in your class stream, attach materials to it, assign it to one or more classes, and grade and return it to students.

To create an assignment:

1. Sign in to Classroom at <https://classroom.google.com>.
2. Select a class.



3. Click Assignment at the top of the stream.



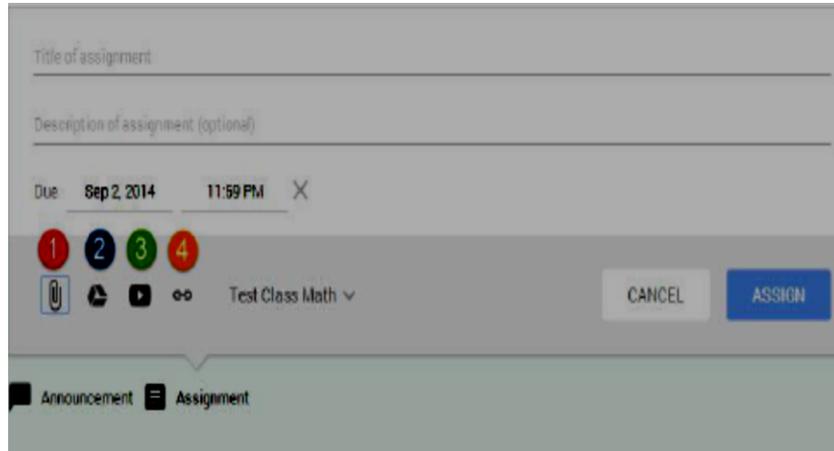
4. Enter the title of the assignment, and instructions in the Description area.

5. The assignment is due the next day by default. Click on the **date** to select a different date from the calendar.

6. If you want the assignment turned in before midnight on the due date, click **Add time** to set the time at 11.59 pm. Or, **Click** again to select a **time** from the drop-down list.

7. Add other attachments to the file as needed to help students understand or add motivation to the assignment:

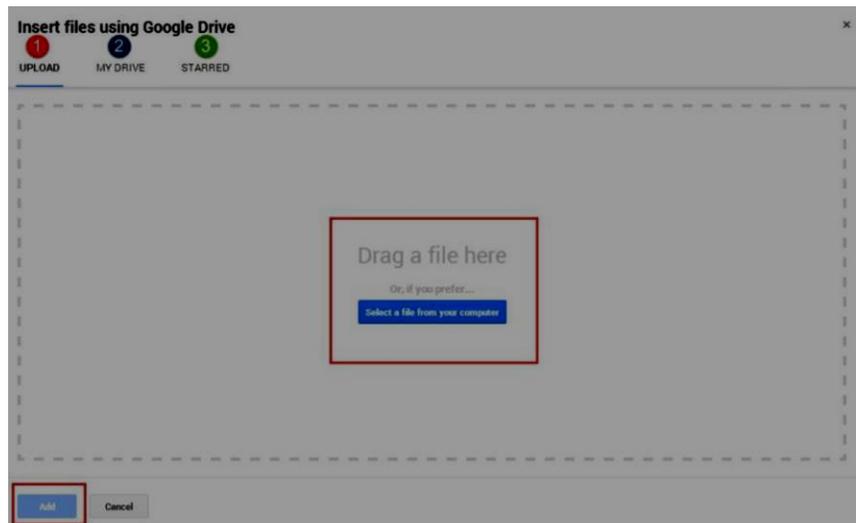
- 1 File(s)
- 2 Google Drive item(s)
- 3 YouTube Video(s)
- 4 Link(s)



8. To attach a File, a Google Drive item, a YouTube video, or a link, **Click the appropriate icon.**

9. To **attach a File**, Click the **paperclip icon**. This will enable you to:

- 1 Upload files from your computer that exist on your desktop, documents, etc.
- 2 Upload files from your Google Drive.
- 3 Upload files from your Google Drive that are starred.

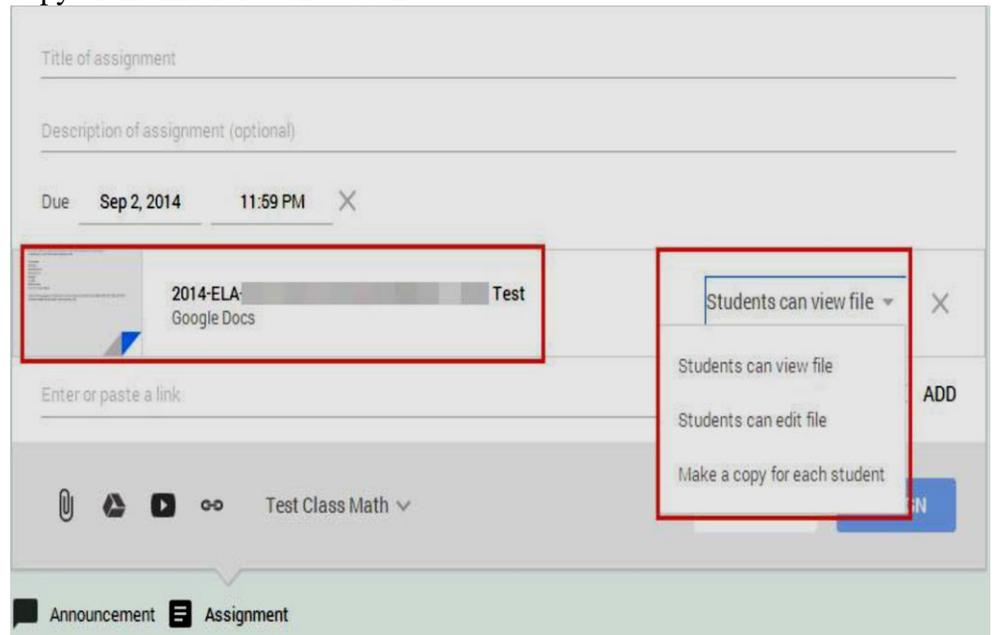


Or, Click the Google Drive icon to upload files from Google Drive. Click Add.

If you attach a Drive item, and after you Click Add, you have a few options on how the student can interact with the item. You set the appropriate option by clicking the **Students can view file** drop-down menu next to the attached item.

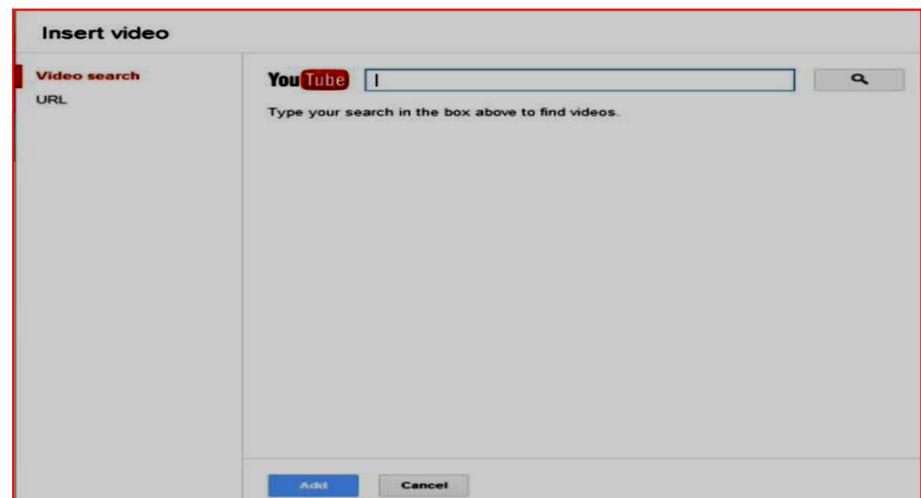
1. Select **Students can view file** if you want all students to read, but not change, the same file.
2. Select **Students can edit file** if you want all students to make changes in the same file.

3. Select **Make a copy for each student** to provide an individual copy of the file for each student.



10. To **attach a YouTube Video**, **Click** the icon with **the arrow**.

11. **Type your topic** or partial name into the Search Filed and **Click the magnifier**. Or if you know the URL for the YouTube video, **Click URL** and then type or **paste the link in the URL field**.



Click Add.

12. To **attach a link** to a website, **Click the Link icon**.

Title of assignment

Description of assignment (optional)

Due Sep 2, 2014 11:59 PM X

Enter or paste a link X ADD

Test Class Math v

CANCEL ASSIGN

Announcement Assignment

Type the website or paste it into the field and **Click, Add**.

Note: If you decide that you don't need the attachment, click the X button on the right of the attachment to delete it from the assignment.

13. If you want to give the assignment to another class, **Click the class name drop-down menu** and **select** any additional classes.

Title of assignment

Description of assignment (optional)

Due Aug 30, 2014 Add time

Test Class ELA 1 Perio... v

CANCEL ASSIGN

Announcement Assignment

Test Class ELA 1 Period 1
 Test Class Math Period 5

Check the class or classes that will be given this assignment!

After you specify the assignment details, click **ASSIGN** to send it to students.

Roudning Decimals TEST

Description of assignment (optional)

Due Aug 30, 2014 Add time

Test Class Math Period 5 v

CANCEL ASSIGN

Viewing Assignment

an

To access students' assignments:

1. **Sign in to Classroom** at classroom.google.com.
2. **Open the class** and **click the assignment** in the class stream.

The screenshot shows the Classroom interface for an assignment titled "Story Star for The Lightning Thief". The assignment is due on September 5th. It includes instructions to use a Story Star Template to analyze the book "The Lightning Thief" and provides a link to a video trailer. The assignment is currently 0 out of 3 students done. Below the instructions, there are links to a "Copy of Story Star" Google Docs template and a "Percy Jackson & the Olympians: The Lightning Thief HD Movie Trailer" YouTube video. There is also a link to a "Copy of Story Star" Google Docs template. A red box highlights the assignment title, and a speech bubble points to it with the text "Click the Assignment".

3. The Student Submissions page shows the current status of the students' work on this assignment. You can see if a student has started the assignment and review any work in progress (any files the student added to the assignment). You can also see which students have completed the assignment (marked as DONE).

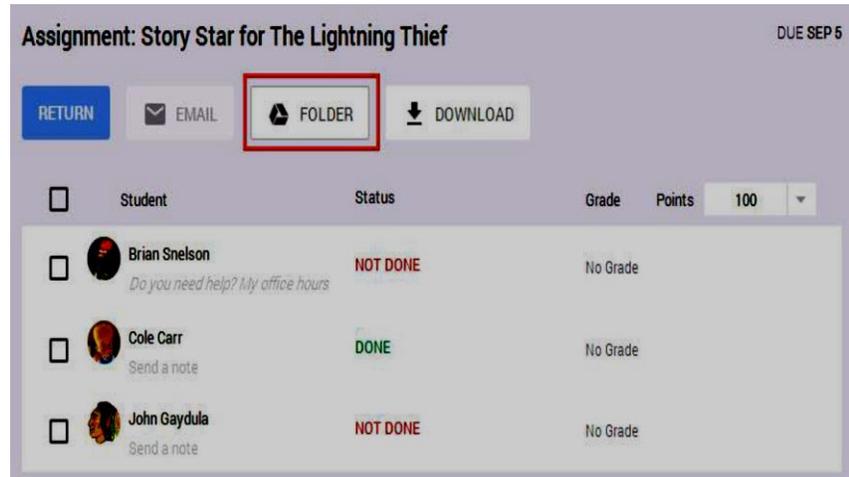
The screenshot shows the "Student Submissions" page for the assignment "Story Star for The Lightning Thief". The page displays a table of student submissions with columns for Student, Status, Grade, and Points. The total points for the assignment are 100. The table shows three students: Brian Snelson (NOT DONE, No Grade), Cole Carr (DONE, No Grade), and John Gaydula (NOT DONE, No Grade). There are buttons for RETURN, EMAIL, FOLDER, and DOWNLOAD at the top of the table.

Student	Status	Grade	Points
<input type="checkbox"/> Brian Snelson <i>Do you need help? My office hours</i>	NOT DONE	No Grade	100
<input type="checkbox"/> Cole Carr <i>Send a note</i>	DONE	No Grade	
<input type="checkbox"/> John Gaydula <i>Send a note</i>	NOT DONE	No Grade	

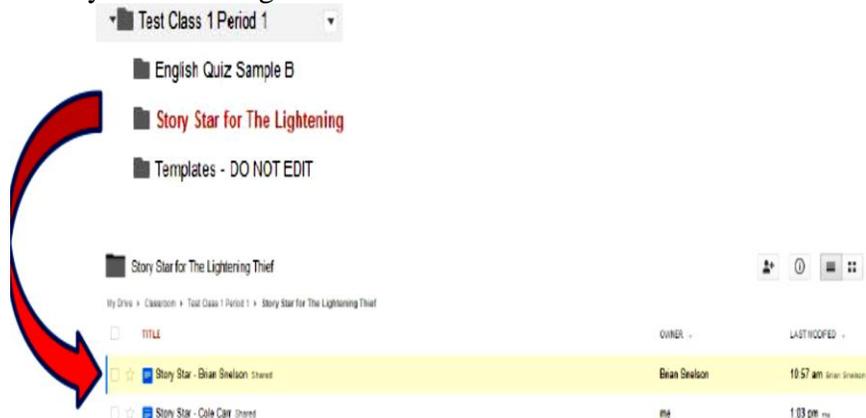
Note: If you chose to create a copy of a Google Drive item for each student in the assignment, the copy is created and appears on the Student Submissions page when the student opens it. You can review the work in progress, comment on it, and give feedback to the student before the work is submitted. The file submitted back to you will also automatically be name with the same Title but will also include the student's name on the file.

If you don't see an attachment on the Student Submissions page under a student's name, it means the student has not opened the Google Drive item or attached a file, and there is nothing for you to review.

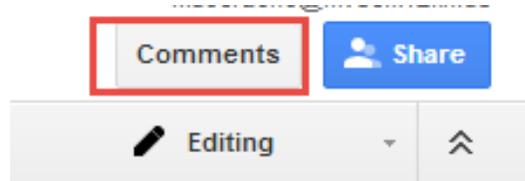
4. To open all of the students' assignments at once, click the **FOLDER** button to open the Google Drive folder where all of the work is stored. **Click any item in the folder** and begin reviewing the student's work.



5. You can view an individual student's work by clicking the student's name and then the item. You will be taken to your Google Drive and be able to view all the students' documents within the already created assignment folder.



6. You can edit or comment right in any document on Google Drive. Simply Click on Comments make any comments and close the document.



7. It's automatically saved and ready for the student to review when they open the document again.

Percy Jackson: The Lightning Thief

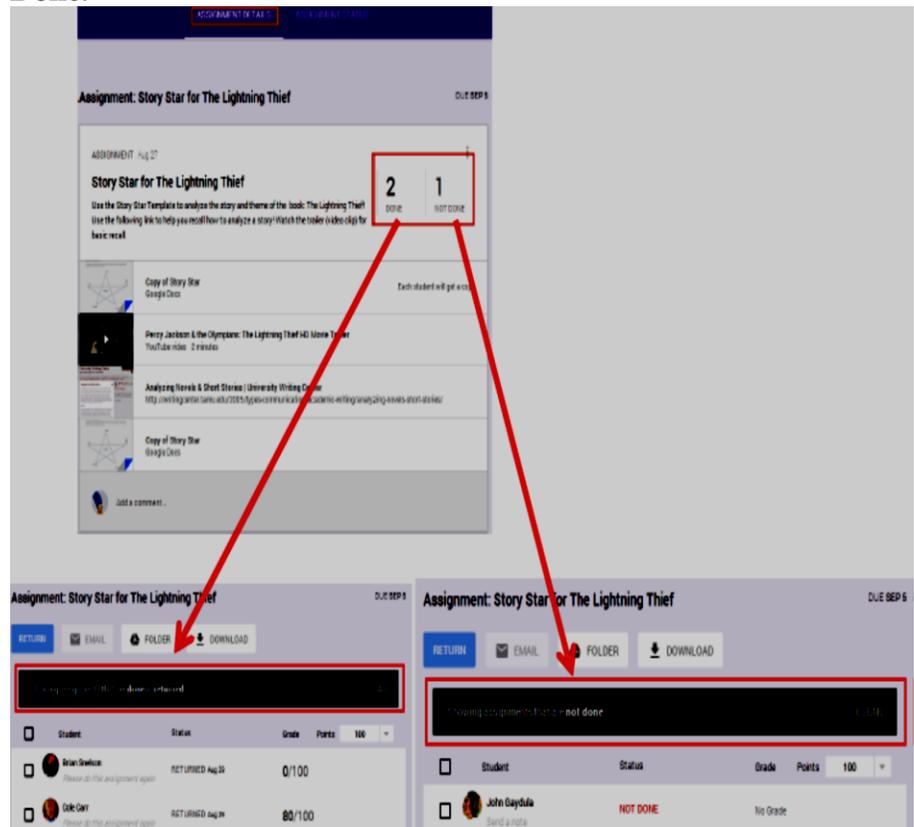
Directions: Use the following Story Star to analyze 'the theme and story of Percy Jackson's The Lightning Thief!

Complete the chart below double-clicking on the drawing and writing over the prompts! Remember to use complete sentences!

harqrei9



8. You can also view who has or has not submitted an assignment by **Clicking** on the **Assignments Tab**, and **Clicking** on **Done** or **Not Done**.



The screenshot shows the 'Assignment: Story Star for The Lightning Thief' page. At the top, there are two buttons: 'DONE' with the number '2' and 'NOT DONE' with the number '1'. Below these are two student status tables. The first table shows two students, Brian Swanson and Erik Carr, both with a status of 'RETURNED' and a grade of '0/100'. The second table shows one student, John Gaydala, with a status of 'NOT DONE' and 'No Grade'.

Student	Status	Grade	Points
Brian Swanson	RETURNED Aug 29	0/100	
Erik Carr	RETURNED Aug 29	0/100	

Student	Status	Grade	Points
John Gaydala	NOT DONE	No Grade	

Grading Returning Assignment

and
an

1. **Sign in to Classroom** at <https://classroom.google.com>.
2. **Open the class** and **Click the assignment** in the class stream.

The screenshot shows the Google Classroom interface. At the top, there are tabs for 'STREAM', 'STUDENTS', and 'ABOUT'. The 'STREAM' tab is selected. Below the navigation bar, the assignment title 'Story Star for The Lightning Thief' is highlighted with a red box. A callout bubble points to the title with the text 'Click the Assignment'. To the right of the title, there are statistics: '0 DONE' and '3 NOT DONE'. Below the title, there is a description: 'Use the Story Star Template to analyze the story and theme of the book: The Lightning Thief! Use the following link to help you recall how to analyze a story! Watch the trailer (video clip) for basic recall.' Below the description, there are several resource cards: 'Copy of Story Star Google Docs', 'Percy Jackson & the Olympians: The Lightning Thief HD Movie Trailer', 'Analyzing Novels & Short Stories | University Writing Center', and another 'Copy of Story Star Google Docs'. At the bottom, there is a comment section with the text 'Add a comment...'.

3. The Student Submissions page lists the students who have completed this assignment.

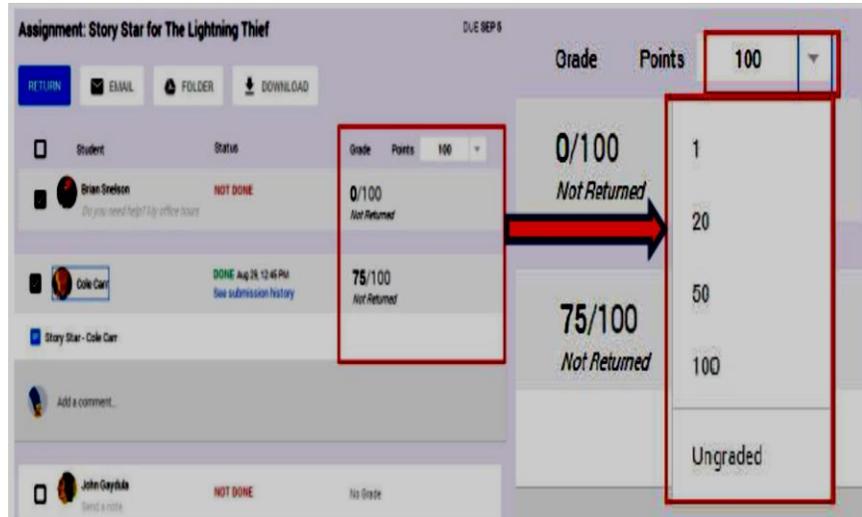
The screenshot shows the 'ASSIGNMENT STATUS' page in Google Classroom. The assignment title 'Story Star for The Lightning Thief' is displayed at the top. Below the title, there are buttons for 'RETURN', 'EMAIL', 'FOLDER', and 'DOWNLOAD'. A table lists the students who have submitted the assignment. The table has columns for 'Student', 'Status', 'Grade', and 'Points'. The 'Points' column has a dropdown menu set to '100'. The students listed are Brian Snelson (NOT DONE, No Grade), Cole Carr (DONE, No Grade), and John Gaydula (NOT DONE, No Grade).

Student	Status	Grade	Points
<input type="checkbox"/> Brian Snelson <i>Do you need help? My office hours</i>	NOT DONE	No Grade	100
<input type="checkbox"/> Cole Carr <i>Send a note</i>	DONE	No Grade	100
<input type="checkbox"/> John Gaydula <i>Send a note</i>	NOT DONE	No Grade	100

4. To grade an assignment, **Click No Grade** which is on the same line as the student's name.

The default point value for an assignment is 100. To change this, **Click the Points** drop-down menu on the right and select the point value for the assignment, or **Click the number** and **enter a new number**.

Note: Only whole number grades are supported at this time. You cannot enter a letter grade or a decimal point.



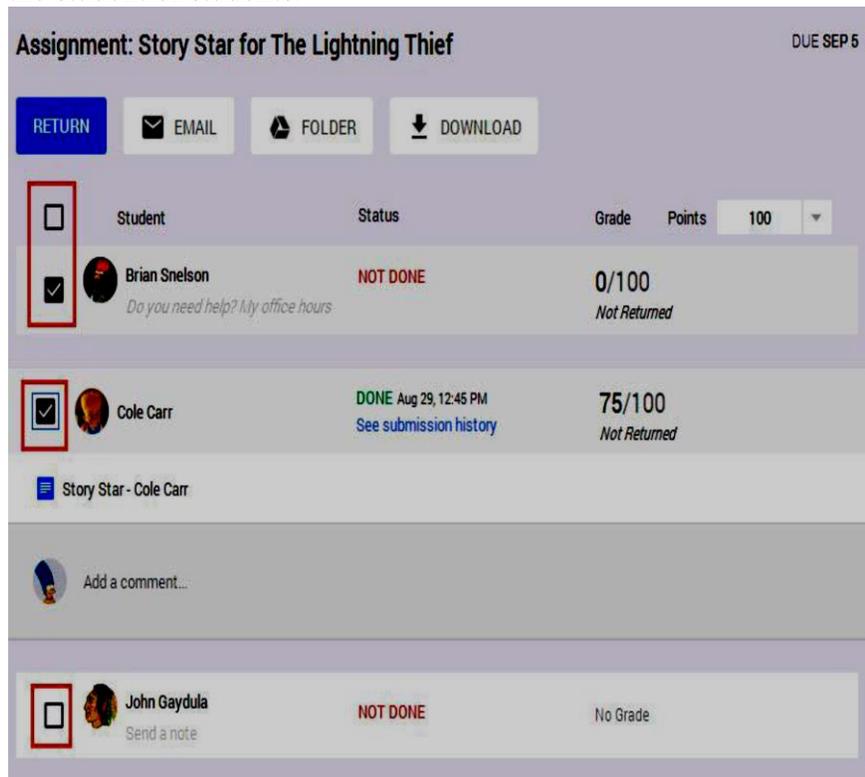
5. Enter the grade in the box.

6. Enter grades for any additional students.

Warning: The grades that you enter on this page will not be saved unless you return the assignments to the students.

7. Check the box next to the student or students whose grades you want to return.

If you want to return an assignment without assigning a grade, simply skip the grading steps above and just check the box next to the student or students.



8. Click the **RETURN** button.

The screenshot shows an assignment interface. At the top, the title is "Assignment: Story Star for The Lightning Thief" with a due date of "DUE SEP 5". Below the title are four buttons: "RETURN" (highlighted with a red box), "EMAIL", "FOLDER", and "DOWNLOAD". A table lists students and their submission status:

Student	Status	Grade	Points
<input checked="" type="checkbox"/> Brian Snelson <i>Do you need help? My office hours</i>	NOT DONE	0/100 <i>Not Returned</i>	100
<input checked="" type="checkbox"/> Cole Carr	DONE Aug 29, 12:45 PM See submission history	75/100 <i>Not Returned</i>	
Story Star - Cole Carr			
Add a comment...			
<input type="checkbox"/> John Gaydula <i>Send a note</i>	NOT DONE	No Grade	

9. A dialog box appears showing the student's name and the grade awarded. Click **RETURN**.

Return unsubmitted assignment?

Some of these assignments aren't done yet. Are you sure you want to return them?

CANCEL

OK, GOT IT

10. **Add** any additional feedback in the box and click **RETURN**.

The dialog box is titled "Return assignment?". It contains the following text: "When you return this assignment, the student will be able to edit the returned files and you will be able to comment on them." Below this is a text area labeled "Feedback for 2 students" which is highlighted with a red box. The text entered in the box is "Please do this assignment again and return by September 7, 2014". At the bottom of the dialog are two buttons: "CANCEL" and "RETURN ASSIGNMENT".

11. On the student submissions page, a message tells you that the assignment has been returned. The list on the page is updated to show the student's work which you graded and returned.

Assignment: Story Star for The Lightning Thief DUE SEP 5

RETURN EMAIL FOLDER DOWNLOAD

<input type="checkbox"/>	Student	Status	Grade	Points	100
<input type="checkbox"/>	 Brian Snelson <i>Please do this assignment again</i>	RETURNED Aug 29	0/100		
<input type="checkbox"/>	 Cole Carr <i>Please do this assignment again</i>	RETURNED Aug 29	75/100		
<input type="checkbox"/>	 John Gaydula Send a note	NOT DONE	No Grade		

12. After you **click RETURN**, the student receives an email telling them that you've returned their grade. Also, the student regains edit access to any Drive items that were part of the assignment.

-----Original Message-----

From: [redacted] (Classroom) [<mailto:no-reply+62609d5d@classroom.google.com>]

Next Last

Sent: Friday, August 29, 2014 2:50 PM

To: Cole

Subject: Your "Story Star for The Lightning Thief" assignment was returned

Margie [redacted] returned your "Story Star for The Lightning Thief" assignment.

Grade: [75/100]

View the assignment:

<http://classroom.google.com/c/MTU3NDY2NFpa/a/MjczNjM1M1pa>

You are receiving this email because you are signed up for Test Class ELA 1. Click to unsubscribe from these emails:

<http://classroom.google.com/s>

Google Inc., 1600 Amphitheatre Pkwy, Mountain View, CA 94043 USA

Changing a Grade

1. **Sign in to Classroom** at classroom.google.com.
2. **Open the class** and **click the assignment** in the class stream.

The screenshot shows a Blackboard assignment page. At the top, there are navigation tabs for 'STREAM', 'STUDENTS', and 'ABOUT'. The 'STREAM' tab is selected and circled in red. A red speech bubble points to the 'Story Star for The Lightning Thief' assignment title, with the text 'Click the Assignment'. Below the title, the assignment description reads: 'Use the Story Star Template to analyze the story and theme of the book: The Lightning Thief! Use the following link to help you recall how to analyze a story! Watch the trailer (video clip) for basic recall.' To the right of the description, it shows '0 DONE' and '3 NOT DONE' with a due date of 'DUE SEP 5'. Below the description, there are four resource items: 'Copy of Story Star Google Docs', 'Percy Jackson & the Olympians: The Lightning Thief HD Movie Trailer', 'Analyzing Novels & Short Stories | University Writing Center', and another 'Copy of Story Star Google Docs'. At the bottom, there is a comment section with the text 'Add a comment...'.

3. The Student Submissions page lists the students who have completed this assignment.

The screenshot shows the 'Student Submissions' page for the assignment 'Story Star for The Lightning Thief'. At the top right, it says 'DUE SEP 5'. Below the assignment title, there are buttons for 'RETURN', 'EMAIL', 'FOLDER', and 'DOWNLOAD'. The main content is a table with the following columns: 'Student', 'Status', 'Grade', and 'Points'. The 'Points' column has a dropdown menu set to '100'. The table lists three students:

Student	Status	Grade	Points
<input type="checkbox"/> Brian Snelson <i>Please do this assignment again</i>	RETURNED Aug 29	0/100	100
<input type="checkbox"/> Cole Carr <i>Please do this assignment again</i>	RETURNED Aug 29	75/100	100
<input type="checkbox"/> John Gaydula <i>Send a note</i>	NOT DONE	No Grade	100

A red box highlights the 'Status' column in the table.

4. Click on the **grade** of the student whose grade you want to change.

5. Click the **Points drop-down** menu on the right and **select the point value** for the assignment. Or, **Click the number** and **enter a new number**.

6. A dialog box appears showing the student's name and the grade awarded, and states that the student will be notified that their grade has changed.

7. Click **UPDATE**.

8. On the student submissions page, a message tells you that the grade has been updated. The list on the page is updated to show the student's new grade.

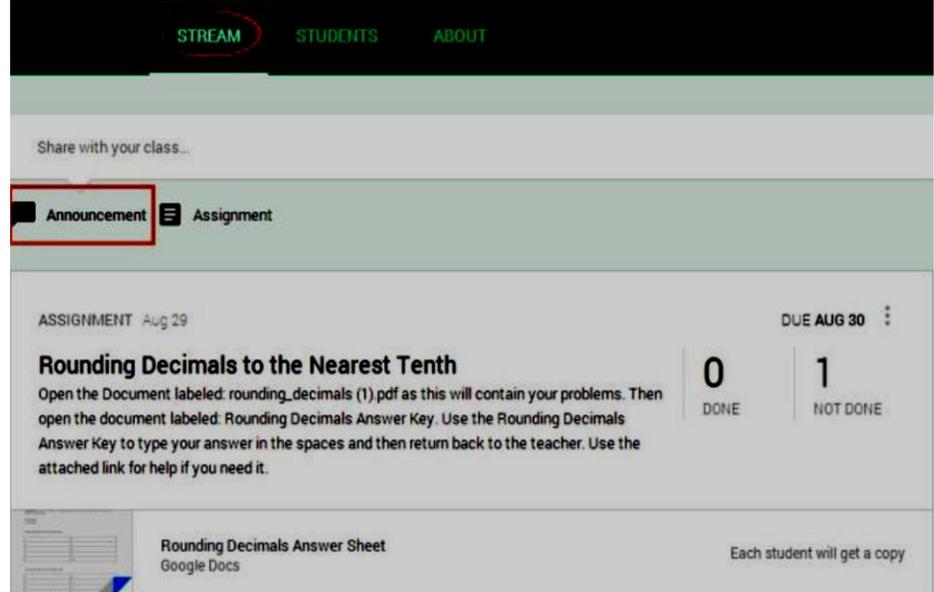
Posting Announcements

You can post announcements in your class stream at anytime to add guidance, feedback, motivation, humor etc.

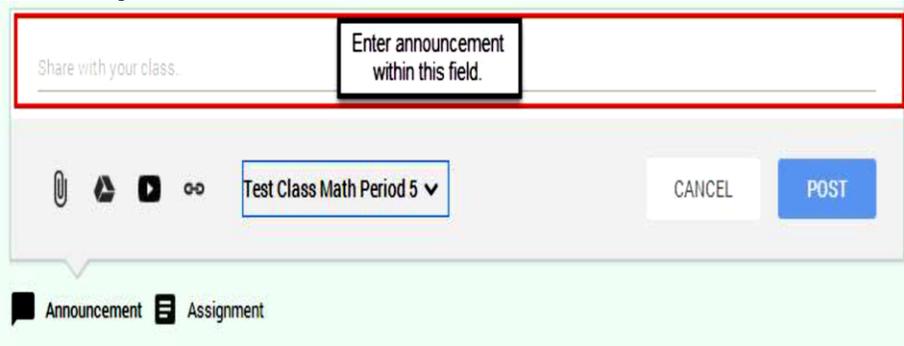
1. **Sign in to Classroom** at <http://classroom.google.com>
2. **Select the class** to open the stream.



3. Click **Announcement** or just **Click in the text box** at the top of the class stream.

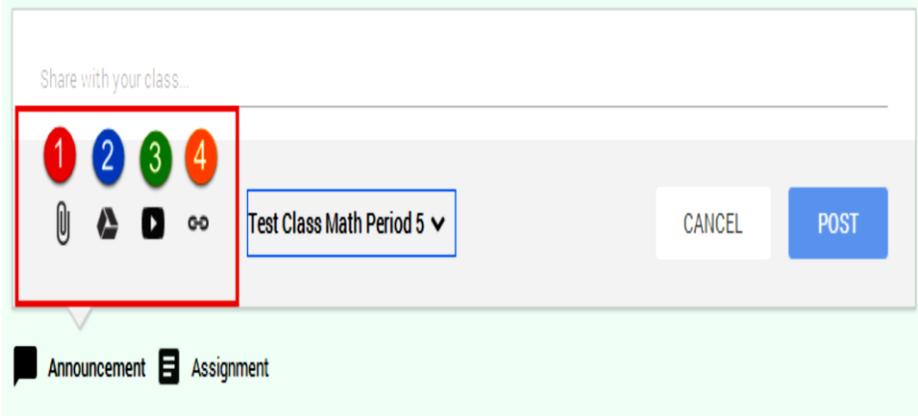


4. **Enter your announcement.**

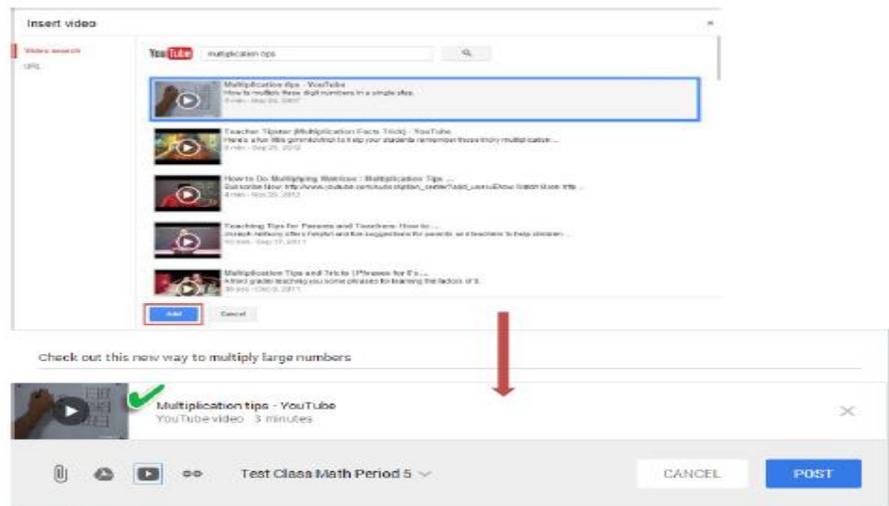


5. To **attach a file** from your computer, **Click the appropriate icon(s)**.

- 1 File(s)
- 2 Google Drive item(s)
- 3 YouTube Video(s)
- 4 Link(s)

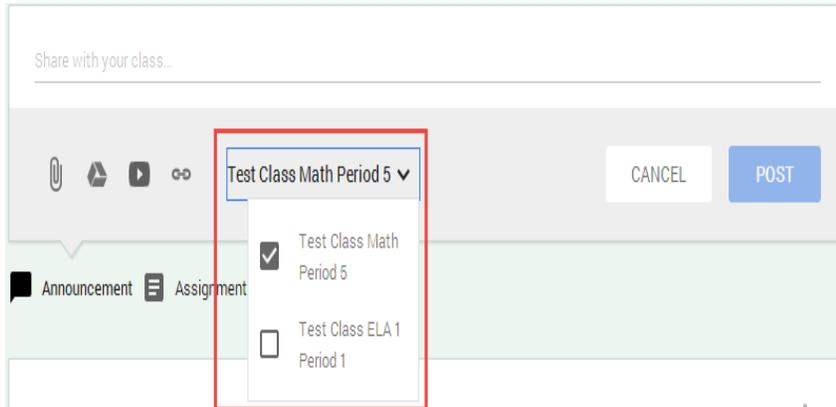


6. **Locate** and **select** the relevant item and click **Add**. If you attach a link, you enter the relevant link text and click **ADD**. When you add the item, it appears in the announcement.



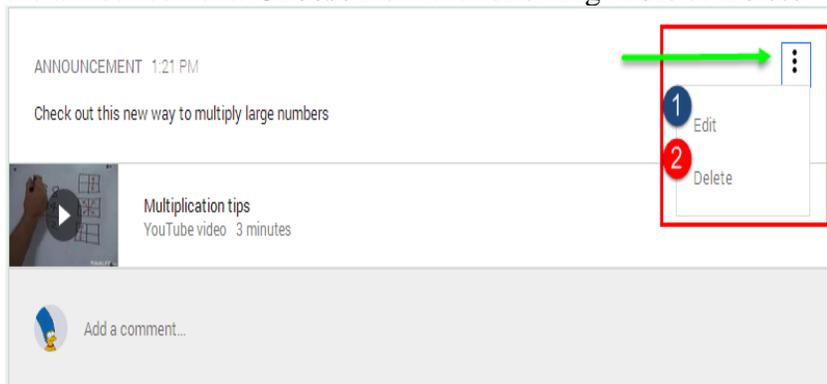
*Note: If you decide that you don't need the attachment, click the **X** button on the right of the attachment to delete it.*

8. If you want to share the announcement with another class, **Click the class name drop-down menu** in the lower-right corner and **select any additional classes**.



8. Click **POST** when you're done.

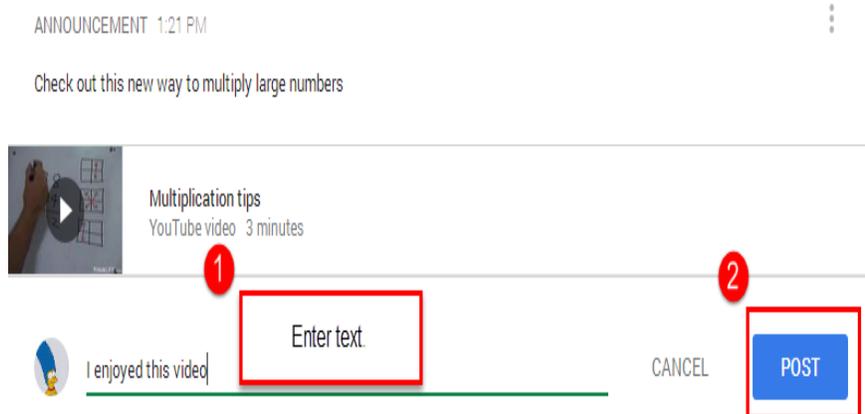
9. If you decide that you don't need to post the announcement or you want to edit the announcement, **Click the three dots** to the right of the announcement. **Choose** from the following: **Edit** or **Delete**.



Adding and Deleting Comments

Anyone in the class can add a comment.

1. **Click the Add a comment** box, enter text, and **Click POST**.



2. All comments are visible under the announcement in the stream.
Note: As the teacher of the class, you can delete any inappropriate comments.

3. **Click the menu icon (three vertical dots)** in the upper-right corner of the comment and **Click Delete**.

How to Create a Google Group



- ▶ A google group is a free online group where people get together to share issues of interest.
- ▶ A Google Group is an email list or forum.
- ▶ Teachers' can create a google group with their colleagues to share issues of professional interest or may be social interest too.
- ▶ Most importantly, teachers' can create a google group with their students to share ideas, announcement, files, tasks, etc.

To create your group:

1. **Open the Google Groups website.** Go to <https://groups.google.com/> in your computer's web browser. This will open the Google Groups creation page.

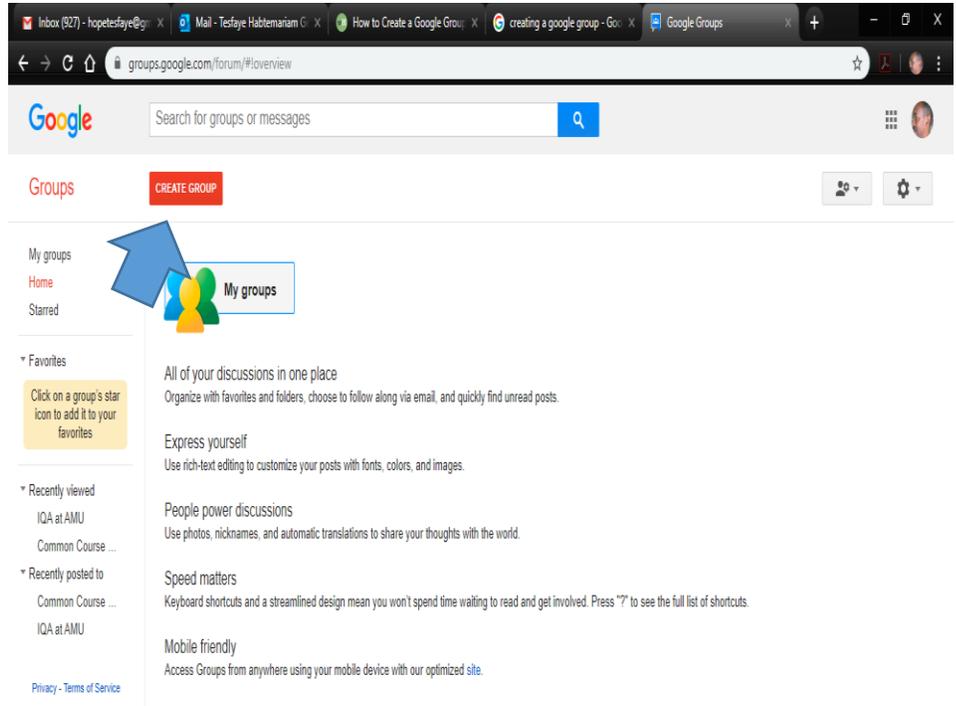


2. **Sign into your Google Account if necessary.**

- ▶ If you aren't signed into a Google Account, click the blue **Sign in** button in the top-right corner of the page, then enter your Google Account's email address and password.



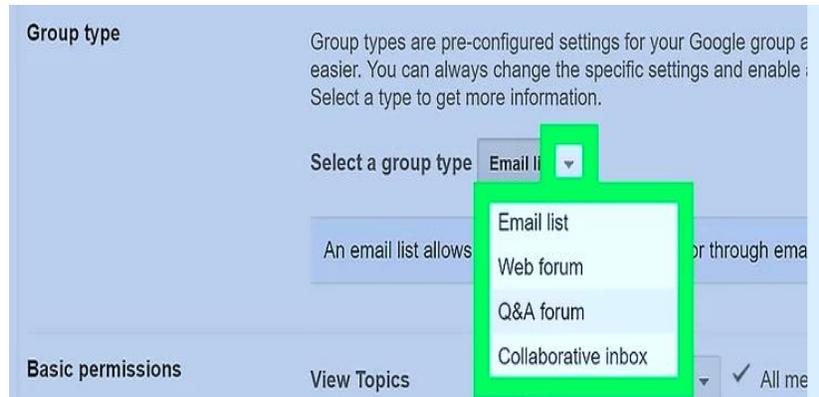
3. **Click CREATE GROUP.** It's a red button in the upper-left side of the page. Doing so opens a new group form



4. Complete the blank spaces

5. Select a group type. In the "Group type" section, click the "Select a group type" drop-down box, then click one of the following options in the resulting drop-down menu:

- ✓ Email list — Allows you to contact all group members at once by emailing the Google Group email address.
- ✓ Web forum — Allows group members to post and reply to topics.
- ✓ Q&A forum — Allows group members to post questions, add answers, and mark addressed questions as answered.
- ✓ Collaborative inbox — Allows you to assign questions or topics to specific group members. See the picture below.



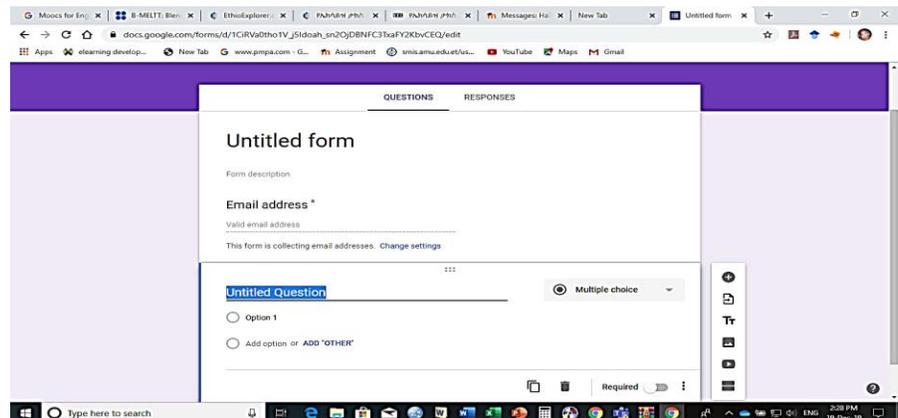
6. **Set** your group's permissions. You can determine who can view your group's topics, post in the group, and join the group by doing the following:

- ✓ **View Topics** — Click the Select Groups of Users box, then click a privacy option to check or uncheck it.
- ✓ **Post** — Click the Select Groups of Users box, then click a privacy option to check or uncheck it.
- ✓ **Join the Group** — Click the Select who can join box, then check the option you want to use.

See the picture below.



How to use Google Forms for researching and quizzing

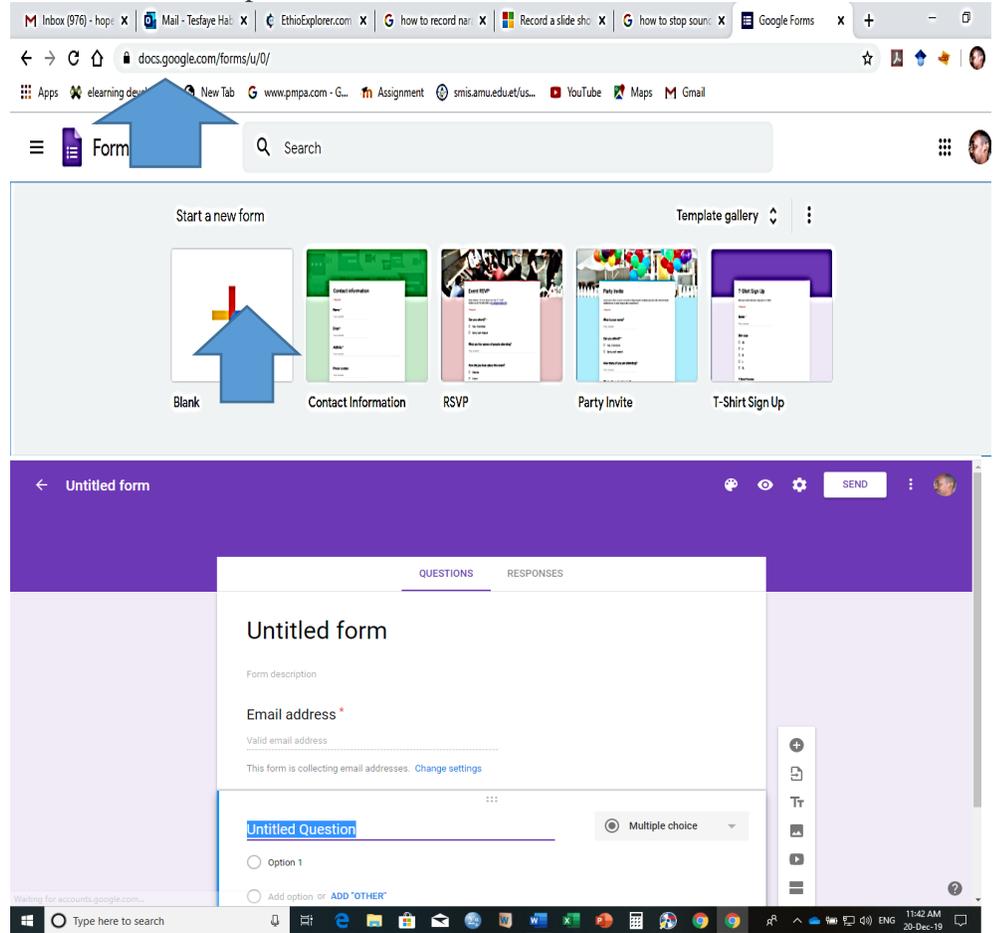


You can use Google Forms to create online surveys and quizzes and send them to other people.

Step 1: Set up a new form or quiz

1. Go to forms.google.com.
2. Click Blank + .

A new form will open.



Create a form from Google Drive

When you create a Google Form, it's saved in Google Drive. To create a form directly from Google Drive:

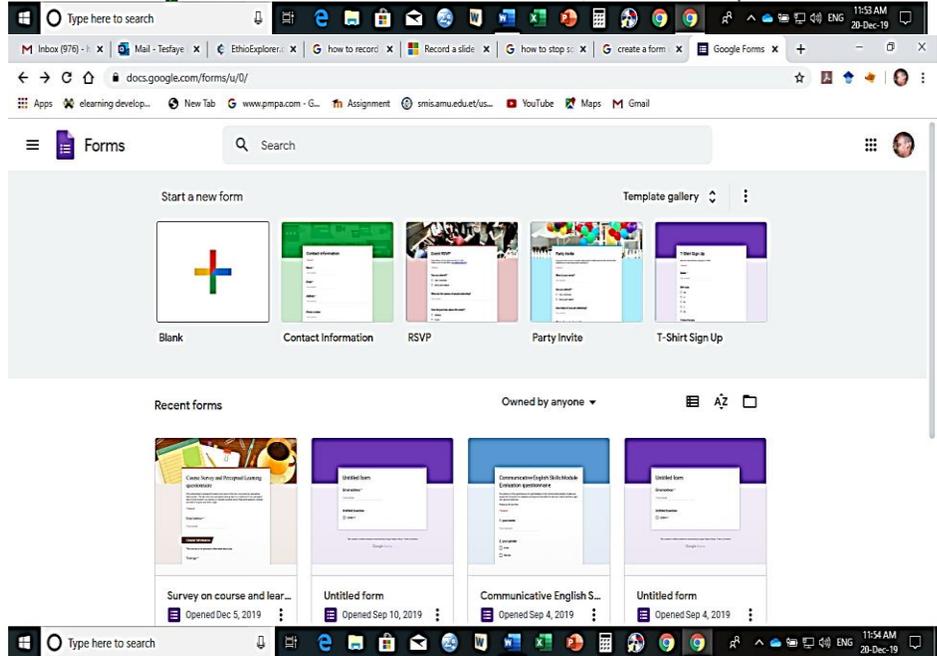
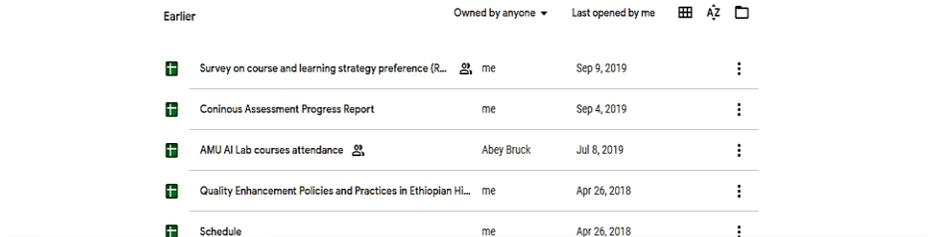
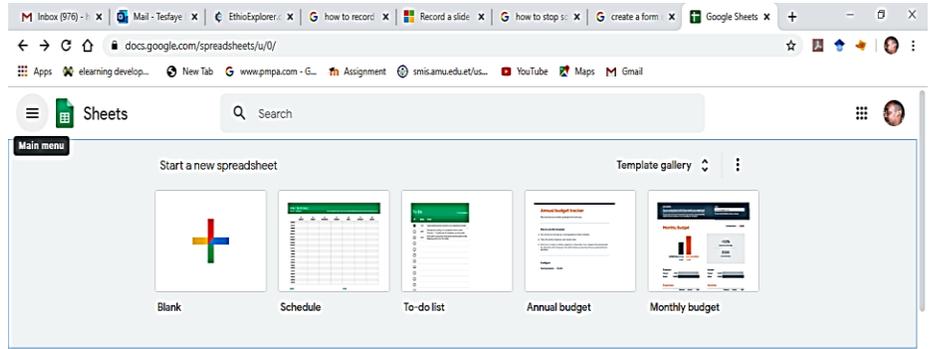
1. On a computer, go to drive.google.com.
2. In the top left, click New.
3. Click More > Google Forms.

Create a form in Google Sheets

The top screenshot shows the Google Drive interface. The 'New' button is highlighted with a blue arrow. The 'My Drive' view displays several documents, including 'Survey on course and le...', 'How to use Google Docs', and another 'Survey on course and le...'. The bottom screenshot shows the 'New' menu open, with 'Google Forms' selected. The menu also includes options for Folder, File upload, Folder upload, Google Docs, Google Sheets, Google Slides, Google Forms, Google Drawings, Google My Maps, Google Sites, Google Jamboard, and Connect more apps.

When you create a form in Google Sheets, the responses will be saved in a new sheet. [Learn more about where you can save responses.](#)

1. On a computer, open a spreadsheet at sheets.google.com.
2. Click main menu \triangleright Form.
3. A new sheet will appear in your spreadsheet, and your form will open.



Step 2: Edit and format a form or quiz

You can add, edit, or format text, images, or videos in a form.

- [Edit your form](#)
- [Create a quiz with Google Forms](#)
- [Choose where to save form responses](#)

Step 3: Send your form for people to fill out

When you are ready, you can [send your form to others](#) and collect their responses.

If you already have a Google account, setting a blog will be very easy on Blogger.

How to Set Up a Google Blog

Steps

1

Visit Blogger. Go to blogger.com from any web browser. Here you will see a sign-in box. Blogger is Google's blog platform.

2

Log into your Google account. Under the sign-in box, type in your Gmail email address and password. This is your one Google ID for all Google's services, including Blogger. Click the "Sign in" button to proceed.

- Once you're signed in, you will be brought to your main Blogger dashboard. All your blogs are found here. Blogs you follow can also be accessed from the dashboard.

3

Click "New blog." You'll find this under your Blogs section on the dashboard. After you click the button, the "Create a new blog" window will appear. It contains several fields you need to populate to define your blog.

4

Enter a blog Title. The first field is for your blog title. Think of something creative and memorable for your title to attract readers. There's a lot of blogs out there and you need to find your niche. Picking the perfect title can be hard, but it's important. It's your name, your brand, and your trademark.

5

Create your Address. Since you're housing your blog on Blogger, you will have "blogspot.com" in your address. The name that goes before it is something you can control. You can use your title or part of it as your address. Similar to your blog title, your URL or Internet address needs to be unique and attractive. Make it memorable so that people can easily recognize and remember it. Type it in the second field. If the text you've entered is already taken, you will be notified since the address needs to be unique.

6

Pick a Template. The third section contains templates for your blog. Blogger has some good templates available to help you start your blog. Scroll through the available templates and pick one that suits your blog. Remember, you can always fine-tune your theme later.

7

Create your blog. When you're done, click the "Create blog!" button at the bottom of the window. You're set. The blog is now created and you can start writing.

How to use Google Drive

Step 1: Go to drive.google.com

- ▶ **On your computer, go to drive.google.com.** You'll see "My Drive," which has:
 - **Files and folders you upload or sync**

Step 2: Upload or create files

- ▶ You can upload files from your computer or create files in Google Drive.
 - ▶ [Upload files and folders to Google Drive](#)
 - ▶ [Work with Office files](#)
 - ▶ [Create, edit, and format Google Docs, Sheets, and Slides](#)

Step 3: Share and organize files

- ▶ You can share files or folders, so other people can view, edit, or comment on them.
 - ▶ [Share files from Google Drive](#)
 - ▶ [Share folders from Google Drive](#)
 - ▶ [Make someone else the owner of a file](#)
- ▶ To see files that other people have shared with you, [go to the "Shared with me" section.](#)

THE END