Introducing the New TESOL Technology Standards

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TESOL Technology Standards Task Force

Technology Standards Task Force

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Outline

- Our process so far
- Why have the Standards?
- What is the format?
- What are the basic ideas?
  - Technology Standards for Language Teachers
  - Activity
  - Technology Standards for Language Learners
- Creating vignettes
- Your comments/questions

Task Force process

- Started 3 years ago at the spring 2006 TESOL Conference (4 members)

- Online discussions throughout – email, Skype, Breeze (5-6 people)

- Review of other standards documents

- Meetings at 2007 & 2008 TESOL conferences

- Two face-to-face meetings (2-3 days each) at TESOL Central (all 6 members)

- Draft standards sent to Standards Committee (SC) and for online public review (mid-2007)

Process, continued

- 2nd draft to Standards Committee (Jan 08)
- Second formal review by the SC and group of five external evaluators (spring 2008)
- Presentation at several other conferences (including WorldCALL, EuroCALL, TESOL, GloCALL, NCTE)
- Final draft to Standards Committee
- Framework Document published as an online download (ebook) from TESOL (March 2009)
- Online discussion site opens (March 2009)

Next steps

- Further revisions and additions, especially expanding number of vignettes

- Encouraging participation in the online discussion – add comments, share vignettes

- Full volume published by TESOL (in two years?)

- Tech Standards website with updates, additional information; probably members-only

Why have the standards?

- Prompt teachers to learn to use technology in their teaching

- Articulate a clear set of stages for the development of teacher IT competence

- Provide direction and motivation for integrating technology into teacher education

- Guide administrators and policy makers

- Help minimize the digital divide - between countries and within countries

Basic premises

- Single volume with both teacher and learner standards together
- Online teaching integrated, not a separate category
- Global outlook
- "Technology" defined as digital, not just computer
- Basic and "expert" teacher level
- Sensitive to varied contexts (EFL, ESL, child, adult, ESP, etc.)

What is the organization?

- **Initial and expanded volumes**
  - Introduction and rationale
  - Technology Goals and Standards for Language Learners
    - Performance indicators
    - Vignettes (examples)
  - Technology Goals and Standards for Language Teachers
    - Performance indicators
    - Vignettes (examples)
  - Glossary of specialized terms used in the volume
  - Appendix: current research and resources
- **Online component**

Performance indicators

- Examples – not brand names

- Use of "available" technology

- In Standards for Language Learners
  - Most for a range of settings
  - Some specific - young learners, fully online, etc.

- In Standards for Language Teachers
  - Foundational level knowledge and skills
  - Some indicators for "expert" teachers with a high level of access

Vignettes – learner and teacher

- Young learners, teens, adults

- EFL, ESL

- Intensive English programs

- Adult workplace English

- English for specific purposes (academic and professional)

- One-computer classroom, class-lab, fully online

Online component - ideas

- More vignettes – open to contributions

- A hyperlinked list of online resources

- More information for administrators
  - How to make decisions about equipment, training, and software
  - Appropriate recognition for technology specialists

- More information for completely online teachers

- Links to information about different types of access
  - One-computer classroom, class-lab, access only outside class

Standards for Language Teachers

- Four overarching goals
  - Each with three to five standards
  - 14 standards in all
  - Performance indicators
  - Vignettes as examples

Teacher Standards: Goal 1

Language teachers acquire and maintain foundational skills and knowledge in technology for professional purposes

- Standard 1: Language teachers demonstrate knowledge and skills in basic technological concepts and operational competence, meeting or exceeding TESOL technology standards for language learners in whatever situation they teach.

This means teachers have to know more about technology for education than their students. They need general ICT proficiency.

Teacher Standards: Goal 1

- Standard 2: Language teachers demonstrate an understanding of a wide range of technology supports for language learning and options for using them in a given setting.

This means 1) you have to know what technology (hardware, software, network, etc.) is available where you teach and 2) how you can use it to help your teaching

Teacher Standards: Goal 1

- Standard 3: Language teachers actively strive to expand their skill and knowledge base to evaluate, adopt, and adapt emerging technologies throughout their careers.

This means that you have to continue learning about technology as long as you continue to teach. Technology is constantly changing.

Teacher Standards: Goal 1

- Standard 4: Language teachers use technology in socially and culturally appropriate, legal, and ethical ways.

Teachers are expected to be models for their students. Technology use for education should be consistent with technology use in other areas of the culture

Teacher Standards: Goal 2

Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning

- Standard 1: Language teachers identify and evaluate technological resources and environments for suitability to their teaching context.

This means you have to know how to go out and find possible uses of technology for your classes and be able to evaluate whether they are appropriate

Activity

Discuss the current technology setting where you teach.

- What hardware, software, and network resources are available?

- How are you currently using them?

- Can you think of at least one new way to use them that would help your teaching or the students' learning?

Teacher Standards: Goal 2

Language teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning

- Standard 2: Language teachers coherently integrate technology into their pedagogical approaches.

Computers should be used in a logical way to support the same learning goals that non-CALL teaching does for your class.

Teacher Standards: Goal 2

- Standard 3: Language teachers design and manage language learning activities and tasks using technology appropriately to meet curricular goals and objectives.

This means that as a professional teacher, you do not just blindly follow what the book or software says:

> *You implement, adapt, and even create learning activities and tasks that use technology but are consistent with your curriculum.*

> *You make sure the students are working as they should and intervene if they are not.*

Teacher Standards: Goal 2

- Standard 4: Language teachers use relevant research findings to inform the planning of language learning activities and tasks.

Part of being a professional in any field involves understanding the research base of that field. To teach with CALL you should know something about general research on second language learning as well as research about CALL that is relevant to your particular use.

Teacher Standards: Goal 3

Language teachers apply technology in record-keeping, feedback, and assessment

- Standard 1: Language teachers evaluate and implement relevant technology to aid in effective learner assessment.

This means that you use the computer when you can to improve testing, giving feedback, and grading

Teacher Standards: Goal 3

- Standard 2: Language teachers use technological resources to collect and analyze information in order to enhance language instruction and learning.

This means you use the computer's ability to collect and analyze data about language materials and student performance

Teacher Standards: Goal 3

- Standard 3: Language teachers evaluate the effectiveness of specific student uses of technology to enhance teaching and learning.

This means you gather information and think about whether a particular program, activity or task was helpful, and what you might do to make it more effective the next time.

Teacher Standards: Goal 4

Language teachers use technology to improve communication, collaboration, and efficiency

- Standard 1: Language teachers use communication technologies to maintain effective contact and collaboration with peers, students, administration, and other stakeholders.

You use email, online communities, and other applications to keep in contact with your students, fellow teachers, and others involved in your teaching.

Teacher Standards: Goal 4

- Standard 2: Language teachers regularly reflect on the intersection of professional practice and technological developments so that they can make informed decisions regarding the use of technology to support language learning and communication.

You keep up to date with new technology developments to see if they can make your teaching more effective.

Teacher Standards: Goal 4

- Standard 3: Language teachers apply technology to improve efficiency in class preparation, grading, and maintaining records.

This means that you look for ways that the computer can be used to save time for you and your students. For example, keeping electronic versions of all assignments allows you to make changes easily. Using spreadsheets or other applications can help you calculate grades faster and more accurately.

Performance Indicators

These are specific targets that explain the standards in more detail.

Goal 3, Standard 3: Teachers evaluate effectiveness of specific student uses of technology

- Basic level of technology use
  - Use appropriate procedures (rubrics, checklists…)
  - Elicit student feedback

Performance Indicators

Goal 3, Standard 3: Teachers evaluate effectiveness of specific student uses of technology

- *Expert* level of technology use
  - Develop and share evaluation procedures
  - Examine student outcomes (e.g., examine chat logs)

Standards for Language Learners

- **Three overarching goals**
  - Each with two to five standards
  - 11 standards in all
  - Performance indicators
  - Vignettes as examples

Learner Standards: Goal 1

- Language learners demonstrate foundational knowledge and skills in technology for a multilingual world.

  - Standard 1: Language learners demonstrate basic operational skills in using various technology tools and Internet browsers

  - Standard 2: Language learners are able to use available input and output devices (e.g., keyboard, mouse, printer, headset, microphone, media player, electronic whiteboard)

  - Standard 3: Language learners exercise appropriate caution when using online sources and when engaging in electronic communication

  - Standard 4: Language learners demonstrate basic competence as users of technology

Learner Standards: Goal 2

- Language learners use technology in socially and culturally appropriate, legal and ethical ways
  - Standard 1: Language learners understand that communication conventions differ across cultures, communities, and contexts.
  - Standard 2: Language learners demonstrate respect for others in their use of private and public information.

Learner Standards: Goal 3

■ Language learners effectively use and critically evaluate technology-based tools as aids in the development of their language learning competence as part of formal instruction and for further learning.

❑ Standard 1: Language learners effectively use and evaluate available technology-based **productivity tools**

❑ Standard 2: Language learners appropriately use and evaluate available technology-based **language skill-building tools**

❑ Standard 3: Language learners appropriately use and evaluate available technology-based **tools for communication and collaboration**

❑ Standard 4: Language learners use and evaluate available technology-based **research tools** appropriately

❑ Standard 5: Language learners recognize the value of technology to support autonomy, lifelong learning, creativity, metacognition, collaboration, personal pursuits, and productivity.

Sample performance indicators

Goal 3, Standard 1 – Use and evaluate productivity tools

- As aids in production
  - Word-processing, presentation, web-design software
  - Associated applications - spell-checkers and thesauri
  - Templates
  - Tools for brainstorming and creating graphic organizers
- As aids in comprehension
  - Translators, electronic dictionaries
- Evaluate appropriate uses for specific tasks
- Work collaboratively and individually
- <u>Vignette</u>

Final comments

- Bad teaching will not disappear with the addition of technology, no matter how advanced

- Good teaching will benefit from appropriate use of technology to help learners achieve their goals.

- Ultimate interpretation of the standards needs to be pedagogical, not technical.

Where to learn more

- TESOL's Technology Standards: http://www.tesol.org/techstandards

- Tech Standards Discussion Area - enter from the URL above

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