Welcome!

Fall Conference

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Growing New and Empowered Linguists

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Motivation . . .

refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will make in that respect.

Understanding the motivated learner

- interest
- relevance
- expectancy
- outcomes
Motivated learners learn **MORE**.

Motivated learners learn **BETTER**.

Motivated learners learn have **STAYING POWER**.
The motivated learner is an empowered learner.
The motivated learner is an empowered learner.
Empowered learners have requirements

- interest
- relevance
- expectancy
- outcomes

how well they are doing
Reality Check
ask a student . . .

in school, how do you usually find out how well you’re doing?

or

how do your teachers find out what you know and can do?
The answer?

TESTS
At your table, come up with a list of words that students would associate with the word "tests."
Test Today!
Tests

• are sometimes the least effective way of finding out what students can do with a language

• serve as “de-motivators” for the vast majority of our students

• cause tons of anxiety
Why does anxiety matter so much?

- think Krashen and the affective filter
- think common sense
Ironic

The tool that is probably the least effective for finding out what our students can do with language is the one that is used the most.
And what about the term “assessment?”

from the Oxford English Dictionary:

• evaluation
• estimation
• an estimate of worth
A dilemma

- negative associations with “test” and “assessment”
- “concept” of assessment is needed—right?
“Checking for learning”

• non-judgmental
• opportunity to demo
• about the work, not the learner
• about how the work measures against the target
“Checking for learning” can be a whole new mindset.
Liberated from old paradigms
ineffective
psychologically damaging

more appropriate measurements
Further clarification

1. Who are the people who need to know about how much learning is happening?

2. In what order would you place them?
Checking for learning

#3 Everybody else

#2 The Teacher

#1 Student
basic ways to check for learning

- formatively
- summatively
In STARTALK student programs . . .

- we do both!
- *formative checks for learning* happen during learning
- *summative checks for learning* happen at the end of learning experiences
Formative checks for learning

- teacher created opportunities embedded into every lesson
- give learner and teacher information about learning—what, how much, how well, what next?
- position learner to be in-charge of learning
- position teacher as coach or facilitator
Summative checks for learning

• intended as opportunities to show off what a learner can do. They are more cumulative in nature

  * end of unit checks
STARTALK Model Curriculum Unit:
Oh, the Places You’ll Visit!
Travel Camp Abroad

INTERPRETIVE TASK
Learners understand, interpret, and analyze what they hear, read, or view on a variety of topics.

You have the opportunity to attend a summer camp abroad. Read and/or watch videos about camps. Answer a few questions about interests, select a camp, and determine which reason is best about why it is the best camp.

PRESENTATIONAL TASK
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Design the ideal camp for speakers of the target language who might want to study abroad in your community. Determine the location, daily schedule, and the types of activities. Create a marketing campaign for your camp.
Summative checks for learning

• intended as opportunities to show off what a learner can do. They are more cumulative in nature

  ∗ end of unit checks

  ∗ projects

  ∗ end of summer session program for parents
In STARTALK programs, since

- we don’t have to give tests;
- we don’t have to give grades;
- we have learners who want to learn;
- our learners are already motivated and empowered (for the most part);
STARTALK and Formative Checks for Learning were made for each other!!
More reasons for formative checks for learning

• enormous potential to provide timely, meaningful feedback about learning *while it is happening*

• research suggests that it is THE most effective way to improve learning
• feedback on learning EVERY day

• frequency and improvement

• struggling learners big winners
• student = agent
• feedback for teachers
• adaptations in the moment and for tomorrow
Formative checks for learning . . . in a nutshell

Students and teachers
Using evidence
To adapt teaching and learning
To meet individual needs
Minute-to-minute and day-by-day

Thompson and Wiliam, 2007
a new product

Checking for Learning

in STARTALK Student Programs
Checking for Learning in STARTALK Student Programs

- web-based
- downloadable print document
what do we mean “checking for learning”? when do I use formative and summative checks for learning? how do I know what to check? how do I use formative checks for learning? how can I give effective feedback? how can I report progress of learning in meaningful ways? how can external assessment help in checking for learning? how can students check for learning?
Contents

• background research to support understanding

• references and sources for further reading

• links to source documents and materials

• strategies/activities

• links to additional video and print resources to support checking for learning
Checking for Learning in STARTALK Student Programs

- provide teachers with valuable and useful information to facilitate and check for learning and to provide meaningful feedback to students

- fan the fire of motivation in our students and propel them on lifelong journeys of language learning
Summing it up

Sue Brookhart
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Conference Website
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Conference Presentations and Handouts
• Under the “Resources” link on the conference webpage
• https://startalk.umd.edu/conferences/2014/presentations

Video Consent Forms
• Sessions that will be recorded are noted in the agenda. 🎥
• Please sign and return the video consent form in your packet.