





Bringing recorded **webinars to life:** professional development on demand

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U.S. Department of State*



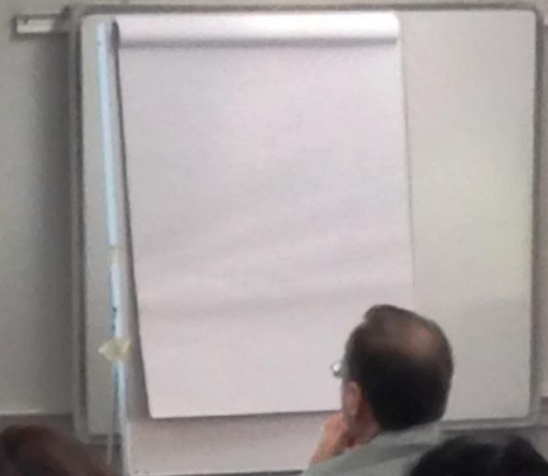


tesol

Information flow through neurons

The diagram illustrates the structure and function of a neuron. It shows the cell body (soma) with branching processes (dendrites) on the left, the cell body in the center, and a long axon extending to the right, ending in axon terminals. A blue arrow indicates the direction of information flow from the cell body towards the axon terminals.

Structure	Function
Dendrites	Receive information from other neurons
Cell Body	Contains the nucleus and organelles
Axon	Transmits information to other neurons



Evaluation



BUT



Would you recommend **showing this webinar again?**





Implications and Applications

Monday, September 30, 2013

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121 Untitled

Index



Links

1) Presentation Slides

Shrink

Lessons where students
“actively do” give them a
better chance to learn.





**Now
what?**



1

Live



A large, bold, red number '1' is positioned on the left side of the image, partially overlapping the shelving units. The number is rendered in a simple, sans-serif font.

Archive





Content





Audience



4

Engagement

Engagement



Facilitator

Engagement

Pre-viewing
discussion

Set the stage and frame the topic

ACTFL webinar:

Providing Effective Feedback *(spring 2013)*

What is a webinar?

What is ACTFL?

Who is the primary audience of this webinar?

What we are going to see today...

Engagement

**Provide
supporting
materials**

Background information

ACTFL webinar:

Providing Effective Feedback *(spring 2013)*

What is ACTFL?

What are the three modes of communication?

(Interpretive, Interpersonal, Presentational)

What are the five C's? *(Communications, Cultures, Connections, Comparisons, Communities)*

ACTFL performance descriptions

vs ILR proficiency level descriptions

Engagement

Use
questions to
reframe content

Before viewing

ACTFL webinar:

Providing Effective Feedback *(spring 2013)*

What is the difference between assessing performance and assessing proficiency?

What challenges do you face when providing feedback on your students' performance?

How have you been giving feedback to your students?

During viewing

TESOL webinar:

Implications and Applications of the Latest Brain Research for English Language Learners and Teachers *(September 2013)*

Pause at polls and discuss the question with your group.

Pause to look at and discuss handout examples.

Pause at key points in the presentation and ask questions:

Is effective multitasking real?

What signs of “cognitive overload” do we see in a student in FSI language training?

After viewing

ACTFL webinar:

Providing Effective Feedback *(spring 2013)*

Look at handout grid and discuss specific modifications you would make to better fit your needs.

How is our environment different from what you see in this presentation?

How would you adapt this technique to work with your students?

Engagement

Create **your**
own handouts

TESOL webinar:

Top 10 Ideas for Teaching L2 Reading *(fall 2012)*

Read This!

by Alice Savage and Daphne Mackey

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An Ocean of Plastic

1. A big part of the Pacific Ocean is 'choking' on a huge sea of plastic garbage. Some scientists think it's as large as the United States, but almost no one noticed it until 1997. In that year, an adventurer named Charles Moore made a shocking discovery, and scientists learned the ugly truth. Moore was the captain of a sailboat in Hawaii and he planned to sail home to California. Moore was not in a hurry. He decided to sail directly east – a slow route with weak winds. This region gets few visitors, so Moore was sailing into almost unknown waters.

2. What Moore found in the lonely North Pacific was a real shock. Floating under the ocean's surface was a "gyre" of plastic garbage. It was thick with billions of tiny plastic pieces the size of apple seeds. They made a clicking sound against the sides of the boat as it sailed along. Everyday plastic objects, such as shopping bags and water bottles, were trapped among the tiny pieces. In the middle of the ocean, a thousand miles from the nearest town, the sea of garbage stretched as far as Moore could see.

3. Oceanographers are not surprised that garbage collects in the North Pacific. A pattern of winds and currents, called the North Pacific Gyre, gathers this garbage. Water in the gyre goes round and round in a clockwise pattern, and anything that gets into the middle of it is trapped. This natural process has continued for millions of years. Organic garbage, such as food, tree branches, and paper, gets broken down by bacteria and chemicals. It returns to its original parts and re-enters the environment. The difference is that now most of the garbage is plastic, and plastic is inorganic. Bacteria and chemicals in the seawater cannot break it down. Plastic will therefore stay in the environment for hundreds or even thousands of years.

Use instead:

Oil prices ignite blame game, invite misguided solutions

So who's to blame for record high oil prices?

In public opinion polls, oil companies get fingered as Public Enemy No. 1 by one-third to one-half of respondents. The other leading culprits include the OPEC cartel, President Bush, environmentalists and speculators.

Not one of them is as culpable as their critics claim. More important, none is capable of solving the problem, making the finger-pointing a destructive distraction. Before we get to some of the things the nation could have done, and should do now, to ease the crisis, let's assess the usual suspects:

**** Oil companies.***

Blaming Big Oil for higher prices is kind of like blaming bankruptcy lawyers for home foreclosures. Without doubt, oil companies benefit when shortages drive up prices, but they don't cause the problem, nor do they gain much leverage to increase profit margins when prices rise.

Take ExxonMobil, for instance. Last year, the world's largest petroleum company made an eye-popping \$41 billion in profits. That's serious money, but it's a profit margin of about 10% on sales, a middle-of-the road level for major corporations. It's also the same margin ExxonMobil had when oil was cheap. In 2003, it made \$21.5 billion on \$213 billion in sales. Repeated federal investigations have shown no evidence of oil company conspiracies to drive up prices.

**** Oil producing nations.***

Producing nations can affect prices by limiting production. But that's a fact the United States can't do much about, other than trying to exert diplomatic pressure, as Bush will attempt to do on his visit today to Saudi Arabia. The United States can't really blame foreign countries for deciding how much of their oil to sell.

What's more, the fact that the Saudis and others aren't pumping more oil already - to prevent their customers from falling into recession or deter them from developing alternative energy sources - suggests they might not have a lot of excess capacity, a theory put forth years ago by people who predicted the current price run-up to near-universal skepticism. Further, the Organization of Petroleum Exporting Countries (OPEC), the demon behind the first oil crisis three decades ago, no longer has such control. It now pumps only about 40% of the world's petroleum.

*.com/oped/usa_today_editorial/index.html> | Permalink <<http://blogs.usatoday.com/oped/2008/05/oil-prices.html>>



Top 10 Ideas for Teaching L2 I

Thursday, October 11, 2012

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19) #2 Use Large Sets of W

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Links

- 1) Presentation Slides
- 2) Good Ideas for Teaching L2 Re
- 3) An Ocean of Plastic

Enlarge



#2: Use Large Sets of Words

Based on the text, sort words into 3 categories (negative words, size & strength, actions):

- | | | |
|------------|-----------------|----------|
| garbage | shocking | huge |
| strong | inorganic | large |
| harmful | stretch | sail |
| ugly | trap | slow |
| stuck | poisonous | continue |
| return | weak | thick |
| sick | design | tiny |
| deep | re-enter | gather |
| break down | round and round | soup |



OIL PRODUCTION

Limiting Production

Pumping more oil

Excess capacity

ECONOMIC

Bankruptcy

falling into a recession

Increase profit margins

Benefit

gain

Rising incomes

Domestic Supply

Price Surge

increase

Laws of supply and demand

Record high prices

Drive up prices

Subsidized

Suspend deposits in reserve

Price run-up

Shortages

Prices fall

Tight supplies

Alternative energy sources

Unlimited supplies

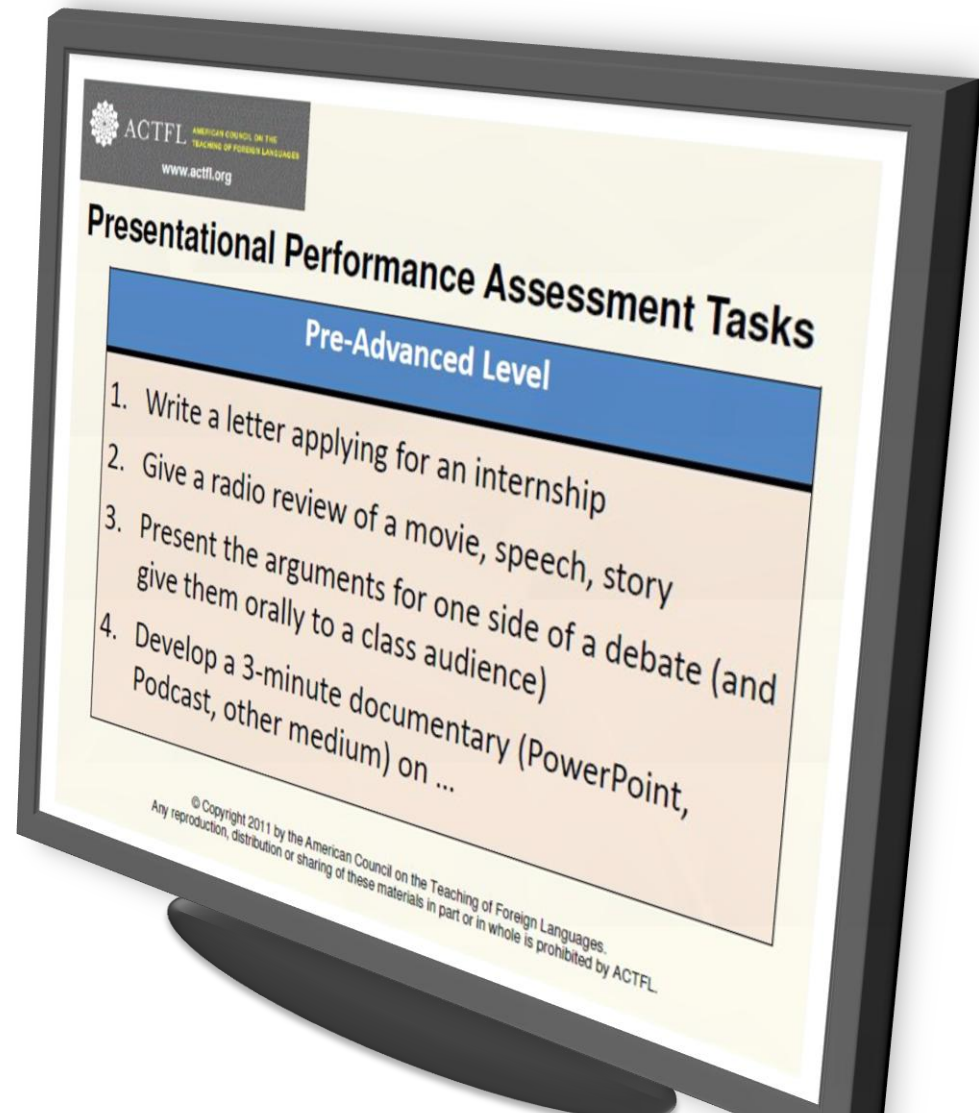
Engagement

Develop **your**
own activities

ACTFL webinar:

Designing Presentational Performance Tasks And Their Rubrics

(spring 2011)



A rubric is a scoring tool with a set of criteria and standards that is used to assess and provide feedback for students; includes performance tasks with descriptors plus criteria for acceptable performance. A rubric also serves as an assessment tool.

Write at least 4 rubric categories for the following tasks:

1. Students develop a presentation on economic stability in Region X. Your students are of higher intermediate proficiency, approx. 1+
2. Students prepare a talk about the past weekend activities. They are of novice proficiency, 0+
3. Students develop and present debate points on the benefits of solar energy. They are of advanced proficiency, 2

“Interview the Artist” activity

To illustrate

- (a) Content building for the presentation,
- (b) The presentation itself, and
- (c) peer assessment of a presentation using a simple rubric.



Task description	Meets Expectations	Needs Improvement	Comments
Presenter 1:			
Captures interest of the audience			
Gives at least one interesting fact about the Artist's life			
Elaborates on a character feature of the Artist			
Uses at least two time frames (e.g. present and past)			
Stays within 1 minute			

Engagement

Flip it!
Flip it!

ACTFL webinar:

Designing Backward from Assessment to Impact *(winter 2013)*

Pre-requisite for a staff development session:

Read-Reflect-Discuss: Curriculum Design


*This session will focus on the ACTFL webinar on **Curriculum Design** (originally shown on April 3, 2013). The webinar explains the process of creating a curriculum with performance indicators using [ACTFL's National Standards for Foreign Language Learning](#). These standards provide the foundation for and guide the overarching themes to be included in a curriculum for world languages.*

*Participants will watch the webinar **before** attending the session and discuss how these standards can be incorporated into curriculum design at FSI.*

Live




Archived



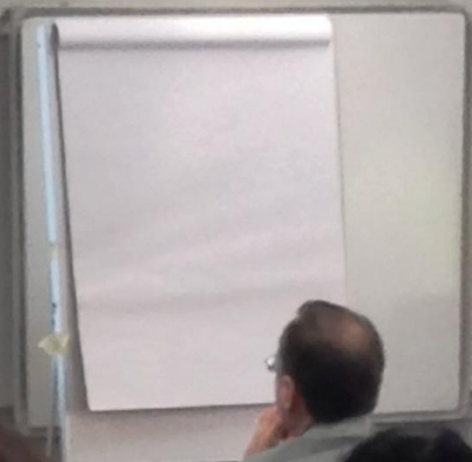
tesol International Association

Information flow through neurons



Direction: Cell body → Axon

Structure	Cell body	Axon
Cell body	Receives/Integrates information	Transmits information
Dendrites	Receives information	Transmits information
Axon terminals	Receives information	Transmits information



Thank you!



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Follow this link for a detailed
handout, or go to

www.tinyurl.com/webinarsACTFL