

# Unleashing Your True Teaching Power: Interaction in Online Learning Environments

In this webinar, we will:

Learn how to engage learners in online environments by transforming traditional classroom tools

Reimagine common techniques such as reading circles, interactive lines, informational maps, and jigsaws for the online setting

Use the SAMR model to consider how to adapt your favorite instructional ideas for the online classroom

Explore a resource kit with activities ranging from warm-ups to guided and independent practice for reading, writing, listening, and speaking



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# Dr. Shane Dixon



Shane is a Senior Global Educator at Global Launch, Arizona State University. His research interests include language learner engagement, instructional design, and online learner ecosystems.

He is the author of five books and multiple publications, including *100 TESOL Activities* and *100 Ways to Teach Language Online*.

Shane is the lead designer for the largest TESOL Certificate Program in the world with over 300,000 enrollments from 190 countries. His online course design work earned Coursera's prestigious "Learn First" award for most outstanding course among the 1,800 MOOCs found on the platform.



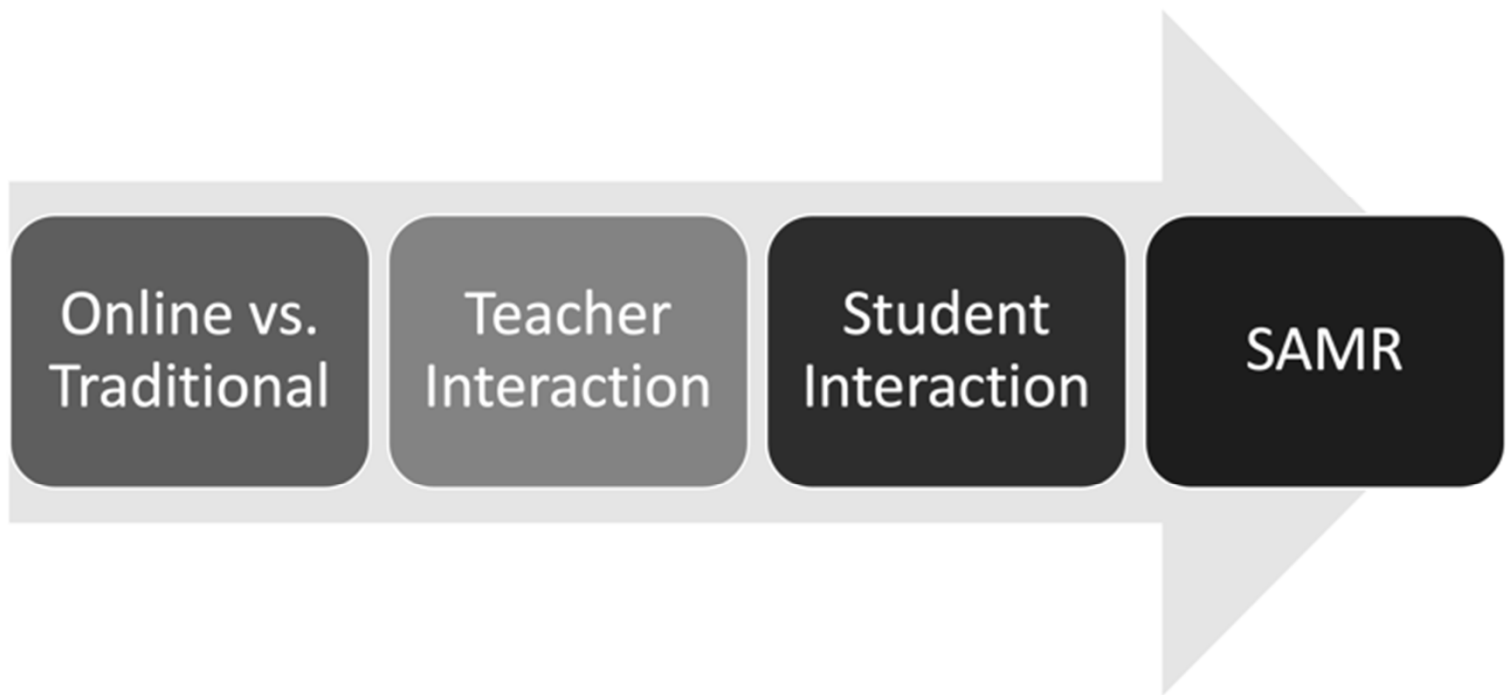
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# Unleashing Your True Teaching Power: Interaction in Online Learning Environments



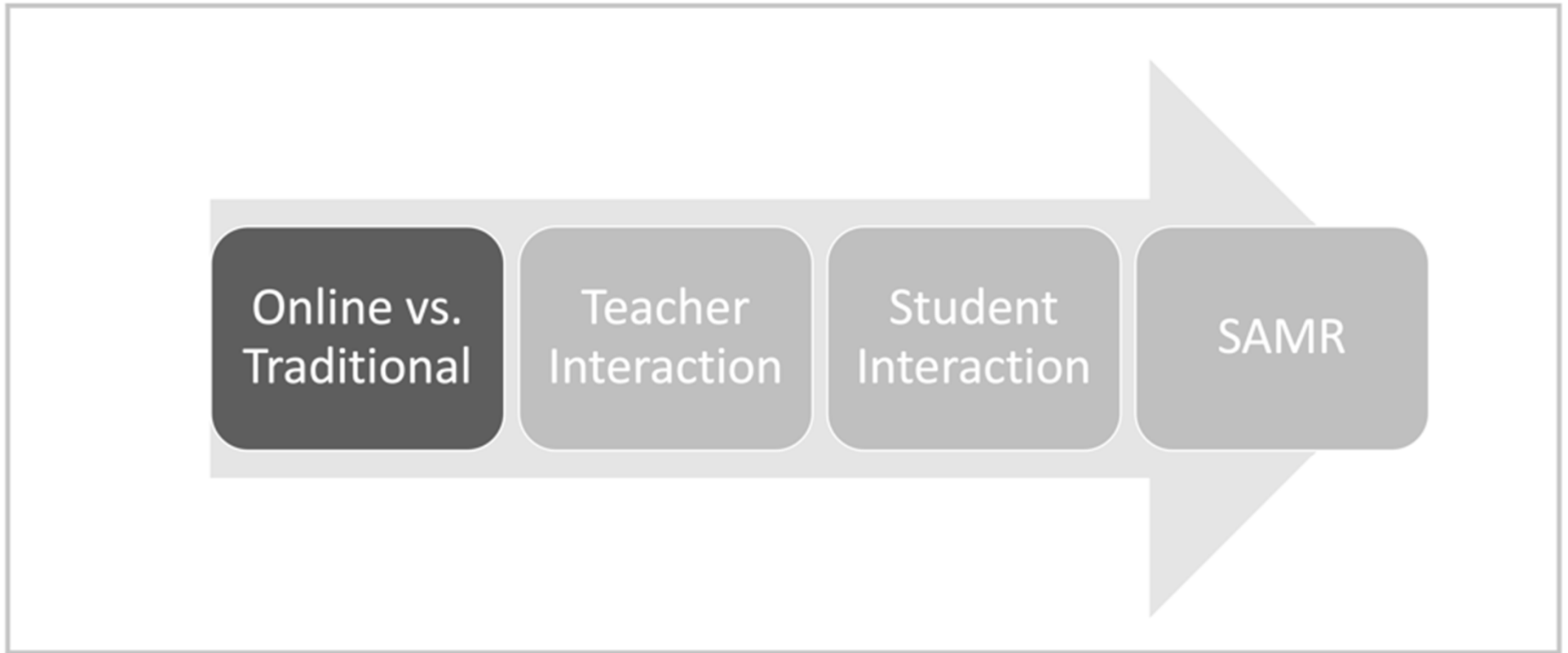
# Today's Presentation



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# Online vs. Traditional Classrooms



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# From Sculptor to Painter



Old Toolset



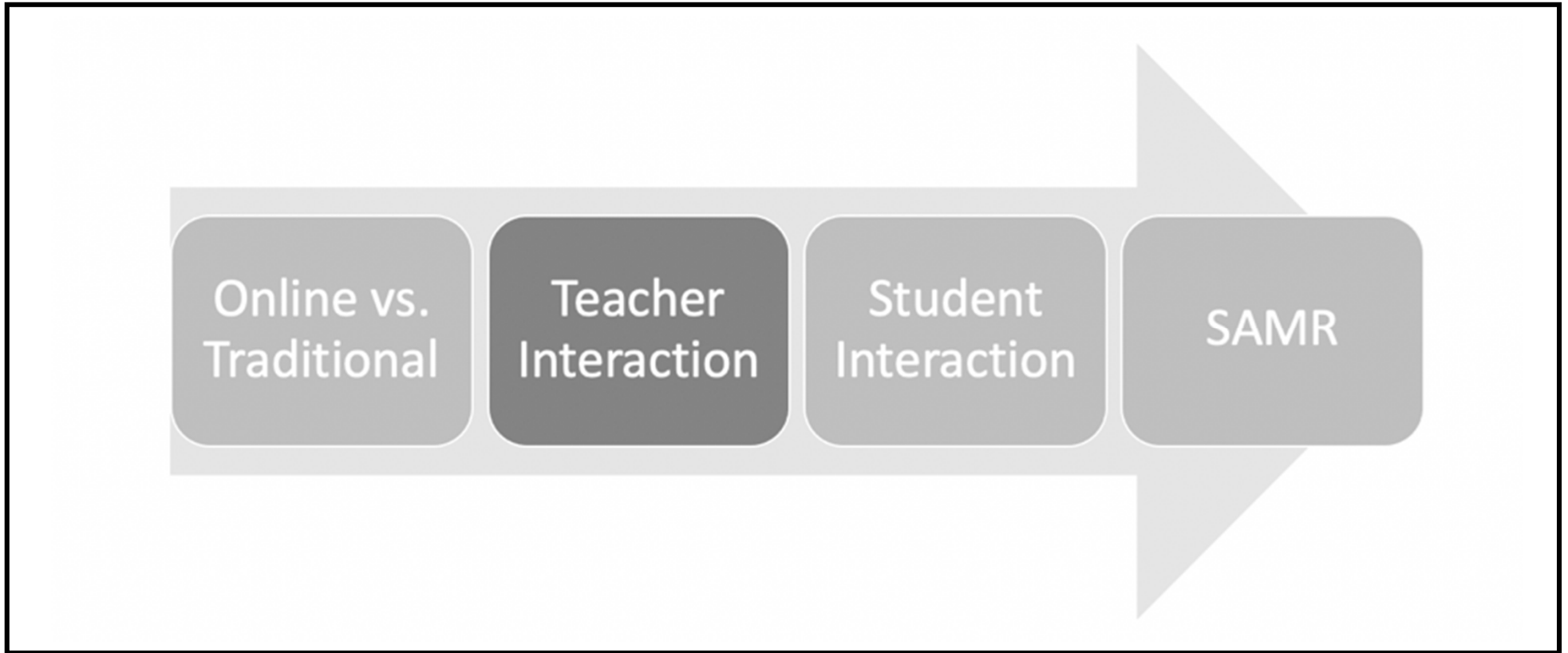
New Toolset

**Let's Talk!**



**What tools or activities have been taken from you?**

# Teacher Interaction is Limited



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# Teacher Interaction Is Limited



Movement



Eye contact



Paper



Fun

# My Story...Replacing My Toolkit



~~Movement:~~ puppets, visual aids, TPR, colors, background

# My Story...Replacing My Toolkit



~~Movement~~: puppets, visual aids, TPR, colors, background music  
~~Eyes~~: reactions and chat room

~~Paper~~: images, videos, infographics, PPT

# Let's Talk!



**Movement**



**Eye Contact**



**Fun**

## How have you updated your teaching toolkits?

We seek to design in  
collaboration with you! We  
believe in bottom-up, not  
top-down design.

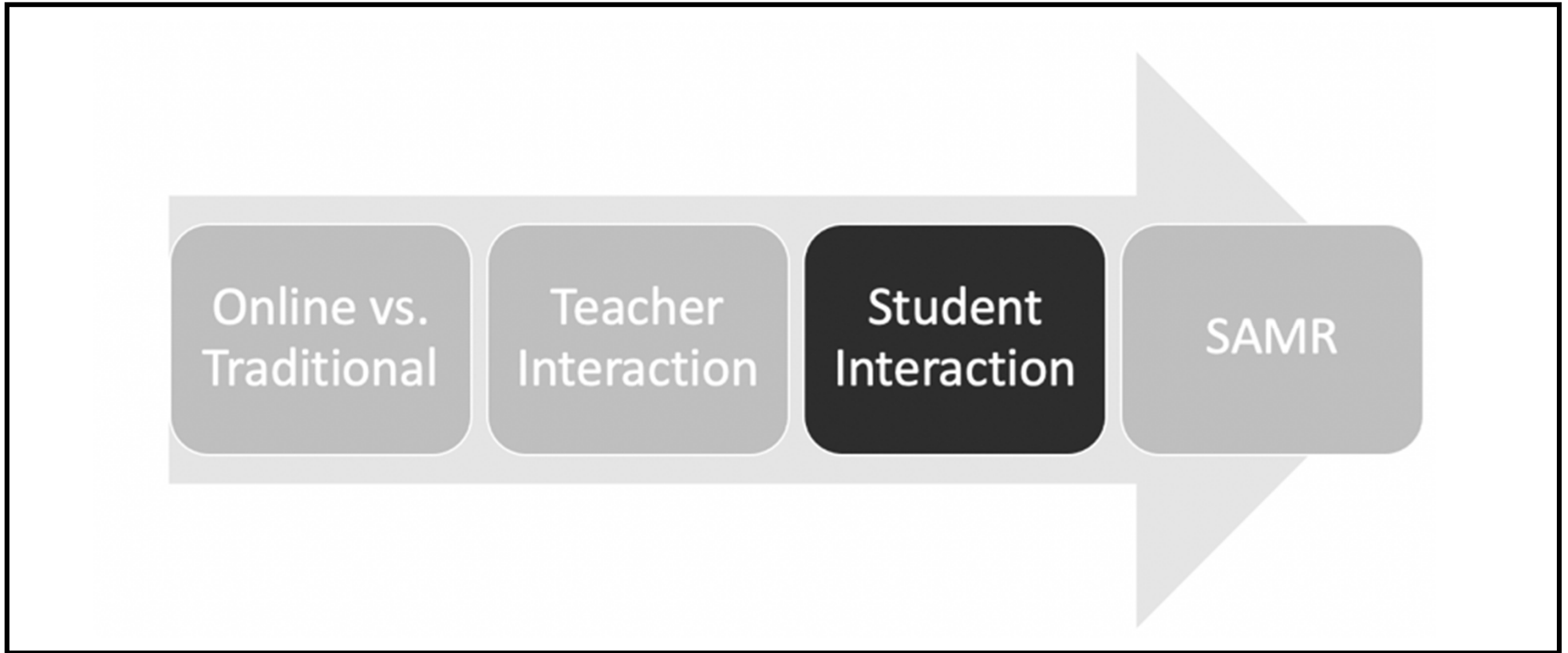
We look to improve  
culture, not change



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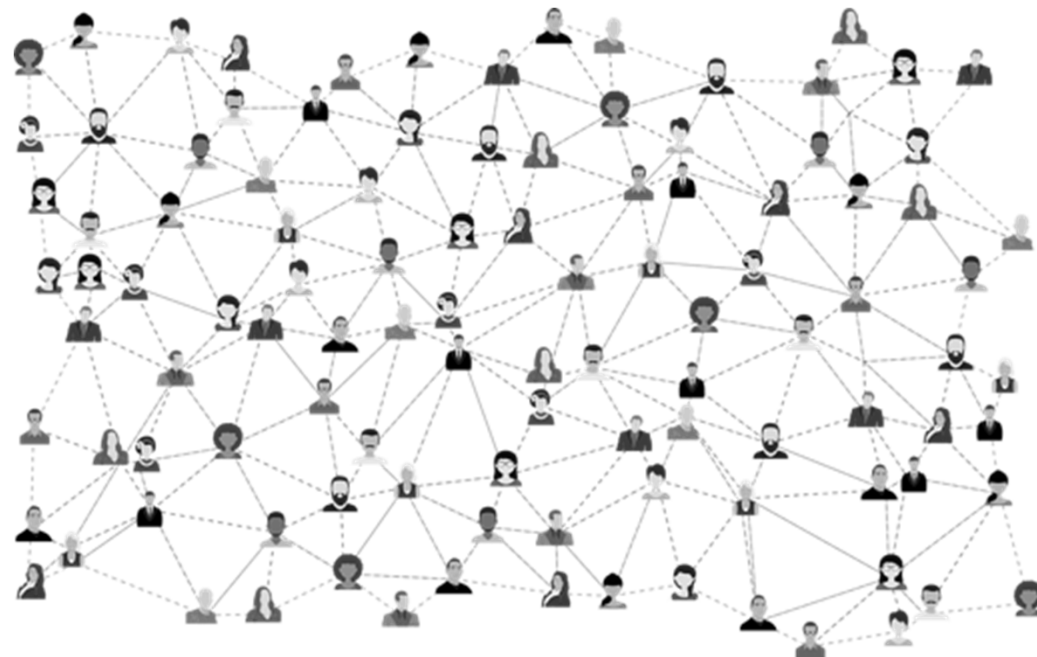
# Student Interaction is Limited



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# Student Interaction Is Limited



Goodbye group work!  
Goodbye think-pair-share!  
Goodbye jigsaw!  
Goodbye information gap!



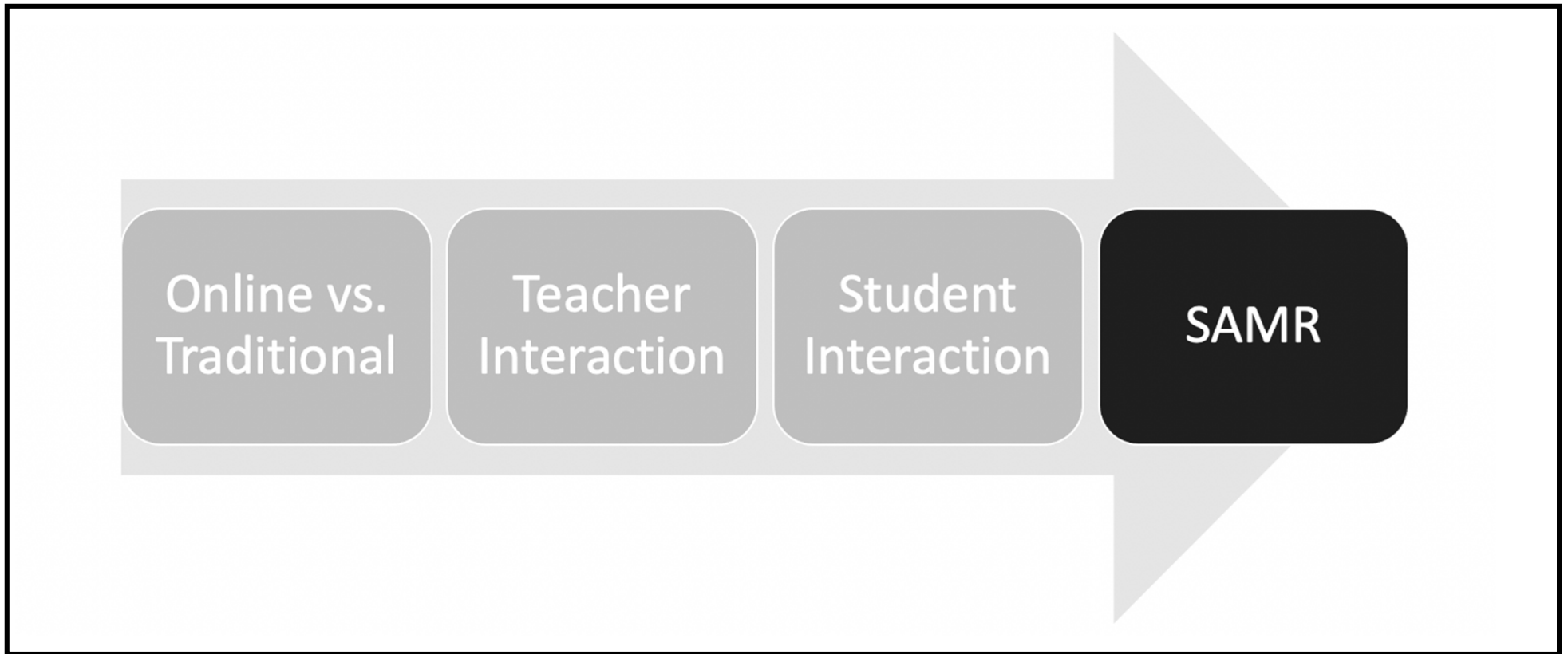
# Student Interaction Is Limited: Meet Marie!



# How Do You Transform Your Activity?



# Today's Presentation



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# The SAMR Framework

S

## SUBSTITUTION

Technology acts as a direct substitute, with no functional change.

A

## AUGMENTATION

Technology acts as a direct substitute, with functional improvement.

M

## MODIFICATION

Technology allows for a significant task redesign.

R

## REDEFINITION

Technology allows for the creation of new tasks, previously impossible.

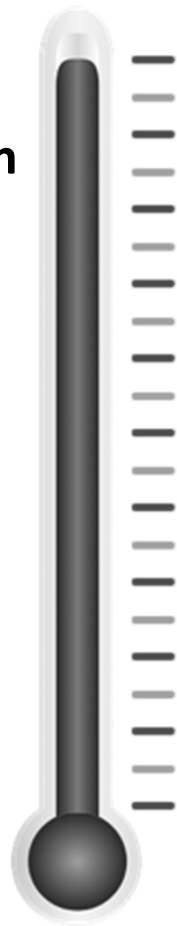
# The SAMR Framework

Technology allows for a complete activity **redesign**

Technology **changes**...and **redesigns** activity

Technology **changes** and **enhances** on activity, but **doesn't** change it

Technology **changes**...**not** the activity



## REDEFINITION

Technology allows for the creation of new tasks, previously impossible.

## MODIFICATION

Technology allows for a significant task redesign.

## AUGMENTATION

Technology acts as a direct substitute, with functional improvement.

## SUBSTITUTION

Technology acts as a direct substitute, with no functional change.

**Let's Talk!**



**Think about the updates you made this year.**

**Do the majority fit under substitution,  
augmentation, modification, or redefinition?**

# Additional Activity: Whiteboard Student Response



# SAMR in Action

# S

## SUBSTITUTION

Technology acts as a direct substitute, with no functional change.



# SAMR in Action

A

## AUGMENTATION

Technology acts as a direct substitute, with functional improvement.

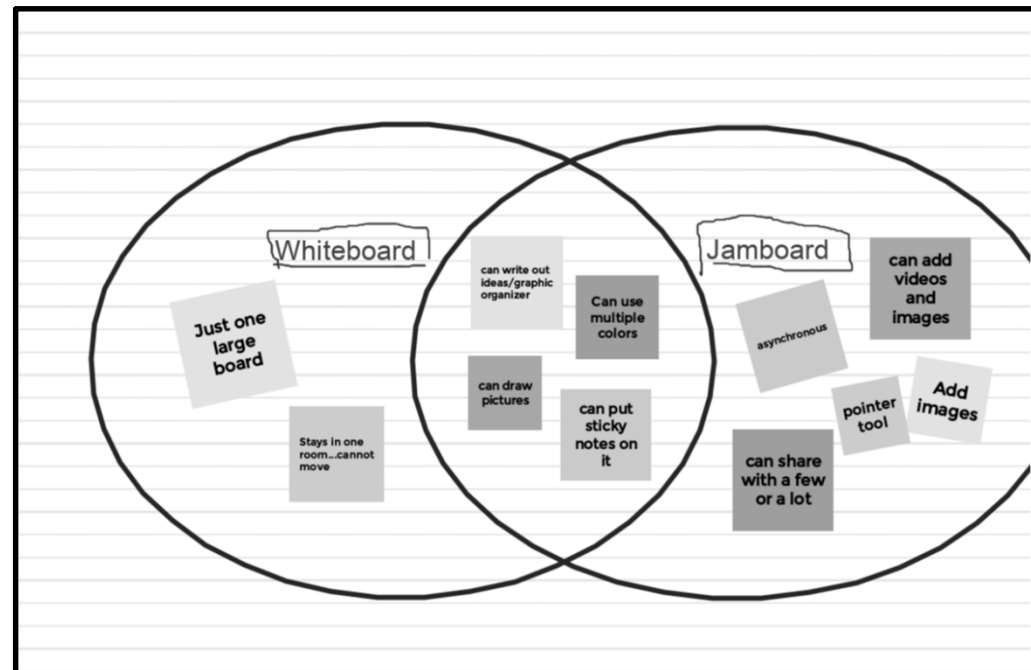
The screenshot shows a digital whiteboard interface. At the top left, there is a toolbar with icons for Select, Text, Erase, Stamp, Highlight, Lasso, Format, Undo, Redo, Clear, and Save. The main area contains a handwritten math problem: 
$$\frac{2+4}{3} =$$
 To the right of the math problem, the text "What is an integer?" is written in a cursive font. Below this text, the instruction "Look at pages 23-31 f or the definition!" is written in a sans-serif font. At the bottom of the whiteboard, there is a status bar that says "You are screen sharing" and "Stop Share".

# SAMR in Action

M

## MODIFICATION

Technology allows for a significant task redesign.



# SAMR in Action

R

## REDEFINITION

Technology allows for the creation of new tasks, previously impossible.

The screenshot displays the Blackboard LMS interface. On the left is a navigation sidebar with icons for Discussions, Assignments, Announcements, and Settings. The main content area is titled 'Discussions' and is ordered by 'Recent Activity'. It lists six discussion topics, each with a document icon, a title, a last post timestamp, and a view count. The view counts are shown in a dark bar (current views) and a light bar (total views).

| Discussion Title                      | Last Post         | Current Views | Total Views |
|---------------------------------------|-------------------|---------------|-------------|
| 4.10 Health: Conversation Cafe        | Jan 15 at 11:23am | 678           | 689         |
| 5.10 Travel: Conversation Cafe        | Jan 15 at 9:19am  | 618           | 618         |
| 7.10 Famous People: Conversation Cafe | Jan 15 at 7:47am  | 635           | 635         |
| 6.10 Recreation: Conversation Cafe    | Jan 15 at 7:47am  | 622           | 622         |
| 3.10 Art: Conversation Cafe           | Jan 15 at 7:46am  | 786           | 786         |
| 1.2 Get Ready: How to Post Videos     | Jan 15 at 7:10am  | 1181          | 1181        |

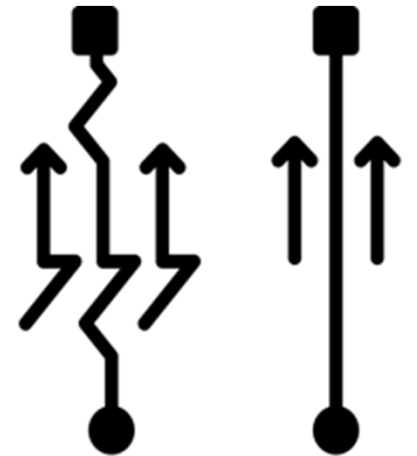
# Tips for 'SAMRizing' an Activity



**Movement**



**Time**



**Simplicity**

# Let's Talk: Think-Pair-(Square)-Share



# Let's Talk!

**Traditional task: How would you use SAMR to transform this common TESOL activity?**

Substitute

Augment

Modify

Redefine

n I?



How Can I?

# References

Dixon, S. Y., Shewell, J., & Crandall, J. (2020). *100 ways to teach language online: Powerful tools for the online and flipped classroom language teacher*. S.I.: Wayzgoose Press.

<https://thenounproject.com/search/?q=simple&i=2125398> simple by priyanka from the Noun Project

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# Thank you!

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# AMERICAN ENGLISH

# Reflection Questions

What have been the biggest challenges during online instruction? How have you tried to adjust your teaching to overcome these challenges?

How do you try to enable student-to-student interaction in your online classes? What takeaways from this session will you implement in your online classes?

Discuss your favorite in-person activities that you could use SAMR to adjust for the online setting.



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