



CONNECTIONS...For ELCATE Teachers

Instructional strategies and information for English Literacy for Career and Technical Education (ELCATE) teachers **Preparing our students for the 21st Century!**

Happy Holidays!

Active Listening: Five Ways to Help Students Listen, Not Just Hear

Retrieved from online on November 26, 2012 <http://www.facultyfocus.com/>

It is not easy to teach students how to derive and articulate their own views, but also how to listen to those of others. Most college courses will expect students to acquire information aurally (as lectures continue to prevail). Students need to develop the ability to do so. Here are 5 things you can do to encourage active listening:

- 1. Get to know students—and let them get to know you:** Students are more likely to listen to instructors who know them as individuals.
- 2. Talk less:** Regardless of your class size, remember that your ultimate goal is for students to learn, and that listening to you talk about something in no way ensures they learned it.
- 3. Let others do the talking:** Listening to each other grapple with issues, think through problems, and share viewpoints.
- 4. Model good listening behavior:** Too often, we start to formulate our next statement while students are talking and don't listen as intently as we should.
- 5. Let them help each other listen:** Consider allocating a couple of minutes for what's often called a "note-check." Students compare notes with 1 or 2 students sitting near them and fill in any major gaps they missed.



BEST Apps for Education

By Jenna Zwang, edSchool News January 7, 2011

The student portal is now available for all M-DCPS adult students. Please encourage students to use the portal to explore available educational resources. As iPhones, iPads, and iPod touches become more integrated in classrooms, educators and students are looking for new ways to apply them to the learning process. Applications on all of these devices can help automate current classroom processes and allow students to explore new ways to learn.

Here are some suggestions:

- 1) The ultimate educational technology resource for free apps for teachers

<http://www.edutecher.com/app/>

- 2) Word Lens **Best for:** Language Classes **Cost:** Free **Features:** Instantly translates signage from one language to another through the camera application **How to Use:** Language teachers can use this program for scavenger hunts.

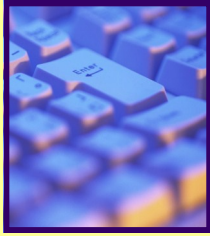
- 3) Today in History **Best for:** History Classes **Cost:** Free **Features:** Lists notable events in history as well as important figures who were born or died on a specific date **How to Use:** For trivia quizzes or facts of the day.



Download the ELCATE Frameworks 2012-2013

<http://www.fldoe.org/workforce/dwdframe/pdf/ESOL-ELCATE.pdf>

The standards have been written to correlate to the CASAS Life and Work Reading and Listening 80 Series. Students should have access to computers equipped with relevant instructional programs. Students may be concurrently enrolled in one or more of the other programs in the Adult ESOL program, the ABE program or the ED Preparatory program. They may enroll in ELCATE prior to, or concurrent with, being enrolled in a CTE Program.



Computer Skills That Are Necessary in the Workplace

by [Bradley Olufs](#) on Friday, October 5, 2012

Technological literacy: What computer skills do you need to operate effectively at work? For those who may be entering college or the workforce, what are the basics they will need to perform and prosper?

Keyboarding: Typing is a very handy skill, as it's very likely a computer keyboard will need to be used at some point. Make sure students are comfortable with the keyboard, including the number pad and function keys.

Microsoft Software: Microsoft (Word, EXCEL, Power Point, Outlook) consistently dominate technology news, even if your students don't use them in your program, chances are they will eventually need to learn them. Excel (for data spreadsheets), Outlook (for email) and Word (for writing/word processing).

Email and the Internet: Let's move on to that information superhighway called the Internet and its most common uses: email and the World Wide Web. There are literally billions of email accounts in existence, and that number is growing. Sending messages electronically in general is an assumed skill these days. Text, e-chat or email, it's all about sending information instantly to another party. Your students should understand the concepts of writing, replying to (and replying to all) and forwarding emails, as well as how attachments and links work. Make sure they understand how to recognize and avoid potentially harmful links.

What is meant by Student-Centered Learning (SCL)?

Jeffrey Froyd, Nancy Simpson

Texas A&M University

Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches them in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.



How can I use student-centered learning in my classroom?

Think-Pair-Share: Ask students to think individually about a question for about a minute, turn to a neighbor and exchange ideas, and then randomly select a small number of students to share both ideas (Lynam, 1981). Instead of pairs, you can use groups of 3 or 4.

Roundtable: Ask a group of students a question. First student writes and share her/his answer, passes to second student, and so on.

Minute Papers: Ask students to address two questions at the conclusion of a lecture segment or a class. The first question is about what they thought was clearest or most significant. The second question is about what they still have questions about (Angelo & Cross, 1993; Stead, 2005).

References

- Lynam, F. (1981). The Responsive Class Discussion. In A. S. Anderson (Ed.), *Mainstreaming Digest*. College Park, MD: College of Education, University of Maryland
- Angelo, T. A., & Cross, P. K. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers* (Second ed.). San Francisco, CA: Jossey-Bass.