Using multimedia in the classroom

Robert Campbell
Who am I?
Some background information

- Course books
- Readers
- Magazines
- Video
- Audio
- Interactive resources
- Websites
Using multimedia in the classroom
What we’ll be looking at

Introduction
• Why use multimedia in the classroom?

Multimedia as a theme
• Using multimedia without using any

Mobile multimedia
• Using phones and tablets

Online resources
• Using the internet

Course book resources
• Multimedia created specifically for the classroom
**Introduction**

How tech-savvy are you?

**Tech-savvy**

Well informed about or proficient in the use of modern technology, especially computers.

OxfordDictionaries.com
# Introduction

How tech-savvy are you?

**Tech-savvy**

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OxfordDictionaries.com

**How tech-savvy are you?**

a) very  
b) quite  
c) not very  
d) not at all
Introduction
How tech-savvy are you?

Ofcom survey

• We’re at our most tech savvy between 14 – 15 years old.

• Six-year-olds show the same confidence with technology as 45 year olds

• “As a result of growing up in the digital age, they are developing fundamentally different communication habits from older generations, even compared to what we call the early adopters, the 16-to-24 age group.”
  Jane Rumble, Ofcom’s media research head

http://www.ofcom.org.uk
Introduction
How tech-savvy are you?

Teachers still know better when it comes to using technology
**Introduction**

How tech-savvy are you?

**Teachers still know better when it comes to using technology**

- Most (students) were not very familiar with information and communication technology or even Web 2.0 tools designed to make information production and sharing easier.

- Their teachers, on the other hand, depended much more on using technology to solve daily problems, to improve productivity, and as learning aids.

- The problem rather lies with how little opportunity students get to practice technology beyond pursuing personal interests, such as entertainment.

[Source: http://www.sciencedaily.com]
Introduction
How tech-savvy are you?

Ofcom survey
For 12 – 15 year olds …

• phone calls account for just 3% of time spent communicating through any device.

• more than 90% of device time is message based (chatting on social networks or sending instant messages).

• only 2% of device time is spent emailing.

• 10% of device time is spent sending video and photo messages, sharing or commenting on photos.

http://www.ofcom.org.uk
Introduction

How tech-savvy are you?

Ofcom’s 2014 Communications Market Report shows that we’re sharpest with new technology and communications when we’re in our mid-teens.

This three-minute digital aptitude test is a simplified taster of the questions we asked consumers in our full research study.

Take the test to find out your own ‘Digital Quotient’ (DQ) score and get Ofcom advice on how to get the best out of your technology and communications services.

Take Our Test Now
(It only takes 3 minutes)

http://www.ofcom.org.uk
http://consumers.ofcom.org.uk/news/dq-test
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class ...
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class ...

• do a survey
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class …

• do a survey
• design an app
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class …

• do a survey
• design an app
• talk tech
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class ...

• do a survey
• design an app
• talk tech
• discuss issues
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class ...

• do a survey
• design an app
• talk tech
• discuss issues
• find a news story - with a message

Social media updates: She posted her faked photos on Facebook, saying that her goal was to “prove how common and easy it is for people to distort reality.”
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class …

- do a survey
- design an app
- talk tech
- discuss issues
- find a news story
  - with a message
  - that inspires

Gus: “Siri, will you marry me?”

Siri: “I’m not the marrying kind.”

Gus: “I mean, not now. I’m a kid. I mean when I’m grown up.”

Siri: “My end user agreement does not include marriage.”

Gus: “Oh, O.K.”

Gus didn’t sound too disappointed. This was useful information to have, and for me too, since it was the first time I knew that he actually thought about marriage. He turned over to go to sleep.

Gus: “Goodnight, Siri. Will you sleep well tonight?”

Siri: “I don’t need much sleep, but it’s nice of you to ask.”

Very nice.

www.nytimes.com/
Multimedia as a theme
Using multimedia without actually using any.

If you can’t or don’t want to use multimedia in class ...

• do a survey
• design an app
• talk tech
• discuss issues
• find a news story
  - with a message
  - that inspires
  - to debate

www.nytimes.com/
Mobile multimedia
Using phones and tablets
Mobile multimedia
Using phones and tablets

The case against

• distracting
• encourage cheating
• lead to cyber bullying
• posting pictures of teachers on social media sites
• teachers policing their use
• students already use them too much
Mobile multimedia
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Basic BYOD activities

• making notes
• taking photos
• sending messages
• recording audio
• making videos
• searching the web
• using apps
  - clock
  - weather
  - dictionaries (other ELT apps)
• readers
Online resources
Using the internet

Online activities
• doing research
• writing emails
• recording audio
• making videos
**Online resources**

**Using the internet**

**Online activities**

- doing research
- writing emails
- recording audio
- making videos
- blogging
- connecting with another school
- creating a class or student portfolio
Online resources
Using the internet

**Some things to take into account**

- Get the other teachers and the school on board
- Tell the parents what you’re doing and why
- Create an AUP (Acceptable Use Policy)
  - outline what the policy covers
  - describe what’s allowed and not allowed
  - define responsibilities
  - explain consequences of not complying
  - ask students to sign with their parents’ agreement
Online resources
Using the internet

Some things to do

• Get organised using a tool such as Evernote
  - web clipper
  - make and share notes
  - voice notes
  - take photos

• Set up a video account at a site such as YouTube

• Look for news sources and teaching sites.
  Sign up to receive newsletters and alerts
Course book resources
Multimedia created specifically for the classroom

Using multimedia in the classroom | 12 November 2014
Course book resources
Multimedia created specifically for the classroom

WATCH OR LISTEN

3 Watch or listen to the scenes. In which scenes (1-6) does somebody accept the other person’s apology (say it’s OK)?

<table>
<thead>
<tr>
<th>Scene</th>
<th>Character</th>
<th>Dialogue</th>
</tr>
</thead>
</table>
| 1     | Kate      | **I haven’t done my homework. I’m really sorry but we had an important basketball game yesterday.**  
**Teacher:** That’s (a) ____________ . You can do it for tomorrow. |
| 2     | Lucia     | **Sorry I’m late. I had to go to the doctor.**  
**Teacher:** That’s (b) ____________ . Sit down. |
| 3     | Matt      | **Sorry I’m late. I missed the bus. I think the bus driver came early.**  
**Teacher:** That’s not (c) ____________ enough. You should get up earlier. |
| 4     | Ben       | **I’ve forgotten your DVD. I’m really sorry. I’ll bring it tomorrow.** |
**Marc:** Don’t (d) ____________ about it. Tomorrow’s fine. |
| 5     | Vicky     | **Erm, I’ve lost the paper with the information for our project. I’m sorry. I’ve looked everywhere for it.**  
**Ali:** (e) ____________ we need it for the history lesson. What are we going to do? |
| 6     | Mel       | **Sorry I didn’t phone you yesterday. I forgot to charge my phone.**  
**Lucia:** That’s OK, no (f) ____________ . |
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Talk about the human body

WORK WITH WORDS

2 Listen to the clues and match the words to the body parts M-X in the pictures.

ankle brain chest finger heart
knee neck shoulder stomach
throat thumb toe

3 Listen and check your answers. Then listen and repeat.

4 Write the body parts in Exercise 2 in order, from the highest to the lowest when you're standing up.

brain, ...

5 Watch the video. Write the order in which the machine adds the avatar's body parts. What does the avatar do when it's complete?

6 Do the quiz. Then compare your answers with a partner.

How much do you know about the human body? Answer the questions.
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Do the quiz.

How much do you know about the human body? Answer the questions.

1. It's the most complex object in the universe. What's it called?
   - brain
   - knee
   - throat

2. It makes sure air and food goes to the correct place. What is it?
   - stomach
   - throat
   - knee

3. Two parts of our body get bigger and bigger, but we don't cut them. What are they?
   - nose and ears
   - brain and ears
   - nose and knee

4. Three bones connect here, including our biggest bone. What is it?
   - knee
   - throat
   - stomach

5. This part of our body can destroy metal. Which part?
   - nose and ears
   - stomach
   - knee

Result: 3/5

Continue  Show answers  Try again
Course book resources

Multimedia created specifically for the classroom

Welcome to the Beyond A2+ Teacher’s Resource Centre, an online space loaded with additional resources specifically designed to support Beyond course material. Use the menu on the left to select audio, video, tests, downloadable worksheets, tips and much more to support your teaching in the classroom and beyond.
Course book resources
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Write the correct body parts.

1. foot
2. ankle
3. leg
4. 
5. 
6. 
7. 
8. 

Show correct answers
Submit answer
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This chart shows the preferred position for images on a page.
A small library of approved imagery is available from the Brand Hub on the Macmillan Education space in Campus digital.

BEYOND A2+

Course is based on a detailed mapping onto the CEFR and international exams. It offers a comprehensive syllabus for the four skills through systematic development of subskills and linguistic strategies. The age-appropriate life skills strand adds a new dimension to language teaching at Secondary.

This is a teacher course.

Login to course resources

STARTER A day in Dylan's life

UNIT 1 Switch on
Projects
A great way to bring multimedia into the classroom
Thank you

Download the handout here: http://ow.ly/EpjNc