



State of Israel
Ministry of Education
The Pedagogical Secretariat
Languages Department
Inspectorate for English Language Education

Thank you

Special cooperation between
the מינהל לחינוך טכנולוגי

Specifically

Kobi Refaeli the Head of the
ICT division,
and

ישראל דיגיטלית

Partners

Efrat Asiff, Rinat, Rubinstein
&

Providers (MATACH, Snunit)

Join the hundreds of teachers that
will be present to hear all about
the new ministry digital courses
to enhance independent learning.

English
Inspectorate
moodle
משרד החינוך
Dig into Digital

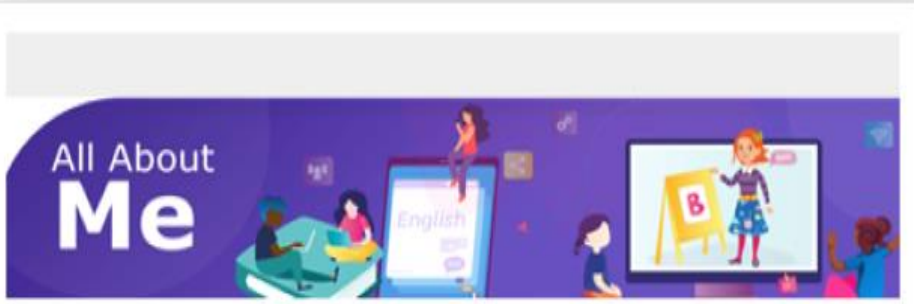
[Link to ZOOM webinar](#)

The Pedagogical Advisors



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- **Gvaryahu**
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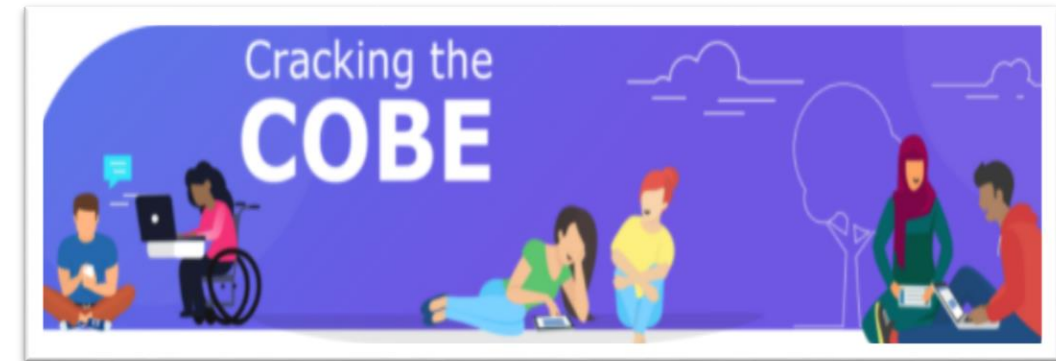
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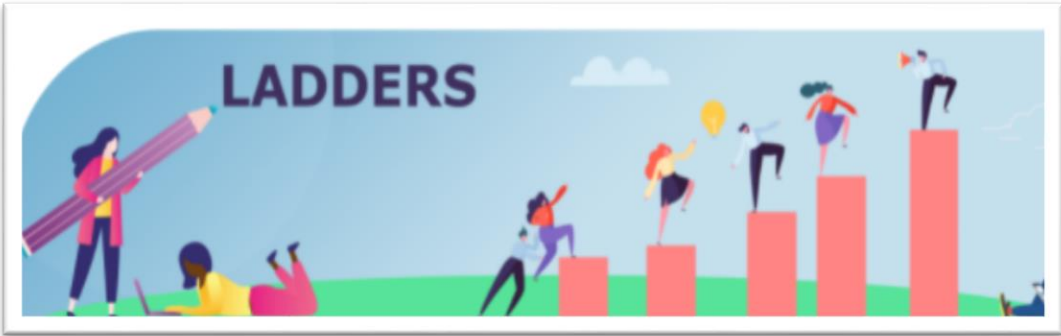
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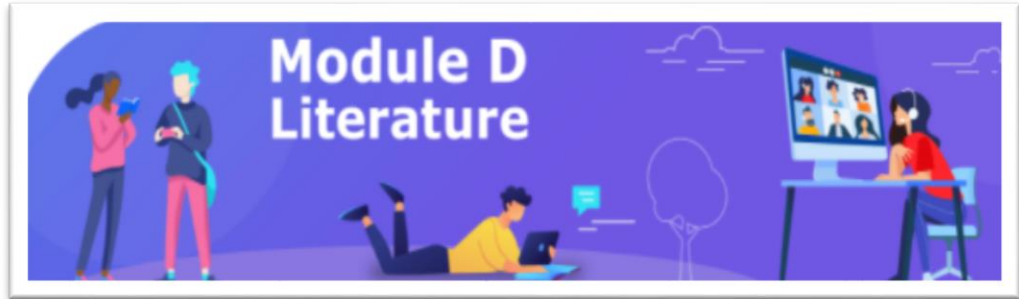
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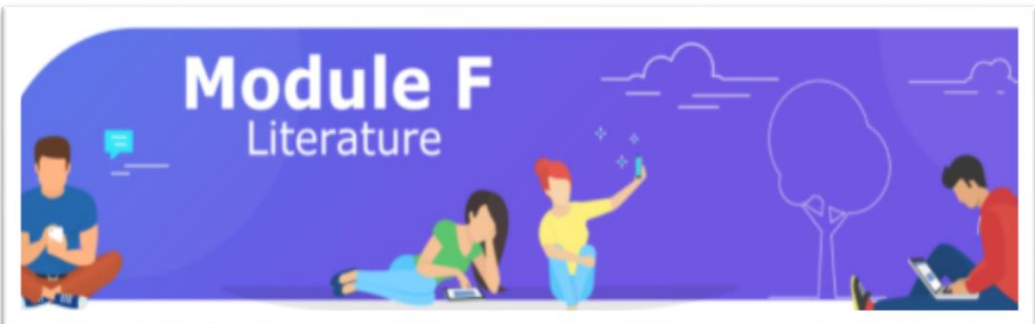
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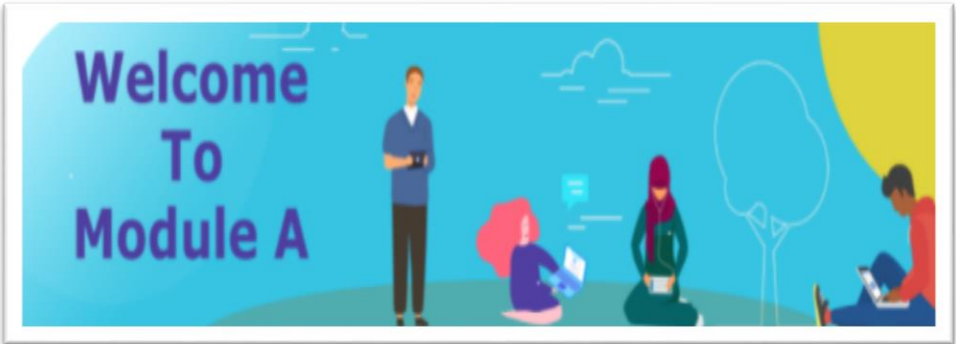
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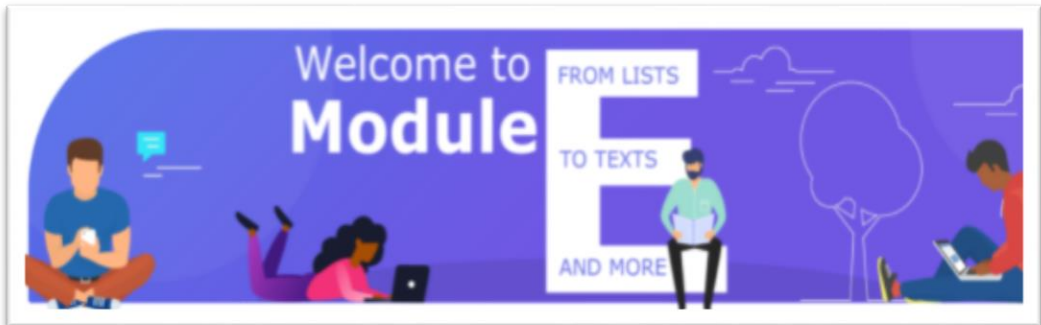
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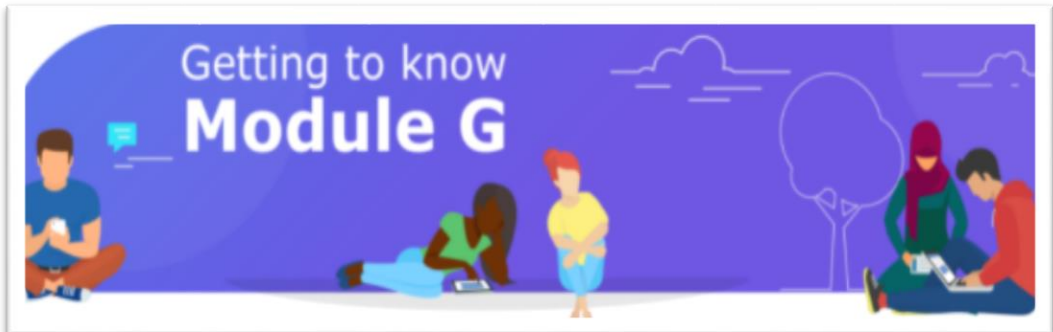
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Yonatan Pesach



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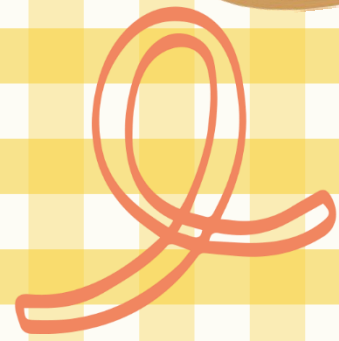
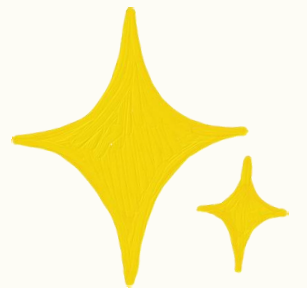
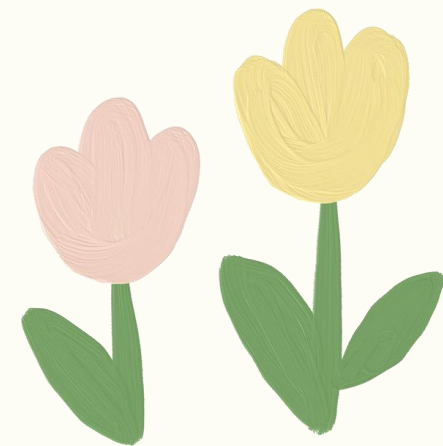


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INDEPENDENT LEARNING, SELF-DIRECTED LEARNING & INTEGRATING TECHNOLOGY

TZONALEV, PH.D.



Write a word that describes self-directed or independent learning

<https://www.menti.com/as9oc1d82c>

<https://www.menti.com>

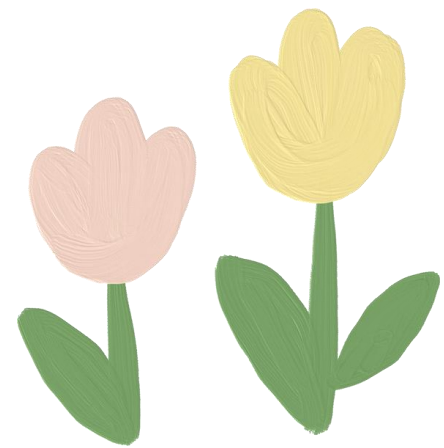
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WHAT IS SELF-DIRECTED LEARNING

WHAT IS INDEPENDENT LEARNING

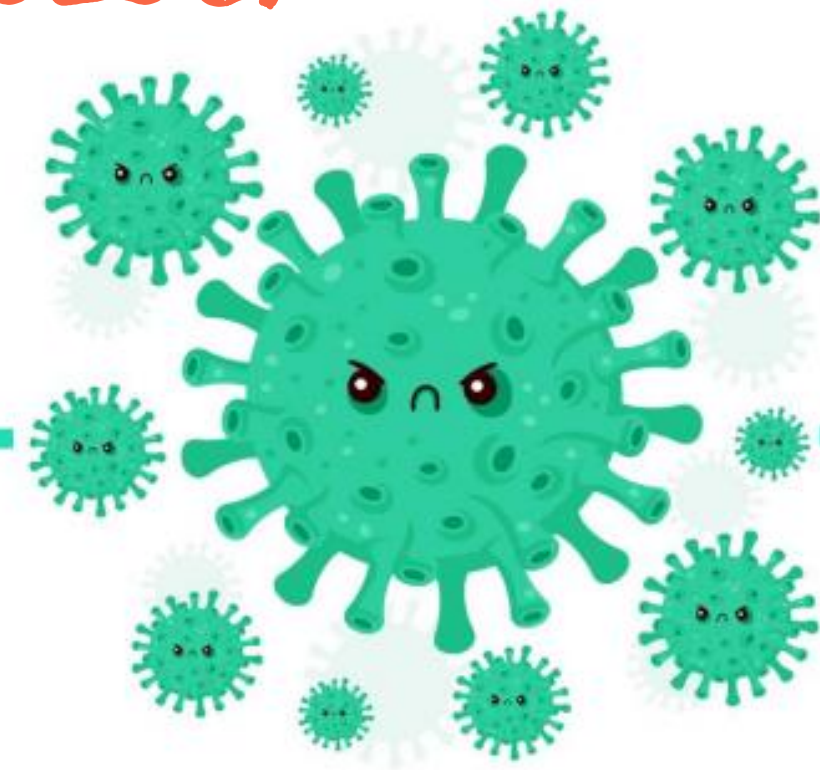
ENHANCING ~~Both~~ WITH STRATEGIES WITH TECHNOLOGY



BC

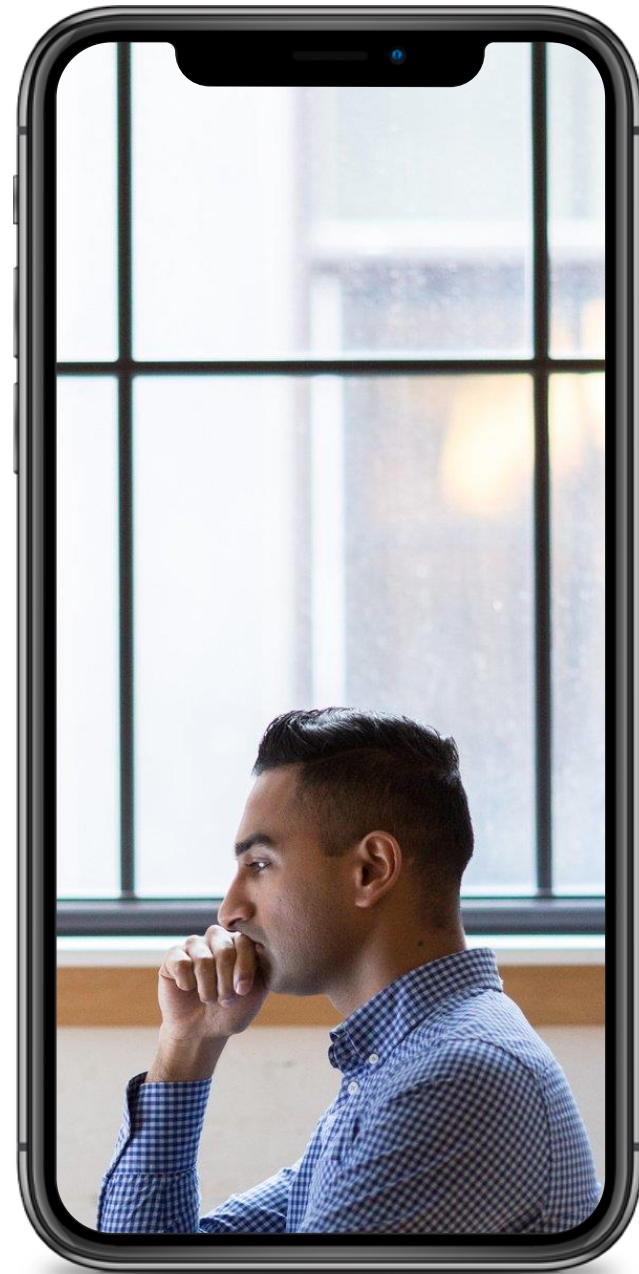


AC



INDEPENDENT LEARNING and SELF-DIRECTED LEARNING

SAME OR DIFFERENT???



INDEPENDENT LEARNING (Working on your own?)

Is learning is a method or process where learners have ownership and control of their learning – they learn by their own actions and assess themselves. Students are able to set goals, make choices, and decisions about how to meet learning needs, monitor progress toward achieving learning goals, and self-assess the learning outcomes.

<https://doi.org/10.1007/978-1-4419-1428-6>

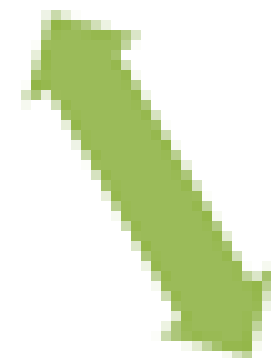
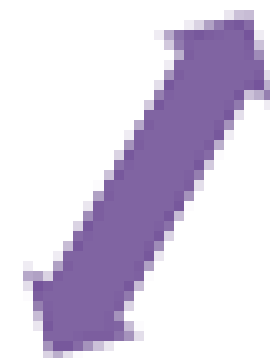
SELF-DIRECTED LEARNING

Increasing responsibility on the part of the student for additional elements in the planning and / or implementation of learning - drawing conclusions, locating details of the relevant knowledge or texts and determining the learning objectives and the questions derived from them.



Assessment

INDEPENDENT LEARNING & THE LEARNING CYCLE



Learning



Teaching

How can we influence the transition in the cycle?

*How can we
influence the
transition in the
cycle?*





5 METACOGNITIVE QUESTIONS ***TO HELP STUDENTS GROW AS*** ***COMPETENT INDEPENDENT*** ***LEARNERS***

By [Paige Tutt](#), EDUTOPIA



1. What stands out to me? What makes me wonder?

2. Which parts or terms are new to me, and which parts do I recognize?

To help scaffold learning new vocabulary terms and build student agency, it helps to create a chart where students write down [key terms or concepts from a new unit and rank them](#) as "know it," "sort of know it," or "don't know it at all." On the same paper, students then attempt to define the terms they identified as ones they know or kind of know, giving the teacher a roadmap for areas to focus the instruction and giving students a clearer picture of where more work is needed.



3. How does this connect with what I already know?



The beginning of a unit is an excellent opportunity for students to think more deeply about how and what they are learning. This is sense-making and students should regularly be pausing to contemplate and ask themselves questions about how their learning fits into their existing knowledge. Concept maps and visual diagrams that show the relationships between ideas and information—can help students organize and structure what they know and prompt the creation of deeper, richer connections.





4. What follow-up questions do I have?

Many students are hesitant to ask questions, or don't connect their feelings of confusion to a need for more information. Sharing confusions aloud can help with clarifying misconceptions.

5. Why is this idea important?

When teachers routinely encourage students to think about why a new concept or skill is important to learn, or how it links to the real world, it helps students find their own connections to the material and "add their own spin" in ways that clarify for them why they are engaging with this new concept.

Theory of self-direction: Deci & Ryan, 2000

- **Small task completion rewards can affect short-term performance.**
- **In the long run, external rewards do not improve performance.**



So what promotes intrinsic motivation?



**What promotes
intrinsic motivation?**

Theory of self-direction- cont.

Deci & Ryan, 2000

- ❖ **Autonomy - choice and control of the activity empowers the learner**
- ❖ **Relationship and belonging to another**
- ❖ **Meaning and Purpose (Pink, 2009)**
- ❖ **A growing ability and sense of expertise that is enhanced by authentic feedback**

PROMOTING SELF-DIRECTION through BETTER FEEDBACK

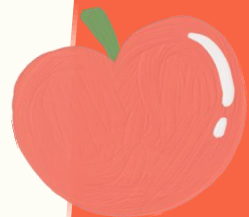
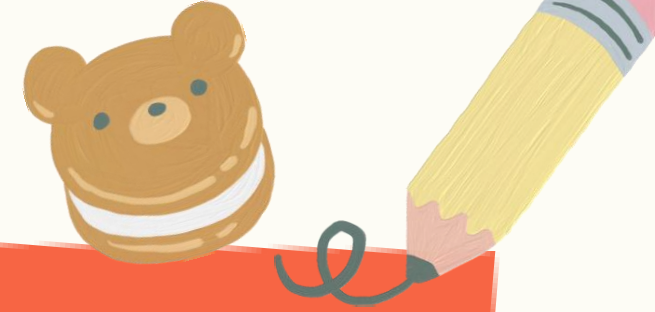
When students get the right feedback at the right time, they move closer to becoming independent learners.

By [Michael McDowell](#), EDUTOPIA



HOW DO WE DEVELOP INDEPENDENT SELF-DIRECTED LEARNERS?

One of the most powerful strategies we have at our disposal to build student independence in their learning is through our approach to feedback. Feedback has the potential to double the rate of learning. The quality of feedback is increased when students are clear on expectations, when teachers take a coaching role, and when feedback is provided to students in class when they are learning information. Each of these quality feedback criteria, along with related strategies, will now be presented:





1. CLARITY

Ensure that students are clear on the expectations of success for varying levels of performance. Students need to know the difference between an A-level and a B-level. Moreover, they need to know what the **key criteria** are that make their learning successful. And they need clear instructions.

2. Explore exemplars:

- ✓ Provide students with work samples that incorporate a range of performance levels .
- ✓ Ask students to rank the work samples and share their reasons for ranking each one .
- ✓ Next, share your ranking and rationale and discuss the similarities and differences with students.
- ✓ Then discuss the differences to reach understanding of expectations of what is a good piece of performance.



3. Finally, co-construct goals and criteria for success: Discuss exactly what is expected in light of examples. **Discuss student progress on a regular basis with them.** Sharing this feedback forms a collaborative partnership and ensures that everyone knows the students' areas of strength and areas of challenge.



TO SUM UP: TEACHERS AS COACHES

Here are three questions to use routinely while roving around the classroom during guided practice and independent work time in class:

1. **The Clarity Question** : Where do you need to go in your learning?
2. **The Strategy Question**: How will you get to the next place in your learning?
3. **The Learning Question**: How will you know if your actions worked toward achieving your goal?



<https://www.youtube.com/watch?v=5MvQoDGvG10>



WHAT INDEPENDENT LEARNING IS NOT

<https://learning.wellingtoncollege.org.uk/what-do-we-mean-by-independent-learning/>



- It does not mean working on your own without any supervision or guidance on long term projects.
- It does not mean less teacher guidance but rather specific guidance with the end goal of student independence.
- It does not mean a rigidly pre-determined path to instant independent learning for all and at all times.
- It does not mean students using technology without a clear sense of focus and direction.

“Teacher instruction is vitally necessary to become an independent learner.” (Christodoulou, 2014)

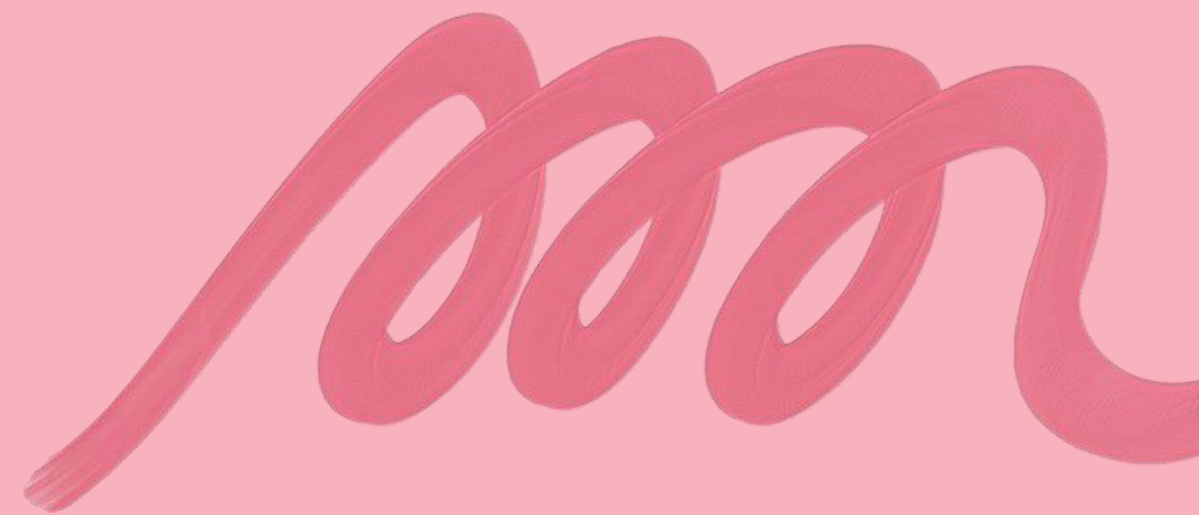




INITIATING FEEDBACK IN CLASS

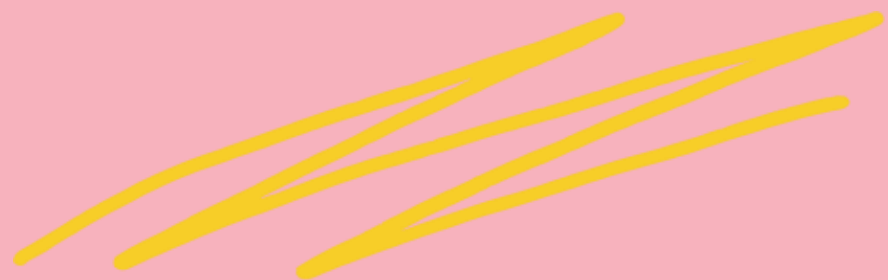
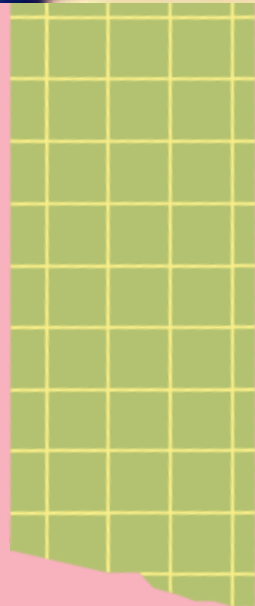


Feedback is most effective when it is provided when students need it. That happens in the learning environment with their teacher and peers. To maximize the impact of feedback, consider these following daily actions:



EXIT TICKETS

**Quick feedback for
ongoing feedback during
the learning process or at
the end towards the next
lesson.**



At the end of the lesson or as a final stage of a learning activity during the lesson, teachers may ask themselves:



- **DID MY STUDENTS GET THE LESSON?**
- **ARE THERE ANY IDEAS, CONCEPTS OR SKILLS THEY ARE STILL UNSURE OF?**
- **DO MY STUDENTS HAVE ANY MISCONCEPTIONS ABOUT THE LESSON AND ITS CONTENT?**
- **DO I HAVE TO REVIEW ANYTHING TOMORROW?**

- Exit tickets are a simple, quick, and oftentimes insightful method employed close to the end of a lesson. It is a simple task that requires learners to answer a few questions or perform a minimal task explored during the learning process.

- The format of an exit ticket varies.

- Examples: multiple-choice, true or false, short written response, matching and surveys or polls.





- Exit tickets should be short, concise, and engage learners in a review of the skills, concepts, and experiences explored during the lesson. They are also ideal for continuing the learning into the next class – many teachers begin with the exit tickets from the previous lesson to activate students' previous knowledge.
- In the age of digital learning, exit tickets can be digital to collect this valuable feedback from the students to respond to.



Entrance tickets: Instead of thinking about what happened after the fact, gain that information at the beginning and during class so that you can respond. **Entrance tickets** may include a question prompt to prime prior knowledge or a simple **think-pair-share** activity frontally.



Fishbowl strategy :



Ask students to circle around while you have a feedback conversation with a selected student .(Prepare the student before the exercise by going through the questions you will ask).

Model the process first with you being the person in the fishbowl and students asking you questions, and then ask students to create collective norms to make sure that everyone feels safe in this process .

Next, ask students to reflect on the process for giving and receiving feedback about the task.

SO OUR ULTIMATE GOAL

Is achieved when students and teachers work together to gain clarity, to engage in a coaching relationship to solve problems, and to work together to understand better, students develop confidence leading to a greater sense of independence with the shared responsibility to improve learning.



A FEW MORE TOOLS TO ENHANCE SELF-DIRECTED LEARNING

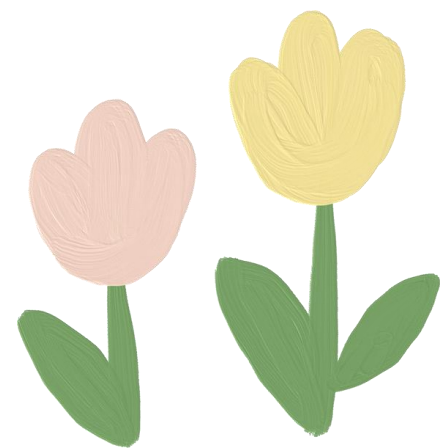


SELF ASSESSMENT: REPORT CARDS

הערכה עצמית של התלמיד/ה

באנגלית אני מרגיש שאני טוב ב-

הייתי רוצה עזרה ב-



משוב ביניים - Interim report

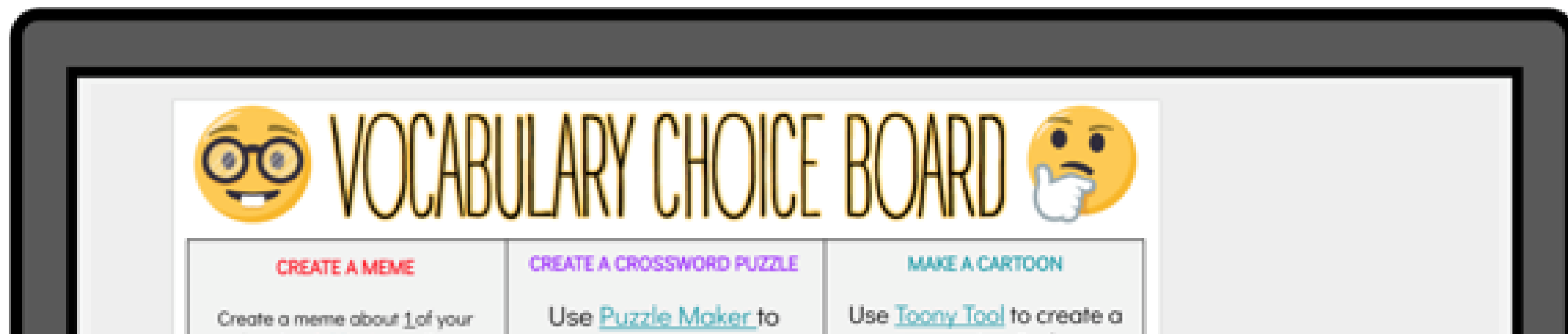
SELF-EVALUATION: INTEGRAL PART OF FORMATIVE ASSESSMENT

מיומנות	הצעות להיגדים	הקף את המספר המשקף את הערכתך
האזנה	✓ מגיב כנדרש להוראות פעולה פשוטות למשל Stand up, Raise your hand	1-2-3
	✓ מגיב כנדרש לשאלות והיגדים קצרים הקשורים לסביבה קרובה ומוכרת.	1-2-3
	✓ עוקב אחר סיפורים, דקלומים ושירים באנגלית.	1-2-3
	✓ מזהה אוצר מילים הקשור לסביבה הקרובה למשל ימות השבוע, מספרים.	
דיבור	✓ משתמש במילים וצירופים למטרות יומיומיות.	1-2-3
	✓ מדקלם וחוזר על משפטים פשוטים באופן מובן ובשטף.	
	✓ מבצע משימות בעל פה במהלך השיעור ושולח מטלות למורה.	1-2-3
	✓ משיב/ה במשפטים קצרים על מידע אישי בצירופי מילים מוכרות.	1-2-3
	✓ שואל שאלות במבנה פשוט על מידע אישי בצירופי מילים מוכרות	1-2-3
	✓ מתאר את עצמו ואת רגשותיו/ה במילים פשוטות.	
	✓ משתמש בתבניות שפה ודקדוק תקינות	1-2-3

CONTINUED

קריאה	<div>✓ מכיר את צלילי האותיות ושמותיהם, צירופי אותיות, ותבניות מילים שכיחות.</div> <div>✓ מבחין בין אותיות קטנות וגדולות לצורך זיהוי שמות ומקומות ותחילת משפט.</div> <div>✓ מזהה מגוון מלים בסיסיות ויומיומיות כגון שמות עצם, תארים ופעלים.</div> <div>✓ קורא משפטים פשוטים המורכבים ממילים בסיסיות, משמאל לימין</div> <div>✓ קורא ומבין טקסט קצר (פתק, הזמנה- שיחה קצרה, סיפור קצר)</div> <div>✓ קורא בקול בשיעור, שולח מטלות קריאה בקול למורה ומתרגל בקריאה עצמית בבית</div> <div>✓ מפתח שטף קריאה למטרת הבנה כולל שימוש בפיסוק.</div>
כתיבה	<div>✓ מעצב אותיות גדולות וקטנות באופן תקין</div> <div>✓ מתאים מילים לתמונות</div> <div>✓ מעתיק משפטים קצרים באופן תקין</div> <div>✓ כותב משפטים פשוטים (למשל אודות עצמו) באופן תקין</div> <div>✓ משתמש במוסכמות הכתיבה (אותיות גדולות, פיסוק וכו') באופן תקין.</div> <div>✓ מתבטא בכתיבה באופן תקין.</div>
אוצר מילים	<div>✓ מזהה מילים במרחב הביתי, בסביבה הקרובה או בטקסטים כדי להרחיב את מאגר אוצר מילים באופן פעיל.</div> <div>✓ משחק עם מילים כאמצעי תרגול.</div> <div>✓ מכיר מילים המתייחסות לפעילויות יומיומיות ומשתמש בהן.</div>
תלמידאות	<div>✓ מגיע לשיעורים מקוונים סינכרוניים.</div> <div>✓ משתתף פעיל בלמידה - מרחוק.</div> <div>✓ מבצע צד במגילות בניסוחים נגדונים</div>

CHOICE BOARDS



Why should you use choice boards?

1. **INTRINSIC MOTIVATION**

Choice boards provide students the opportunity to make their own choices. Students are more likely to internalize content if a learning activity is interesting to them or if they can make a connection to their own life.



Why should you use choice boards

2. **LEARNING STYLES**

Choice boards also cater to multiple learning styles, allowing students to explore content in ways that are exciting for them. That's empowerment!



Why should you use choice boards

3. **DIFFERENTIATION**

Choice boards encourage students to choose activities that are beneficial to them. In order to maintain a growth mindset, students should be encouraged to choose activities that will help them grow academically.




Model of 4 Modes of Language

ESL Choice Board 2: Helpers

Directions (click [here](#) to have the choice board read to you):

Choose three activities (each activity you choose should be from a different color).

Let your ESL teacher know which activities you did by uploading any documents, links, or pictures to the assignment in their Google Classroom.

Listening	Speaking	Reading	Writing	Miscellaneous
<p>"When I was a boy and I would see scary things in the news, my mother would say to me, 'Look for the helpers. You will always find people who are helping.'"</p> <p>— Fred Rogers</p> <p>Watch the news and share all the positive stories of people helping others that you see.</p> <p>Video Directions Assignment → Make a copy</p>	 <p>For this activity, leave a message to say, "Thank you," to healthcare workers.</p> <p>Video Directions Assignment → Make a copy</p>	<p>Read this article about a young girl helping others. On a new Google Doc, briefly describe what the story is about.</p> <p>Click here for a video explaining how to access the article/Ms. Jackson reading it aloud.</p> <p>*** You will need to sign in to read the article. Click "sign-in" at the top of page and then click your jcps email.***</p>	<p>Write about a time when you were helpful in a difficult situation. Describe the situation, explain what you did to help, and reflect on how what you did was helpful (Create a Google Doc). How much can you write in 20 minutes? Set a timer to see.</p>	<p>FreeRice.com</p> <p>FreeRice.com is a website where you can practice vocabulary. For each answer you get right, they donate money to the World Food Programme, who uses it to save and change lives.</p> <p>Video Directions Assignment → Make a copy</p>
<p>Alice is a girl who experiences being bullied. Will there be helpers to come to her rescue? Watch this video and answer these questions to find out more about it.</p>	<p>Use this Flipgrid to tell about a time when you were helpful in a difficult situation. Describe the situation and explain how what you did was helpful.</p> <p>Being Helpful: code 065e9f6a</p>	<p>When we read, context clues are true amazing helpers. Answer the 5 True or False questions about this short passage.</p>	<p>Watch this video about a girl who overcame an obstacle with the help of her family. Describe the obstacle she faced, how her life changed, how her family helped her, and what others could learn from this story. Write in a new Google Doc and share with your ESL teacher.</p>	<p>Sometimes the same word may have different meanings. Our helper in this case is called context. Use the helper in this exercise to determine the correct meanings.</p>

Courtesy of Jennifer Miescke, NBCT @JenniferMiescke, used by Katie Welch, TESOL 2020

AIM:

STUDENT ENGAGEMENT IN LEARNING

- Active participation
- Acquisition of self-regulation skills in learning (e.g. planning, self-assessment, reflecting on performance, updating personal goals).





PARADIGM
SHIFT

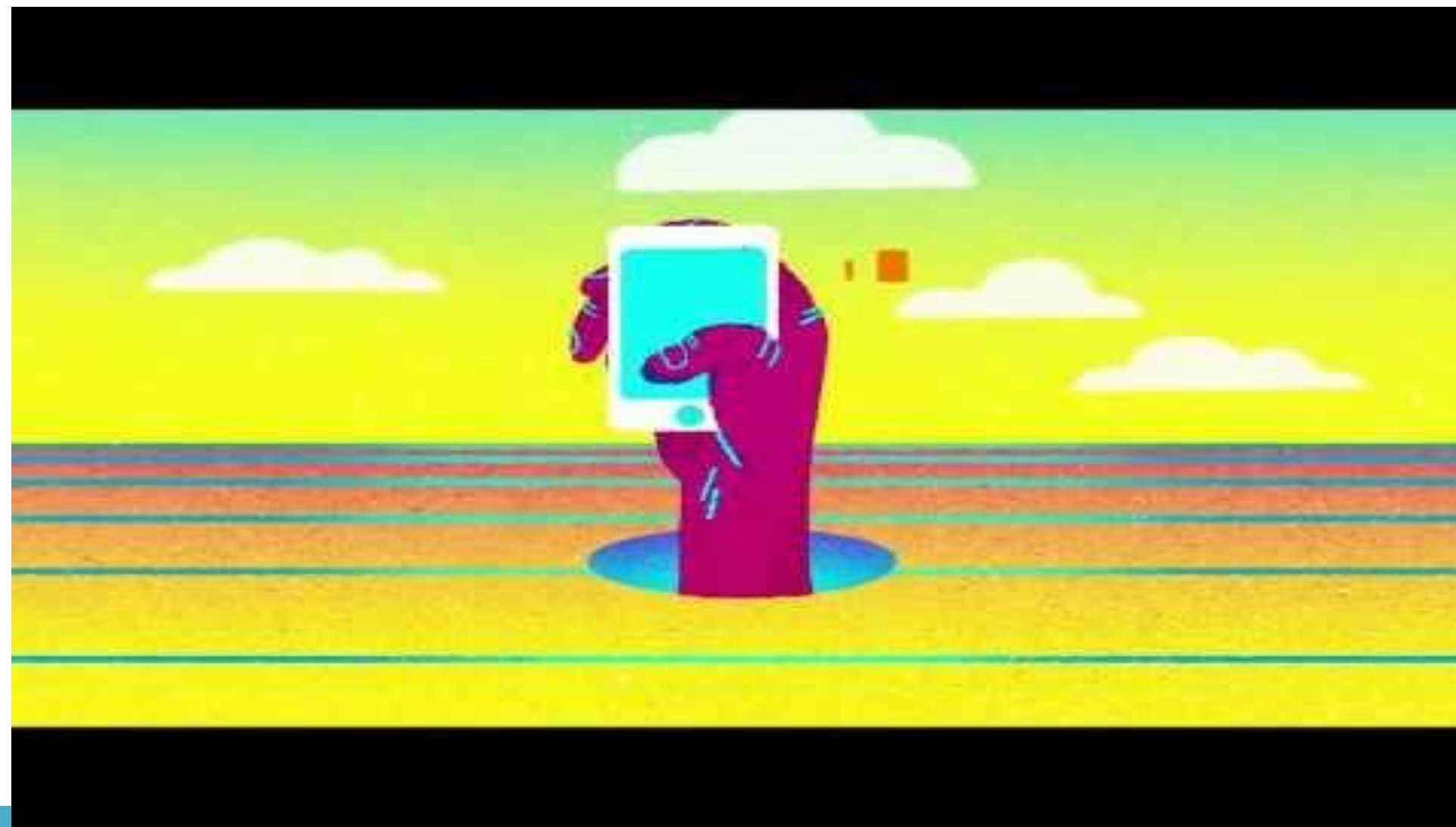


USE OF
TECHNOLOGY



The Voice of the Active Learner - Education From a Digital Native's Perspective

what skills are needed for the digital courses?



TECHNOLOGY IS SO INTEGRATED

into our lives that it becomes invisible-
'normalised '(Bax, 2003)

- Without our being consciously aware of its role as a technology, as a valuable element in the language learning process (Bax, 2011).
- Normalisation (means) to carefully analyse what learning means, what learners need in the real world, and then technology serves those needs (Bax, 2003).



Technology is SO integrated

“....millennials have adopted technology as a ‘sixth sense’ that serves as the means through which they interact with the world.”
(Hershatter & Epstein: 2010/2017)



Digital Tools afford...

- Agency
- Authenticity
- Output orientation
- Action orientation
- Competence orientation
- Self-directed (collaborative) knowledge construction
- Flexibility in participatory classroom practice & interaction
- Flexibility in time & space

National English Curriculum 2000 &
CEFR language



- ... the methodological message of the CEFR is that language learning should be directed towards enabling learners to act in real-life situations,...
- ... the CEFR descriptive scheme and the action-oriented approach put the co-construction of meaning (through interaction) at the center of the learning and teaching process...

... the digital environment provides an unprecedented means for people to express themselves, to assemble and participate, and opens new opportunities to improve access and inclusion... (CoE CM/Rec (2019)10)



Thank you for

joining and

listening



Elementary >

Junior High >

High School >

English

English

Elementary

Junior High

High School

משולחן המפמ"ר

מה חדש?

הדרך הקצרה ל...

תחומי הדעת

מעגל השנה

מאגר ההקלטות

למידה משולבת דיגיטל

הכלה והשכלה