

Artsymieieva, D., Witt, A., Gable, T. et al (2024) *Insights into Remote Learning and Teaching: Teacher's Guide*, ed. O. Shalenko [online] Available from: <https://americancouncils.org.ua/en/programs/sdele-support-for-distance-english-language-education-in-ukrainian-secondary-schools-program/>. Accessed 20 Nov 2024.

This Teacher's Guide is intended for teachers of all qualification categories and levels of secondary education in Ukraine (primary, basic secondary, specialized secondary). Its main goal is not only to improve the remote learning of English through advice on the effective use of available technologies such as: computers, mobile phones, software and online platforms. In general, the Guide contributes to further development of teachers' professional competence, helping them to deepen their understanding of communicative approaches to language learning, the importance of context-based learning, the effectiveness of authentic tasks and activities, the need to use techniques and activities that are sensitive to the social and emotional development of learners.

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Bater, E. (2010) *Giving feedback*. [online] Available from: <https://www.slideserve.com/rhona-berg/giving-feedback>. Accessed 08 Nov 2024.

This presentation explores the purposes of feedback, the substance and the practicalities. Feedback plays an important role in helping learners move round the cycle. It supports the process of reflection and the consideration of new or more in-depth theory. Through negotiation it can help the learner plan productively for their next learning experience.

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Bell, K. (2021) *27 Formative Assessment Tools for Your Classroom*. [online] Available from: <https://shakeuplearning.com/blog/20-formative-assessment-tools-for-your-classroom/>. Accessed 08 Nov 2024.

Teachers who use assessment FOR learning involve their students in ongoing self-assessment in ways that reveal to those learners where they are headed in their learning, where they are now in relation to those expectations, and how each student can close the gap between the two. Formative assessment is an essential part of the learning process and student success, and many digital tools can help support this process.

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Bowen, R. (2017) *Understanding by Design*. [online] Available from: <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#resources>. Accessed 11 Nov 2024.

Understanding by Design is a book written by Grant Wiggins and Jay McTighe that offers a framework for designing courses and content units called "Backward Design". Teachers typically approach course design in a "forward design" manner, meaning they consider the learning activities (how to teach the content), develop assessments around their learning activities, then attempt to draw connections to the learning goals of the course. In contrast, the backward design approach has teachers consider the learning goals of the course first. These learning goals embody the knowledge and skills teachers want their students to have learned when they leave the course.

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Brame, C. (2013). *Flipping the classroom*. [online] Available from: <https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>. Accessed 11 Nov 2024.

"Flipping the classroom" has become something of a buzzword in the last several years. In essence, "flipping the classroom" means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.

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British Council TeachingEnglish (undated) *Articles on assessing learning*. [online] Available from: <https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles>. Accessed 11 Nov 2024.

In this section, you will find a number of articles, which have been written to help you develop your skills and knowledge as a teacher in the professional practice 'Assessing learning'. From primary-aged students to adult learners of English, the articles you will find here are practical, insightful and full of ideas to support your teaching and planning for all kinds of classrooms.

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Brown, G. T., and Harris, L. R. (2013) *Student self-assessment*. in Sage Handbook of Research on Classroom Assessment, ed J. H. McMillan (Los Angeles, CA: Sage) Chapter 21, pp 367-394. [online] Available from: <http://www.daneshnamehicsa.ir/userfiles/files/1/7-%20SAGE%20Handbook%20of%20Research%20on%20Classroom%20Assessment.pdf>. Accessed 09 Nov 2024.

There is general consensus that self-assessment is positive and leads to benefits for students. Perhaps the most powerful promise of self-assessment is that it can raise student academic performance by teaching students self-regulatory processes, allowing them to compare their own work with socially defined goals and revise accordingly. The logic is that, like self-regulation, self-evaluation of the quality attributes of one's own work draws on metacognitive competencies (e.g., self-observation, self-judgment, self-reaction, task analysis, self-motivation, and self-control). Additionally, there is evidence that students can improve their self-regulation skills through self-assessment (i.e., set targets, evaluate progress relative to target criteria, and improve the quality of their learning outcomes).

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Cambridge Assessment. International Education (undated) *Getting started with Assessment for Learning*. [online] Available from: <https://cambridge-community.org.uk/professional-development/gswafi/index.html>. Accessed 11 Nov 2024.

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement.

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Cambridge Assessment. International Education (undated) *Getting started with Reflective Practice*. [online] Available from: <https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>. Accessed 11 Nov 2024.

Reflection is a basic part of teaching and learning. It aims to make you more aware of your own professional knowledge and action by 'challenging assumptions of everyday practice and critically evaluating practitioners' own responses to practice situations' (Finlay, 2008). The reflective process encourages you to work with others as you can share best practice and draw on others for support. Ultimately, reflection makes sure all students learn more effectively as learning can be tailored to them.

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Collaborative for Academic, Social, and Emotional Learning (2020) *Fundamentals of SEL*. [online] Available from: <https://casel.org/fundamentals-of-sel/>. Accessed 09 Nov 2024.

Social and emotional learning (SEL) is define as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

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Council of Europe (2020) *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing, Strasbourg.

[online] Available from:

<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>. Accessed 09 Nov 2024.

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) presents a comprehensive descriptive scheme of language proficiency and a set of Common Reference Levels (A1 to C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education. One of the main principles of the CEFR is the promotion of the positive formulation of educational aims and outcomes at all levels. Its “can do” definition of aspects of proficiency provides a clear, shared roadmap for learning, and a far more nuanced instrument to gauge progress than an exclusive focus on scores in tests and examinations. This principle is based on the CEFR view of language as a vehicle for opportunity and success in social, educational and professional domains.

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Frost, R. (undated) *A Task-based approach*. [online] Available from:

<https://www.teachingenglish.org.uk/article/a-task-based-approach>. Accessed 11 Nov 2024.

This article presents an overview of a task-based learning approach (TBL) and highlights its advantages over the more traditional Present, Practice, Produce (PPP) approach. Task-based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

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Gianchandani, S. (2020) *The changing role of a 21st century educator*. [online] Available from:

<https://www.edtechreview.in/trends-insights/insights/the-changing-role-of-a-21st-century-educator/>. Accessed 10 Nov 2024.

A teacher's role in the 21st century has critically changed from that of being a pedagogue to that of being a facilitator. Teaching in this century is an altogether new phenomenon, more so because the way we learn has been revolutionized. Today, learning happens everywhere, on the go, and can be customized according to one's style and preferences. Thus, teachers need to reimagine the very concept of learning.

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Harapnuik, D. (2020) *Assessment OF/FOR/AS Learning*. [online] Available from:

<https://www.harapnuik.org/?p=8475>. Accessed 10 Nov 2024.

Harapnuik draws upon the key ideas on assessment of learning, assessment for learning, and assessment as learning and summarizes the salient points that are most significant. Finding the right balance between different types of assessment is one more factor that plays an important role. Rather than view assessment of/for/as learning as hierarchical it may be more effective to view them more holistically as more of an interplay of assessment within the learning environment.

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Heick, T. (2018) *The characteristics of a highly effective learning environment*. [online] Available from: <https://www.teachthought.com/learning/effective-environment/>.

Accessed 10 Nov 2024.

Wherever we are, we'd all like to think our classrooms are 'intellectually active' places. Heick brings in 10 characteristics of highly effective and conducive to student-centered learning environment. analyzes each of them and provides tips on how to apply them.

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Pandolpho, B. (2018) *Putting students in charge of their learning*. [online] Available from:

<https://www.edutopia.org/article/putting-students-charge-their-learning/>. Accessed 10 Nov 2024.

Giving students choices and the means to assess their progress fosters metacognition and independence. Designing activities that foster learner independence is essential because they invite students to engage more thoughtfully with the content – and that engagement should include students talking about their work.

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Pledger, M. (2021) *Top tips for asynchronous learning with Google for Education*. [online] Available from: <https://www.canopy.education/post/top-tips-for-asynchronous-learning-with-google>. Accessed 10 Nov 2024.

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Delivering live online learning can be a challenge as it requires everyone to be available at the same time and have a device with a reliable internet connection. Planning for some asynchronous activities throughout the week helps add some flexibility, can save you some time and still allows for a level of social interaction.

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Sprouts YouTube channel (2019) *Bloom's Taxonomy: Structuring The Learning Journey*. [online] Available from: <https://www.youtube.com/watch?v=ayefSTAnCR8>. Accessed 11 Nov 2024.

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Bloom's taxonomy is a toolbox that teachers or students can use to classify and organize learning objectives. It is based on the cognitive domain and assumes that learning should be structured in a certain order of thinking.

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Talbert, R. (2019) *Re-thinking Bloom's Taxonomy for flipped learning design*. [online] Available from: <https://rtalbert.org/re-thinking-blooms-taxonomy-for-flipped-learning-design/>. Accessed 11 Nov 2024.

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Bloom's Taxonomy is not a hierarchy that suggests that the lower levels are less important than the upper ones; nor is it a timeline that insists that one level must be mastered by learners before moving on to the next level. Traditional teaching fails to take advantage of opportunities to help students become self-sufficient learners, because the material most amenable to self-teaching is co-opted by the teacher. Flipped learning literally inverts the focus in terms of Bloom's Taxonomy, so that the lower order thinking is reserved for student self-instruction through structured activities, and class time is focused on the higher order thinking – the most complex tasks, which are best served by having a rich social environment in which to work (i.e., class time).

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The Ohio State University (2024) *What's the Difference Between Asynchronous and Synchronous Learning?* [online] Available from: <https://online.osu.edu/content-hub/blogs/whats-the-difference-between-asynchronous-and-synchronous-learning/>. Accessed 11 Nov 2024.

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Asynchronous online learning allows students to view instructional materials each week at any time they choose and does not include a live video lecture component. On the other hand, synchronous online learning means that students are required to log in and participate in class at a specific time each week. The main difference between asynchronous learning and synchronous learning is this live instruction component occurring at a set time.

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The University of Edinburgh (2022) *Reflection Toolkit*. [online] Available from: <https://www.ed.ac.uk/reflection/reflectors-toolkit>. Accessed 11 Nov 2024.

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Reflection can happen anywhere and anytime and doesn't require anything but yourself and your mind. Sometimes it can be helpful to capture it, whether that is in conversation, in writing, drawing, or something completely different. The aim of this site is that you will have a look around and get a sense of what is useful when reflecting and then pick out the information and questions that work for you. You are your own expert.

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The University of Texas at Austin. Center for Teaching and Learning (undated) *Flipped Classroom*. [online] Available from: <https://ctl.utexas.edu/instructional-strategies/flipped-classroom>. Accessed 11 Nov 2024.

A flipped class is one that inverts the typical cycle of content acquisition and application so that students gain necessary knowledge before class and teachers guide students to actively and interactively clarify and apply that knowledge during class. This approach supports teachers playing their most important role of guiding their students to deeper thinking and higher levels of application. A flipped class keeps student learning at the center of teaching.

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UNICEF for every child (undated) *Child protection*. [online] Available from: <https://www.unicef.org/protection>. Accessed 11 Nov 2024.

Every child has the right to live free from violence, exploitation and abuse. Child protection systems connect children to vital social services and fair justice systems – starting at birth. They provide care to the most vulnerable, including children uprooted by conflict or disaster; victims of child labour or trafficking; and those who live with disabilities or in alternative care. Protecting children means protecting their physical and psychosocial needs to safeguard their futures.

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University of Minnesota (undated) *Flipped Learning Guide*. [online] Available from: <https://academics.cehd.umn.edu/digital-education/wp-content/uploads/2017/05/CEHD-DEI-Flipped-Learning-Guide.pdf>. Accessed 11 Nov 2024.

Flipped learning isn't just about watching a lecture at home and doing some work in the classroom. In the Flipped learning model, learning is intended to be active in the classroom and students are given autonomy and time to review material outside of the confines of the classroom. The flipped learning model can be used for a single session or an entire course.

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Weller, D. (2021) *How to Set a Context for Language Teaching*. [online] Available from: <https://davidrweller.medium.com/how-to-set-a-context-for-language-teaching-e3db6a62f21a>. Accessed 11 Nov 2024.

Every time we use language, it's in a clearly set situation. The speakers know where they are, and why the interaction is taking place. Unfortunately, when we teach language, we often fall into the trap of getting learners to just practice the language – drilling or repeating sounds, words, patterns or dialogues — without them knowing why. This leads to confusion for our students. Why is it useful? Where can I actually use this without sounding like an idiot? Is it too formal/informal for some scenarios? A lesson without context is like a textbook without an introduction, a film without a trailer or a book without a blurb. Learners end up with no reason to care about what's going to happen.

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