COLUMBIA UNIVERSITY LANGUAGE RESOURCE CENTER

STUDENT-CENTERED LEARNING IN THE DISTANCE ENVIRONMENT
THE CHALLENGE

- “The medium is the message”
  - Zoom creates a built-in hierarchy (host/participant)
  - Zoom was created with business conferences in mind
    - Presentational mode
      - Transferring knowledge (water fills jar), rather than individual problem-solving
  - Standard Zoom meeting is: hierarchical, high-stakes, non-creative
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- Hierarchical: what if students could host their own Zoom meetings?
- High-stakes: what if there were a form of interpersonal communication in class that was organized by topic, multi-nodal, and visible to the teacher?
- Non-creative: how can students create artifacts on their own during a Zoom class?
STUDENT-CENTERED LEARNING IN THE DISTANCE ENVIRONMENT

STRATEGIES AND TOOLS

- Students conduct their own Zoom meetings, the teacher joins as a participant
- Using Slack for low-stakes, multi-nodal, organized communication in class
- Using Lucidchart for creating artifacts and texts collaboratively
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STUDENT-HOSTED ZOOM MEETINGS

- Purpose must be properly framed and clear to students
- Students should know how to start Zoom meetings, and how to identify and share their meeting ID
- Useful for: extended discussions, student-directed review of specific material, students collaboratively engaging with “texts” online
- Dr. Anna Marra describes using this strategy in her Italian classes
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USING SLACK FOR LOW-STAKES, MULTI-NODAL COMMUNICATION IN CLASS

▸ What is Slack?

▸ What is meant by low-stakes, multi-nodal communication?

▸ Useful for: visualizing student output, a parallel channel, students who experience connection difficulties

▸ The medium is the message: informal, low-stakes

▸ ACTFL Can-do statements as a guide

- I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences
- I can describe what I want or need to do on a particular day
- I can write a description of the personality of a friend or family member
- I can give a series of reasons why an art or music style is appealing to me
- I can write to explain why others should join a book I enjoyed, citing specific reasons
LUCIDCHART FOR CREATING TEXTS AND ARTIFACTS

- www.lucidchart.com
- Use in parallel with Slack or Zoom breakout room
- Particularly useful at novice level:
  - Design ideal house with partner, create mind map of story or film, design a family tree
- ACTFL Can-do statements
  - I can contribute to a conversation about a story by identifying who, what, when, and where.
  - I can write a response to an e-card greeting.
  - I can interact with a partner to plan who will do what for an upcoming project, and when.
  - I can exchange with others some ideas about ways to stay healthy.
  - I can identify whom I and people in other cultures consider to be part of the family, using a few simple details.
  - I can write the sequence of events from a story I've read or a video I've seen.
  - I can write simple directions to a nearby location.
QUESTIONS? COMMENTS? SUGGESTIONS?

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