

July 15-26

I am confident about this / I need to revisit this / I would like to do more work on this

- ☐ Logging into and navigating around the two workspaces in PBWorks
- ☐ Finding links about technology and ELT on PBWorks
- ☐ Finding support videos for various tools we use on the course (See Digital tips and support pages on PBWorks)
- ☐ Logging into my Triptico trial account and creating a Find Ten to introduce myself
- ☐ Explaining the advantages of integrating technology in the classroom
- ☐ Explaining the difference between normal and interactive presentation tools
- ☐ Explaining the main use of the following tools: Popplet, Classflow, Prezi, Hypersay, Jing, Screencastomatic etc.
- ☐ Giving an overview of different frameworks for integrating technology
- ☐ Capturing an image, downloading it and then importing it into PBworks
- ☐ Uploading files (word, pdf, audio, etc.) into PBworks
- ☐ Creating a YouTube / Vimeo account
- ☐ Uploading a video to YouTube / Vimeo
- ☐ Adding a video to Flipgrid
- ☐ Downloading a QR scanner
- ☐ Creating a page, adding links and embedding code into my page
- ☐ Creating a QR code (QR Generator)
- ☐ Creating my own workspace in PBWorks
- ☐ Creating a popplet to use as a presentation, to revise an area
- ☐ Creating a screencapture video using one of the browser-based tools (e.g. Screencastomatic)
- ☐ Creating a presentation using an interactive tool such as Classflow, Hypersay or Mentimeter or....
- ☐ Exploring websites for teaching listening (e.g. elllo, Listenwise)
- ☐ Creating a listening task using Edpuzzle and then assigning it to a class
- ☐ Plan a listening lesson using a Ted or Elllo video
- ☐ Exploring an online listening platform which creates different listening exercises with any online video that has captions / subtitles (TubeQuizard)
- ☐ reflecting on the pros and cons of managing the digital classroom
- ☐ Exploring and evaluating collaborative brainstorming tools (Tricider, Answergarden)
- ☐ Using <https://classroomscreen.com/> with a projector as a substitute for an IWB
- ☐ Using backchannel tools to manage the digital classroom (e.g. Gosoapbox,)
- ☐ Using collocation dictionaries as teachers and with students (Ozdic)

- ☐ Using concordancers (Lextutor) as teachers and with students (Just the Word)
- ☐ Using English Vocabulary Profile as a resource for teachers and students
- ☐ Creating vocabulary learning activities with online platforms e.g. Quizlet and then export them to Gimkit
- ☐ Recording a video in Flipgrid and commenting on other videos
- ☐ Tools for speaking - an overview
- ☐ Watching a presentation on the flipped classroom
- ☐ Planning a speaking lesson based on a Coca-Cola advert about past and present lifestyles
- ☐ Creating a flipgrid account, grid and topic and sharing it
- ☐ Why is grammar teaching important? When and how can we use technology to enhance this?
- ☐ Doing a Pecha Kucha presentation as a tool review
- ☐ Using video to introduce language (Edpuzzle, Film English, Movie segments to assess grammar goals)
- ☐ Creating a digital activity with telegra.ph
- ☐ Experimenting with some tools in the Triptico platform
- ☐ Using Google docs for a spoken and written discussion about reading and writing
- ☐ Using Word Clouds to predict the content of a text / Cueprompter for skimming
- ☐ Tools for reading see PbWorks / Experience of the Insert Reading tool
- ☐ Write and Improve AI tool from Cambridge
- ☐ Formative feedback for writing and speaking
- ☐ Collaborative platforms for writing ,curating ,project-based learning (Padlet, Wakelet, Webjet)
- ☐ Multi-modal literacy (tools for creating digital noticeboards (Glogster, Padlet, Hinge, ...))

Make and Share Free Checklists
checkli.com