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

"FROM SAGE ON THE STAGE TO GUIDE ON THE SIDE"

▸ Standard Zoom meeting is: hierarchical, high-stakes, non-creative

- ▸ 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?

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

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

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?