

Teaching language and content in a blended learning setting to support English learners

Compiled by Dr. John D. Ross for *English Learners in the Blended Learning Classroom*, a webinar presented by the Appalachia Regional Comprehensive Center, MACC@WestEd, and the Center for Innovations in Learning on March 5, 2015.

How can digital resources expose students to language just beyond their current level of linguistic competence (provide comprehensible input)?

Incorporate images, media, and manipulatives

- Animate or annotate imagery with [Shadow Puppet](#), [Fotobabble](#), or [Thinglink.com](#).
- Tell digital stories with [Little Bird Tales](#) or [Storybird](#) or [VoiceThread](#).
- Easily create an online magazine with [Jilster](#).
- Quickly pull together a website for your class or a class project with [Google Sites](#), [Tackk](#), or [Weebly](#).
- Have individuals or groups create a concept map with [Popplet](#), [Gliffy](#), [bubbl.us](#), or [LucidChart](#).
- Create and shared combined data, images and text in an infographic with [Visual.ly](#), [Easel.ly](#), [Canva](#), or [Infogr.am](#).
- Show what you've learned through videos created with [MovieMaker](#), [iMovie](#), the [Videolicious](#) or [VideoStar](#) apps, or online video editors like [Powtoon](#) and [WeVideo](#).
- Create your own YouTube channel of educational videos you subscribe to or those you or your students create.
- Record and edit audio or podcasts with [Audacity](#), [WavePad](#), or [GarageBand](#) or using built-in recorders in phones, tablets, and computers.

Provide extended learning opportunities and access to engaging content through screen sharing or alternate content services

- Use the add-on [MoveNote](#) to narrate documents right from your Google Drive.
- Capture what's on your monitor with [Snagit](#) or [Jing](#).
- Show what you know by recording your tablet screen with [ScreenChomp](#), [Explain Everything](#), [ShowMe](#), or [EduCreations](#).
- Make content more engaging with [eMaze](#), [Blendspace](#), or other presentation tools.
- Access class content online with a learning management system like [Edmodo](#) or [Google Class](#).

How can digital resources better meet the needs of individual students?

Incorporate targeted interventions and skill practice

- Use apps that present written and spoken English and listen to students, like [Duolingo](#).
- Give access to content in other areas to ELs through [BrainPOP Español](#) or [FluentU](#).
- Let [NaturalReader.com](#) read text to you in remarkably human-like voices.
- Have students check their grammar skills using [NoRedInk](#).
- Submit a paper for grammar, readability, style, and potential plagiarism with [PaperRater](#).
- Explore the range of manipulatives available from the [National Library of Virtual Manipulatives](#) or science simulations from [PhET](#).

Provide ongoing formative assessment opportunities

- Use classroom response systems, like [Socrative](#), [GoFormative](#), or [Geddit](#) that allow students to interact through laptops, tablets, or their phones, or use [Plickers](#) if only the teacher has a device.
- Incorporate journaling and self-reflection through productivity tools like Google Docs or Office 365 that support sharing.
- Record student performance or ongoing evidence of learning through cameras, videocameras, and screencapture applications (listed above).

How can digital resources engage peers in meaningful learning opportunities?

Incorporate synchronous and asynchronous collaboration tools

- Use [Padlet](#) to collaborate in groups or with a whole class and share text, images, links, and documents.
- Use the sharing, commenting, and highlighting tools in Google Docs or Office365.
- Conduct free videoconferences with Google Hangouts or [Skype](#).
- Share multimedia with an entire class, groups, or individuals through [OneNote Classroom Notebook Creator](#).

Leverage productivity tools and resources that organize students and projects

- Encourage the use of calendaring functions on phones or online that incorporate email or other reminders.
- Using discussion or blogging software designed for students, such as [Kidblog.org](#).
- Use curation tools like [Symbaloo](#) or [LiveBinders](#) or a bookmarking service like [Diigo](#) that also lets you annotate and post notes directly on web pages.
- Use [Remind.com](#) to get the word out about upcoming events and deadlines in class.
- Don't let kids type in URLs, use bookmarks, a launch page, or QR codes instead.
- Store your stuff in "the cloud" with [Dropbox](#), [Evernote](#), Google Drive, or a learning management system.

How do digital resources make learning more active—cognitively, not necessarily physically?

Utilize project- and problem-based learning or incorporate authentic, performance-based tasks

- Check out the resources, including MOOCs and classroom templates from [High Tech High](#), San Diego, or the [Buck Institute for Education](#).
- Review performance-based tasks from the [Smarter Balanced Assessment Consortium](#), or these science tasks from [NAEP](#).
- Explore and use [these performance tasks](#) created by or with teachers from across the country who have worked with John Ross.

How can digital resources help promote high levels of student engagement during instruction?

Incorporate games/gaming and interactive resources

- Support relevant, authentic instruction.
- Support learning math through games with [Math Arcade Games](#) (elementary) or [BuzzMath](#) (middle school)
- Make drill-and-practice games fun with [Kahoot!](#), especially when kids come up with the questions.
- Use classroom response systems mentioned earlier.