

ENHANCING MULTISENSORY LEARNING EXPERIENCES IN ENGLISH LESSONS USING E-LEARNING TOOLS

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Outline of the presentation

- ▶ Background
- ▶ Benefits
- ▶ Implementation framework
(From consumer to producer)
- ▶ Way forward



TNSS Background

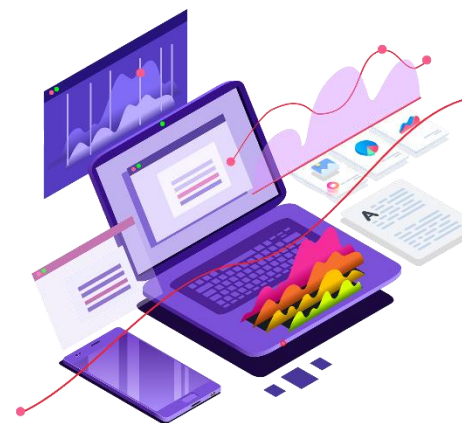
Our School

- ▶ Founded in 1962
- ▶ A government-aided Catholic school for girls
- ▶ EMI school (one of the 114 EMI schools from 1998–2010)
- ▶ 1 fine-tuned class since 2010





School's major concern: To enhance students' **learning motivation** through promoting teachers' **assessment literacy**



Huge learner diversity

Project on promoting multimodality in F.1

Ongoing Renewal of the school curriculum (English KLA)

Literacy Development
e-Learning & Information Literacy

Support from the NET Section



教育局
Education Bureau

Benefits of multisensory learning experiences

“TELL ME AND I FORGET,
TEACH ME AND I MAY REMEMBER,
INVOLVE ME AND I LEARN.”

~ BENJAMIN FRANKLIN

Benefits of multisensory learning experiences

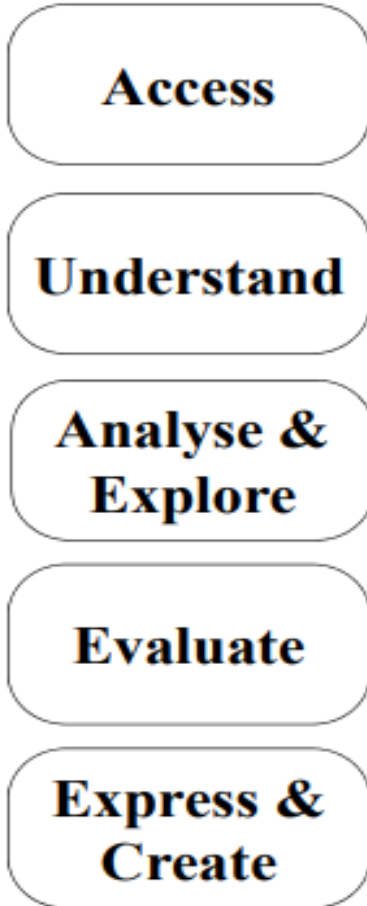
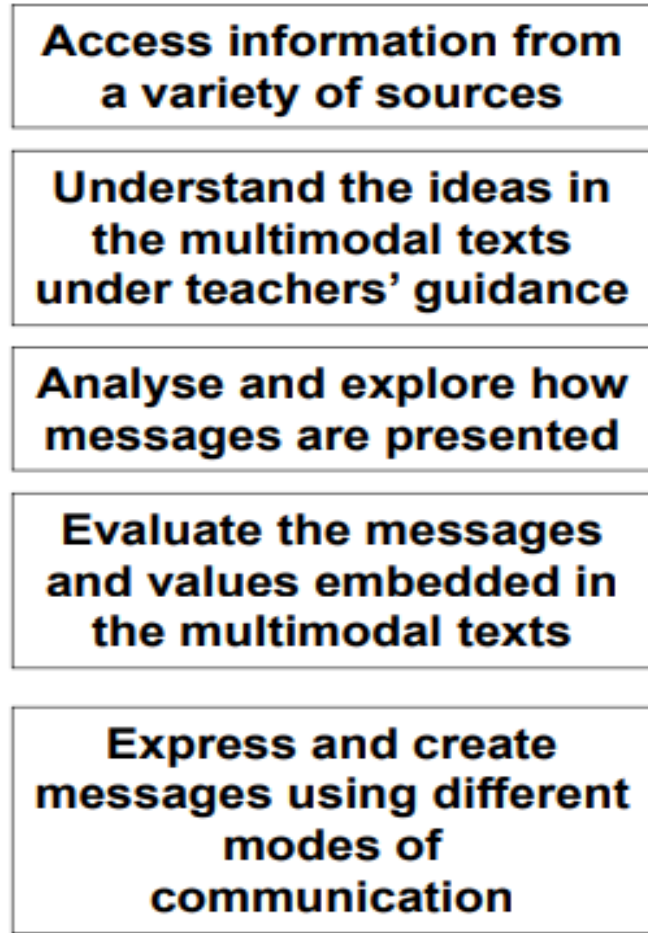
*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius

After 2 weeks,
we tend to remember ...

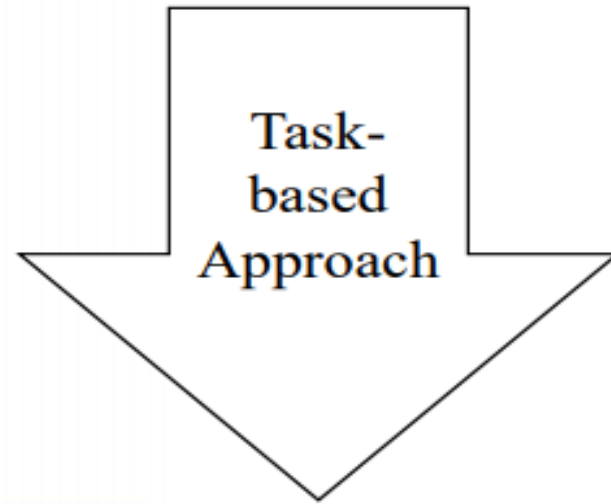
-
- of what we READ
 - of what we HEAR
 - of what we SEE
 - of what we SEE & HEAR
 - of what we SAY
 - of what we SAY & DO

Source: Edgar Dale (1969)

Project framework



Interacting with Multimodal Texts



Producing Multimodal Texts

Access

- Understand multimodal text

- ▶ Activate students' schema with a video before class



Access

- Understand multimodal text

- ▶ Activate students' schema with a video before class
- ▶ Introduce main ideas and vocabulary through multimodal texts



e-learning tool: Edpuzzle

- multiple choice or open-ended questions
- assessment data available
- connected to Google Classroom



Dim Sum for Breakfast at Hong Kong's Lin Heung Restaurant

Edit name

5 Answers to grade

Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location

- 50% of what we SEE & HEAR

Sam, Sam	<div><div style="width: 17%;"></div></div>	17/100	Jan, 23rd	Not turned in	...
Life, MC	<div><div style="width: 42%;"></div></div>	42/100	Jan, 23rd	On time	...
cream, Minty -	<div><div style="width: 50%;"></div></div>	50/100	Jan, 30th	On time	...
J, Jojo	<div><div style="width: 50%;"></div></div>	50/100	Jan, 23rd	On time	...
Wong, Athena	<div><div style="width: 54%;"></div></div>	54/100	Jan, 23rd	On time	...
chiu, Janice	<div><div style="width: 58%;"></div></div>	58/100	Jan, 23rd	On time	...
Sprinklz, Sparkle_	<div><div style="width: 58%;"></div></div>	58/100	Jan, 23rd	On time	...
Tsang, Kelda	<div><div style="width: 58%;"></div></div>	58/100	Jan, 23rd	On time	...
UNICORN, ATHENA	<div><div style="width: 100%;"></div></div>	58/100	Jan, 23rd	On time	...

Understand

Analyse & Explore

Miniatures of Hong Kong culture

1 My friends and I made an appointment to visit the G.O.D. Street Culture Museum last week and I saw the most fascinating miniatures ever!

2 I'm a foodie, so the model of a dai pai dong immediately captured my attention. The plastic chairs looked exactly the same as the ones used at local eateries. The artist even created half-eaten food on the tables and dirty dishes in the washing-up bowls!

3 I also saw a miniature of a traditional Chinese teahouse where people still use trolleys to ferry the dim sum baskets around. The dishes looked so scrumptious that they made my mouth water!

4 The replicas of hawker stalls selling local delicacies such as curried fish balls, egg waffles and stinky tofu were as realistic as three-dimensional photos. The items were accurate right down to the last detail. There were even cardboard boxes, cigarette butts and spilt dipping sauce on the floor!

5 Miniatures are so much fun! I'm going to learn how to make my own.



Implementation: Unit 12 Captured in miniature

Main Idea Diagram – Recount

Topic @ visit to G.O.D Street Culture Museum

Introduction Who? her friends and Janice
When? last week
Where? G.O.D Street Culture Museum

Event 1 Dai Pai Dong
Chairs:
- plastic
- looked exactly the same as the ones used at local eateries restaurants
Food:
- half-eaten food
- on the tables
Dishes:
- dirty
- in the washing-up bowls

Summary
Topic sentence

Event 2 (Chinese Teahouse)
Trolleys:
- Purpose: to ferry the dim sum baskets around
Dishes
- looked so scrumptious delicious
- Evidence: mouth water
make her

Event 3 hawker stalls
Examples of local delicacies:
- curried fish balls, egg waffles and stinky tofu
Items on the floor:
- cardboard boxes, cigarette butts and spilt dipping sauce
How real are the replicas?
- as realistic as three-dimensional photos
- accurate right down to the last detail

Ending Feelings: Miniatures are very fun

Understand

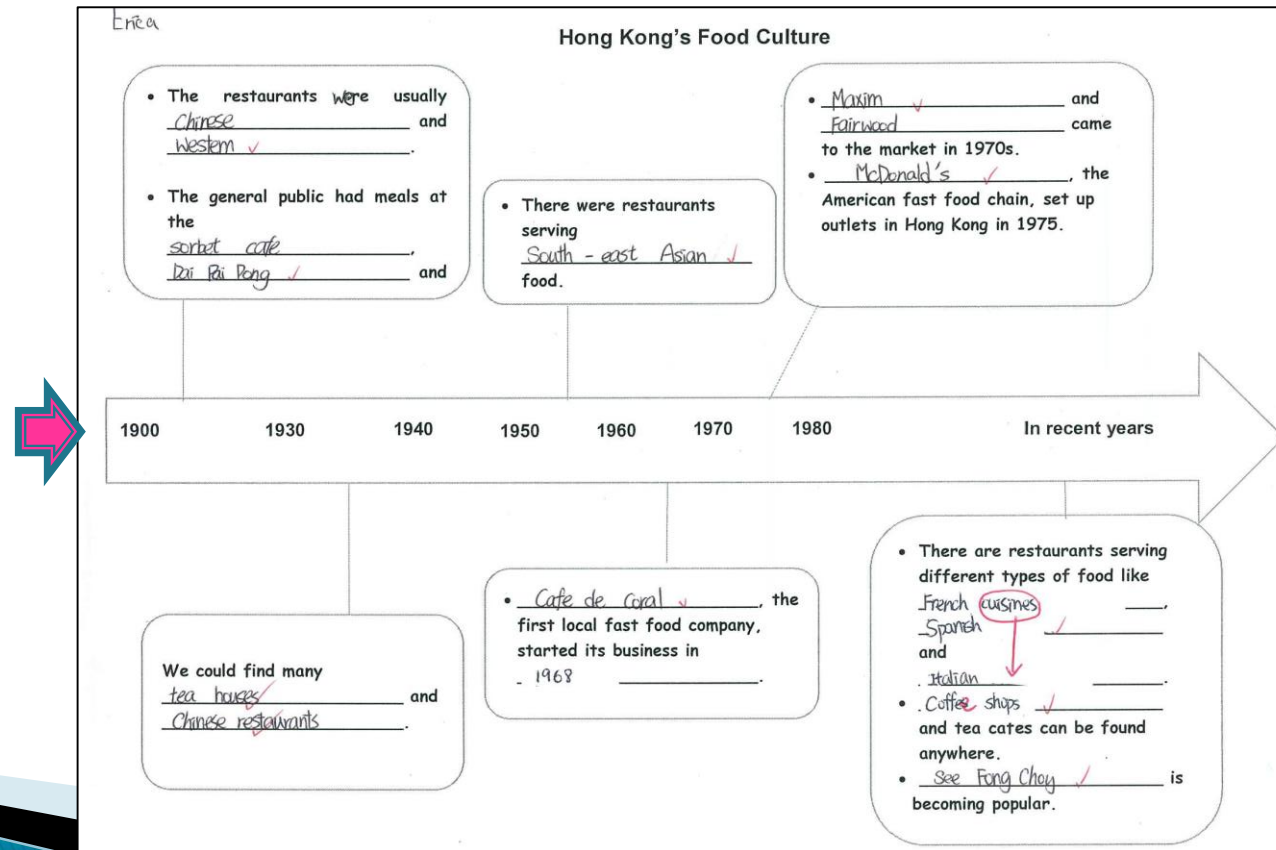
Analyse &
Explore

Seeing

• 30% of what we SEE

See through graphic organizers

- ▶ Help students visualize the text structure
- ▶ Make connection between ideas
- ▶ Draw students' attention to different parts of speech



Towards Evaluation

- ▶ Help students reorganize the ideas after access to multiple texts
- ▶ May add some categories to help weaker students identify the areas to be compared

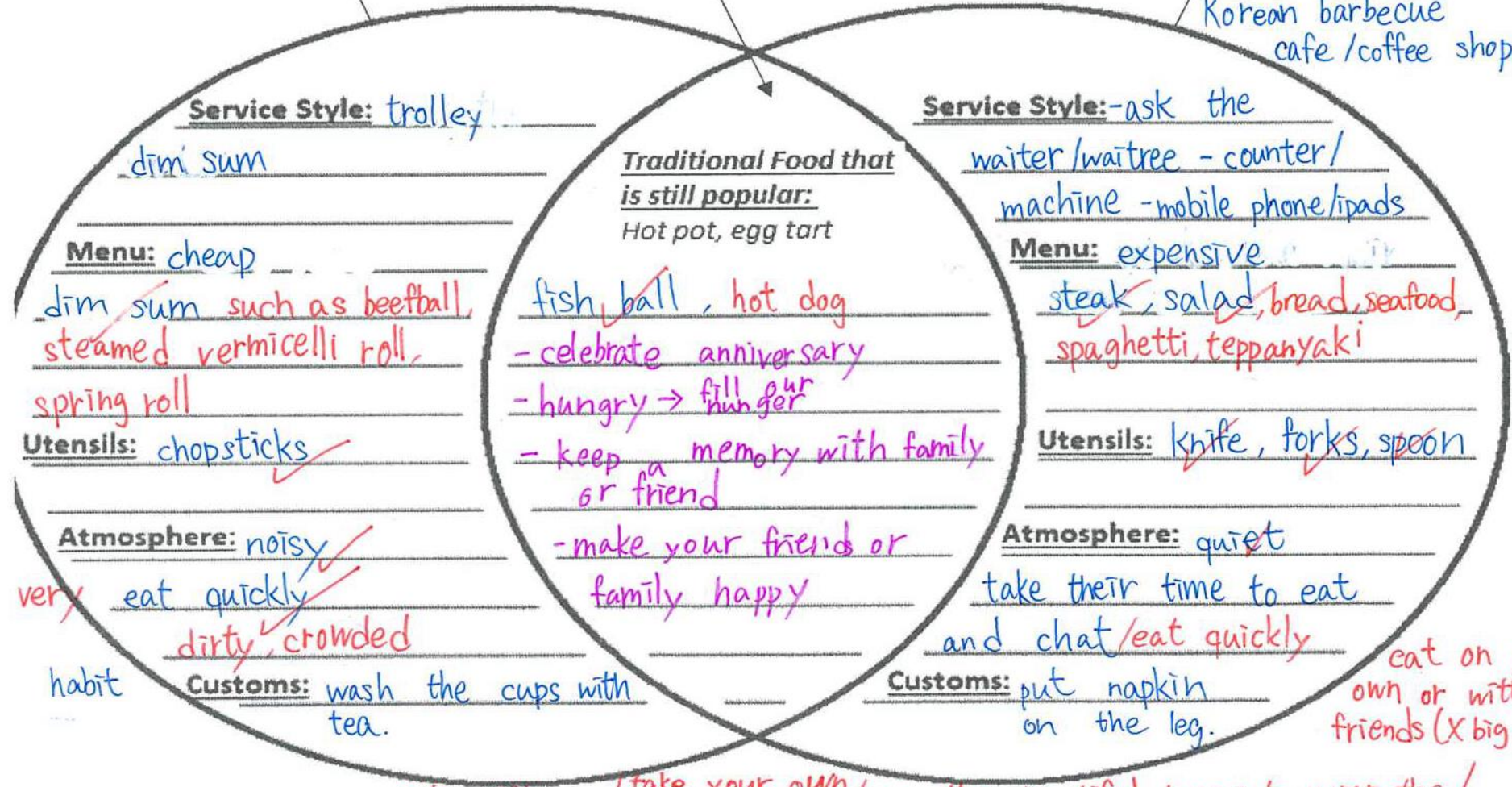
traditional Food Culture

Modern Food Culture

↓
Teahouses
dai pai dong
hawker stalls

fast food chain
hotel restaurants (buffet)
Steakhouse
Korean barbecue
cafe / coffee shop

In this section, think of which parts of traditional food culture are **still popular today** and list them below.
E.g. which street foods are still quite popular? Do people still use chopsticks to eat?



∴

very eat quickly
dirty, crowded

habit

eat with strangers on the same table / take your own cuisines / use the beautiful tissue to wrap the utensils / eat on your own or with friends (X big family)

**Express &
Create**

Doing a Dramatic Presentation
Simulating the Real Experience
Doing the Real Thing

• 90% of what
we SAY & DO

Produce multimodal text

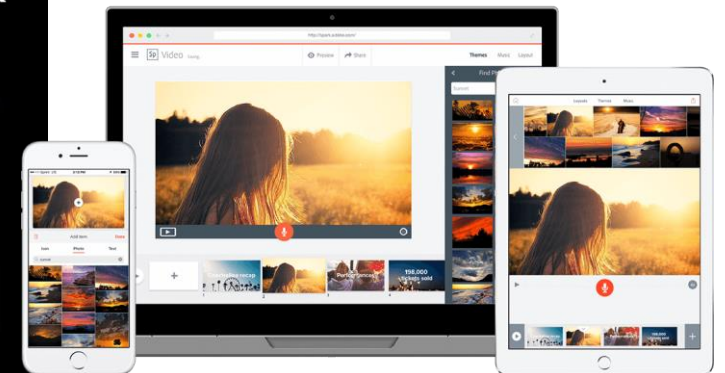
- ▶ *change from consumers of multimodal texts to producers of multimodal texts → prosumers Serafini, F. (2014)*
- ▶ *reapply their knowledge including **sentence structures** and **vocabulary** learnt from the Edpuzzle video, main texts and other supporting texts*
- ▶ *Appropriacy of **music**, **pictures** and **videos** assessed in addition to the presentation skills*



e-learning tool: Adobe Spark Video

- user-friendly
- can insert pictures, music or videos
- voice recording function available
- work the best in iOS devices

Adobe Spark
Video



Extended learning activity – attend a miniature exhibition

- ▶ Learn outside classroom
- ▶ Write a caption about a photo taken in a miniature exhibition and share it on Padlet for peer commenting → practice sentence structure and vocabulary
- ▶ Vote for the most favourite caption

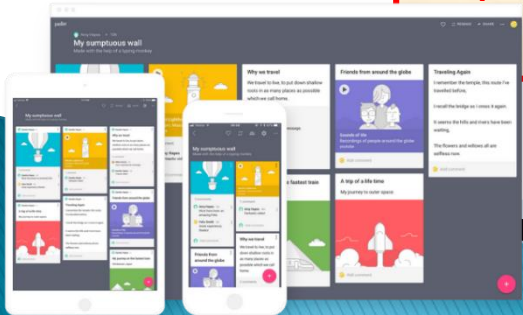
Watching a Movie
Looking at an Exhibit
Watching a Demonstration
Seeing It Done on Location

• 50% of what we SEE & HEAR



e-learning tool: Padlet

- handy for students
- can post pictures, audio and videos
- can share learning outcomes, give thumbs-up or leave comments for peer evaluation → engaged



Afterthoughts – Perhaps we could consider...



Planning



Implementation



Flipgrid
Pose questions, spark thoughtful video responses with stellar tool

common sense education

Evaluation

Name: _____ Date: _____

Graphic Organizer: Timeline

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**THANK
YOU
FOR
YOUR
ATTENTION**