HOW TO AVOID OVERWHELMING YOUR STUDENTS WITH WORDS IN YOUR ONLINE CLASSROOM

Welcome!

Please rename yourself with your full name and announce yourself in the Chat.

PRESENTER: SUSAN OKUN
MAY 2021

AGENDA

- Designing better visual presentations
- Avoiding excess teacher talk time
- Increasing student talk time

WHICH OF THESE BEHAVIORS DO YOU THINK RESULT IN COGNITIVE OVERLOAD FOR STUDENTS?

PLEASE COMPLETE THE POLL

“The human cognitive system, including attention and working memory, is limited.”

wrlc-gwahlth.primo.exlibrisgroup.com/permalink/01WRLC_GWAHLTH/1c5oj26/cdi_proquest_journals_4843843694

https://read.nxtbook.com/nacac/the_journal_of_college_admiss/winter_2020/information_overload_students.html

THE ZOOM CLASSROOM:

- multimedia options
- technology troubles
- limited gestures

https://medium.com/berkman-klein-center/early-reflections-on-transitioning-to-online-teaching-768189470dbb

- **Poorly designed visual presentations**

+

- **Excess teacher talk**

↓

STUDENT OVERLOAD

COGNITIVE OVERLOAD IN PRESENTATION MATERIALS

What's wrong
with this slide…

ESOL INTERMEDIATE II

DATE: 4/20/21

WELCOME!! *REMEMBER TO **TYPE** YOUR FULL NAME IN THE CHAT.*

SPRING II

PLEASE MUTE YOUR MICROPHONE TO AVOID DISRUPTIONS!

RENAME YOURSELF TO SHOW YOUR FULL NAME AS WELL.

CLASS WILL BEGIN SHORTLY

- Today's Warm-up Activity:

1. Please go to page 139 in the Workbook, complete the "Identify" parts and "Cite Evidence."

- Remember to mute your microphone if not needed! Be mindful about background noise.
- Be ready to share with the class.

4. Please MUTE your microphone if there is noise

5. Don't forget to register for Summer classes!

Happy Spring!

C IDENTIFY. What is the main idea of the article? Circle the correct answer.

The historical buildings of Washington, D.C., _____.

a. are the most famous in the world
b. reflect the history of the U.S.
c. celebrate great presidents of the U.S.

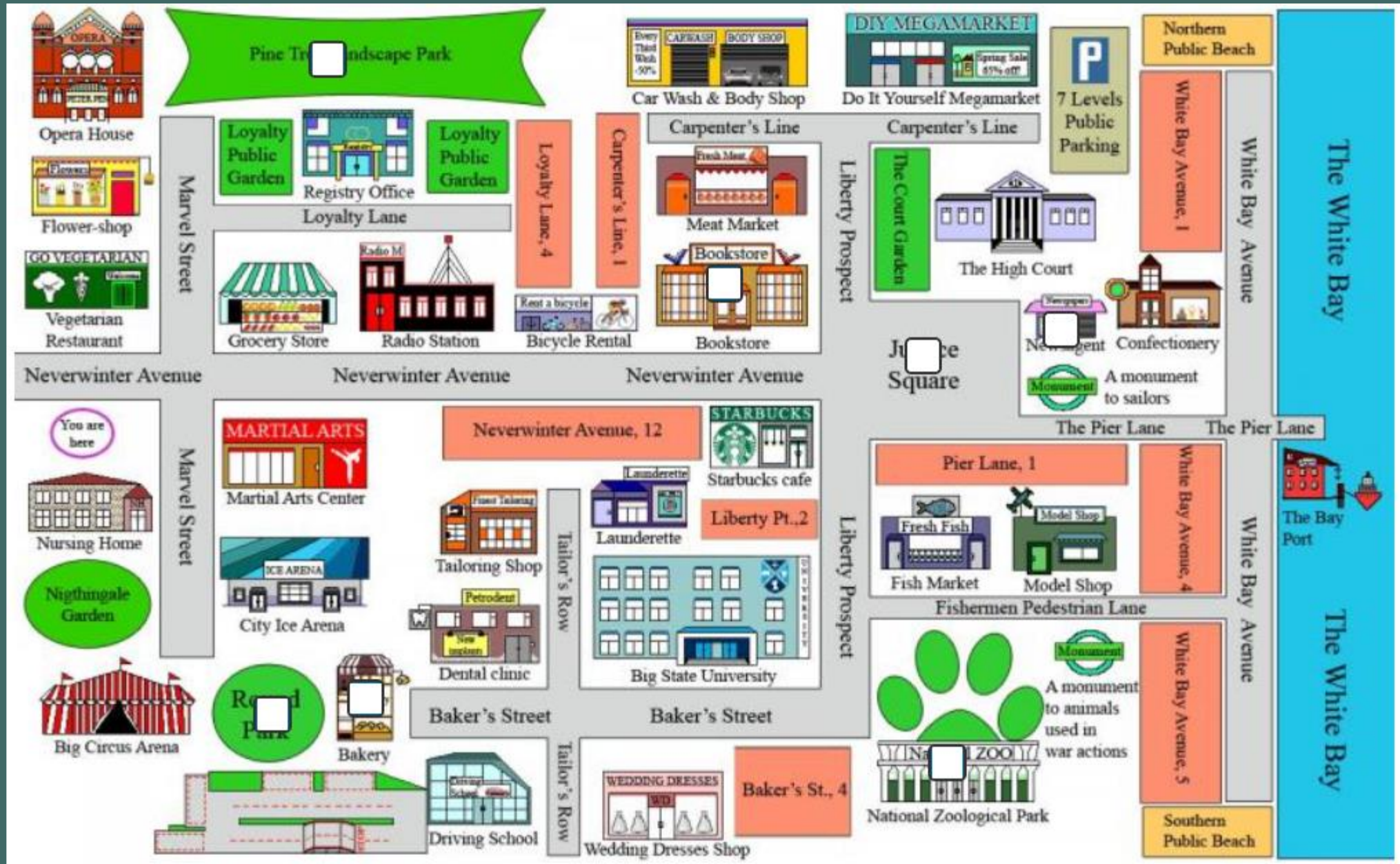
D CITE EVIDENCE. Complete the sentences. Where is the information? Write the line number.

Lines

1. _____ was the first president to live in the White House.
   a. George Washington b. John Adams c. Theodore Roosevelt ____

2. _____ gave the president's house its name.
   a. George Washington b. John Adams c. Theodore Roosevelt ____

3. Franklin D. Roosevelt served as president _____
   a. twice b. three times c. four times ____



https://www.educaplay.com/printablegame/5527326-ggggggggggg.html

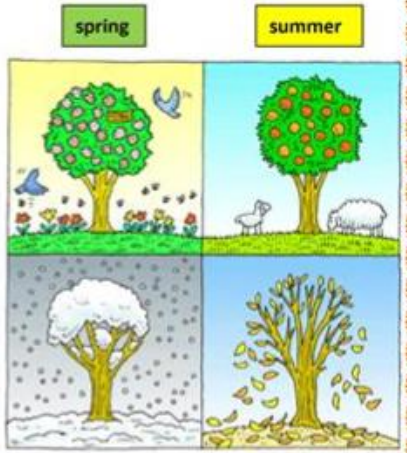
Days,months and seasons

Days of the week.

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Months of the year.

January	July
February	August
March	September
April	October
May	November
June	December



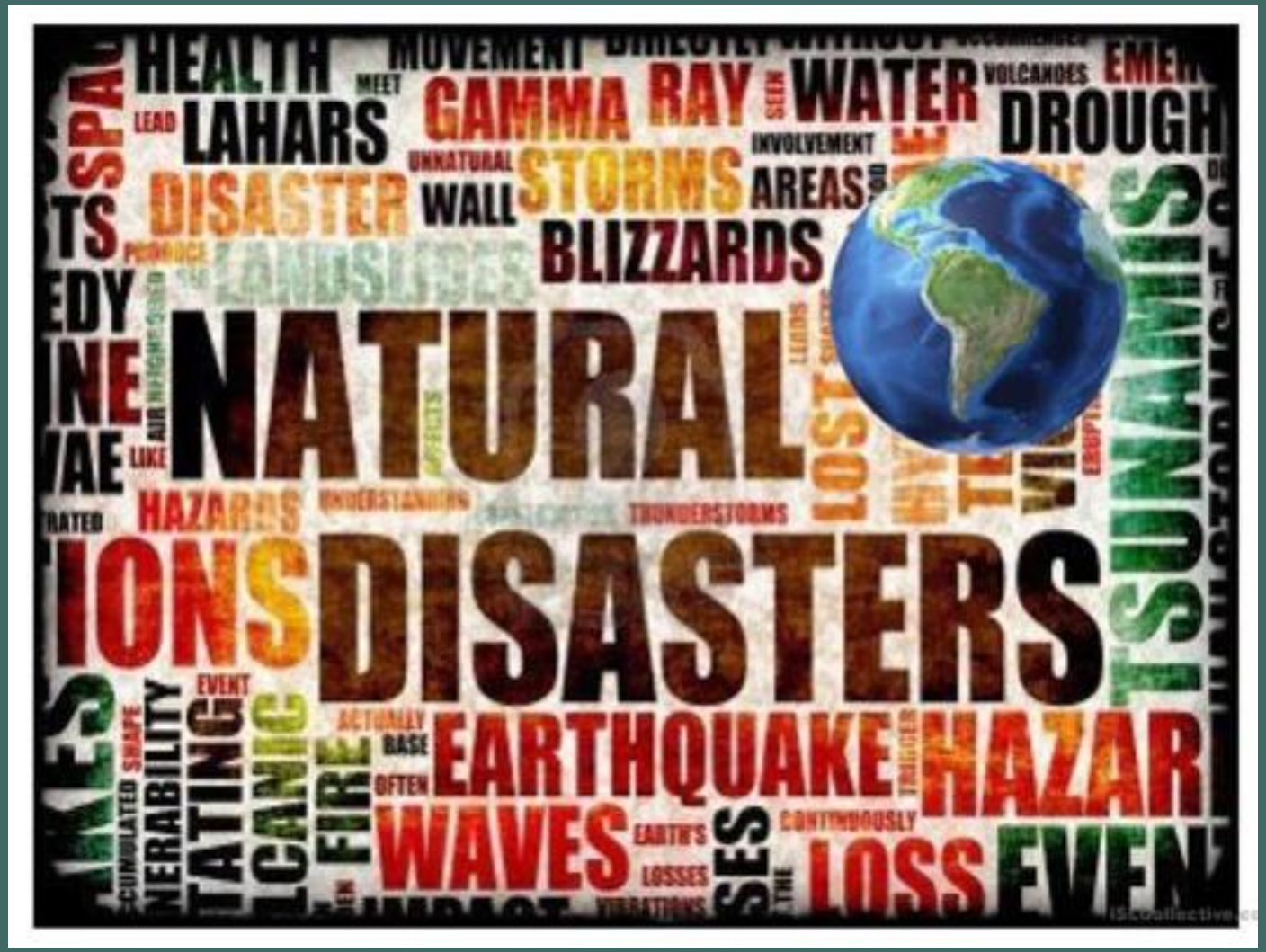
Seasons.

Spring (March – May)
Summer (June – August)
Winter (December –February)
Autumn (September –November)

Ordinal numbers.

1st first	11th eleventh	21st twenty-first	31st thirty-first
2nd second	12th twelfth	22nd twenty-second	40th fortieth
3rd third	13th thirteenth	23rd twenty-third	50th fiftieth
4th fourth	14th fourteenth	24th twenty-fourth	60th sixtieth
5th fifth	15th fifteenth	25th twenty-fifth	70th seventieth
6th sixth	16th sixteenth	26th twenty-sixth	80th eightieth
7th seventh	17th seventeenth	27th twenty-seventh	90th ninetieth
8th eighth	18th eighteenth	28th twenty-eighth	100th one hundredth
9th ninth	19th nineteenth	29th twenty-ninth	1,000th one thousandth
10th tenth	20th twentieth	30th thirtieth	1,000,000th one millionth

https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/days-months-and-seasons/33661



https://en.islcollective.com/english-esl-powerpoints/vocabulary/weather/ppt-natural-disasters-animated-presentation/72285

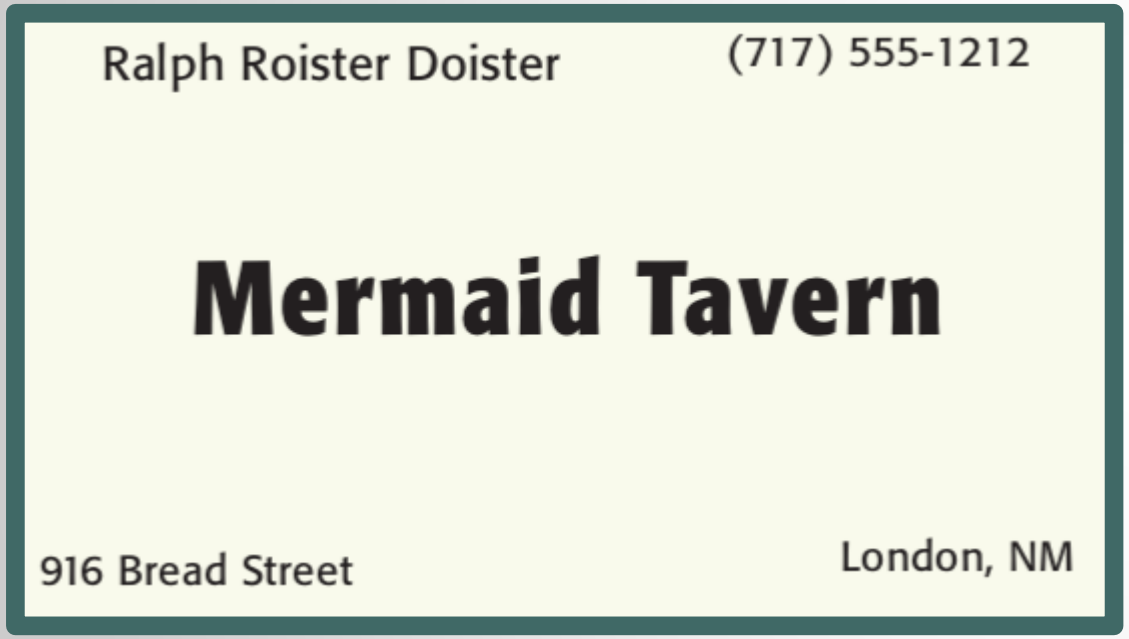
PRINCIPLES OF GOOD VISUAL DESIGN

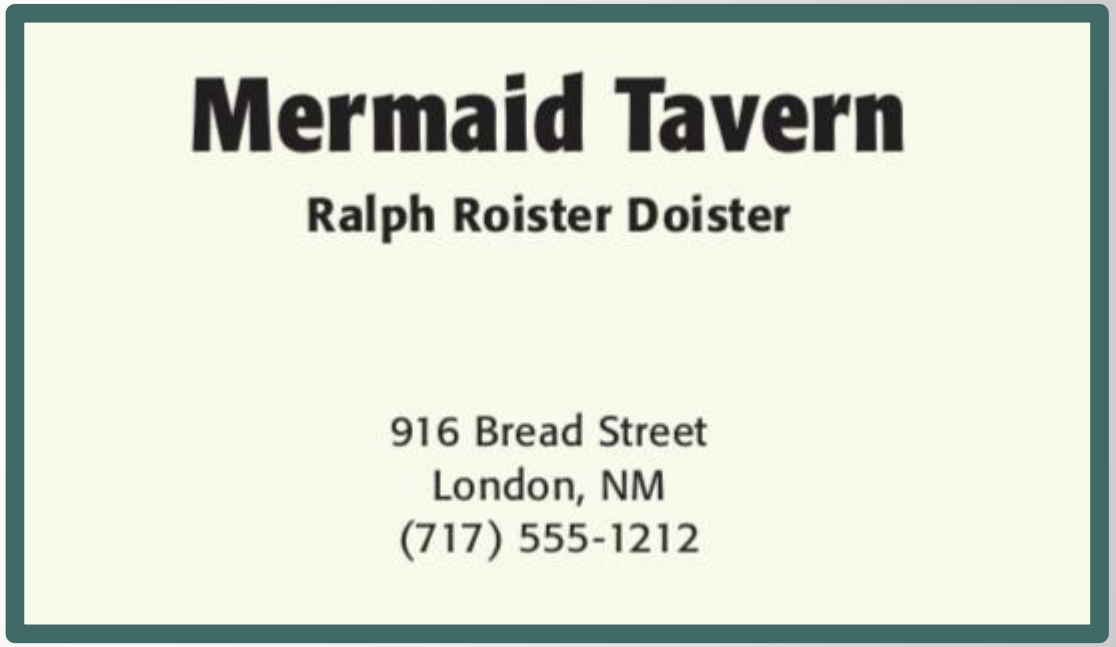
- **Proximity**
- **Alignment**
- **Repetition**
- **Contrast**

PRINCIPLES OF GOOD VISUAL DESIGN: PROXIMITY

Related objects or words appear near to one another and are perceived as belonging together

PRINCIPLES OF GOOD VISUAL DESIGN: PROXIMITY





https://wiredcraft.com/blog/robin-williams-four-basic-design-principles-for-non-designers/

PRINCIPLES OF GOOD VISUAL DESIGN: ALIGNMENT

The flow of the text or images on the page

PRINCIPLES OF GOOD VISUAL DESIGN: ALIGNMENT

Craig Kunce

304 Fourth Avenue South, La Crosse, Wisconsin 54602, 608) 555-3480

OBJECTIVE

A challenging position in the graphic design field that utilizes my experience, education and creativity to help the company grow and succeed.

SUMMARY OF SKILLS AND QUALIFICATIONS

- Experience designing advertising and marketing materials for a variety of projects including logos, brochures, packaging, advertising, signage and websites
- Excellent ability to communicate and work in a team setting - derived from current freelance projects
- Thorough knowledge and understanding of prepress and the offset printing process
- Experienced illustrator with strong watercolor, oil painting, and colored pencil skills
- Able to work directly with clients to discuss ideas and solutions to their needs

SOFTWARE KNOWLEDGE

- Photoshop, Illustrator, InDesign, Dreamweaver, Flash, Acrobat, GoLive, Word, PowerPoint, and Excel
- Tech-savvy, comfortable, and up-to-date with current online design and media trends and interfaces

EDUCATION

Associate of Applied Science, Graphic Design
Western Technical College, La Crosse, Wisconsin
Graduated with highest honors. GPA 3.8.

https://craigkunce.com/bad-resumes-examples/

PRINCIPLES OF GOOD VISUAL DESIGN: REPETITION

Use of repeated visual elements:

- **color**
- **shape**
- **columns**
- **headers**

PRINCIPLES OF GOOD VISUAL DESIGN: REPETITION

Present Perfect: Yes/No Questions with "Ever" and "Never"

Has/Have	Subject	Ever	Verb - past participle	
Have	you	ever	worked	at night?
Has	she	ever	operated	a forklift?
Have	they	ever	hired	women?

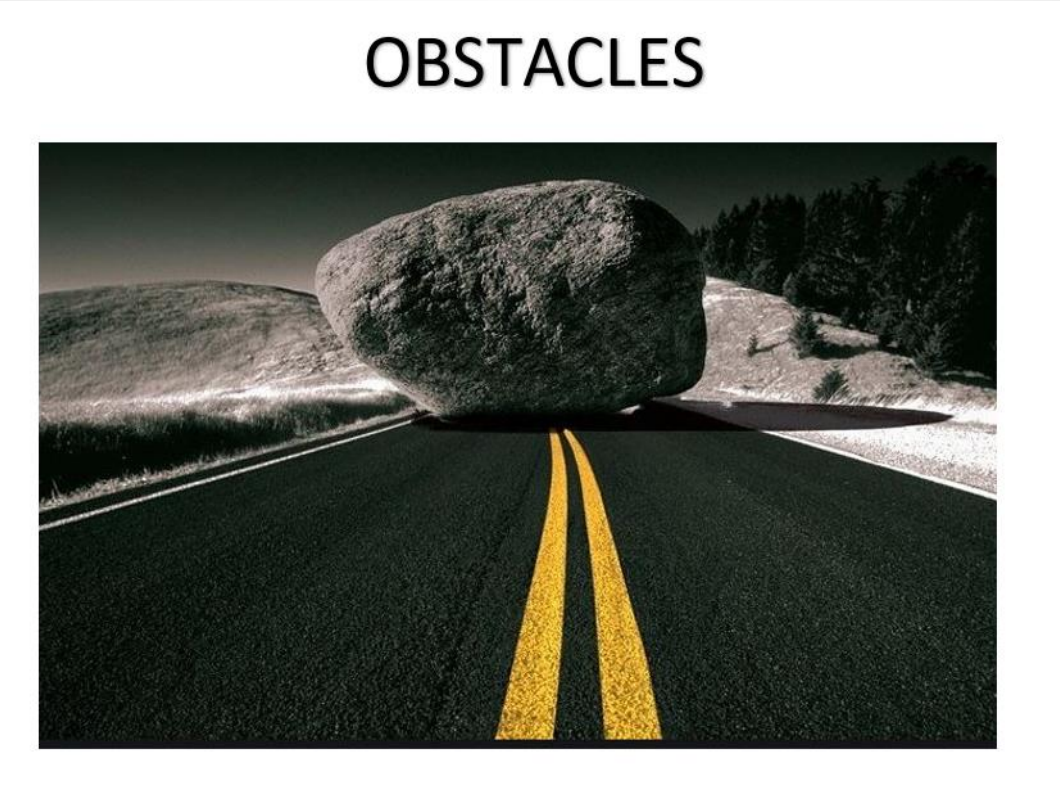
	Answer	Subject	Has/Have	Negative ?	Ever/Never	Verb - past participle	
1.	Yes,	I	have	-------		worked	at night.
2.	No,	I	have	not	ever	worked	at night
3.	No,	I	have	-------	never	worked	at night.
4.	No,	she	has	-------	never	operated	a forklift.
5.	No,	Patrice	has	not	ever	operated	a forklift.
6.	Yes,	they	have	-------		hired	women.
7.	No,	Pedro and Ama	have	-------	never	hired	women.

PRINCIPLES OF GOOD VISUAL DESIGN: CONTRAST

Changes in font, color, and layout in order to highlight or distinguish elements

PRINCIPLES OF GOOD VISUAL DESIGN: CONTRAST

PRINCIPLES OF GOOD VISUAL DESIGN: GRAPHICS TO ENHANCE UNDERSTANDING



wind

https://www.teachingenglish.org.uk/article/whats-weather

Too many graphics

https://www.pinterest.com/pin/78672324716436752/

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Welcome!

Today's Warm-up Activity:

Complete parts B and C on page 139 in the Workbook

Tech Reminder:

- Mute your microphone if not needed!
- Type your full name in the chat

Calendar Reminder:

Register for Summer classes!
Deadline is June 6!
https://www.montgomerycollege.edu/workforce-development-continuing-education/english-language-skills/adult-esol/esol-schedule.html

https://fivethirtyeight.com/features/the-a-charlie-brown-christmas-special-dancers-you-most-want-to-party-with/

COGNITIVE OVERLOAD: EXCESS TEACHER TALK

How many think you talk too much as a teacher?

https://www.edweek.org/leadership/how-much-should-teachers-talk-in-the-classroom-much-less-some-say/2019/12

COGNITIVE OVERLOAD: EXCESS TEACHER TALK

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COGNITIVE OVERLOAD: EXCESS TEACHER TALK

- audible self-talk
- chatter
- talking while students are working
- over-explaining
- narrating our technology navigation
- self-answering
- echoing students
- talking while we are presenting written material that we have asked students to read
- filling the void

REDUCING TEACHER TALK TIME: REFLECTION & SELF-ASSESSMENT

https://davidberrydotcom1.files.wordpress.com/2014/04/img_1432.jpg

REDUCING TEACHER TALK TIME: ALTERNATIVES TO SPEECH

- **Model instructions instead of talking**
- **Give simple written instructions and don't elaborate**
- **Script your instructions in advance if you need to**
- **Use a picture to explain instead of many words**

INCREASING STUDENT TALK TIME SOLUTION 1: CHANGE YOUR APPROACH

INCREASING STUDENT TALK TIME SOLUTION 2: DETERMINING WHY YOUR STUDENTS DON'T TALK

- they don't know the answer
- they didn't understand the question
- we asked a yes/no question
- they are intimidated by the online format
- they don't know how to unmute their microphone
- they are not confident in their answer
- they are not confident to speak English even if they know the answer
- we finish their answers for them

INCREASING STUDENT TALK TIME SOLUTION 3: BUILD COMMUNITY

- **Ice breakers**
- **Sharing things from home**
- **Create a safe place where they can try new things and make mistakes**

INCREASING STUDENT TALK TIME SOLUTION 4: GIVE STUDENTS THE OPPORTUNITY TO TALK

- **Wait time**
- **Student-led activities (use a spinner to pick the next student)**

- **Ask open-ended, higher order questions**
  (great website for open ended questions: http://iteslj.org/questions/)
- **Let students answer each others' questions**
- **Teach them how to ask for help: use a Zoom tool or hand signal to get your attention**

INCREASING STUDENT TALK TIME SOLUTION 5: GIVE STUDENTS THE LANGUAGE THEY NEED

- **Students write an answer before going to the Breakout Room (Think-Pair-Share)**
- **Teach students to ask clarification questions**
- **Create interview questions with students**
- **Scaffold the speaking lesson with prior lessons so students have vocabulary, grammar, context**

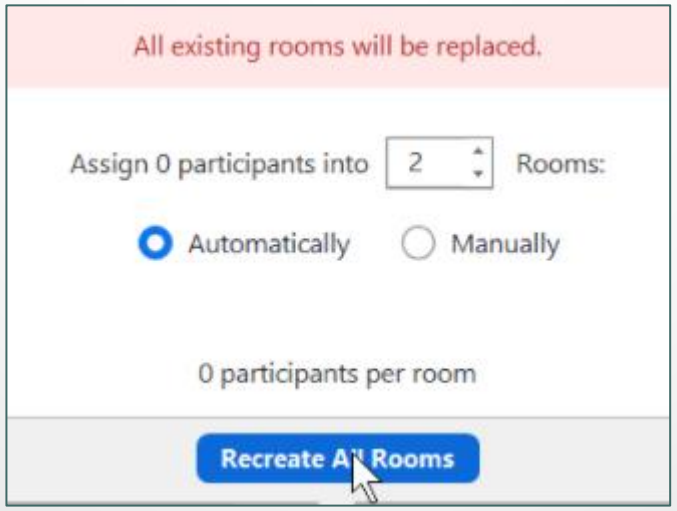
INCREASING STUDENT TALK TIME SOLUTION 6: USE THE TECHNOLOGY WE HAVE!

Breakout Rooms can be used to

- **review homework with a peer**
- **practice a conversation**
- **role play**
- **have a debate**
- **interview each other**
- **introduce themselves**
- **practice dictation**
- **create a conversation with idioms**

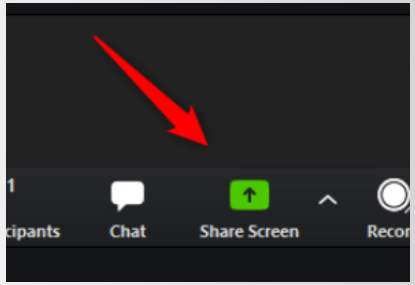
INCREASING STUDENT TALK TIME SOLUTION 6: USE THE TECHNOLOGY WE HAVE!

“Recreate” Breakout Rooms to mix up pairs for “speed dating” or “Bingo” type activities



INCREASING STUDENT TALK TIME SOLUTION 6: USE THE TECHNOLOGY WE HAVE!

Teach students to "Share their Screens"

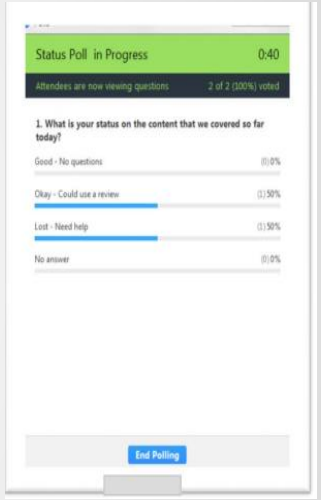


- **share a photograph or website**
- **share a document they've written**
- **share a slideshow**
- **watch a short video and talk about it with a peer**

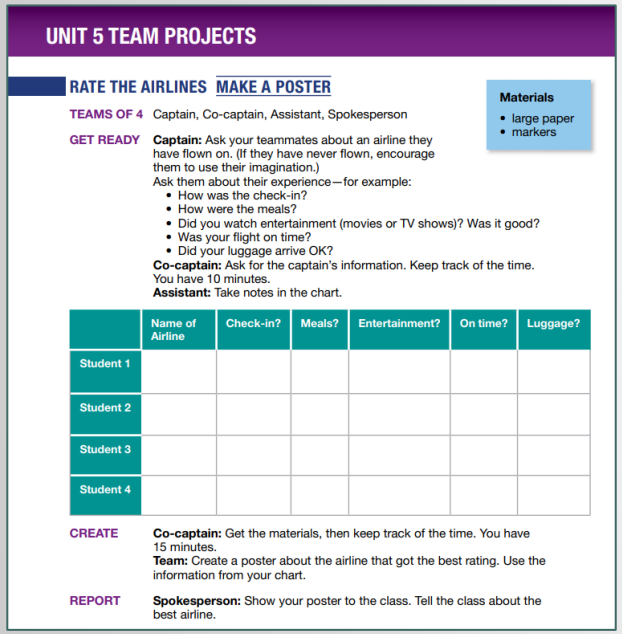
INCREASING STUDENT TALK TIME SOLUTION 6: USE THE TECHNOLOGY WE HAVE!

Zoom polls

- To present choices
- Give students language to talk about a topic



INCREASING STUDENT TALK TIME SOLUTION 6: USE THE TECHNOLOGY WE HAVE!



UNIT 5 TEAM PROJECTS

RATE THE AIRLINES MAKE A POSTER

Materials
- large paper
- markers

TEAMS OF 4 Captain, Co-captain, Assistant, Spokesperson

GET READY

Captain: Ask your teammates about an airline they have flown on. (If they have never flown, encourage them to use their imagination.)
Ask them about their experience—for example:
- How was the check-in?
- How were the meals?
- Did you watch entertainment (movies or TV shows)? Was it good?
- Was your flight on time?
- Did your luggage arrive OK?

Co-captain: Ask for the captain's information. Keep track of the time. You have 10 minutes.
Assistant: Take notes in the chart.

	Name of Airline	Check-in?	Meals?	Entertainment?	On time?	Luggage?
Student 1						
Student 2						
Student 3						
Student 4						

CREATE

Co-captain: Get the materials, then keep track of the time. You have 15 minutes.
Team: Create a poster about the airline that got the best rating. Use the information from your chart.

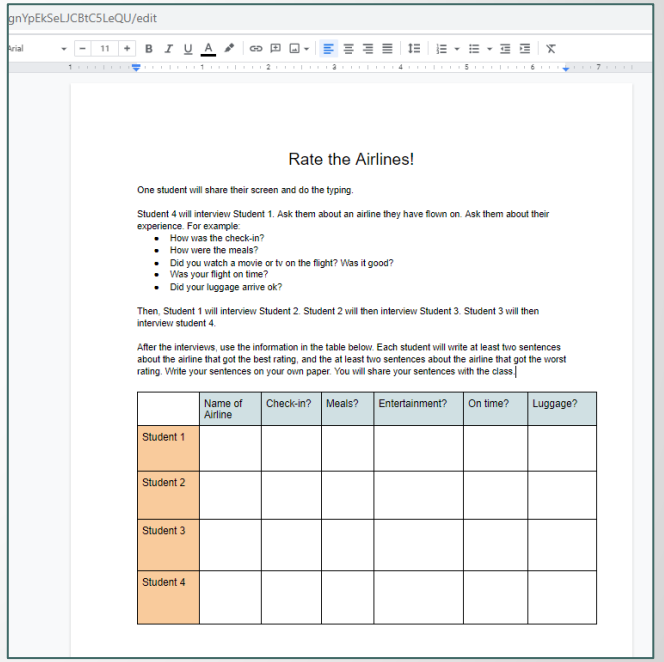
REPORT

Spokesperson: Show your poster to the class. Tell the class about the best airline.

Convert a Pearson Team Project into a Google Doc.

Multiple groups can work on the project simultaneously.

The teacher can observe them working in the Doc and also join each Breakout Room to listen to the conversation.



gnYpEkSeLJCBtC5LeQU/edit

Rate the Airlines!

One student will share their screen and do the typing.

Student 4 will interview Student 1. Ask them about an airline they have flown on. Ask them about their experience. For example:
- How was the check-in?
- How were the meals?
- Did you watch a movie or tv on the flight? Was it good?
- Was your flight on time?
- Did your luggage arrive ok?

Then, Student 1 will interview Student 2. Student 2 will then interview Student 3. Student 3 will then interview student 4.

After the interviews, use the information in the table below. Each student will write at least two sentences about the airline that got the best rating, and the at least two sentences about the airline that got the worst rating. Write your sentences on your own paper. You will share your sentences with the class.

	Name of Airline	Check-in?	Meals?	Entertainment?	On time?	Luggage?
Student 1						
Student 2						
Student 3						
Student 4						

- What else works?
- What activities do you use that encourage your students to talk?
- Be prepared to share your two best ideas when you return

PRACTICE, REFLECT

RESOURCES - PRESENTATIONS

- **Principles of Design:** https://writingcommons.org/article/principles-of-design/
- **Robin Williams' four basic design principles for non-designers:** https://wiredcraft.com/blog/robin-williams-four-basic-design-principles-for-non-designers/
- **Maximizing Learning from Your Narrated Presentations:** https://www.youtube.com/watch?v=qyQyymdvUnE

RESOURCES – TEACHER TALK

- **Spinner Wheel: https://flippity.net/**
- **Great open-ended discussion questions: http://iteslj.org/questions/**
- **Quiet...Empower your Students to Figure it Out https://edpuzzle.com/assignments/602ed5c361f7ff425fd8ef23/watch)**
- **Timing Teacher Talk, A Formative Teaching Observation Toolhttps://ako.ac.nz/assets/Knowledge-centre/NPF-12-006-Professional-Development-to-Improve-Outcomes-for-Under-25-Learners/TEACHING-RESOURCE-Timing-Teacher-Talk-A-Formative-Teaching-Observation-Tool.pdf**
- **Screen Sharing on Zoom (student instructions): https://docs.google.com/document/d/1jPWWivzGo2ed3q1aGknq3f-Usi96EsfnT5hmJTqUj7I/edit?usp=sharing**
- **Raising Your Hand on Zoom (student instructions): https://docs.google.com/document/d/1BfBogDLY2lQmSlR9t-sNy1uI98UfJdcfYNvwXDiMZuM/edit?usp=sharing**

QUESTIONS?