

Eduverse

NEWSLETTER



SPECIAL FOCUS

NEXTGEN LEARNERS

THE FUTURE OF EDUCATION



pro.ed
EDUCATION SOLUTIONS

A boutique consultancy
offering creative solutions
to educational needs

FOR THE BETTERMENT OF ALL

**"Education is the most powerful
weapon which you can use to change
the world."**

Inspired and guided by the words of the world-famous iconic Nelson Mandela, Pro.Ed was borne of the belief that high quality educational expertise can transform a society for the better. We are obsessed with providing cutting edge educational services for our clients with the idea that they will bring out the best in their learners.

At Pro.Ed, we also believe that high-quality education is for everyone, not only for the privileged. Pro.Ed CSR activities offer frequent free of charge opportunities for all people to access the latest and most practical educational expertise to promote education equity and a culture of learning in society.

By providing a deep reservoir of educational expertise and experience, we aim **for the betterment of all.**

Eduverse

NEWSLETTER

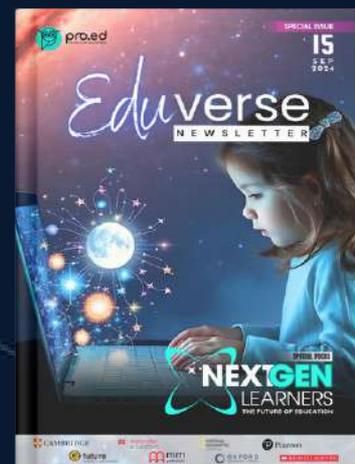
Welcome to EduVerse Newsletter
the educational newsletter powered by Pro.Ed Education Solutions!

In this dynamic era of learning, staying ahead requires a constant thirst for knowledge and an openness to exploring new frontiers. That's why we created EduVerse Newsletter – to serve as your guide through the vast universe of education, where ideas collide, perspectives intertwine, and possibilities abound.

With a dedicated focus on the needs and aspirations of educators, we curate a diverse range of articles, tips, and best practices to support your teaching journey. From cutting-edge pedagogical strategies to engaging classroom activities, we are here to equip you with the tools and inspiration you need to ignite curiosity, foster creativity, and cultivate lifelong learners.

So, whether you're a teacher seeking new teaching techniques or an education enthusiast looking for fresh perspectives, EduVerse is here to accompany you on your educational odyssey. Join us as we embark on this exciting journey together—let's dive into the EduVerse and unlock the infinite possibilities of education!

Dr. Le Dinh Bao Quoc
Editor-in-chief



- *Editor-in-chief: Dr. Le Dinh Bao Quoc*
- *Editorial Manager: Gülbin Özdemir Altıgöz*
- *Content specialist: Nguyen Tran Phuong Uyen (Columns in charge: Teaching Techniques, Lesson of the Month, and Tech Tips and Tools)*
- *Designed by EduVerse Design team*

Dear Esteemed EduVerse Readers,

As we continue to explore the evolving landscape of education, one theme stands out as particularly urgent and inspiring: the future of education and the learners who will shape it. With great excitement, we present this special edition of the EduVerse Newsletter, dedicated to the theme of **NextGen Learners: The Future of Education**.

In this special issue, we explore the characteristics, needs, and aspirations of NextGen learners—those who are not only the students of today but also the architects of tomorrow's world. We analyze the dynamic shifts in education that are required to prepare these learners for a future that is more interconnected, digital, and rapidly changing than ever before. From integrating technology in classrooms to fostering critical thinking, creativity, and global citizenship, we examine how education and educators must evolve to meet the demands of the 21st century.

Our invited contributors bring a wealth of knowledge and insights on how educators, policymakers, and institutions can support the development of NextGen learners. They discuss innovative teaching strategies, emerging trends in curriculum design, and the crucial role of equity and diversity in creating inclusive learning environments for this distinct type of learners. Their contributions serve as a guide, offering practical tools and thought-provoking perspectives on how we can collectively shape a future where every learner thrives.

At EduVerse, we are committed to fostering a dialogue that not only reflects the changing realities of education but also anticipates the challenges and opportunities ahead. This edition aims to inspire and equip educators, students, and all stakeholders in the education community with the knowledge and strategies needed to support the next generation of learners.

We extend our deepest gratitude to our contributors, partners, and most importantly, to you—our dedicated readers. Your engagement and passion for education drive us to continuously seek new ways to promote innovation, equity, and excellence.

Thank you for joining us on this vital exploration of the future of education through the lens of NextGen learners.

Editorial Board,
EduVerse Newsletter

IN THIS ISSUE

- | | |
|---|--|
| <p>4 GLOBAL VOICES <small>EXCLUSIVE</small>
TEACHERS' PERSPECTIVES OF NEXTGEN LEARNERS</p> | <p><small>EXCLUSIVE</small> SHAPING NEXTGEN WORKFORCE 43
FROM CLASS TO CAREER
<small>with Shaun Gear</small></p> |
| <p>6 ADAPTING EDUCATION FOR NEXTGEN LEARNERS
STRATEGIES AND INNOVATIONS</p> | <p><small>BREAKING BARRIERS</small> HOW CALL IS SHAPING THE FUTURE OF NEXTGEN LANGUAGE LEARNERS 51</p> |
| <p>13 QUALITIES OF A GOOD LEARNER: FOUR TYPES <small>EXCLUSIVE</small>
SPECIAL INTRO: COLLABORATIVE ARTICLE</p> | <p><small>BEYOND FEAR</small> AI AND THE FUTURE OF WORK 56</p> |
| <p>16 CELEBRATING NEURODIVERSITY
HOW TO SUPPORT STUDENTS WITH NEUROLOGICAL VARIANCES</p> | <p><small>AI MEETS NEXTGEN LEARNERS</small> HOW AI FOSTERS FASTER LEARNING 60</p> |
| <p>23 <small>NEXTGEN IMMERSION</small> MICROLEARNING AND NANOLEARNING
FOR FUTURE EDUCATION</p> | <p>GEN Z'S TECH HABITS 65
A GUIDE FOR ESL TEACHERS</p> |
| <p>28 THE FUTURE WILL NOT BE TAUGHT <small>EXCLUSIVE</small>
SPECIAL INTRO: FEATURED BOOK</p> | <p>THE ROLES OF INNOVATIVE ASSESSMENT 72
IN MEETING THE NEEDS OF DIGITAL NATIVES</p> |
| <p>32 <small>EMPOWERING LEARNERS</small> THE ESSENCE OF LEARNING GUIDES</p> | <p><small>BEYOND MARKS AND GRADES</small> THE POPULARITY OF CERTIFICATES AMONG NEXTGEN LEARNERS 76</p> |
| <p>39 <small>A LETTER FROM A TEACHER</small> THE WEIGHT THEY CARRY</p> | <p><small>SPECIAL INTRO IN THE VERSE PARTNER SHOWCASE
TECH TIPS AND TOOLS LESSON OF THE MONTH</small></p> |

GLOBAL VOICES

See pages 5, 22, 50, and 71

NextGen learners are shaping the future of education, bringing with them unique traits, needs, and expectations. Understanding who they are and how to best support their growth is crucial for educators today. As education systems evolve to meet these learners' demands, it is essential for teachers to share their perspectives on the challenges and opportunities involved. In this exclusive edition, the **EduVerse Newsletter** has reached out to teachers from around the globe to gather their insights on NextGen learners and how best to prepare them for the future.

1 How do you define a NextGen Learner, and what unique characteristics do you think distinguish them from previous generations of students?



Dr. Shafiq ur Rehman
University of Doha Science & Technology, Qatar

It refers to students who utilize modern technologies and innovative learning methods to acquire knowledge and skills. These learners often exhibit unique characteristics that distinguish them from traditional learners, such as being tech-savvy, adaptive, collaborative, possessing critical thinking skills, and having a global perspective.

These characteristics enable NextGen Learners to navigate and succeed in a fastly changing educational systems.

They rely on digital devices and the internet, but they haven't developed "old-style" learning strategies that don't depend on access to devices and the internet.



Ana Jovic
ThinkLink
Serbia

A NextGen Learner is someone who is always eager to learn and share their life experiences with others. They don't just wait for the teacher to teach them; instead, they actively search for information and share it with the teacher and their peers.



Adelino Matias Candumbo
IELTA
Angola



Deepak Kumar
Government boys' high school Kohing Kalat, Balochistan, Pakistan

NextGen Learners are students who have grown up in an environment rich with technology, social media, and global connections. They are naturally curious, self-motivated, and quick to adapt. These learners are collaborative, open to new ideas, and enjoy solving real-world problems. They expect learning to be personalized, interactive, and relevant to their lives. With a global perspective and a concern for social and environmental issues, NextGen Learners are prepared to navigate complexity and think critically. They are equipped to thrive in a rapidly changing world.



Lai Thi Thuy Tien
Vietop
Vietnam

In my perspective, a NextGen Learner is a risk-taker, a daring individual who is bold and ready to face challenges. Unique characteristics that set them apart from previous generations include their adaptability and willingness to embrace change.

* Summarized response



Bahaa Eldien Hussien Kamel
Ministry of Education
Egypt

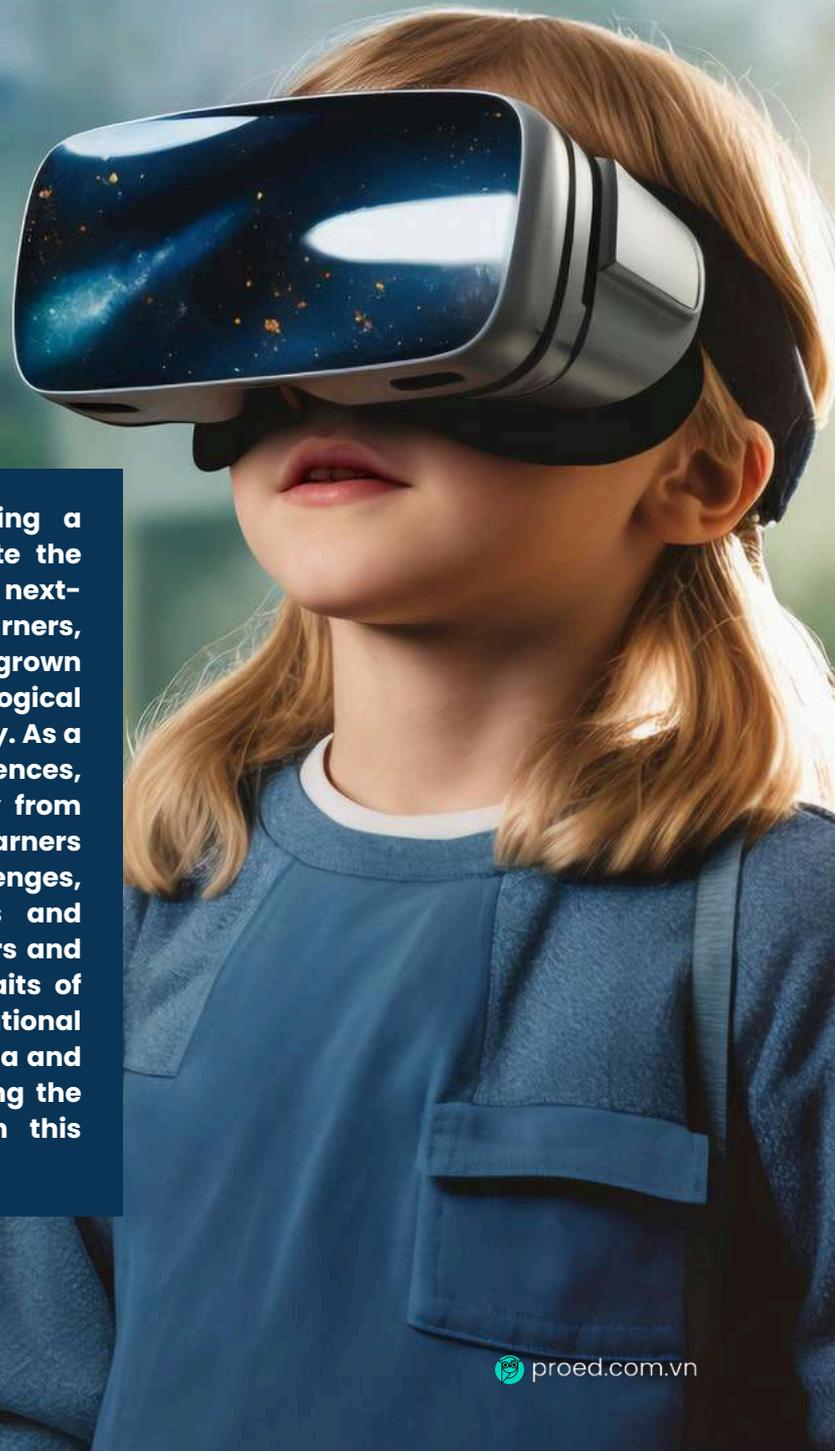
For NextGen learners, key skills include critical thinking, problem-solving, effective communication, and teamwork. Critical thinking involves evaluating ideas using logic, requiring teachers to create supportive learning environments. Problem-solving skills are essential for navigating the rapid changes of the 21st century. Effective communication, both verbal and written, helps learners interact efficiently, while teamwork enables them to collaborate effectively to achieve common goals.

ADAPTING EDUCATION FOR NEXTGEN LEARNERS

STRATEGIES AND INNOVATIONS

Dr. Ha Nguyen, Ph.D & Dr. Le Dinh Bao Quoc, Ed.D.

The educational landscape is undergoing a profound transformation to accommodate the unique characteristics and needs of the next-generation (NextGen) learners. These learners, often referred to as digital natives, have grown up in an era dominated by rapid technological advancements and ubiquitous connectivity. As a result, their expectations, learning preferences, and skill requirements differ significantly from previous generations. To ensure these learners are adequately prepared for future challenges, educators must adapt their strategies and embrace innovative approaches. Educators and policymakers need to explore the key traits of NextGen learners, identify effective educational strategies, and analyze innovative curricula and teaching methods. Additionally, addressing the challenges that educators encounter in this changing environment is equally crucial.



key traits OF NEXTGEN LEARNERS

Understanding the distinctive traits of NextGen learners is crucial for designing effective educational experiences. These learners exhibit a high degree of comfort with technology, having been immersed in digital environments from a young age. They are accustomed to instant access to information and expect learning to be engaging, interactive, and relevant.

1 Digital natives: comfort with technology

More than 20 years ago, Marc Prensky (2001) introduced the term "digital natives" in his 2001 paper, "Digital Natives, Digital Immigrants." This term describes individuals who have grown up in the digital age and possess a natural fluency with technology, including computers, video games, and the Internet. This concept remains relevant today, especially as technology continually evolves with the rise of personal digital devices, artificial intelligence, and automation. NextGen learners, as a subset of digital natives, are adept at utilizing a diverse array of digital tools and platforms. This familiarity allows them to navigate and utilize educational technologies with ease, enhancing their learning experiences. However, it also means that traditional, non-interactive teaching methods may fail to capture their interest and engagement (Balakrishna, 2023). This generation's preference for digital interaction necessitates the incorporation of technological tools in educational settings to maintain their engagement and foster a conducive learning environment.



(Image source: Internet)

2 Preference for personalized learning

Personalization is a key expectation among NextGen learners. They have a strong preference for learning experiences that cater to their individual needs, interests, and pace. They seek educational environments that adapt to their individual pace of learning, providing a more engaging and effective learning journey. Adaptive learning technologies that tailor content and feedback to each learner's progress are particularly effective in meeting this demand (Pane, Griffin, McCaffrey, & Karam, 2014). These innovative tools can dynamically adjust the content and level of difficulty of instructional materials to match each student's progress and understanding. With the ability to customize learning paths, educators can address diverse learning styles and levels of proficiency, thereby enhancing educational outcomes and student satisfaction.

3 Emphasis on collaboration and social learning

NextGen learners are inherently social creatures who thrive in dynamic, interactive learning environments. This cohort demands more than passive consumption of information; they seek opportunities to co-construct knowledge, share perspectives, and learn from their peers. As Dede (2009) stated, social learning platforms and collaborative projects enhance understanding and develop critical interpersonal skills necessary for the modern workforce. They enable our NextGen learners to connect globally, break geographical barriers, and provide access to a diverse range of perspectives and expertise. Platforms like Instagram or TikTok can be used to create educational content, share knowledge, and connect with a wider learning community. The emphasis on collaboration reflects a shift from individualistic to collective learning approaches, fostering a sense of community and shared purpose among students. This approach not only builds academic knowledge but also hones skills like teamwork, communication, and problem-solving. It encourages learners to take ownership of their education, develop leadership qualities, and become active participants in their learning journey.



(Source: Educational videos on Tiktok)



Click or scan

Oxford's Wellbeing
Impact Study

Click or scan

4 Awareness of sustainable development goals (SDGs)

The UNESCO's SDGs provide a framework for understanding the evolving traits of NextGen learners. These learners are characterized by their heightened awareness of global issues, such as peace and justice. This is driven by the growing interconnectedness of global societies and the prevalence of information on social media, which exposes them to a broader range of global challenges and injustices. They are deeply concerned about their well-being, seeking educational environments that prioritize mental health and emotional resilience. This focus is supported by studies indicating that mental health is integral to academic success and overall development such as Oxford's Wellbeing Impact Study. Additionally, growing up in the course of global warming and climate change, they are motivated by climate action, reflecting a strong commitment to sustainability and environmental stewardship. Gender equality is also a central concern, as they advocate for inclusive and equitable educational experiences that challenge traditional gender norms and celebrate diversity.

educational strategies

FOR NEXTGEN LEARNERS

Educators must adopt strategies that leverage their technological fluency and preference for personalized, collaborative learning experiences to effectively engage NextGen learners.

1 Integrating technology in the classroom

The integration of technology in educational settings is paramount. Interactive whiteboards, tablets, and learning management systems (LMS) can transform traditional classrooms into dynamic learning environments. These tools facilitate interactive lessons, real-time feedback, and access to a wealth of digital resources (West, 2012). The effective use of technology can enhance student engagement, promote active learning, and support differentiated instruction.

2 Personalized learning paths and adaptive learning technologies

Personalization is a key expectation among NextGen learners. They have a strong preference for learning experiences that cater to their individual needs, interests, and pace. They seek educational environments that adapt to their individual pace of learning, providing a more engaging and effective learning journey. Adaptive learning technologies that tailor content and feedback to each learner's progress are particularly effective in meeting this demand (Pane, Griffin, McCaffrey, & Karam, 2014). These innovative tools can dynamically adjust the content and level of difficulty of instructional materials to match each student's progress and understanding. With the ability to customize learning paths, educators can address diverse learning styles and levels of proficiency, thereby enhancing educational outcomes and student satisfaction.

3 Collaborative learning environments and social learning platforms

Creating opportunities for collaboration is essential. Group projects, peer assessments, and online discussion forums encourage students to work together, share diverse perspectives, and develop teamwork skills. Social learning platforms enable continuous interaction and collaboration inside and outside the classroom. These platforms facilitate the exchange of ideas, promote peer learning, and support the development of critical thinking and problem-solving skills.

4 Experiential learning and real-world applications

Experiential learning, which emphasizes learning through experience, can significantly enhance the educational experience of NextGen learners. By incorporating real-world applications and hands-on activities into the curriculum, educators can bridge the gap between theoretical knowledge and practical skills, addressing SDGs' global issues. This approach not only reinforces learning but also prepares students for real-life challenges by promoting critical thinking, creativity, and adaptability. Project-based learning (PBL), internships, and service-learning projects are examples of experiential strategies that can make learning more relevant and engaging for students.



5 **Fostering a growth mindset and resilience**

Cultivating a growth mindset is crucial for helping NextGen learners navigate the rapidly changing landscape of the 21st century. A growth mindset, the belief that abilities can be developed through dedication and hard work, encourages students to embrace challenges, persist in the face of setbacks, and view failures as opportunities for growth. Educators can foster this mindset by providing constructive feedback, celebrating effort, and encouraging students to take ownership of their learning. Additionally, building resilience through mindfulness practices and social-emotional learning (SEL) can empower students to manage stress, adapt to change, and thrive in diverse learning environments.

innovations

IN CURRICULUM AND PEDAGOGY

Innovative curriculum design and pedagogical approaches are critical for engaging NextGen learners and preparing them for future challenges. Effective innovations, when integrated into educational practices, foster a more engaging, inclusive, and effective learning environment that prepares students to navigate the challenges and seize the opportunities that lie ahead.

1 **Personalized learning and adaptive learning technologies**

Personalized learning tailors educational experiences to meet each student's unique needs, interests, and abilities. By leveraging data and technology, educators can create customized learning paths that adapt to students' progress, offering needed support and accelerating learning where appropriate. Adaptive learning technologies, such as AI-driven platforms, adjust the difficulty and type of content in real-time, ensuring that students are continuously challenged at an optimal level. This approach enhances student engagement and helps close learning gaps by providing targeted interventions.

2 **Project-based learning and experiential learning**

Project-based learning (PBL) and experiential learning approaches immerse students in real-world problems and hands-on activities. These methods foster critical thinking, problem-solving, and practical application of knowledge, making learning more meaningful and relevant (Barron & Darling-Hammond, 2008). PBL and experiential learning emphasize active participation, collaboration, and the integration of interdisciplinary knowledge, preparing students for complex, real-world situations. Additionally, these approaches encourage autonomy and self-directed learning, helping students develop the confidence and resilience needed to tackle future challenges independently.

3 **Gamification and interactive learning**

Gamification incorporates game elements into educational activities to increase motivation and engagement. Interactive learning tools, such as simulations and virtual reality (VR), provide immersive experiences that enhance understanding and retention of complex concepts (Deterding, Dixon, Khaled, & Nacke, 2011). These innovative approaches can make learning more enjoyable and impactful, encouraging students to actively participate and persist in their studies. Moreover, by leveraging technology, educators can tailor learning experiences to individual student needs, allowing for personalized learning pathways that cater to diverse learning styles and paces.

4 Incorporating soft skills and emotional intelligence

NextGen learners must develop not only academic knowledge but also soft skills and emotional intelligence. A curriculum that includes communication, teamwork, leadership, and emotional regulation equips students with essential skills for personal and professional success. The integration of social-emotional learning (SEL) programs in schools can enhance students' emotional well-being, improve interpersonal relationships, and contribute to a positive school climate. Furthermore, fostering these skills from an early age helps students build a strong foundation for lifelong learning, adaptability, and emotional resilience, crucial attributes in navigating the complexities of the modern world.

5 Competency-based education (CBE)

Competency-based education shifts the focus from time-based progression to mastery of specific skills and competencies. In CBE, students progress at their own pace, advancing only when they have demonstrated a thorough understanding of a topic or skill. This approach ensures that all students achieve a high level of competency before moving on, reducing gaps in knowledge and skills. CBE is particularly effective in preparing students for the workforce, as it aligns education with the practical competencies required in various professions.

6 Integration of the SDGs

Innovative curricula and pedagogies that align with the SDGs are essential. Developing interdisciplinary curricula that address global issues and using technology to connect learners with international perspectives can enhance their problem-solving skills. For example, integrating mindfulness and wellness programs into the educational experience supports students' well-being or utilizing technology and interactive tools to teach about climate change (SDG 13) makes environmental education engaging and impactful.



The UNESCO's 17 Sustainable Development Goals
(Image source: Internet)

challenges AND CONSIDERATIONS

While the benefits of adapting education to NextGen learners are clear, several challenges must be addressed to ensure equitable and effective implementation.

1 Equity in access to technology

Ensuring all students have access to necessary technologies is a significant challenge. This demands a multifaceted approach to bridge the digital divide. Schools must invest in robust infrastructure, including high-speed internet connectivity, and distribute devices to all students. Prioritizing underserved communities is essential. To maximize impact, schools should implement comprehensive digital literacy programs, teaching students how to effectively use technology for learning. Ongoing maintenance, software updates, and technical support are crucial to ensure devices remain functional. Additionally, creating digital spaces that are accessible to students with disabilities is paramount. Educational institutions must develop strategies to provide equitable access to technology, ensuring that all students can benefit from digital learning opportunities.

2 Teacher training and professional development

Educators must be adequately trained to use new technologies and implement innovative teaching strategies. Continuous professional development is essential to equip teachers with the skills and confidence needed to adapt to changing educational paradigms (Darling-Hammond, Hyler, & Gardner, 2017). Providing ongoing training and support can help teachers effectively integrate technology into their instruction and adopt new pedagogical approaches. Furthermore, collaboration among educators is key to fostering an environment of shared learning and growth. Professional learning communities can serve as platforms where teachers exchange ideas, resources, and experiences related to technology integration and innovative methodologies. This collaborative approach not only enhances individual teaching practices but also cultivates a culture of continuous improvement within schools.

3 Balancing screen time and offline activities

While technology offers numerous benefits, excessive screen time can have adverse effects on students' health and well-being. Educators must find a balance between digital and offline activities to promote holistic development. Integrating physical activity, outdoor learning, and face-to-face interactions into the curriculum can help mitigate the negative impacts of prolonged screen time. While technology offers numerous benefits, excessive screen time can have adverse effects on students' health and well-being. Educators must find a balance between digital and offline activities to promote holistic development. Integrating physical activity, outdoor learning, and face-to-face interactions into the curriculum can help mitigate the negative impacts of prolonged screen time. Encouraging students to engage in hobbies, sports, and creative pursuits outside the digital realm can foster a well-rounded lifestyle. Schools might consider implementing daily recess periods, organizing field trips, or incorporating art and music classes to stimulate different aspects of student growth. Additionally, promoting mindfulness practices and providing opportunities for socialization can aid in developing emotional intelligence and interpersonal skills.



4 Critical uses of AI and technology

One of the significant challenges in educating NextGen learners is ensuring both students and teachers are adept at the critical use of AI and technology in learning and teaching. As technology becomes increasingly intertwined with educational practices, it is crucial to equip learners with the skills to navigate, evaluate, and utilize these tools effectively and responsibly. This necessitates a shift in pedagogy that prioritizes digital literacy and critical thinking, enabling students to discern the reliability and relevance of AI-driven resources. They must learn to question the reliability of AI-generated content, identify biases, and use technology responsibly and ethically. Suggested ways to achieve this include integrating digital literacy courses into the curriculum, providing hands-on workshops for students, and incorporating AI and technology modules into teacher training programs.

For teachers, ongoing professional development is essential to master these technologies and integrate them thoughtfully into the curriculum. Teachers must navigate a steep learning curve to effectively integrate AI tools into their pedagogy, demanding a deep understanding of these technologies, their potential benefits, and their limitations. This includes developing skills in selecting appropriate AI tools, designing learning experiences that leverage AI's strengths, and critically evaluating the output generated by these tools.

Additionally, creating a collaborative learning environment where students and teachers explore new tools together can also foster an adaptable mindset. This dual training ensures a balanced approach where technology serves as an enabler of learning rather than a substitute for critical engagement, fostering a generation of informed and capable digital citizens.

Transforming education to meet the needs of NextGen learners is not just a necessity—it's an opportunity to redefine the future of learning. Embracing technology, personalization, and collaboration as foundational pillars, educators have the power to craft experiences that resonate deeply with these dynamic students. Fully understanding and addressing their unique needs, along with overcoming challenges such as equity in technology access and teacher training, allows us to unlock boundless potential. The path forward requires an unwavering commitment to innovation and continuous improvement. It is through this relentless pursuit that we will equip NextGen learners with the skills, knowledge, and resilience needed to excel in an ever-evolving world. As we champion these changes, we are not merely adapting education—we are shaping a brighter, more inclusive future where every learner has the opportunity to thrive.

References

- Balakrishna, C. (2023). The impact of in-classroom non-digital game-based learning activities on students transitioning to higher education. *Education sciences*, 13(4), 328.
- Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning. In *Powerful learning: What we know about teaching for understanding* (p.11-70). Jossey-Bass.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Dede, C. (2010). Comparing frameworks for 21st-century skills. *21st century skills: Rethinking how students learn*, 20(2010), 51-76.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: defining "gamification". In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments* (p. 9-15).
- Pane, J. F., Griffin, B. A., McCaffrey, D. F., & Karam, R. (2014). Effectiveness of cognitive tutor algebra I at scale. *Educational Evaluation and Policy Analysis*, 36(2), 127-144.
- Prensky, M. (2001). Digital Natives, Digital Immigrants, Part 1. *On The Horizon*, 9, 3-6. <http://dx.doi.org/10.1108/10748120110424816>
- West, D. M. (2012). *Digital schools: How technology can transform education*. Brookings Institution Press.



Dr. Ha Nguyen, Ph.D. in Teacher Education and Learning Sciences from North Carolina State University, is passionate about inspiring and empowering individuals globally. A Fulbright scholar (2014-16), she earned dual MAS in TESOL and Teacher Leadership. She co-founded the VietTESOL Association (2018) and co-organized Vietnam's first international VietTESOL conference. In 2019, she was invited by the United Nations Agency for Refugees to discuss online teaching strategies. Currently, she serves as the co-founder and COO of AvocaEdu, focusing on AI and coding education in Vietnam.



Le Dinh Bao Quoc, Ed.D., with a Doctorate in Education, boasts 20+ years in ELT. He founded Pro.Ed Education Solutions, offering school consultancies. Author of "The Art and Science of ChatGPT in Education," he highlights EdTech's role in enriching teaching, learning, and educational practices. Research spans EdTech's impact, teacher growth, and educational management and leadership. Dr. Quoc is acknowledged by LinkedIn as a Top Educational Leadership Voice in 2024.

QUALITIES OF A GOOD LEARNER FOUR TYPES

NOUR NEGM
& 40 educators globally

In our exploration about NextGen Learners, understanding what makes a learner truly exceptional is crucial for shaping the next generation of students. In this special edition, EduVerse features a remarkable collaborative article titled **Qualities of a Good Learner: Four Types**, crafted by 41 dedicated educators from around the globe.



Published on LinkedIn in July, 2024, this collective article explores the diverse attributes that contribute to effective learning, with a unique focus on the qualities that make learners who they are or will be in the evolving landscape of education. The article aims to provide both educators and learners with a deeper understanding of the nuanced traits that can make a significant impact on learning experiences.

Join us as we uncover the four types of qualities that can transform how learners engage with their education, and how these insights can help cultivate the skills needed for tomorrow's challenges. This exploration is not just about recognizing existing qualities but also about embracing new ones that can foster growth and confidence in the NextGen Learners we are nurturing today.

This unique collaborative article was initiated by **Nour Negm**, an enthusiastic language trainer and motivational writer with a passion for leveraging technology to enhance education. **The EduVerse Newsletter** is honored to feature a brief interview with him, where he shares his motivation behind this impactful project, his endeavors throughout the process, and the challenges he faced in bringing this meaningful article to fruition.



Read the full article.

Click or scan

EduVerse: What inspired you to write about the qualities of a good learner, and why did you choose to make it a collaborative effort?

Nour Negm: The article's main purpose is to highlight how paramount the learner's duty in the educational process is. The majority of the teaching literature concentrates on teaching strategies and the responsibilities of educators in the course of instruction. Less attention has been paid to the learner's part, which is the most crucial factor and who should lead and spearhead the learning regime. My goal in writing this essay is to clarify the fundamental position and to examine and scrutinize the function of the learners in the classroom. In my opinion, it's time to assign the real shareholders the responsibility for their growth and empower them to take charge of it. Students must be committed to and aware of their huge accountability to their academic progression. In the same way that all other stakeholders are held accountable for the academic acquisition, learners must also be held to that standard. To increase awareness of the matter and pave the way for more inspection and regulations, it is good to start by outlining what educators believe a "good" attendant ought to look like or behave like.

How did you select and invite the contributors for this article? Were there any specific criteria you used to choose them?

I aimed to present a broad spectrum of viewpoints and experiences from educators in various positions in the tuition niche, specializations, and geographical locations around the world as well as from various schooling institutions. The goal is to extract and create a globalized picture of the attributes that can improve the students performance in the classroom and which can be developed and expected globally as much as possible. Although I am aware that everyone has unique characteristics, the goal is to create a foundational portfolio that can guide them to assist meaningfully with the advancement of education. Consequently, the collaborators come from Albania, Azerbaijan, Belize, Denmark, Ecuador, Mexico, North Macedonia, Poland, South Korea, and Uzbekistan – all over the continents. These educators, who teach subjects ranging from English and Mandarin to physics, computing and coding, have responded positively. Their roles include teacher, trainer, entrepreneur, editor, author, lecturer, and consultant, working in various settings such as schools, universities, research facilities, hotel, orphanages, etc. Notably, one participant developed the "Spiderweb" teaching method, and another is a 2023 Varkey Foundation Global Teacher Prize finalist and Ghana's Most Outstanding Teacher 2020.

— “

“Less attention has been paid to the learner’s part, which is the most crucial factor and who should lead and spearhead the learning regime.”

— ”

Can you describe the process of compiling and editing the contributions you received? What were some of the challenges and highlights?

It took nearly three months to gather and compile the entire paper. I started by outlining a message to the instructors, asking them to list the traits of a good learner and to wait before writing. After collecting these traits, I assigned writing tasks based on them and summarized their contributions into 90-word paragraphs, maintaining their original voices. Once completed, I reviewed the paper, sought feedback from the contributors, and made final edits before sending it for professional evaluation. After receiving confirmation from the contributors, I published the paper and shared the URL for feedback and citation.

The first challenge was that some paragraphs were submitted too early before the instructions, requiring adjustment to fit the composition. Some authors cited sources conventionally, so I had to hyperlink them to keep the word count manageable. Lastly, I had to add and cite influential but lesser-known educationalists to acknowledge their contributions.

Highlights include exceptional proposals from some members, which led to their assignment to write about these suggestions for well-organized, logical contributions. The paper was open to revision by all contributors, reflecting diverse viewpoints and strengthening global perspectives. It is also notable that most educational institutions expect similar fundamental traits, such as a positive learner demeanor, to support effective work.

What aspects of the qualities discussed do you think readers will find most intriguing or valuable for understanding and supporting learners?

All of the attributes featured, in my opinion, complement one another and none of them would be successful on their own. I can see, though, that a few attributes would provide us with better understanding and a quicker doorway into our learners.

First is the "power of words. A learner's language reveals their values and mindset. Positive, achievement-oriented language indicates engagement and enthusiasm, while negative language suggests disengagement. Monitoring and guiding language use can foster a more positive mindset.

Second, goal setting. Effective goal-setting is a strong predictor of classroom success. Learners who set and achieve goals demonstrate motivation and organization, which enhances their skill development and engagement with the curriculum.

Empathy is the third constituent. Empathetic learners better understand and appreciate the efforts of educators and stakeholders. This leads to improved engagement and a healthier interaction with feedback, ultimately enhancing their learning experience.



Nour Negm is an enthusiastic language trainer and motivational writer. His passion lies in teaching and creating frameworks for exam-oriented writing. He actively seeks out technological opportunities to enhance learning experiences for his students. As a writing trainer, Nour explores various topics related to education, technology, and motivation. Additionally, he has collaborated on two books available on Amazon.com, contributed to a UK magazine, and written numerous articles covering learning technology, marriage, and business topics.



CELEBRATING

NEURODIVERSITY



HOW TO SUPPORT STUDENTS WITH NEUROLOGICAL VARIANCES

Dr. Katherine Huyen Nguyen

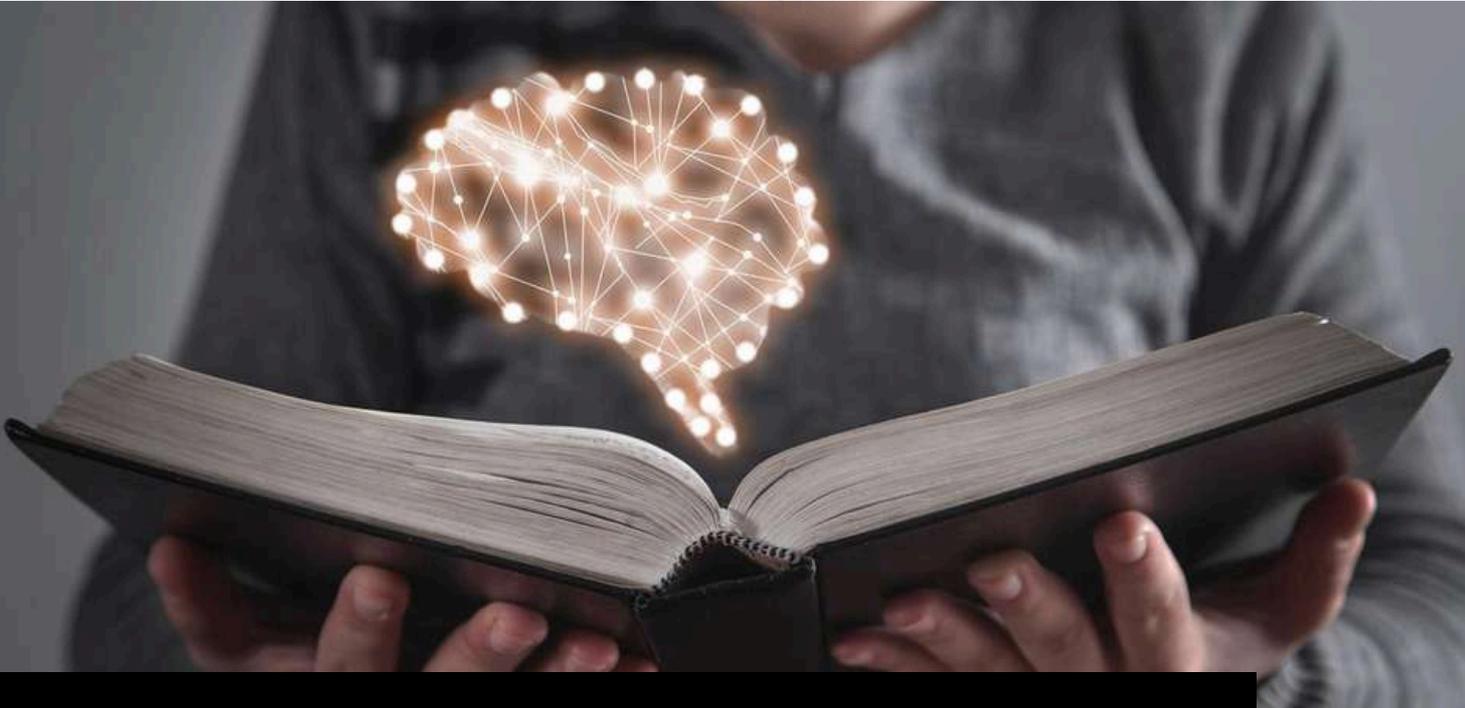


When it comes to providing an inclusive learning environment, it is important to acknowledge, respect and support students with neurological differences. For educators aiming to foster students to thrive in a collaborative learning environment, it has become more crucial than ever before to build good understanding of different neurodivergent conditions, develop a balanced view of an individual's unique strengths and challenges and support all student neurological variances.

In my role working in Student Support at the South Australian Institute of Business and Information Technology, a pathway provider to the University of South Australia, I have worked with and supported numerous students with neurodivergent conditions. Many of them were considered as students at risk as the university environment is not always the ideal place for special educational needs students to use and showcase their unique strengths and talents. Quite often universities focus on skills that these students find difficult and may not naturally excel at, such as reading, writing and spelling, and therefore, they end up struggling in their studies. However, with the right intervention and support, these students can have the best opportunity to progress well. Let's start by learning about neurodiversity, why it is important to understand it, some common types of neurological variances and how to support our students with such conditions.

What is neurodiversity?

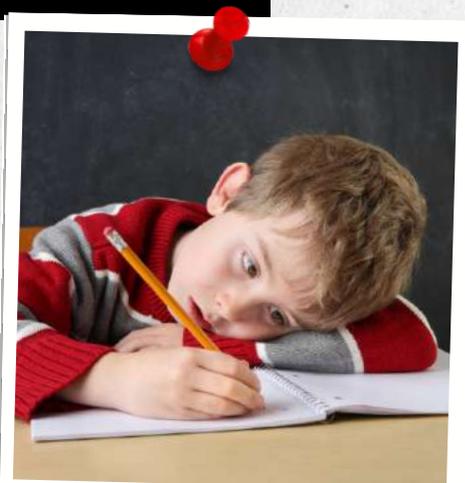
Neurodiversity is a concept that recognizes and values the wide range of neurological differences among individuals. This term first emerged from the autism community in the late 1990s and is based on the idea that variations in brain function and cognitive processes are a natural part of human diversity, rather than deviations from a norm. The concept has since broadened to encompass a variety of neurological conditions, including ADHD, dyslexia, and more.



Neurodiversity emphasizes that neurological differences are not inherently pathological but rather variations in the human experience. This perspective challenges the traditional medical model, which often views these differences as disorders or deficits to be corrected or treated. Instead, neurodiversity promotes understanding and acceptance, advocating for accommodations and support systems that allow individuals to thrive by encouraging individuals to bring their unique skills and perspectives to various fields, from technology to the arts. For instance, people with ADHD might exhibit exceptional creativity and problem-solving skills, while those with dyslexia might develop strong visual thinking abilities.

Advocates for neurodiversity also emphasize the importance of creating inclusive environments that accommodate different ways of thinking and processing information. This includes adjusting educational settings, workplaces, and social systems to better support individuals with neurological differences. For example, flexible work arrangements or alternative learning methods can help people harness their strengths and navigate challenges more effectively.

Most importantly, neurodiversity advocates for a shift in societal attitudes from seeing neurological differences as deficits that need fixing to recognizing and embracing them as valuable aspects of human diversity. By fostering a more inclusive approach, this perspective enhances our understanding of what it means to be human and promotes a more equitable and supportive world for everyone. No two human brains are exactly alike due to the remarkable complexity and individuality of the human neural system. This uniqueness arises from a combination of genetic, environmental, and developmental factors that influence how each brain is structured and functions.

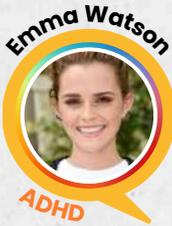


ADHD

Some common neurological variances

1 Attention Deficit Hyperactivity Disorder (ADHD)

About 4% of the population have ADHD.

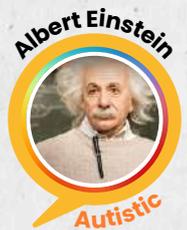


- ◆ The main symptoms include inattention, hyperactivity, and impulsivity. Individuals with ADHD may have difficulty focusing on tasks, may be overly restless, and may act impulsively without considering the consequences.
- ◆ ADHD can affect various aspects of life, including academic performance, work, and relationships. Individuals may struggle with completing tasks, managing time, and maintaining social interactions, which can impact their overall functioning and self-esteem.
- ◆ Effective management of ADHD often includes a combination of behavioural therapies, medication, and educational accommodations. Strategies such as creating structured routines, using organizational tools, and providing clear instructions can help individuals manage their symptoms and improve their quality of life.

Autism Spectrum Conditions (ASC)

About 2% of the population is autistic.

2



- ◆ Difficulties with understanding and engaging in typical social interactions, including reading social cues, maintaining conversations, and forming relationships. Autism is described as a spectrum because it encompasses a wide range of abilities and challenges. Individuals with ASC may exhibit varying degrees of severity and different combinations of symptoms, leading to a diverse range of experiences and needs.
- ◆ ASC individuals engage in repetitive actions or routines and have intense focus or interests in specific topics. This can include repetitive movements, strict adherence to routines, and a strong attachment to particular objects or activities.
- ◆ Support for individuals with ASC often includes a combination of therapies and accommodations. Common interventions are behavioural therapy, speech and language therapy, and occupational therapy, aimed at enhancing communication skills, social interactions, and daily living skills. Educational settings may also provide tailored support such as individualized education plans or accommodations to help students thrive.

3 Dyslexia

About 10% of the population are dyslexic.



- ◆ Dyslexia is a specific learning disability that primarily affects reading and language processing. Individuals with dyslexia often struggle with accurate and fluent word recognition and may have difficulties with spelling and decoding words. This difficulty stems from differences in how the brain processes written and spoken language.
- ◆ Common signs of dyslexia include difficulty in reading fluently, problems with understanding and interpreting written text, frequent spelling mistakes, and challenges with phonemic awareness (the ability to recognize and manipulate the sounds in words). These issues can affect reading comprehension and overall academic performance.
- ◆ Effective strategies for supporting individuals with dyslexia include specialized reading programs that focus on phonics and multisensory approaches to learning. Additional support may involve accommodations such as extra time on tests, access to audiobooks, and the use of technology to assist with reading and writing tasks. Early intervention and tailored educational strategies can significantly improve reading skills and overall academic success.

Dyspraxia

About 6% of the population are dyspraxic.

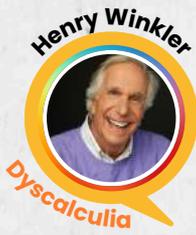
4



- ◆ Dyspraxia, also known as Developmental Coordination Disorder (DCD), is a neurological condition that affects motor skill development and coordination. Individuals with dyspraxia may have difficulty with tasks requiring fine and gross motor skills, such as handwriting, tying shoelaces, or participating in sports.
- ◆ Symptoms of dyspraxia include clumsiness, poor coordination, difficulty with spatial awareness, and trouble with organizing and planning movements. This can result in difficulties with daily activities, such as dressing, using utensils, and engaging in physical activities that require precise movements.
- ◆ Management of dyspraxia often includes occupational therapy, which helps individuals develop and improve motor skills through targeted exercises and activities. Strategies may also involve adapting daily routines and using assistive tools to enhance coordination and independence. Early intervention and tailored support can help individuals with dyspraxia build confidence and improve their overall functioning.

5 | Dyscalculia

About 5% of the population have dyscalculia.



- ◆ Dyscalculia is a specific learning disability that affects an individual's ability to understand and work with numbers. People with dyscalculia may struggle with numerical concepts, arithmetic operations, and mathematical reasoning. It is often referred to as "mathematical dyslexia."
- ◆ Common difficulties associated with dyscalculia include problems with recognizing and remembering numbers, performing basic calculations, understanding mathematical symbols, and grasping concepts such as time and money. Individuals might also struggle with sequencing and spatial awareness related to numerical information.
- ◆ Effective interventions for dyscalculia include specialized teaching methods that focus on visual and hands-on learning approaches to math. Strategies may involve using manipulatives, visual aids, and practical examples to reinforce mathematical concepts. Accommodations such as extra time on tests, the use of calculators, and personalized tutoring can also support individuals in managing their difficulties and improving their mathematical skills.

Tourette's Syndrome

About 1% of the population have Tourette Syndrome.

6

- ◆ Tourette's Syndrome is a neurological disorder characterized by the presence of multiple motor tics and one or more vocal tics over a period. Tics are sudden, repetitive movements or sounds that individuals feel compelled to perform, and they can vary in intensity and complexity.
- ◆ Symptoms of Tourette's Syndrome include motor tics such as blinking, head jerking, or shoulder shrugging, and vocal tics such as grunting, throat clearing, or repeating words or phrases. These tics can be disruptive and may affect social interactions, academic performance, and daily activities. The severity and type of tics can vary widely among individuals.
- ◆ Management of Tourette's Syndrome often includes behavioural therapies, such as habit reversal training, which helps individuals manage tics by developing alternative responses. In some cases, medication may be prescribed to help control severe tics. Additionally, support strategies include creating a supportive environment, educating those around the individual, and implementing accommodations in educational or work settings to help manage the impact of tics on daily life.



Why is understanding neurodiversity important in education?

Understanding neurodiversity is crucial in education because it fosters an inclusive and equitable learning environment that recognizes and supports the diverse ways in which students think, learn, and process information. This approach is essential for optimizing educational outcomes and ensuring that all students have the opportunity to succeed.

Recognizing individual differences:

Neurodiversity acknowledges that students have varied cognitive profiles. Each of these conditions can affect learning differently, influencing attention, memory, sensory processing, and social interactions. Understanding these differences assists educators in tailoring their teaching strategies to accommodate the unique needs of each student. This personalized approach addresses specific challenges and leverages individual strengths, leading to a more effective learning experience.

Promoting inclusivity and equity:

An inclusive educational environment values all forms of diversity, including neurological differences. Recognizing neurodiversity helps to combat stigma and prejudice by normalizing different cognitive styles and fostering a culture of acceptance. When schools embrace neurodiversity, they create a learning atmosphere where all students feel valued and understood, which can enhance their self-esteem and motivation. Equity is achieved when accommodations and support are provided to level the playing field, ensuring that every student has access to the same opportunities and resources.

Encouraging strength-based approaches:

Neurodiversity promotes focusing on students' strengths rather than merely addressing their challenges. For instance, students with autism might have exceptional attention to detail or strong analytical skills. Recognizing and nurturing these strengths can boost confidence and engagement, helping students to excel in areas where they naturally thrive. This strength-based perspective aligns educational goals with students' inherent capabilities, leading to more meaningful and productive learning experiences.

Preparing for a diverse world:

Schools that embrace neurodiversity prepare students for a world that is increasingly diverse and complex. By learning to collaborate with and understand individuals with different neurological variations, students develop empathy, problem-solving skills, and adaptability. These competencies are essential for success in a globalized society where diverse perspectives and innovative thinking are highly valued.

Therefore, understanding neurodiversity in education is vital for creating inclusive, supportive, and effective learning environments. It ensures that all students receive the recognition and accommodations they need to succeed, which as a result will contribute to their overall development and preparation for the future.

Support for students with neurological variances

Supporting students with neurological variances requires a thoughtful, individualized approach that recognizes and adapts to their unique needs. Here's how educators can foster an inclusive and supportive environment for these students, creating a more equitable learning environment that helps students with neurological variances thrive academically, socially, and emotionally.



»»» Educators should learn about various neurological differences. Understanding these conditions helps in tailoring strategies that accommodate specific challenges and leverage strengths. Engage in professional development and collaborate with specialists to stay informed about best practices.

»»» Create an inclusive classroom environment which embraces diverse learning needs. Modify the physical space to reduce distractions and provide areas where students can focus better. For instance, use flexible seating arrangements and offer options for noise-canceling headphones or fidget tools. Display visual aids and clear instructions to support students who benefit from visual learning.

»»» Implement personalized learning strategies. It is important to recognize that one-size-fits-all teaching methods may not be effective for all students. Develop individualized education plans or Access and Inclusion Plans that outline specific accommodations and modifications. Adapt teaching strategies to include varied instructional methods such as hands-on activities, visual aids, and technology tools in order to cater to different learning styles.

»»» Promote self-advocacy and confidence. Encourage students to understand and advocate for their needs. Teach them self-awareness and self-advocacy skills, helping them articulate what strategies work best for them and how to request accommodations. This empowerment can boost their confidence and independence in managing their learning.

»»» Provide clear and structured instructions as students with neurological variances often benefit from tasks being broken down into smaller, manageable steps. Provide written instructions alongside verbal explanations. Use visual schedules and checklists to help students stay organized and focused.

»»» Foster a supportive social environment by creating a classroom culture that values diversity and inclusion. Educate peers about neurological variances in a respectful manner to promote understanding and empathy. Encourage collaborative activities that allow students to work together and support one another.

»»» Offer emotional and behavioral support by recognizing that students with neurological variances may experience emotional and behavioral challenges. Establish a positive and nurturing environment where students feel safe to express their emotions. Provide access to counseling services or support groups if needed and work on building strong, trusting relationships with students.



»»» Regularly assess and adjust by monitoring the effectiveness of the strategies in place and be willing to make changes as needed. Regularly check in with students, parents, and specialists to ensure that the support provided is meeting the student's evolving needs.



As educators, it is our responsibility to continue learning, evolving, and advocating for the needs of neurodivergent students. In celebrating neurodiversity and embracing the richness it brings to our educational environments, we lay the groundwork for a future where every student feels seen, valued, and empowered to succeed. Our commitment to supporting students with neurological variances is not only a reflection of our dedication to equity but also a testament to the potential we see in each unique mind. By fostering an inclusive learning landscape that adapts to individual needs and nurtures the strengths of all students, we empower a generation of learners who are not just resilient but also innovative and compassionate. Together, let us commit to this path of inclusivity and strive to make our classrooms a beacon of hope and empowerment for all.

References:

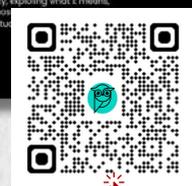
- Armstrong, T. (2012). *Neurodiversity in the classroom: Strength-based strategies to help students with special needs succeed in school and life*. ASCD.
- Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M.V., Fierros, G.A. and Rojo, P. (2020). Neurodiversity in higher education: a narrative synthesis. *Higher Education*, 80(4), 757-778.
- Mirfin-Veitch, B., Jalota, N. and Schmidt, L. (2020). Responding to neurodiversity in the education context: An integrative literature review. *Donald Beasley Institute*, 56.
- Neurodiversity Week. (2024). *Celebrating our unique strengths and differences*. [Website]. <https://www.neurodiversityweek.com/resource-hub>
- Sewell, A. (2022). Understanding and supporting learners with specific learning difficulties from a neurodiversity perspective: A narrative synthesis. *British Journal of Special Education*, 49(4), 539-560.
- Spaeth, E. & Pearson, A. (2023). A reflective analysis on neurodiversity and student wellbeing: Conceptualising practical strategies for inclusive practice. *Journal of Perspectives in Applied Academic Practice*, 11(2), 109-120.



Dr. Huyen Nguyen earned her PhD in Higher Education from the University of South Australia. Her research focuses on student support and educational leadership. With a multidisciplinary background, she has experience in Human Resources, has served as a lecturer and course coordinator, and is currently a Learning Advisor at the South Australian Institute of Business and Information Technology, a pathway provider to the University of South Australia. Dr. Nguyen is passionate about offering personalized support to students, particularly those with special needs, to foster an equitable learning environment for all.



Read more about Neurodiversity in **EduVerse Newsletter 10**, published in April, 2024.



Click or scan

2

What challenges and opportunities do you see for educators when teaching NextGen Learners?

I think a challenge for educators will be in providing more space for learner autonomy (and also teaching learner strategies to encourage learners to be autonomous). This will be particularly challenging in large groups and in educational contexts where teachers are already overwhelmed by the bureaucracy of the system. In an ideal world, class sizes and teachers' administrative workloads would be reduced to allow them to focus more of their energy on developing the NextGen classroom.

Teresa Bestwick
The TEFL Development Hub
Spain



Dr. Husnain Mukhdoom
Famous Federation of
Worldwide Collaborators,
Pakistan

Challenges and opportunities always go hand in hand. If we don't have the courage to face challenges, we won't find opportunities. One major challenge for educators is the generation gap. Educators often try to teach based on what they have learned and the techniques they are familiar with. However, they need to understand the needs and mental capabilities of the next generation. When they teach according to the requirements and demands of learners, they will definitely get more opportunities.



Vivica Dizon Abarcar
Infinity Training Consultancy
Philippines

Challenges for educators teaching NextGen Learners include adapting to new technologies, engaging students with shorter attention spans, navigating the vast amount of information available online, and meeting the diverse learning needs of individual students. However, there are also opportunities for educators to leverage technology for personalized learning, integrate multimedia tools for interactive lessons, and foster collaboration among students from diverse backgrounds. Overall, embracing innovation and continually evolving teaching strategies are crucial for effectively educating NextGen Learners.

The biggest challenge will be engaging them in the classroom. They are constantly exposed to fast-paced content and have access to the knowledge of all humankind at their fingertips. However, if approached correctly, they can become the fastest learners, unafraid to think outside the box.



Trần Đông Bảo Châu
BrightCHAMPS
Vietnam

Challenges involve sticking to traditional methods, such as memorizing information, reading, and completing tasks. However, there are great and numerous opportunities to make learning interactive, fun, inclusive, experiential, engaging, and supportive.

Nela Stanojevic
Inclusive developmental circle
MY WAY
Serbia



In the fast-paced Information Age, new generation learners are being bombarded with a surge of eye-catching short-form viral content, contributing to shorter attention spans. This rapidly evolving educational landscape presents a significant challenge for teachers as they strive to adapt to the needs of this new generation.

Microlearning and Nanolearning—strategies that harness the power of bite-sized, accessible, and easily digestible content—have emerged as innovative solutions. These approaches cater to the quick, on-the-go learning preferences of modern learners, offering dynamic and personalized educational experiences. To explore these trends further, it is crucial to consider the following questions:

- *What are the impacts of incorporating Microlearning and Nanolearning into classrooms?*
- *How can educators effectively implement these models in the classroom to foster holistic education for modern learners?*

NEXTGEN IMMERSION

MICROLEARNING & NANOLEARNING FOR FUTURE EDUCATION

Huy Tran

MICROLEARNING VS NANOLEARNING

Before exploring how these innovative models can be integrated into the classroom, it is essential to first distinguish between the two. Understanding their unique characteristics is key to unlocking their full potential in transforming education.

	MICROLEARNING	NANOLEARNING
1. Definition	Microlearning is an educational approach in which content in short, bite-sized focused, highly adaptable segments, typically lasting between a few to 10 minutes are delivered. Each mini-session focuses on a single objective, helping our brains stay fresh and absorb the key concepts more easily without becoming overwhelmed.	Nanolearning is an even more condensed form of learning than Microlearning, where content is delivered in extremely short bursts, typically not exceeding 5 minutes, and often as brief as 2 minutes, making it highly effective for modern learners with short attention spans.
2. Duration and Scope	Typically ranges from 5 to 10 minutes per lesson, covering a single concept or skill in more depth.	Generally less than 5 minutes per lesson, focusing on delivering bite-sized pieces of information or quick tips.
3. Content delivery and Interactivity	Microlearning often includes videos, interactive quizzes, infographics, and other multimedia content, with interactive elements designed to engage learners.	Nanolearning primarily consists of very short videos, text messages, social media posts, or quick notifications, usually less interactive and focusing on quick absorption of information.
4. Learning Objectives and Use Case	Designed to achieve specific learning outcomes or develop particular skills through focused and somewhat detailed content.	Aims to provide quick, actionable insights or reinforce previous knowledge with minimal time investment.

IMPACTS OF MICROLEARNING AND NANOLEARNING ON STUDENTS AND TEACHERS' PERFORMANCE

Enhanced Focus: Breaking down complex content into smaller, manageable units helps students maintain better focus. This approach reduces cognitive overload, allowing learners to concentrate on specific topics or skills without feeling overwhelmed. As a result, students are more likely to stay engaged and absorb the material effectively, leading to a deeper understanding of the subject matter.

Improved Retention: Bite-sized learning segments significantly enhance memory retention. Since the content is easier to digest and presented in small chunks, learners can process and store information more efficiently. This method capitalizes on the brain's natural tendency to remember smaller amounts of information, leading to better recall and long-term retention.

Flexibility: Microlearning and Nanolearning offer unparalleled flexibility for both students and teachers. Students can learn at their own pace, revisiting content as needed to reinforce understanding. For teachers, these models allow for more personalized instruction, enabling them to tailor content to meet individual learners' needs and preferences. This adaptability fosters a more inclusive and supportive learning environment, where every student can thrive.

Enhanced teacher's and students' roles:

Encouraging active learning allows teachers to facilitate rather than lecture. This approach empowers students to take charge of their learning, fostering greater autonomy and critical thinking skills. Teachers, in turn, can assume the role of facilitators, guiding students through their learning journeys and providing targeted support where needed. This dynamic promotes a more collaborative and student-centered classroom environment, where learners are encouraged to explore and discover knowledge independently.



Higher Engagement: The use of diverse formats, such as videos, quizzes, and interactive modules, keeps students actively engaged in the learning process. This variety not only caters to different learning styles but also helps maintain students' interest and motivation, making learning more interactive and enjoyable.

INCORPORATING MICRO & NANO CONTENT INTO LESSONS

While numerous articles suggest that Micro and Nano Lessons are best suited for delivery through apps or online platforms, instructors can effectively integrate these models into traditional classroom settings with a solid understanding of their core principles. Adapting these strategies to fit various learning environments allows teachers to enhance their instructional approach. Before applying Microlearning and Nanolearning to your lessons, consider the following key questions:

What are the objectives of the lesson?

Clearly identifying the key objectives of your lesson is crucial. Certain components—such as steps, objectives, and learning outcomes—are foundational and should remain consistent. By pinpointing these unchangeable elements, teachers can stay focused on the lesson's core purpose, ensuring that they adhere to the intended instructional path without veering off course. This focus is essential for maintaining the integrity of the lesson and achieving the desired learning outcomes.

Which parts should be presented as Micro or Nano contents?

Once the core elements of a lesson are identified, the next step is to break down complex topics into smaller, more digestible pieces. This skill is essential for presenting content in a way that is accessible and effective, allowing students to grasp and retain the material more effectively.

Here's how to break down the lesson contents to smaller chunks.



Focus on key concepts

Identify the main ideas or skills that students need to master. These should be the focal points of your micro or nano content.

Eliminate distractors

Strip away any extraneous information that might distract from the core message. The goal is to make each segment as concise and targeted as possible.

Segment by complexity

Divide the lesson into parts based on the complexity of the content. Start with foundational concepts before moving on to more advanced material, ensuring that each segment builds on the previous one.

Use chunking techniques

Group related information together into "chunks" that are easier for students to process. Each chunk should cover a single concept or skill, making it easier to understand and remember.

Incorporate multimodality

Use a combination of different modes of communication—including Linguistic, Visual, Aural, Gestural, and Spatial—can help break down information into more captivating yet manageable parts, making it easier for students to grasp difficult concepts.

Leverage active learning

Include interactive elements, such as quizzes or discussion prompts, to reinforce each Micro or Nano segment. This approach keeps students engaged and helps them apply what they have learned in real-time.

Prioritize clarity and brevity

Ensure that each Micro or Nano lesson is clear, concise, and focused. The content should be easy to digest in one sitting, helping students stay focused and retain the information.

What are the Core Features of Micro and Nano Content?

▶▶ Timing

Micro and Nano content should be brief and to the point. The essence of these approaches lies in delivering content in short, focused bursts that can be quickly consumed, ensuring that students remain engaged and do not feel overwhelmed.

▶▶ Content

The content in Micro and Nano lessons should possess three key characteristics:

- **Concise and Focused:** Each lesson segment should target a specific concept or skill, eliminating any unnecessary information. This focus ensures that students can easily grasp and retain the material.
- **Intentional:** Every element included in the lesson must serve a clear purpose, directly contributing to a specific learning outcome. This intentional design ensures that the content is relevant and effective in achieving its educational goals.
- **Multi-Modal:** As highlighted earlier, content should be delivered through various formats, both digital and physical, to cater to different learning styles. For instance, digital formats might include interactive videos, online quizzes, or infographics, while physical formats could involve hands-on activities, printed materials, or classroom demonstrations.

▶▶ Content features

The content should be vivid, easily digestible, and manageable. This involves using engaging visuals, breaking down information into smaller, clear segments, and ensuring the material is straightforward enough to be quickly understood and retained. The goal is to make learning as accessible and memorable as possible.

▶▶ Content structure

Structured Content: This approach follows a clear and organized format, with a defined sequence or hierarchy. It is particularly effective for topics that require a step-by-step progression or for learners who benefit from a more guided learning experience.

Unstructured Content: In contrast, unstructured content offers more flexibility and openness, allowing for creative exploration and personalized learning paths. This approach is ideal for fostering critical thinking and encouraging students to take ownership of their learning journey.

Both structured and unstructured content have their place in Micro and Nano learning. The choice between them should be guided by the lesson's objectives and the specific needs of the students, ensuring that the content is both effective and engaging.

What are appropriate assessment forms for Micro or Nano learning?

When it comes to assessment, instructors often focus on formative and summative assessments, but micro assessments should also be recognized as a crucial component in Micro and Nano learning environments. Micro assessments regularly evaluate students' current understanding and are typically aligned with specific learning objectives. These assessments may include brief end-of-class tasks, such as one-minute essays that summarize key points and identify areas needing further clarification. They may also involve questionnaires, like critical incident questionnaires, which use open-ended questions to gather student feedback on their learning experience.

Further insights can be gained from draft submissions, progress reports, or even quick reflective journals, where students jot down their thoughts on a topic or concept. Micro Assessments can also be as simple as a thumbs-up or thumbs-down gesture to gauge understanding or a quick think-pair-share activity where students discuss a question with a partner before sharing with the class.

Additionally, micro assessments might involve interactive activities during class, such as group projects, presentations, or peer teaching sessions, allowing teachers to monitor progress in real-time. Concept Checking Questions (CCQs), Instruction-Checking Questions (ICQs), or Quick Memory Checks are other effective forms of micro assessment that ensure students are on track. Teachers might also use digital tools, like online quizzes or polling apps, to conduct quick checks of student understanding during or after lessons such as Kahoot!, Quizlet, or Google Forms with instant feedback. Another approach is the use of Exit Tickets, where students write down what they have learned or what they found challenging before leaving the class.

The primary goal of micro assessments is to stay attuned to students' needs, ensuring that course content is effectively understood, and responding promptly to any issues that arise. The emphasis is on proactive engagement, addressing any misunderstandings, and being ready to adapt teaching strategies as necessary.

While Micro and Nano Learning offer significant benefits, especially for learners with shorter attention spans, it is important to consider potential drawbacks. One notable challenge is the risk of oversimplification. Breaking content into very small, focused segments can risk losing the broader context and depth of understanding. Additionally, the reliance on frequent, short bursts of information may not be suitable for complex subjects that require in-depth exploration and sustained focus. The effectiveness of these methods largely depends on the careful design and intentionality behind the content, which can be resource-intensive and time-consuming for educators to develop.

Despite these challenges, when thoughtfully implemented, Micro and Nano Learning can be powerful tools in modern education, providing flexibility, accessibility, and relevance in an increasingly fast-paced world. Educators and curriculum-designers who fully understand and embrace the core principles of these models can leverage them to create engaging, effective learning experiences that cater to the diverse needs of NextGen learners.

References

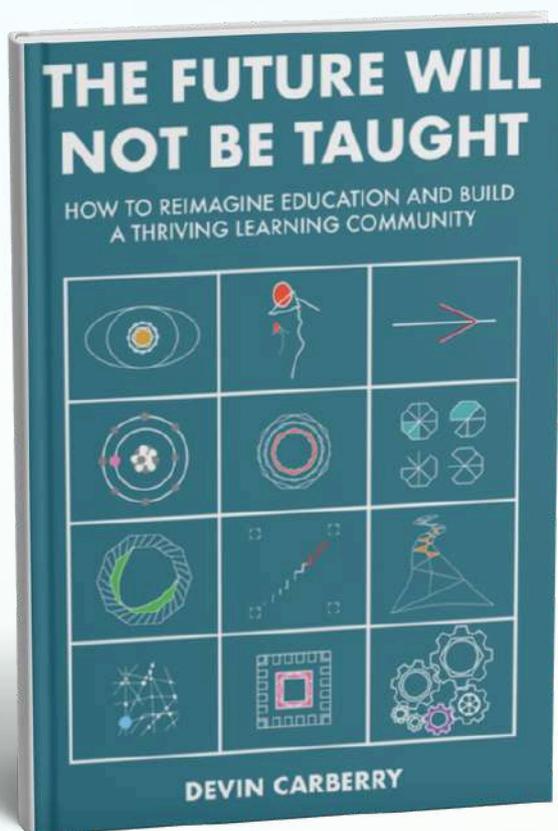
- Donaghy, K., Karastathi, S., & Peachey, N. (2023). *Multimodality in ELT: Communication skills for today's generation*. Oxford University Press. <https://elt.oup.com/feature/global/expert/multimodality?cc=vn&sellLanguage=vi>
- Marcelle, P., & Brahim, A. (2023). *Microlearning*. EdTechnica.
- Mohammed, G., Wakil, K., & Nawroly, S. (2018). The effectiveness of microlearning to improve students' learning ability. *International Journal of Educational Research Review*, 3, 32-38.
- Thinkific. (n.d.). *What is microlearning? A complete guide to how microlearning works*. <https://www.thinkific.com/blog/what-is-microlearning/>
- Vivekananth, P. D. (2022). Nanolearning: A new paradigm shift in teaching and learning. *International Journal of Engineering and Management Research*.
- KnowledgeOne. (2020). *Infographic: Microlearning benefits and disadvantages*. <https://knowledgeone.ca/infographic-microlearning-benefits-and-disadvantages/>



Huy Tran is an experienced educator and educational manager who has worked with students of all ages and hundreds of teaching staff members in both institutional and college settings, gaining valuable insights that have shaped his teaching and training approach. As Teaching Quality Manager, Huy is dedicated to supporting and empowering educators to foster positive learning environments.

THE FUTURE WILL NOT BE TAUGHT

Written by Devin Carberry



In the midst of a global educational crisis, Devin Carberry's latest book, ***The Future Will Not Be Taught***, offers a beacon of hope and a practical guide for transforming learning communities. This insightful roadmap is designed for educators, school leaders, and innovators eager to create a learning environment where NextGen Learners thrive with agency, purpose, and a passion for learning.

Carberry, a seasoned advocate for innovative learning and Director of Learning and Innovation at Learnlife, presents a compelling vision for education that goes beyond traditional paradigms. Through real-world examples and actionable tools, *The Future Will Not Be Taught* guides readers in co-creating a dynamic vision for their educational settings, balancing autonomy with support, and fostering a positive culture of learning that values curiosity and adaptability—key traits of next-gen learners.

Explore practical strategies for designing effective programs, crafting meaningful assessments, and building a team committed to driving educational change. This book not only challenges conventional methods but also offers tangible solutions to navigate the complexities of modern education.

Published as an Open Educational Resource, ***The Future Will Not Be Taught*** is freely available to ensure greater accessibility and inclusivity in learning. Embrace this transformative journey and reimagine what learning can be.

The EduVerse Newsletter is excited to feature a brief interview with Devin Carberry, the acclaimed author of *The Future Will Not Be Taught*. Dive into his inspiration behind the book, gain valuable insights, and discover guidance for educators committed to transforming the future of learning.



Devin Carberry is a learning innovator and co-founder of Learnlife. With 20+ years in education, he's been a teacher, trainer, policymaker, and author. His work spans diverse pedagogies and has been recognized internationally.

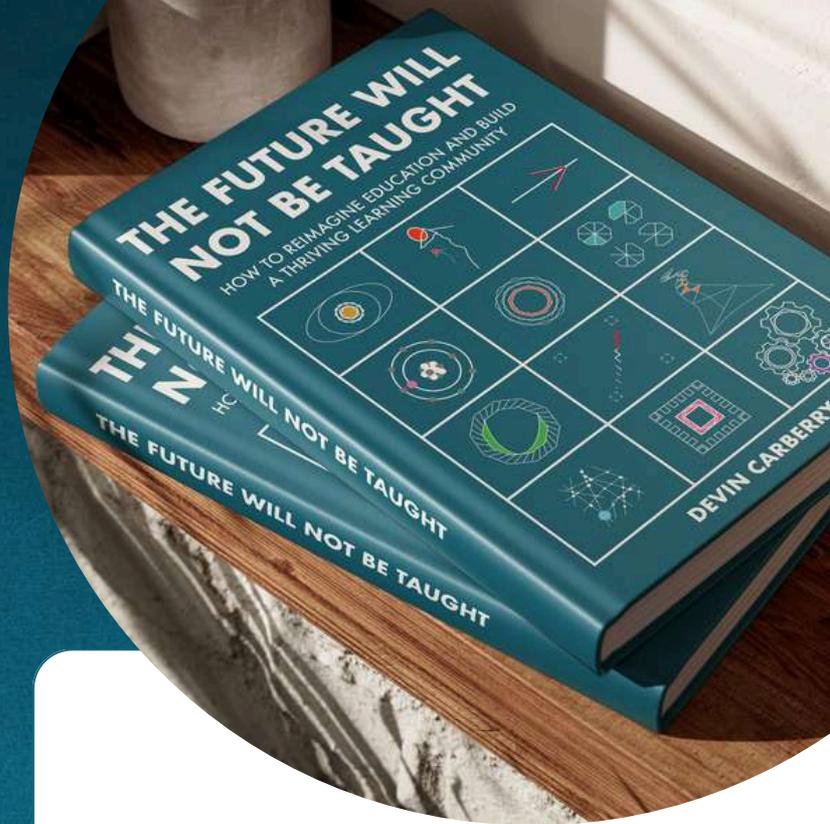
EduVerse: Welcome, Mr. Devin Carberry. We're excited to have you discuss your book in the context of our special edition on NextGen Learners: The Future of Education. First question, what is the reason behind this book? What inspired you to write *The Future Will Not Be Taught*?

Devin Carberry: By now, most people understand that education is in crisis at a global scale. Rather than bemoan this fact, I wanted to provide a pathway toward meaningful learning that helps learners thrive now and throughout their lives. For the last twenty-three years, I've immersed myself in innovative learning communities, and so I wanted to share the experience of learning that provides agency, is meaningful, and enhances well-being. For that reason, *The Future Will Not Be Taught* is a practical, step-by-step guide to applying learning innovation to your learning community.

That's fascinating! It sounds like you're proposing a whole new vision for what a learning community could be. Can you elaborate on that vision and explain how it challenges traditional educational paradigms, particularly in the context of NextGen Learners?

Absolutely. Our current educational system is absurd, in my view. Why are learners limited to one school, when they could access myriad resources across a network of learning spaces in a city or region? Imagine having access to dual-purpose learning spaces like bakeries that offer baking workshops, city halls that offer democracy training, and apartment buildings hosting vertical farming seminars. Why put a small science lab into every school rather than create a state-of-the-art applied science facility shared by all learners? Or cram learners into a tiny music studio when they could have access to an entire conservatory?

For example, a learner could attend a dance studio two days a week, then go to a makerspace for open studio hours three times a week, and spend all day Friday in the virtual and augmented reality wing of a learning space dedicated to design and technology. They could take online Spanish classes with a teacher from Sevilla, discuss Rwandan politics with a learner based in Kigali, or access a network of peer tutors for any imaginable topic. Select a topic, select a tutor, schedule a time, et voilà.



THIS BOOK IS FOR

Educators

Tired of the traditional model? Unleash innovative strategies, co-create vibrant learning, and empower your learners to thrive. This is your guide to transformative learning.

School Leaders & Edupreneurs

Seeking to transform your learning community? Learn to drive systemic change, build thriving communities, and design a framework for innovation. Become a catalyst for positive change and shape the future of learning.

Education Policymakers

Looking for solutions to the crisis in education? Countries and companies succeed based on their ability to learn. Gain insights and inspiration to shape policies that will grow thriving learning communities on a large scale.

Parents

Want your child to thrive in a dynamic learning environment? Discover cutting-edge practices, and learn to empower your child at home. This book equips you to advocate for your child's needs and to become a voice for positive change in their education.

(Source: <https://www.thefuturewillnotbetaught.com>)



Why are learners limited to one school, when they could access myriad resources across a network of learning spaces in a city or region?

Wow, that really turns the idea of a school on its head!

Exactly! And why aren't schools flourishing social centers for the entire community that operate all day and into the night? Wouldn't that make more sense than paying all the fixed costs of a school, only to use it from 08:00-15:00? And what if learners took dance classes at the same studio as their parents in the evenings? Or what if they attended a seminar on family constellations with their parents at a wellness center on the weekends? These are not just one-off events but part of a connected, networked learning environment.

Now, exams and diplomas might be the most absurd concepts of all. Why should a multiple-choice exam or a decontextualized essay determine your fate? What if learners applied for jobs or internships with a Learning Vitae (as opposed to a Curriculum Vitae) that showcases who they are and what they can do. And what if this Learning Vitae could both track learning and allow learners to customize how they present themselves and their learning journey to the world?

That sounds like a revolutionary shift. Speaking of shifts, in your book, you mention the role of a 'learning guide.' Can you tell us more about what a learning guide does and how this role is different from that of a traditional teacher?

If you ask learners for the characteristics of an awesome teacher, someone they have a helping relationship with, someone who supports their journey of growth and self-discovery. Chances are they will describe a learning guide.

Learning guides play a multifaceted role: facilitators, mentors, coaches, guides, co-designers, passion-pushers, and counselors. A great learning guide builds strong relationships, models collaborative teamwork, and embodies lifelong learning. They also show qualities like flexibility, creativity, and sensitivity. Most importantly, they guide learners towards self-direction and autonomy, helping them find their own pathways.

So, it's more about guiding than instructing.

Sure. It's about meeting learners where they are, understanding their needs, seeing their potential, and connecting them with the right people, resources, and projects. It's not that different from what great teachers do, but the difference lies in the freedom. Many teachers today face so many restraints that it's nearly impossible to be great.

I love that idea. And your book is packed with real-world examples. Could you share one where these innovative approaches have been applied and the impact they've had on learners?

Sure! Let me ask you, which internet phenomena in Vietnam have gone viral even though they weren't particularly funny, interesting, or high-quality? How did they do it? That's what Global Projects intended to find out. T., the learning guide who designed this project, started with an invitation: find a video or meme that went viral and you have no idea why. The learners found plenty videos with high numbers of views, and then looked at propagation numbers (views) and researched the algorithms that put digital content before viewers on video sharing platforms. They discovered that the more people watch a video, the more the algorithm proposes it to other people, and the more those people watch, the more it gets suggested, eventually creating an exponential curve. T. then invited learners to create a formula for how many people need to see a video before X number more people will watch it.

Learners also played a game about search engines and keyword bidding, where they had to strategize and calculate the return on investment for their bids. It was hands-on learning that taught them about marketing, algorithms, and exponential phenomena. They even built their own websites to test their knowledge, applying it in real-world contexts by selling products they created.

While none of the learners created viral content, all of them finished with an understanding of exponential phenomenon, functions, and marketing psychology.

The Future Will Not Be Taught also offers practical tools for educators. Could you highlight some of these tools and explain how they can be adapted to different learning environments?

A simple tool that can be practiced anywhere is the learning to learn conversation. In many schools, conversations with learners aren't about learning or they don't happen at all. More often, teachers give orders about what to do and how to do it—redirecting behaviors when learners stray from their directives. Learning to learn conversations, on the contrary, empower learners with tools to become autonomous, lifelong learners.

We use questions like below, and remember that the questions might need to be adapted to fit the cultural context.

- *How will you benefit from working on this?*
- *Why have you made this choice?*
- *Can you tell me how you did it?*
- *What was in your mind that inspired you to do it that way?*
- *Are you enjoying doing this? Why/why not?*
- *What could you do differently next time?*

It must have been quite a journey writing this book. What were some challenges you faced, and how did you overcome them?

It took me almost three years to write the book. During this time, many of the innovations described in this book changed in some way. Learnlife, where I work, is an innovation lab, after all. We constantly iterate and invent. This made it difficult to take a snapshot of how we learn at Learnlife. Ultimately, I hope the book can encourage the readers to think like innovators. It's more about the mindset of innovation than any specific tool or method.

That makes sense. And you decided to offer this book for free to all educators. Why?

Because I believe that access to quality education is a right and should be easily accessible to all. I wanted to make sure any educator, anywhere in the world, could access these ideas and tools without barriers.

That's commendable. Finally, what's the key message you hope educators take away from your book?

Perhaps there are two key takeaways. First, whatever steps you take toward the new paradigm of learning, you are part of a collective march to a more loving, joyful future for learners worldwide. And second, shifting from a paradigm of control to one of empowerment requires an inner journey. As educators, we must confront our own fears about releasing control and embrace new ways of guiding learning.

Thank you, Devin. Your insights are incredibly inspiring. We hope your book will also serve as a source of inspiration for educators worldwide to enrich the learning experiences of our NextGen Learners.

Download a copy of the book.



Click or scan

EduVerse is pleased to present an excerpt from Chapter 3 with permission from the author, Devin Carberry. Please turn the page to read it.



EMPOWERING LEARNERS

THE ESSENCE OF LEARNING GUIDES

Devin Carberry

*This excerpt is from Chapter 3, Learning Guides, of the book **The Future Will Not Be Taught** by Devin Carberry. We express our gratitude to Devin for granting us the special privilege to republish this section in EduVerse Newsletter 15, the special edition focused on NextGen Learners: The Future of Education. The title for this version was suggested by the EduVerse editorial team.*

LEARNING GUIDES DEFINED

This chapter covers the foundations of being a learning guide, but what or who is a learning guide (LG)? Ask your learners for the characteristics of an awesome teacher, someone with whom they have a helping relationship, someone who supports their journey of growth and self-discovery. Chances are they will describe a learning guide.

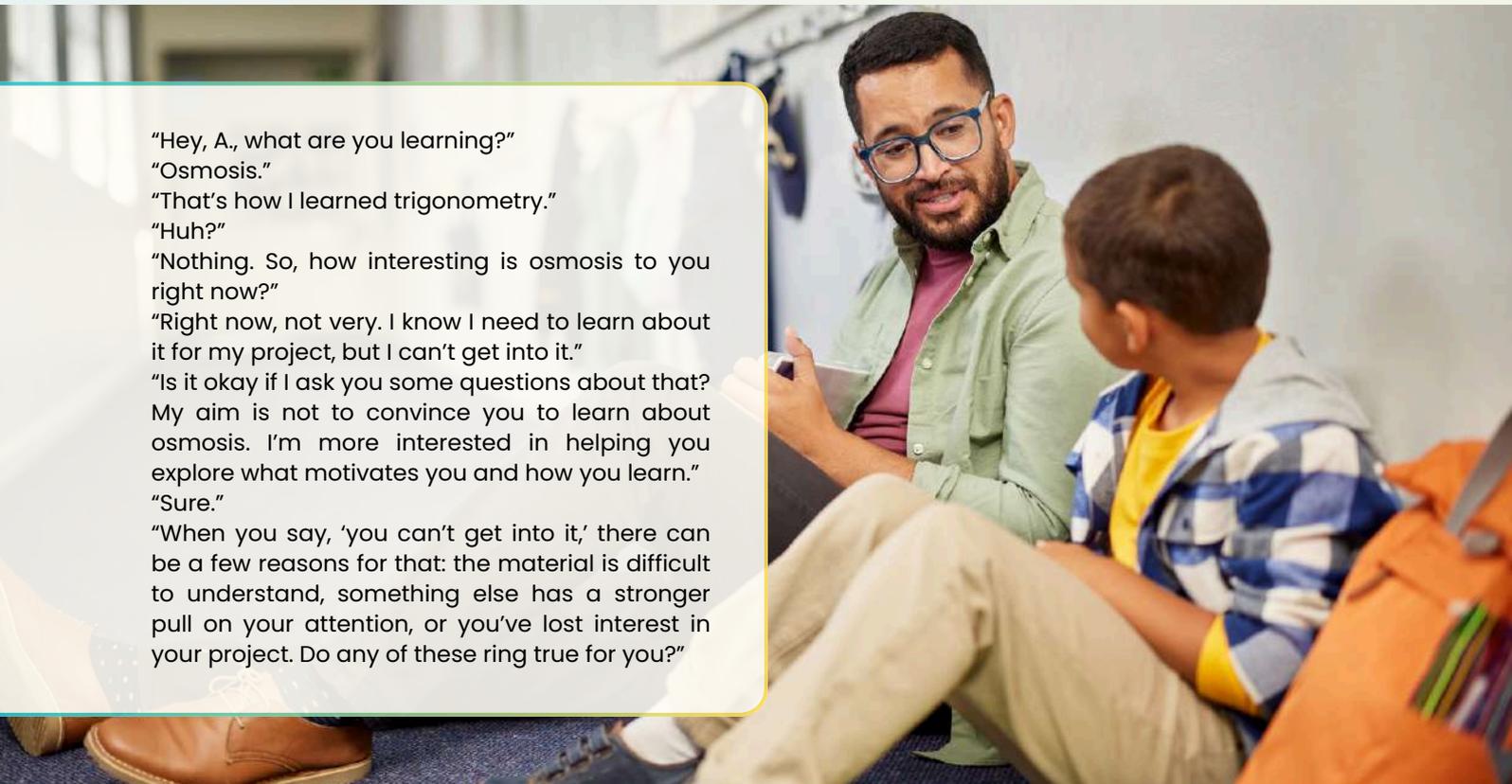
Learning guides play a multifaceted role: facilitators, mentors, coaches, guides, co-designers, passion-pushers, and counselors. A learning guide is someone who:

- Builds positive relationships.
- Models healthy, collaborative teamwork.
- Models lifelong learning and a growth mindset.
- Exhibits qualities like risk-taking, reflection, agility, flexibility, imagination, creativity, innovation, passion, sensitivity, awareness, and intuition.
- Guides learners toward self-direction, autonomy, and future pathways.
- Deeply understands learners, sees potential, and assesses group dynamics.
- Diagnoses learning needs and troubleshoots difficulties.
- Connects learners to people, resources, and projects.
- Uses a variety of learning methodologies.

SCENE 1

TEACH A PERSON TO THINK ABOUT THEIR THINKING, AND THEY'LL LEARN FOR THE REST OF THEIR LIVES

Either that learner needs to see a doctor about a crotch rash, or he's checking his cell phone under the table. The old me would have confiscated his phone, reminded him of expectations, and coached him on how to get back on task. However, I no longer want to have a managerial relationship with learners. So, I approach A. and strike up a learning-to-learn conversation.



"Hey, A., what are you learning?"
"Osmosis."
"That's how I learned trigonometry."
"Huh?"
"Nothing. So, how interesting is osmosis to you right now?"
"Right now, not very. I know I need to learn about it for my project, but I can't get into it."
"Is it okay if I ask you some questions about that? My aim is not to convince you to learn about osmosis. I'm more interested in helping you explore what motivates you and how you learn."
"Sure."
"When you say, 'you can't get into it,' there can be a few reasons for that: the material is difficult to understand, something else has a stronger pull on your attention, or you've lost interest in your project. Do any of these ring true for you?"

The conversation continues for five more minutes until we get to the heart of the matter: A. is struggling to find content about osmosis that is accessible for him. My tendency would be to give him advice on how to overcome this challenge, however that would rob him of the opportunity to reflect and develop his own strategy. I continue the line of questioning until A. has devised his own method: start with video content to get a general overview, then learn the key scientific words first before returning to text-heavy articles. Give a man osmosis, and he'll pass through a semipermeable membrane for a day. Teach a man to think about his thinking, and he'll learn for the rest of his life.

SCENE 2

LEARNER-LED WORKSHOPS

It's Tuesday, and I'm learning Russian from a twelve-year-old. Как здорово, правда? There are ten other learners in the workshop, ages 12-18. The oldest learners listen attentively and don't seem bothered by the fact that their teacher is several years their junior. After all, B. is doing a masterful job.

"Today, we're going to start with familiarization," he says with authority. "We'll learn pronouns by asking people their names. Then we'll experience it, by practicing. And, finally, we'll reflect on how the phrases were constructed."

B. is facilitating, so what's my role here? Since I don't speak Russian, acting as a language coach is out of the question. Thankfully, the core skill of a learning guide is to...drum roll, please...guide learning. Prior to the workshop, I coached B. on how to design this workshop series. During the workshop itself, I provided coaching as inconspicuous as possible, so that B. doesn't feel like I'm correcting him in front of his peers. For instance, I sensed that his explanation of pronouns had not landed, but B. was ready to move on with the plan, so I said something like: "B., I didn't fully understand that. Can we do a quick check to see if I'm the only one?" After each session, B. and I reflected on what facilitation techniques worked that B. wants to continue using, and what didn't work well that needs to be tweaked or abandoned.

THE WHY FOR LEARNING GUIDES



During the Covid-19 pandemic, families were given a window into the quality of their child's education. And many didn't like what they saw. The value teachers added wasn't clear, since learners were often able to learn more without them—teaching themselves how to cook, crochet, or experiment unfettered by the rigid structures of school assignments. Many teachers unsuccessfully tried to copy and paste their usual classroom model. The marathon of video conferencing, endless worksheets, and tests was not only inefficient for learning, it also negatively impacted learners' well-being.

Remote learning also challenged teachers' ability to enforce compliance. Learners who did not want to show up didn't. Learners who were bored, turned off their cameras or never turned them on. Some schools clumsily tried to use the mechanisms of force—grades, attendance tracking, etc.—but huge swaths of learners stopped engaging. Obviously, there were many other variables involved: unstable home situations, Covid-related stress, a lack of reliable technology. However, lockdowns worldwide shone a bright light on outdated and inadequate teaching approaches.

In a world where learners have access to the accumulated knowledge of humanity at the click of a button or can have chatbots synthesize complex information for them, what value does a learning guide contribute? This chapter is an attempt to answer that question.

In a world where learners have access to the accumulated knowledge of humanity at the click of a button or can have chatbots synthesize complex information for them, what value does a learning guide contribute?

THE WHY FOR LEARNERS

Visitors to Learnlife often remark on the relationship between learning guides and learners. It doesn't look or feel like the hierarchy and authority of a traditional school. You might see learners and learning guides sitting on opposite swings having a mentor session, in a circle talking about peer pressure, co-designing an upcoming learning experience, or playing soccer at lunch together. At first, some learners are suspicious. They think it's a trick. Eventually we'll get strict, we'll yell, we'll give detention, or lecture them into a boredom blackout. But that day never comes. Slowly, the suspicion melts away, and strong relationships are established.



Learners soar when they sense the trust and belief of the adults in their lives, recognizing that these adults value their self-awareness and individuality rather than imposing external expectations. This newfound confidence enables learners to identify their desires beyond societal norms and transform them into concrete intentions or goals, whether it involves mastering the guitar or speaking fluent Greek. They seek out various resources, such as mentors or software tutorials, while actively soliciting feedback to gauge their progress. They take charge of selecting the challenges they wish to tackle, spanning from local social issues to personal struggles, and seek the necessary tools and support to surmount these challenges. This potential is unleashed through the support, guidance, and deep belief of the learning guides.

While writing this book, I interviewed many learners who had come from traditional schools about what they think are the key differences between a learning guide and their previous teachers. Please note that I was a teacher for many years and I know many excellent teachers, so this is not to belittle the teachers who are doing their best to navigate a system that makes it difficult to foster healthy relationships with learners. The learners I interviewed prefer learning guides over teachers. Similarly, I preferred being a learning guide to being a teacher. The learners and LGs recognize that teachers are obliged to work under conditions that make it difficult to be the educators they'd like to be.



Sixteen-year-old S.

"I speak English as a native, but growing up in Spain I'd never been educated in English, so on my first day at Learnlife I was intimidated to have to read and write it. One day, I went into the music studio to cry because I felt overwhelmed. One of the learning guides, M., saw me crying and sat next to me. She said, 'Hey, don't worry, you're going to do great here. No one is going to judge you. Use translation apps, make mistakes, whatever works for you.' I felt better afterward, more empowered. I can give you another example. At one moment last year, I was freaked out because I had so much to do, so I could transition to the Changemakers program. Again, I found a quiet place to cry. A different learning guide, K., told me to do whatever was in my heart for my rite of passage presentation. He reassured me that anything I produce would be okay, and that I should do what felt right for me. The learning guides know not to put pressure on you when they don't think it's helpful."



Seventeen-year-old U.

"The relationship between a learning guide and a learner is more friendly than that of a teacher and a student. I always felt that I couldn't ask teachers questions about anything other than the content they are teaching. It's not like that with the learning guides. If I don't have a good relationship with my parents, I can talk to an LG about it. There are not a lot of people with whom it's safe to talk about your parents. Learning guides are there to listen. They care. I asked my mentor why he cared so much, and I got a whole monologue about why he believes in me and thinks I'm important. The way he talks to me, it's evident that he cares. He brings lots of energy and always gives 100%. There are lots of grumpy teachers in traditional schools, which makes you feel bad. The positive energy the LGs bring is contagious."



Fifteen-year-old N.

"In every class, it's amazing to see the patience, dedication, and empathy of the learning guides. Sometimes if you are unmotivated, you can say you don't want to do it, and the learning guides don't force you. That takes a lot of courage. It's not easy to face learners who are recovering from traditional schools and reconnecting with their desire to learn, but they don't get angry and shout or try to force learners to do things. Sometimes, yes, they might get frustrated, but they also know how to apologize. Learning guides always look to be more inclusive, and to empathize with learners. They don't blame learners if they don't want to learn, but try to troubleshoot the problem with the learner, or think of ways to help the learner find their way."



Thirteen-year-old J.

"Learning guides want you to become an autonomous learner, and not depend on them. They provide more one-on-one help than a teacher, but the goal is always to help you grow to be able to do it yourself. If you raise your hand, you don't get a short answer, but someone who will come sit next to you and support you. There's no 'Let's move on. Enough questions.'"



Eleven-year-old F.

"Last year, when we went to a science, technology, engineering, arts, and math conference, the facilitators were impressed with how easy it was for us to dive into the material and begin to create. They were surprised at how good we are at using our imaginations. You kinda see this when new learners join the EcoHub. You put them in front of the material, and they want to be told what to do, but learners who have been here for a while can immediately start to create and play."



Fourteen-year-old M.

"For me, the key difference is that a teacher is less tolerant or supportive than a learning guide. Teachers are stricter. You can build a deeper connection with a learning guide, but with a teacher there's always this feeling of teacher-student. The deeper relationship that goes beyond the class I have with the learning guide allows me to reach out for help. It helps me be more open, and express my needs in a safe space. I've grown so much because of the support I feel."



“Learning guides are willing to learn from you. The LGs ask me to teach them stuff all the time. There’s no superiority, no ‘I have all the answers,’ but there is authority because the LGs know what they are doing and do it well. Learning guides see you as an equal, and want to learn with you. The teacher’s main objective is to put knowledge into your brain. While the LGs are all super knowledgeable, they are there to guide, not teach. They help you understand what you want to know and how you want to learn it. And they care about your well-being.”

THE WHY FOR TEACHERS

Often I’m asked, “I’ve been teaching like this for [insert long time here]. It’s worked so far. Why should I change?” In most cases, these teachers assign pages from textbooks and worksheets, give lectures, or rely on instructional software³¹. This begs a counter-question: In a world where artificial intelligence can create customized playlists of content and adaptive software can respond in real time to learners’ individual needs, what parts of a traditional teacher’s job are still relevant?

“Personalized” learning is easy for machines. They collect thousands of data points, so they can adapt to your learning style, pace, needs, and interests. No teacher can differentiate as effectively for each learner. Access to all a learner’s prior choices makes it easy to know what questions to pose, when to give hints, and what material will keep learners in their zone of proximal development³².

Humanoid robots are used in some classrooms in Korea and Japan. Learners report liking their humanoid teachers because they don’t feel judged by them and because they get the personalized attention they need. Learners worldwide use chatbots as personal learning assistants. They write essays, synthesize complex ideas, draw connections between topics, and some even cite their sources. Want to know the similarities between Taoism and anarchism? Just ask the bot. Want to learn about the basics of carpentry? There’s a plethora of free video modules online.

In the future, automation may impact teachers’ roles, particularly in grading, administrative tasks, data analysis for personalized learning, and content delivery through online platforms. While automation can streamline routine tasks and enhance certain aspects of education, it’s crucial to acknowledge that teachers’ expertise, human interaction, and essential roles in guidance, mentorship, social-emotional support, and fostering critical thinking skills cannot be entirely replaced³³.



While AI therapy bots exist, it requires a human touch to identify a learner’s core blockers to learning and to creatively design experiences that might dislodge it.

Why was that last section indented?

Because it was a quote taken directly from a chatbot. See what I mean?

The automation of teaching means the profession needs to change, not that it will go extinct. “Personal” learning that is driven by learners and supported by expert guides is difficult for machines to replicate. It requires intuition, empathy, emotional intelligence, divergent thinking and heuristic sensibility. Learning guides create a sense of belonging and safety with each individual learner and among all learners. They intuit when intervention is needed in group dynamics or the larger culture.

When co-creating learning experiences with learners, they instinctively know when to ask learners to challenge themselves and when to be gentle. Unlike machines, learning guides rely on their senses in order to coach and mentor. For instance, when a learning guide facilitates a conversation, they pick up on nuances like body language, learners’ histories, tone, and group dynamics. This allows them to pose meaningful questions and observations at the right moment. Upon writing this, AI is unlikely to know if it’s the right time to raise a sensitive topic, tell a personal story, or make a call home because they struggle to match sensorial data with context.

While AI therapy bots exist, it requires a human touch to identify a learner’s core blockers to learning and to creatively design experiences that might dislodge it. For instance, a learning guide might observe a learner repeatedly signaling they want to contribute to a conversation, but balking at the opportunity. They would know to inquire about this and co-create ways for the learner to build toward more open participation.

Shifting from traditional models of teaching to guiding is also more enjoyable. It connects us more deeply to our own humanity. In training with parents or learning guides, I often ask them to describe a helping relationship they've had in their life, and then to define the characteristics of the person helping them. Almost unanimously, the group lists traits like: nonjudgmental, accepting, caring, understanding, asks good questions, listens well, and supportive. When asked what to describe someone who tried to help them, with good intentions, but missed the mark, they typically describe someone who is pedantic, prone to giving unsolicited advice, and thinks they know what's best for you.

A guide's aim is to open their heart to the learner, to open to their experience, and be open to their choices. The control paradigm, in contrast, is a constriction of the mind and heart. It seeks to limit choice, to control actions, to dictate, to protect. When we exercise power over others, we hurt ourselves. The behaviors of someone in a position of power are often akin to someone with a brain injury³⁴. They demonstrate irrational, impulsive behaviors, and lack empathy.

I like Chris Balme's credo from his article *The Facilitator's Way*³⁵:

When we deeply believe that a child has their own wisdom, is trustworthy, and does not need to be like everyone else in order to succeed.

When we see our gifts as adults less in the knowledge held in our brains, and more in the awareness and access we hold, which we can use to open doors for young people and help them on their path.

When our default is to listen rather than speak, to walk alongside rather than lead, to ask questions rather than lecture.

When we believe that coercing children should only be done for limited issues of safety, and not to quell abstract adult fears about "competition in a global economy" or "readiness for the future", which they are here to invent in ways we cannot imagine anyway.

When we realize that our primary work is on ourselves, growing into our own potential for its inherent value and for the modeling and encouragement it offers those around us, and becoming more self-aware so that we don't pass so many limiting or traumatic patterns to the next generation.

Then we realize that, while occasional instruction when requested is helpful, and while boundaries of physical and psychological safety are worth holding, most of the time adults should be waiting to see what a child wants to do and wondering how we can help when needed.



*Teachers instruct a class — guides facilitate an adventure. Which would you rather be in?
(Image source: <https://chrisbalme.substack.com/p/the-facilitators-way>)*

Isn't it a relief not to pretend to know everything? While learning guides have expertise, they are conduits of learning, not purveyors of knowledge. How liberating it is to let go of the constant worry and superficial, transactional exchanges, so that we can feel resonance with ourselves, the learners, and our team?

THE WHY FOR SCHOOLS, DISTRICTS, AND GOVERNMENTS

Countries and companies succeed based on their ability to learn. We live in a volatile, uncertain, complex, and ambiguous (VUCA) world³⁶. The ability to quickly adapt, learn, upskill, rethink, and innovate is the only sustainable competitive advantage. This does not happen through structured classroom learning or rote memorization. It is not easy for learners who have had content spoon-fed to them, and think that problems sound like: There are 35 students in a bus. 12 of them are girls. How many of them are boys?

Healthy relationships with adults provided learners with a place of refuge and a role model in whom they can confide. The guidance of the LGs enables learners to become imaginative thinkers, lifelong learners, problem solvers, and passionate people. These skills contribute to a fulfilling life. They also have economic value. Some of the top ranked skills employers look for in job candidates include oral and written communication, problem-solving, teamwork, and adaptability³⁷. Other important skills include leadership, time management, organization, and interpersonal skills such as empathy and motivation. In addition, many companies are using skills-based hiring and role-specific skills tests to vet candidates³⁸.

Most of these skills aren't taught in teacher training programs, and the opportunity to practice them once in the classroom is limited. Similarly, these skills are not explicitly developed in learners, nor are they offered the opportunity to practice them as a core part of their learning journey. How can a teacher be expected to teach collaboration if they work in a silo? How will learners be able to solve real, complex problems when they are forced to follow a prescribed curriculum that is measured in multiple guess tests and formulaic essay responses? How can teachers promote well-being, when they are part of a profession that is so unhealthy that one in six teachers quit after the first year in the U.K.³⁹, and in the U.S. 74% of teachers report being dissatisfied with the job, and 40% say they will leave the profession in the next two years?⁴⁰



How will learners be able to solve real, complex problems when they are forced to follow a prescribed curriculum that is measured in multiple guess tests and formulaic essay responses?

At Learnlife, our learning guides are able to support learners to become strong collaborators because the LGs themselves are part of a highly effective team. Our learners are strong communicators, because the learning guides know how to listen. The learners are highly relational because the LGs model it for them. And they are metacognitive because the LGs have learned to learn rather than managerial conversations with them.

This section continues with stories from the learning guides, offering a glimpse into what it's like to be an LG. Through innovative approaches like 360° presentations, emotional awareness activities, and real-world projects, LGs assist learners in navigating personal challenges and exploring their interests. Unlike traditional teachers, LGs provide guidance and support, fostering a collaborative and empathetic learning environment. The experiences shared by learners underscore the profound impact of this approach, helping them develop leadership skills and a sense of purpose.

Download the complete book for free to explore more stories, practical tools, and real-world examples that empower educators to create an environment where learners thrive, discover their passions, and become more self-aware.



Click or scan

References

- ³¹ Again, I'm not anti-teacher, and I know many teachers who have many more tools in their teaching repertoire. However, this question has never come from that genre of teacher.
- ³² The "zone of proximal development" is the range of tasks that a learner can perform with help, illustrating the difference between what a learner can do independently and what they can achieve with guidance and support.
- ³³ OpenAI. "Automation in Education." OpenAI, 2023.
- ³⁴ Bregman, Rutger. *Humankind: A Hopeful History*. Little, Brown and Company, 2020.
- ³⁵ Balme, Chris. "The Facilitator's Way: A Route Toward Transforming How We Work with Young People." Substack, 3 June 2023, <https://chrisbalme.substack.com/p/the-facilitators-way>
- ³⁶ Bennett, Nate, and G. James Lemoine. "What VUCA Really Means for You." *Harvard Business Review*, 2014, <https://hbr.org/2014/01/what-vuca-really-means-for-you>.
- ³⁷ LinkedIn Learning. "Top Skills for 2023." Accessed November 6, 2023. <https://www.linkedin.com/learning/top-skills-for-2023>.
- ³⁸ Fuller, Joseph, et al. "Skills-Based Hiring Is on the Rise." *Harvard Business Review*, 11 Feb. 2022, <https://hbr.org/2022/02/skills-based-hiring-is-on-the-rise>.
- ³⁹ Morrison, Nick. "Record: One in Six Teachers Quit After Just a Year in the Classroom." *Forbes*, 17 June 2021, <https://www.forbes.com/sites/nickmorrison/2021/06/17/record-one-in-six-teachers-quit-after-just-a-year-in-the-classroom/?sh=735e3c70272e>.
- ⁴⁰ Hart Research Associates. "Under Siege: The Outlook of AFT Members." *American Federation of Teachers (AFT)*, Publication Date 22 June 2022, https://www.aft.org/sites/default/files/media/2022/de-14326_aft_member_survey.pdf

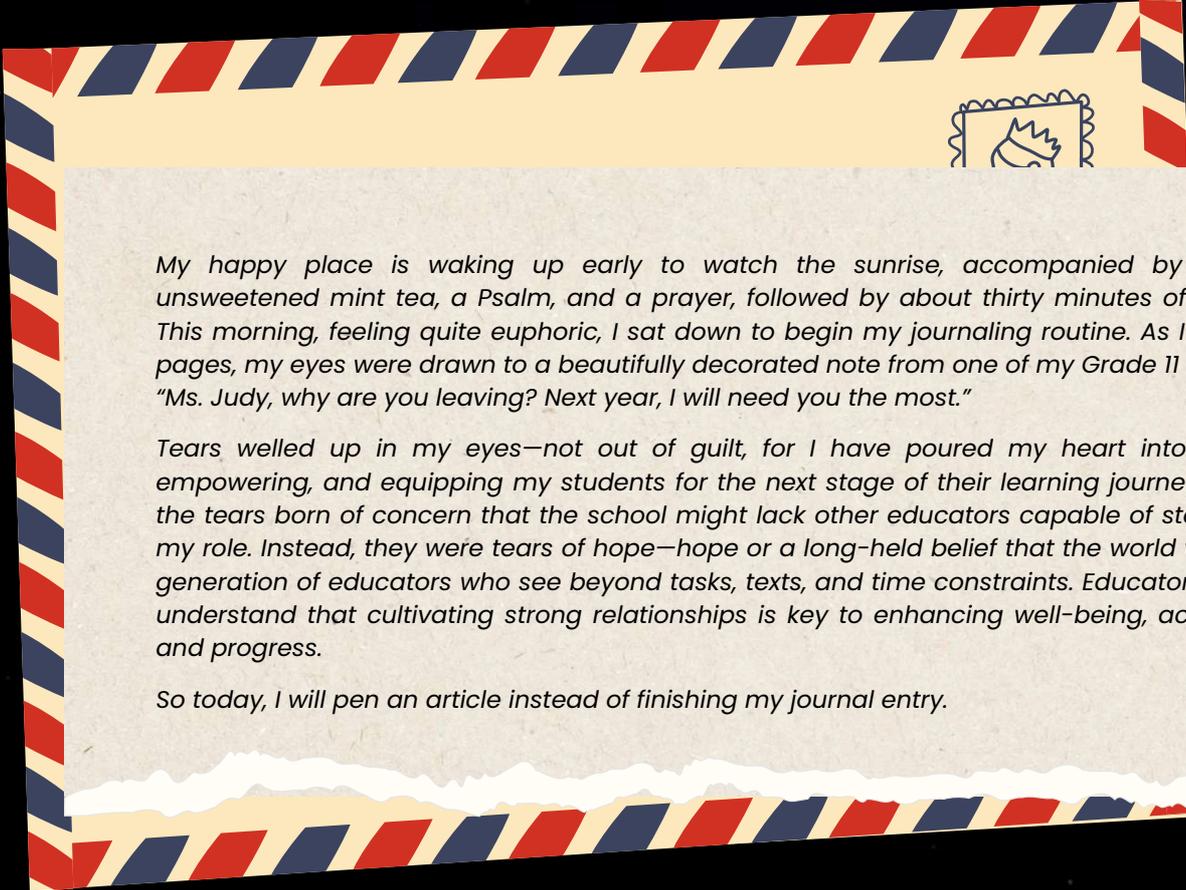


THE WEIGHT THEY CARRY

A letter from
Judy-Ann Green

In this special edition focusing on NextGen learners, **EduVerse** is thrilled to feature a heartfelt letter from an experienced teacher reflecting on the emotional and physical journeys students undertake daily. As educators, understanding "THE WEIGHT THEY CARRY" allows us to foster a supportive and empathetic environment, where the resilience and achievements of students are recognized and celebrated. Join us in exploring how we can lighten their load and support them on their path to growth and success.

”



My happy place is waking up early to watch the sunrise, accompanied by a cup of unsweetened mint tea, a Psalm, and a prayer, followed by about thirty minutes of journaling. This morning, feeling quite euphoric, I sat down to begin my journaling routine. As I turned the pages, my eyes were drawn to a beautifully decorated note from one of my Grade 11 students: "Ms. Judy, why are you leaving? Next year, I will need you the most."

Tears welled up in my eyes—not out of guilt, for I have poured my heart into engaging, empowering, and equipping my students for the next stage of their learning journey. Nor were the tears born of concern that the school might lack other educators capable of stepping into my role. Instead, they were tears of hope—hope or a long-held belief that the world will foster a generation of educators who see beyond tasks, texts, and time constraints. Educators who truly understand that cultivating strong relationships is key to enhancing well-being, achievement, and progress.

So today, I will pen an article instead of finishing my journal entry.



The unseen journey of students

Every morning, as the sun rises and the world awakens, millions of students around the globe embark on a journey that extends far beyond the mere physical distance to their schools. This journey, laden with responsibilities, challenges, and sometimes burdens, often goes unnoticed in the hustle of overwork or monotony. Yet, it is a journey that deserves recognition and understanding.

For many students, the journey to school is not just about covering geographic miles; it involves shouldering various loads—both tangible and intangible. Some carry the additional weight of family responsibilities, helping at home before rushing off to lessons where they are sometimes not seen or heard. Others navigate through busy streets or long commutes, facing logistical challenges that most adults would find daunting.

The emotional burden of modern education

I grew up during another era, without social media, and now the emotional and social burdens that students carry far surpass mine. The pressure to excel academically, to fit in socially, and to meet expectations can create a significant emotional toll. Many students grapple with anxiety, stress, and even loneliness amidst the daily routines of school life.

Recognition of students' load is crucial for fostering a supportive and empathetic educational environment. When we acknowledge the challenges that students face, we open the door to providing the necessary support and resources. This could mean advocating for lighter backpacks, implementing mental health resources, ensuring safe transportation options, allowing students time to relax after bussing, or creating spaces for relaxation—whatever works for your culture and context.

The role of educators and society

Beyond practical measures, awareness can also inspire a shift in mindset—a recognition that each student's journey is unique and deserving of respect. It encourages us to celebrate their resilience, determination, and achievements.

Leaders, parents, policymakers, and changemakers, as the sun sets today, let us remember that a child's journey is not merely a physical commute but a profound experience that shapes their lives. By recognizing the weight they carry, we can create a brighter and more supportive future for all learners.



Recent studies highlight that social media usage can exacerbate feelings of anxiety and depression among young students (Twenge & Campbell, 2018). The constant exposure to social comparisons and the pressure to maintain a certain image online contribute to an overwhelming sense of inadequacy for many young individuals.

Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive Medicine Reports*, 12, 271-283. DOI: 10.1016/j.pmedr.2018.10.003



As I reflect on my role as an educator, I am reminded of the importance of empathy and understanding in the teaching and learning space. My morning routine, the quiet moments with a Psalm and a cup of mint tea, serves as a reminder to approach each day with compassion for the young minds I have the privilege to guide.

The message from my student is a testament to the impact educators have on the lives they touch. It reinforces the need to continue striving for an educational environment where every student feels seen, heard, and supported. Acknowledging the multifaceted journey of each student allows us to foster a community that values connection, resilience, and growth.



Judy-Ann Green is an award-winning educator and leader whose impact spans across three continents. Recognized globally for her exceptional contributions to education, she has been honored with prestigious accolades such as Teacher of the Year, Outstanding Educator, and the Race to the Top Award for Outstanding Educator. As a distinguished speaker, writer, literacy coach, school visitor, author, curriculum designer, and professional development expert, Judy-Ann Green has proven herself to be a formidable force in education. Her innovative approach and unwavering dedication make her a prominent figure and a driving force in shaping the future of learning on a global scale.



INNOVATING PEDAGOGY 2024

In line with our theme of **NextGen Learners: The Future of Education**, **EduVerse Newsletter** is excited to introduce the latest edition of the **Innovating Pedagogy 2024** report.

This annual report, produced by leading academics from The Open University (UK) and Vanderbilt University (US), explores ten innovative approaches to teaching, learning, and assessment that have the potential to transform education in our increasingly interactive world.

From speculative worlds that encourage equitable futures to AI-enhanced multimodal writing, and immersive experiences using extended reality, these pedagogical innovations provide educators and policymakers with forward-thinking strategies to prepare NextGen learners for the challenges and opportunities of tomorrow. Let's explore these pioneering ideas and consider how they might shape the future of education.

The reports are co-authored by researchers from the Institute of Educational Technology at The Open University, UK, alongside various external partners, and are published annually since the first report in 2012. The report is also available in other languages.

Here are the 10 proposed pedagogies.

1. Speculative worlds
2. Pedagogies of peace
3. Climate action pedagogy
4. Learning in conversation with Generative AI
5. Talking AI ethics with young people
6. AI-enhanced multimodal writing
7. Intelligent textbooks
8. Assessments through extended reality
9. Immersive language and culture:
10. Exploring scientific models from the inside



Innovating Pedagogy 2024

Exploring new forms of teaching, learning and assessment, to guide educators and policy makers

Agnes Kukulska-Hulme, Alyssa Friend Wise, Tim Coughlan, Gautam Biswas, Carina Bossu, Sarah K. Burris, Koula Charitonos, Scott A. Crossley, Noel Enyedy, Rebecca Ferguson, Elizabeth Fitzgerald, Mark Gaved, Chirstothena Herodotou, Melanie Hundley, Catherine McTamoney, Ole Molvig, Emily Pendergrass, Lynn Ramey, Julia Sargent, Eileen Scanlon, Blaine E. Smith, Denise Whitelock

Open University Innovation Report 12



Download the full report.

Click or scan



Welcome to **Ask the Experts**, the ultimate column dedicated to professional development in the field of education. In this dynamic and ever-evolving field, continuous growth and learning are paramount. In each issue, we explore the most commonly asked topic by interviewing invited expert for their insights, experiences, and strategies.

EXCLUSIVE

Shaping NEXTGEN Workforce FROM CLASS TO CAREER

with **Shaun Gear**

EduVerse: Welcome to our exclusive interview series, "Ask the Experts." Today, we are honoured to speak with **Shaun Gear**, a leading advocate for educational innovation and Work Integrated Learning in Aotearoa New Zealand. With over 15 years of experience in the education sector, Shaun has been instrumental in creating impactful connections between education and industry. His expertise in developing strategic partnerships and fostering inclusive educational environments has positioned him as a key figure in shaping the future of learning and workforce readiness.

In this interview, we'll speak to Shaun about his extensive experience and insights on shaping tomorrow's workforce through today's education. We'll explore how NextGen learners are poised to impact the future job market, the essential skills they need, and the evolving role of educators and entrepreneurs in preparing them for success.

1 Shaun, it's a pleasure to have you here. You've been at the forefront of educational innovation for quite some time. How do you see NextGen learners dominating the workforce in the future? What unique qualities do they bring compared to previous generations?

Thanks for having me. Well, NextGen learners are set to dominate the future workforce by leveraging their adaptability, digital fluency, and collaborative mindset. Unlike previous generations, they've grown up surrounded by rapid technological advancement so they're naturally comfortable with digital tools and platforms. This fluency gives them a unique edge in a workforce increasingly reliant on technology. They're also highly adaptive, accustomed to change, and generally more open to continuous learning and upskilling. Their collaborative approach and value-driven mindset reflect a shift towards more inclusive and socially responsible business practices. This generation prioritizes making an impact and often seeks roles that align with their values over just financial gain.

Shaun Gear is an educational innovator and expert in Work Integrated Learning based in Aotearoa New Zealand. With over 15 years of experience, he specializes in building strategic partnerships between education and industry, shaping the future of learning, and preparing the next generation for workforce readiness.



That's a great point. Given the qualities you've mentioned, what specific skills do you believe learners need to thrive in the future workforce? How can current educational systems ensure these skills are developed? **2**

For sure. To thrive in the future workforce, learners will need a mix of technical and soft skills. Technical skills like data analysis, coding, and digital literacy are increasingly important as industries become more tech-driven. But soft skills, like critical thinking, creativity, and emotional intelligence are just as crucial, as they enable individuals to navigate complex problems, work effectively in diverse teams, and lead with empathy.

Educational systems can support this with a more holistic approach to learning that integrates project-based learning, experiential opportunities like internships, and interdisciplinary studies into the curriculum. It's about creating an environment where students can apply what they learn in practical ways to better prepare them for real-world challenges. And of course, educators need continuous professional development to keep up with industry trends.

— “ —
To thrive in the future workforce, learners will need a mix of technical and soft skills.



3 **Interesting. What trends or forecasts in the labour market do you think will impact education, and how should schools adapt?**

The labour market is rapidly evolving with trends like automation, artificial intelligence, and the gig economy changing how work is done. Schools need be proactive in updating curricula to include emerging technologies and adapt to new work paradigms. For instance, remote work has necessitated the teaching of digital communication tools and virtual collaboration skills. Moreover, with industries like AI and machine learning on the rise, there's a need for educational institutions to emphasize STEAM (Science, Technology, Engineering, Arts, and Mathematics) fields more strongly.

Schools should also focus on fostering lifelong learning habits among students. The traditional model of education as a one-time, front-loaded experience is no longer sufficient. Schools and universities should offer flexible learning pathways, such as micro-credentials and online courses, that allow individuals to upskill or reskill as the job market demands.

What about the challenges learners might face as they enter the workforce? Are there opportunities that come from these challenges? **4**

One of the biggest challenges is the increasing demand for highly specialized skills in a rapidly-evolving job market. Technology is advancing so quickly that learners must be prepared for continuous change and the potential shifts in their career paths multiple times. Additionally, competition in the global job market can be fierce, requiring learners to differentiate themselves through unique skills and experiences. But with challenges come opportunities. The demand for innovation and fresh perspectives gives learners the chance to carve out new niches and lead in emerging fields. The global connectivity of today's world also offers opportunities for remote work, allowing individuals to access job markets. The increasing focus on sustainability and social impact also opens doors for learners who are passionate about making a difference and aligning their careers with their values.



5 What about the pandemic? How has it affected learners and their readiness for the workforce? What can we learn from this experience?

Certainly. The pandemic has significantly impacted learners, particularly in terms of their readiness for the workforce. The sudden shift to online learning exposed gaps in digital access and literacy, while also highlighting the importance of resilience and adaptability. Many learners faced challenges like decreased motivation, lack of hands-on experience, and limited networking opportunities, all of which are crucial for workforce readiness.

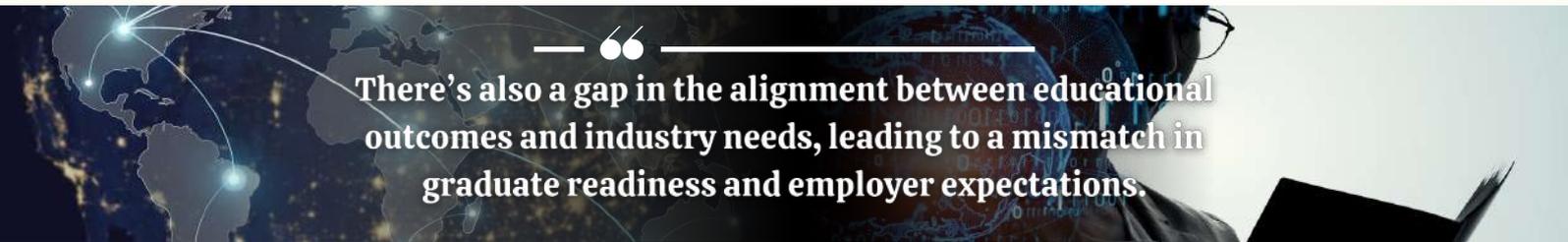
However, the pandemic also accelerated the adoption of digital tools and remote work, pushing learners to become more self-directed and tech-savvy. The experience underscored the need for schools to be agile and responsive to unforeseen changes, integrating flexibility into their teaching models.

Moving forward, lessons from the pandemic emphasize the importance of digital inclusion, mental health support, and the ability to adapt curricula to reflect real-world shifts quickly.

6 Are there any notable gaps between our current education system and the skills needed for the future workforce? How can we address these gaps?

Yes, there are significant gaps, particularly in areas such as digital literacy, critical thinking, and practical experience. Many traditional educational models still focus on rote learning and standardized testing, which don't fully equip young people with the dynamic skills needed in today's job market. There's also a gap in the alignment between educational outcomes and industry needs, leading to a mismatch in graduate readiness and employer expectations.

To address these gaps, educational high schools and higher education must integrate more experiential learning opportunities, such as internships, apprenticeships, and project-based learning that mirror real-world scenarios. Collaboration between education providers and industries can help to ensure that curricula remain relevant and that students are learning the skills that employers value most. Additionally, embedding soft skills development, such as leadership and communication, into every aspect of education is crucial for preparing students to thrive in a diverse and fast-paced workforce.



— “ —
There's also a gap in the alignment between educational outcomes and industry needs, leading to a mismatch in graduate readiness and employer expectations.

7 As someone who champions Work Integrated Learning, what role do you think it plays in bridging the gap between education and industry?

Work Integrated Learning (WIL) plays a critical role in bridging the gap between education and industry. It provides students with the opportunity to apply theoretical knowledge in practical settings. WIL experiences such as internships, co-op programs, and industry projects allow learners to gain hands-on experience, understand workplace dynamics, and build professional networks. This practical exposure not only enhances employability but also helps students to clarify their career goals and develop skills that are directly applicable to their chosen professions.

Moreover, WIL fosters stronger connections between educational institutions and industry, enabling a two-way flow of knowledge and innovation. Engaging in partnerships with businesses allows schools to stay updated on industry trends and needs. For employers, WIL provides a pipeline of talent that is well-prepared and aligned with the skills required in their sector.

8 Speaking of the collaboration between schools and businesses, how can they work together more effectively to align educational programs with industry needs?

Effective collaboration involves ongoing communication between educators and industry leaders. Regular dialogues can help to identify emerging skill gaps and areas where the curriculum needs to be updated. Joint advisory boards, where both educators and industry representatives participate, can be instrumental in shaping program content and ensuring it is responsive to market demands.

Another effective strategy is co-developing courses with real-world problems and industry challenges, giving students practical experience while still in school. Employers can also contribute to the educational process by offering guest lectures, mentoring programs, and site visits, which can help to contextualize classroom learning. Also, partnerships for research and development projects can further strengthen the connection between education and industry.

Can you share any examples of successful programs or partnerships that connect education and industry? How have these benefited students?

9

Sure. One notable example is the partnership between Hastings Boys' High School and Patton Engineering. This initiative involves students working closely with Patton Engineering on real-world projects, allowing them to gain hands-on experience in engineering and manufacturing and valuable insights into the industry. This program has been instrumental in helping students develop a strong foundation in STEM subjects and transition successfully into apprenticeships or further education in engineering fields.



Another innovative program is the P-TECH (Pathways in Technology) initiative. P-TECH is a global education model that blends high school, college, and industry experience to prepare students for technology-driven careers. Through partnerships with leading companies, students engage in mentorships, internships, and project-based learning, giving them a head start in fields like IT, engineering, and cybersecurity. This program stands out because it directly aligns educational outcomes with industry needs, ensuring that students are not only job-ready upon graduation but also equipped with the skills that are in high demand.

These initiatives have significantly benefited students by providing them with early exposure to the workplace, helping them to build relevant skills, and creating clear pathways from education to employment. Moreover, these programs have strengthened the link between schools and industries, ensuring that the education students receive is relevant and aligned with the evolving demands of the job market.

FINAL THOUGHTS

Based on your experience, what advice would you give to educators and policymakers to better prepare students for the challenges and opportunities of the future workforce?

My advice to educators and policymakers is to embrace flexibility and adaptability in educational programs. The future workforce will require individuals who are not only skilled but also capable of navigating a rapidly changing environment. This means fostering a culture of lifelong learning and encouraging students to develop a growth mindset that sees change as an opportunity rather than a threat.

It's essential to move away from the traditional, one-size-fits-all approach to education. Instead, focus on personalized learning pathways that cater to individual strengths and interests, allowing students to explore different fields and build a diverse skill set. Prioritize experiential learning opportunities and cross-disciplinary projects that reflect the interconnected nature of modern industries.

For policymakers, it's crucial to ensure that education systems are responsive to the labour market needs. This involves ongoing collaboration with industry leaders to understand emerging trends and skill requirements and integrating this knowledge into educational curricula. Policymakers should also support initiatives that provide equitable access to education and technology, ensuring that all students, regardless of their background, are prepared for the challenges of the future workforce.

Finally, fostering partnerships between schools, universities, and businesses is key to better NextGen learners for the demands of the future and seize the opportunities it presents.

KEY TAKEAWAYS

NextGen learners' edge: NextGen learners are set to lead the future workforce due to their digital fluency, adaptability, and collaborative mindset, valuing purpose-driven careers.

Essential skills for future success: To thrive in the future workforce, learners need a mix of technical skills (like data analysis and coding) and soft skills (such as critical thinking and emotional intelligence).

Adapting to labour market trends: Schools must update curricula to include emerging technologies and focus on STEAM fields, promoting lifelong learning.

Challenges and opportunities: Learners will face challenges like the need for specialized skills and intense global competition but have opportunities for innovation, remote work, and careers aligned with personal values and sustainability.

Impact of the COVID-19 pandemic: The pandemic highlighted gaps in digital access and learning resilience but also accelerated digital tool adoption and remote work, highlighting the need for flexible and inclusive education.

Bridging education and industry: Work Integrated Learning (WIL) is vital for connecting education with industry by providing practical experience, building professional networks, and aligning educational outcomes with industry needs.

School-employer collaboration: Effective communication and collaboration between schools and employers are essential to ensure education meets industry demands. Co-developing courses, offering internships, and creating advisory boards are effective strategies for this alignment.

Welcome to **In the Verse**, your go-to column for curated education articles and news from across the internet. We'll sift through the digital realm to bring you concise summaries, keeping you informed and inspired. Join us as we navigate the vast sea of online resources and uncover the latest in educational innovation.

* Scan the QR codes or click on the titles to read more.



Next-Gen education: 8 strategies leveraging AI in learning platforms

The education landscape is evolving alongside the digital world, with AI playing a key role in enhancing learning experiences. The text, introduced by Forbes, outlines eight strategies that are revolutionizing next-generation education through AI-powered platforms.



Key traits of a New Age Learner every educator must know

This article highlights their need for flexibility, social collaboration, constant knowledge, and tech-savviness. Discover strategies to effectively engage this new generation in your teaching methods.



Innovative teaching methods

Explore how innovative teaching methods, such as peer teaching, flipped classrooms, and gamification, are enhancing education by fostering creativity, adaptability, and deeper learning in today's rapidly changing world.



Can ChatGPT get a band 9?

A video showing how ChatGPT can be used to act as IELTS examiner to give detailed feedback on fluency, coherence, and more. Explore its strengths and weaknesses to better understand how to use the tool effectively.



8 trends shaping the future of education

The blog post identifies key drivers of change for higher education and student mobility, including political factors, automation, and the demand for flexible modules.





Do fidgets help students focus?

Fidget toys can be distracting in classrooms. However, in some cases, like with neurodivergent students, they may help manage distractions. Teachers recommend using quiet fidgets with clear rules like brain breaks to maintain focus.



Who are these modern learners?

Modern learners aren't defined by an age group or demographic but rather by their habits, dispositions, and most importantly their ideas about the rapidly changing world in which they now live. They identify by how they function within that modern context.



Innovative learning: The future of education with connected classroom technology

Among the many technological tools available to educators, connected classroom technology stands out as the most widely used and interactive one, revolutionizing the teaching-learning process.



15 best & effective teaching strategies for school teachers

No two days are the same and what might have worked once in a classroom, might not work again. Employing a variety of teaching methods tailored to the diverse needs of learners fosters meaningful engagement and active participation.



Using social stories to teach procedures and routines in preschool

Social stories are a valuable tool for early childhood and primary teachers, covering topics like routines, safety, and behavior. These stories are especially useful at the start of the school year to help students adapt and succeed.



3

What essential skills and attributes should be emphasized in education to best prepare NextGen Learners for the future workforce and society?

To prepare NextGen Learners for the future, education must focus on developing a broad range of skills and character traits, such as digital literacy, effective communication, collaboration, emotional intelligence, empathy, adaptability, and resilience. Additionally, fostering fairness, social responsibility, and a culture of continuous learning is essential. Promoting financial literacy, entrepreneurship, physical health, and mental well-being further equips students to thrive in a rapidly evolving world.



Prof. Romina Marchesani
IIS Acciaiuoli-Einaudi
Italy

** Summarized response*



Dr. Mohammad Haseen Ahmed
IISJ, India

Essential skills for NextGen learners include critical thinking, problem-solving, creativity, and digital literacy. They need strong communication and collaboration skills to thrive in diverse teams. Cultivating emotional intelligence, adaptability, and a global perspective is also crucial. Education should emphasize lifelong learning, ethical decision-making, and a growth mindset to prepare students for an ever-changing world.

Some essential skills and attributes that should be emphasized in education to prepare NextGen learners for the future workforce and society include critical thinking, problem-solving, creativity, communication, collaboration, adaptability, digital literacy, emotional intelligence, cultural competency, and leadership. Additionally, emphasizing lifelong learning, resilience, and a growth mindset can help learners navigate an ever-changing and complex world. Teaching empathy, resilience, and ethical decision-making can also prepare learners to become responsible and compassionate members of society.



Vivica Dizon Abarcar
Infinity Training Consultancy
Philippines



I think there are many: critical thinking skill (they seem to jump to conclusions quickly), problem-solving skill and of course communication skill.

Dr. Nguyễn Thị Thùy Linh
University of Languages and
International Studies (ULIS)
Vietnam

To prepare NextGen Learners for the future workforce and society, education must go beyond technical skills and focus on developing critical thinking, creativity, and collaboration. A key challenge is changing the perception that technology isolates learners and impedes social skills. Instead, educators can use technology as a socio-collaborative tool by encouraging its use for teamwork, communication, and problem-solving. This helps students develop essential soft skills for personal and professional success. Additionally, emphasizing creativity and innovation in technology use empowers students to become change-makers who can use technology for social impact. This combination of technical proficiency, creativity, and collaboration will equip NextGen Learners for the future.



Leonardo Marinho Dias Lima
University of Exeter
Brazil

** Summarized response*



BREAKING BARRIERS

How CALL is Shaping the Future of NextGen Language Learners

Dr. Mohammad Haseen

In today's educational landscape, **Computer-Assisted Language Learning (CALL)** plays a crucial role in enhancing language acquisition, promoting interactive learning experiences, and addressing the challenges faced by NextGen learners and educators. Through innovative technological tools, such as virtual reality, gamification, and AI-powered language tutors, CALL offers exciting opportunities for personalized and engaging language instruction. Embracing these advancements and effectively implementing them can empower educators, provide learners with immersive language experiences, and foster a dynamic learning environment in the 21st century. However, despite the benefits and opportunities offered by CALL, educators and institutions may face several challenges when applying, promoting, and enhancing these practices.

THE CHALLENGES OF IMPLEMENTING CALL

1 Technological infrastructure

Inadequate access to technology or unreliable internet connections can impede the successful integration of CALL practices. To overcome this, schools and institutions can invest in robust technological infrastructure, provide necessary devices to students, and offer support and training for educators to effectively utilize technology in the classroom.

3 Balancing technology and pedagogy

Maintaining a balance between technology and pedagogical approaches can be challenging. Educators need to ensure that technology is used as a tool to enhance learning rather than overshadowing traditional teaching methods. This can be achieved by aligning CALL practices with instructional objectives, adopting a learner-centered approach, and integrating technology seamlessly into the curriculum.

5 Time constraints

Integrating CALL practices may require additional time for preparation, implementation, and adapting instructional materials. Effective time management strategies, collaboration among educators, and utilizing pre-existing resources can help streamline the implementation process.

2 Digital literacy

NextGen learners and educators alike may face challenges if they lack sufficient digital literacy skills. Training programs and professional development opportunities can equip educators with the necessary skills to navigate and utilize CALL tools effectively, ensuring that all learners are prepared for a tech-savvy future.

4 Accessibility and inclusivity

Ensuring accessibility and inclusivity for all NextGen learners is crucial. Educators must consider the needs of diverse learners, including those with disabilities, and ensure that CALL practices accommodate their requirements. Providing alternative formats, captioning, and incorporating universal design principles into CALL materials can help overcome these challenges.

OVERCOMING CHALLENGES

To overcome these challenges, collaboration among educators, ongoing professional development, institutional support, and a willingness to embrace change are key. By addressing these challenges head-on, educators can unlock the vast potential of CALL practices and create a dynamic and effective learning environment for our NextGen learners in the 21st century.



Several obstacles can hinder or derail program cycles, including limited funding for research and development, and challenges in obtaining appropriate software and hardware. Additionally, there may be resistance to moving away from traditional teaching methods, inadequate training for teachers in effectively using Computer-Assisted Language Learning (CALL), and difficulties in assessing the effectiveness of CALL programs.

Mitigating these challenges requires collaborative efforts among language educators, educational institutions, policymakers, and technology developers. With adequate support, training, and resources, together with promoting research and innovation and addressing issues of access and equity, CALL practices can be effectively applied, promoted, and enhanced to benefit language learners worldwide.



NEW OPPORTUNITIES AND CHALLENGES IN ASSESSING LANGUAGE LEARNING OUTCOMES IN THE BACKDROP OF CALL

1 Integrating AI-driven CALL applications in curricula

In ELT, integrating AI-driven CALL applications into curricula represents a transformative step in addressing contemporary challenges. The integration process involves not just the infusion of technology into lesson plans but also a pedagogical shift that accommodates the dynamic nature of 21st-century learning environments. CALL applications can tailor content to individual learner needs, providing a personalized experience that traditional classroom settings struggle to offer. These applications, using algorithms and data analytics, can assess a student's proficiency level, learning pace, and preferences to present language tasks that are both challenging and achievable. This personalization enhances engagement and motivation, as learners receive instant feedback and are guided through a customized learning path.

Authentic language use

AI-powered chatbots and other tools allow learners to practice conversation skills, ask questions, and receive answers in real time, fostering natural acquisition of language patterns and vocabulary. These virtual interactions simulate real-life scenarios, enhancing communicative competence. In addition, the use of AI in CALL facilitates the continuous adaptation of course content to align with the evolving language use and cultural references in the digital age. As language is a living entity that develops with society, AI systems can swiftly update learning materials to include contemporary slang, phrases, and usage to keep the curriculum relevant.

2

3 Thoughtful integration

For AI-driven CALL applications to be truly effective, their integration must be approached thoughtfully, with a keen awareness of pedagogical goals and student needs. Educators must navigate the balance between technological innovation and educational efficacy. Through ongoing dialogue, experimentation, and reflective practice, integrating AI-driven CALL into language curricula can signpost a future where technology genuinely enhances the process of language acquisition.

Critical reflection

Educators need to critically reflect on their CALL experiences, assess student outcomes, and adjust their approaches accordingly. By doing so, they can contribute to the collective knowledge base of best practices in CALL integration, thereby influencing a broader pedagogical shift towards more tech-savvy and learner-centered ELT. Investing in comprehensive teacher training and ongoing professional development programs will not only enhance the effectiveness of CALL practices but will also significantly contribute to the professional satisfaction and career growth of educators. This, in turn, elevates the overall quality of language education, ensuring learners are more engaged and better equipped with the language proficiency required in the global marketplace.

4

5 Global collaboration and exchange

In the realm of ELT, the incorporation of CALL platforms has been a game-changer, not least because it facilitates unprecedented levels of global collaboration and exchange. In an increasingly interconnected world, the ability to communicate across borders is invaluable, and CALL platforms are instrumental in making this communication effective and pervasive. CALL platforms extend beyond the traditional classroom walls and enable students to engage with their peers from around the world. Through these digital interfaces, learners can participate in authentic language usage scenarios, which significantly bolsters their communicative competence. These platforms can host international language exchange programs, where students can practice the language with speakers from other countries, thereby accelerating their proficiency through practical use and cultural immersion. The global exchange fostered through CALL platforms also reflects a pedagogical shift towards learner autonomy and collaborative learning. As students navigate these platforms, they take control of their learning process, deciding whom to interact with, what topics to discuss, and which resources to utilize. This sense of ownership and engagement is critical to the learning journey and mirrors the self-directed learning that takes place in real-world language use.

Multicultural learning environment 6

CALL platforms facilitate a multicultural learning environment that exposes learners to diverse perspectives and cultural understandings. This aspect of cultural intelligence is indispensable in ELT, as language and culture are inextricably linked. Engagement with varied cultural contexts through communication with international peers aids in building cultural sensitivity, which is particularly beneficial in preparing students for global citizenship. In addition to cultural exchange, CALL platforms enable collaborative projects that can range from joint research initiatives to co-created multimedia language projects.

The future of CALL in driving global collaboration holds many exciting possibilities. Emerging trends, such as the integration of AI to personalize learning experiences and the use of virtual and augmented reality (VR and AR) to simulate immersive language environments, bear the potential to revolutionize language education further. By encouraging naturalistic and culturally rich communication, CALL platforms not only promise better language proficiency but also pave the way for a more interconnected and empathetic global community of NextGen learners. As such, the challenges of enhancing CALL practices must be met to create inclusive, innovative, and collaborative learning environments that reflect the dynamic nature of language and its role in binding the world together.



Dr. Mohammad Haseen Ahmed is a prominent figure at the English Language Institute of King Abdul Aziz University, where he serves as a lead presenter. With over three decades of experience, he has contributed significantly as a passionate tech enthusiast and early adopter of technology integration. Dr. Ahmed has also moderated research collegium forums and participated as a panelist in discussions alongside internationally acclaimed researchers and advocates, showcasing his expertise and dedication to the field.



CASE STUDIES ON EFFECTIVE CALL TOOLS IN RURAL INDIAN TRADITIONAL HIGH SCHOOLS

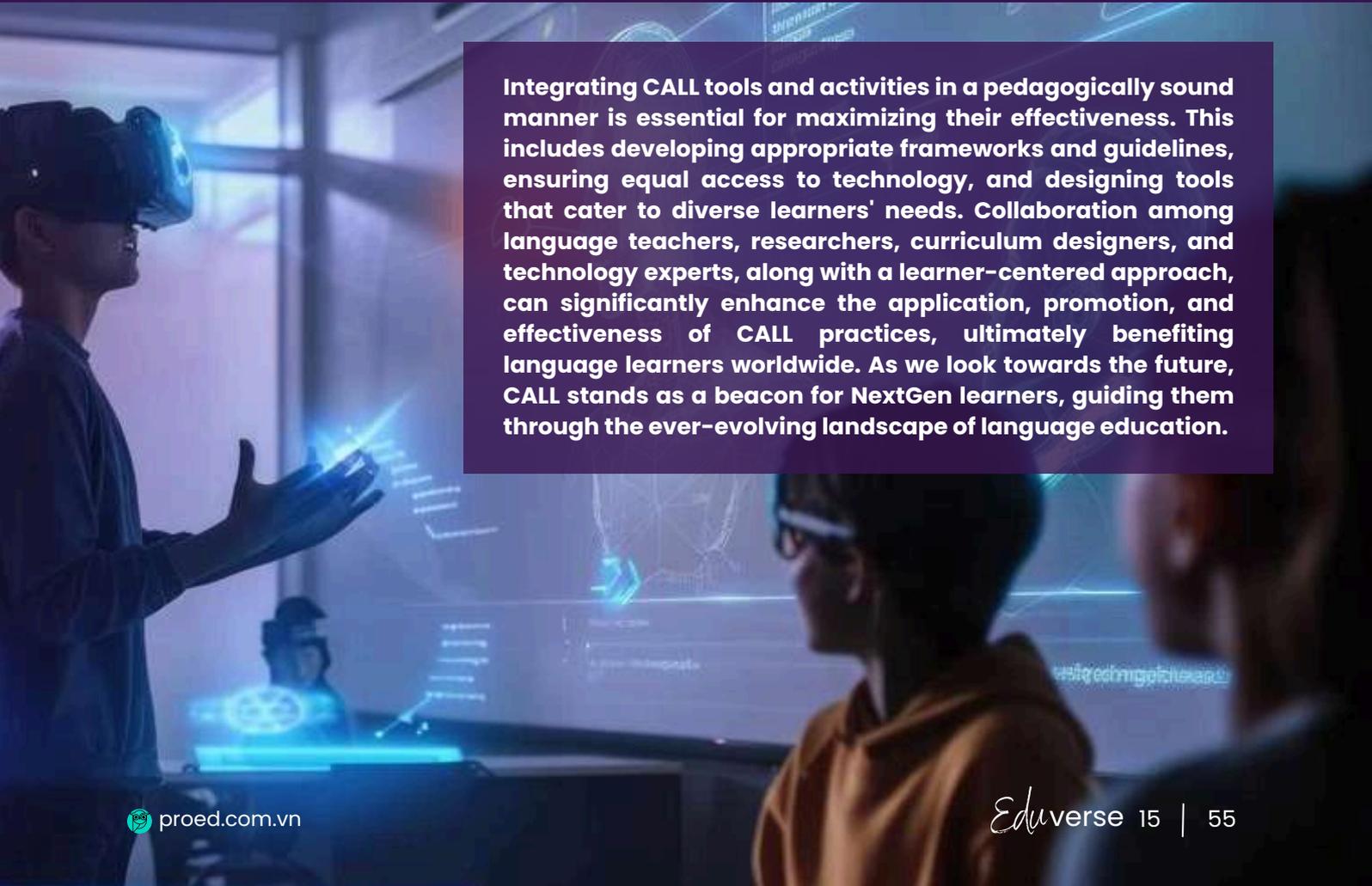
In rural Indian traditional high schools, there is a growing need to develop communicative competencies in English as a second language for Hindi and Urdu speakers. Educators have been exploring the use of CALL tools, with case studies highlighting effective practices:

Case Study 1: Interactive Language Learning Software

In a rural high school in India, an interactive language learning software was introduced to enhance English language skills among Hindi and Urdu speakers. The software provided engaging activities, such as interactive exercises, audiovisual materials, and real-life simulations. Students were able to practice listening, speaking, reading, and writing skills in a self-paced manner. Incorporating the Dogme approach, which emphasizes the use of authentic materials and real-life communication, the software motivated students to actively participate in language learning. This approach made the learning experience more meaningful by connecting it to real-life situations, resulting in significant improvements in the students' communicative competencies in English.

Case Study 2: Mobile Language Learning Applications

In another rural high school, mobile language learning applications were introduced to support English language learning. These applications provided a range of features, including vocabulary exercises, grammar lessons, speaking practice, and listening comprehension activities. The applications were designed to be user-friendly and accessible even in areas with limited internet connectivity. Students found the mobile applications convenient and engaging, allowing them to practice English anytime and anywhere. The interactive features of the applications facilitated active learning and self-assessment, reducing the dependence on English teachers, and enabling students to take ownership of their learning process.



Integrating CALL tools and activities in a pedagogically sound manner is essential for maximizing their effectiveness. This includes developing appropriate frameworks and guidelines, ensuring equal access to technology, and designing tools that cater to diverse learners' needs. Collaboration among language teachers, researchers, curriculum designers, and technology experts, along with a learner-centered approach, can significantly enhance the application, promotion, and effectiveness of CALL practices, ultimately benefiting language learners worldwide. As we look towards the future, CALL stands as a beacon for NextGen learners, guiding them through the ever-evolving landscape of language education.

BEYOND FEAR

AI AND THE FUTURE OF WORK

Hari Sukumaran

There was a significant uproar when chatbots powered by large language models (LLMs) suddenly gained widespread popularity in late 2022. A wave of fear, particularly among young job seekers, emerged regarding the future of work. Students questioned whether they had chosen the right profession. Would doctors, engineers, and lawyers—once considered highly secure professions—be replaced by AI?

IS AI TO BE FEARED?

We seem to be in the initial stages of the psychologist Elisabeth Kübler-Ross's five stages of grief: denial and anger. According to Elisabeth, the five stages of grief are Denial, Anger, Bargaining, Depression, and Acceptance. Concerning the fear of AI takeover, we are in the first two stages: denial and anger. Acceptance will finally kick in. Initially, we all believed that AI could never match human intelligence. AI cannot possess consciousness. That is the denial stage. Now, people are discussing AI intruding into their lives and careers, gradually taking over routine tasks. This marks the stage of anger. Indeed, we have likely moved beyond denial, and most of us are now experiencing anger.



(Image source: Illustration by Emily Roberts, Verywell)

Read more about the five stages of grief



Click or scan

Just as humanity adapted to the Industrial Revolution, marked by the transition from farming to industrial societies, we will undoubtedly overcome the challenges posed by AI. This historical parallel underscores our capacity for resilience and innovation. The Industrial Revolution witnessed a dramatic shift from manual labour to mechanized production. Jobs once held by farmers, weavers, and factory workers were transformed or replaced by machines. Iconic films like Charlie Chaplin's "Modern Times" powerfully illustrated the dehumanizing effects of this transition. Yet, humanity persevered, developing new skills and creating new industries.

Now, let's examine where we stand in the face of potential job displacement by AI. To gain a clearer understanding, we'll look at two important aspects: the unique qualities that make us human and our ability to exceed the average level of intelligence.

The first perspective focuses on infusing our work with an emotional dimension. We must recognize that human interaction is not merely transactional but involves a complex interplay of emotions and understanding. By bringing an emotional touch to our work—whether in customer service, creative fields, or technical roles—we can offer something that AI can't replicate. It's about turning simple tasks into meaningful experiences.

VS

The second perspective involves enhancing our intelligence and creativity beyond the average. While AI is great at handling large amounts of data and finding patterns, it can't produce genuinely original or groundbreaking ideas. Pushing the boundaries of human intelligence and creativity allows us to position ourselves in a realm where AI cannot compete. The goal is to become innovators, problem-solvers, and critical thinkers who can see beyond the obvious.

THE HUMAN TOUCH - SOFT SKILLS IS THE NEW HARD SKILLS

One undeniable truth is that AI cannot replicate the essence of humanity. What truly distinguishes us is not merely our skills or knowledge but the complex and unique way our brains function. Beyond the prefrontal cortex, which is responsible for rational thinking and problem-solving, is the limbic system, where our emotions and empathy originate. This interaction between our thinking and emotional centers is what makes us human and allows us to build meaningful relationships with others.

AI is constrained by its reliance on human-generated data. While AI can process information and perform tasks with amazing speed and accuracy, it lacks the capacity for genuine empathy, compassion, and understanding, not being able to truly innovate or create as humans can. For instance, while AI can generate text, images, or music, these outputs often lack the depth, nuance, and emotional resonance found in human-created works. AI may be able to mimic the style of a famous artist or writer, but it cannot replicate the unique perspective and originality of the human mind. A healthcare professional can offer comfort and reassurance to a distressed patient, something that an AI-powered system cannot imitate. Similarly, a teacher can inspire and motivate students through personal connection and mentorship, going beyond the mere transmission of knowledge.

This is not to diminish AI's potential. AI is actually a powerful tool that can be harnessed for immense benefit. However, it is crucial to recognize its limitations and avoid the trap of overreliance. It is essential to recognize that the rise of AI does not diminish the value of human connection. In fact, it may even enhance it. Focusing on developing our emotional intelligence, communication skills, and critical thinking abilities assists us in positioning ourselves to thrive in an AI-driven world. We must also prioritize education and training programs that equip individuals with the skills needed to succeed in a human-centric economy.

Ultimately, the key to human flourishing in the age of AI lies in our ability to combine our unique strengths with technology's capabilities. By embracing our humanity and leveraging AI as a tool, we can create a future where humans and machines work together harmoniously.



It is essential to recognize that the rise of AI does not diminish the value of human connection. In fact, it may even enhance it.

EDUCATING TOWARDS THE FUTURE

The future of education demands a radical transformation, shifting from a one-size-fits-all approach to a personalized learning experience tailored to individual student needs. To fully realize the potential of personalized learning, AI must be embraced as a powerful ally. Leveraging AI's capabilities can assist educators to tailor learning experiences to individual student needs, optimizing outcomes and fostering a deeper love of learning.

Traditionally, education has been teacher-centric, with knowledge primarily transmitted from educator to student. A more effective model places students at the center of their learning journey, actively engaged in their education. AI can support this shift by providing personalized recommendations, automating administrative tasks, and offering intelligent tutoring. Yet, it is essential to balance these technological advancements with the irreplaceable value of human touch—teachers' empathy, guidance, and understanding—which AI cannot replicate.



Preparing students for a future marked by rapid technological change requires a deep integration of technology in education. Students need to develop digital literacy, computational thinking, and the ability to use AI as a tool. This shift necessitates a move from passive to active learning, where students become problem-solvers and critical thinkers. In this dynamic environment, lifelong learning becomes essential, and AI can facilitate continuous skill development and personalized learning paths. However, the role of educators as mentors and facilitators remains crucial in nurturing creativity, emotional intelligence, and ethical reasoning—skills that are deeply human.

Effectively harnessing AI's potential, we can create a more equitable, accessible, and effective education system. However, it is crucial to use AI ethically and responsibly, ensuring it enhances human interaction rather than replacing it. The human touch should remain at the heart of education, guiding the use of AI to enrich, not diminish, the learning experiences.



AI, A CATALYST FOR HUMAN POTENTIAL

AI is undeniably transforming the workforce, yet the fear of job displacement may be more myth than reality. While AI excels at performing specific tasks, it cannot replicate distinctly human qualities such as empathy, creativity, and emotional intelligence. To thrive in this evolving landscape, we must focus on cultivating these unique strengths while leveraging AI as a powerful tool.

Education systems must adapt to the rise of AI through an emphasis on personalized learning, digital literacy, and critical thinking skills. Combining human ingenuity with AI's capabilities allows us to envision a future where both coexist in harmony, enhancing each other's potential.

As we stand at this pivotal moment in human history, it is crucial to fully understand the opportunities and challenges AI presents. Embracing our humanity, honing essential skills, and fostering a culture of innovation will enable us to navigate this transformation successfully and ensure a future for NextGen workforce, where AI becomes a catalyst for human progress and well-being.



Hari Sukumaran is a corporate mindfulness trainer and qualified yoga instructor, he blends Eastern philosophy with Western business practices. Author of two books on leadership, he founded Anandadhara Center for Happiness, dedicated to promoting peace and well-being worldwide. Hari is currently the CEO of a multinational company based in East Africa.

AI MEETS NEXTGEN LEARNERS

HOW AI FOSTERS FASTER LEARNING

Nour Negm

Platforms that utilize AI can be used to facilitate study in a variety of ways, with different approaches and capacities that can determine the subject matter and direction of learning. This intelligent technology can generate relevant work plans, estimate the time needed to complete these tasks, provide workable study strategies, and create course materials given sufficient user data. For NextGen Learners—those who are growing up in an era of rapid technological advancement and expect personalized, interactive learning experiences—AI makes learning more interesting, personalized, and fulfilling.

BENEFITS OF AI LEARNING PLATFORMS

The starting point in an interaction with an intelligent system is the analysis of the human user. Several insights about the participant's personal traits are pulled from their online profile and surveyed during the introductory modules. This is because the platform tracks many parameters, including task completion time, response accuracy, error patterns, interaction levels, and completion rates, in order to gauge the user's focus and interest. The more details it takes in, the better the program can pick and customize the study feed.

1st



The first advantage of AI platforms is that they can present work units that are appropriate in terms of difficulty. The correct kind of challenge will pique interest and get learners ready to progress to the next level. This is to ensure that the study path will not feel too demanding or include any unexpected turns that might make it frustrating. When a learner struggles with a particular concept, the platform provides the relevant clues, alternative explanations, and step-by-step instructions to guarantee learner mastery of all the course input. For example, the ALEKS app automatically modifies the content and difficulty level of adaptive assignments to meet the student's level based on their knowledge of the material.

2nd



The second benefit is that user preferences, interests, and tendencies can be examined to have a better understanding of the kinds of subjects, concepts, and texts that can be incorporated into the syllabus. The more the material aligns with the traits of the learner, the more time and effort may be expended on this job without the learner feeling fatigue or burnout. For example, individualized educational options are offered by the IXL Learning website because it adopts adjustable algorithms that suggest practice problems based on the instructional outcomes and preferences of its users.

3rd



Third, receiving new information through an assortment of modes is immensely beneficial for learning and memorization since people acquire knowledge best when they use multiple senses. Visual aids, in particular, boost the brain's ability to detect and retain new information. The fact that AI can display the same input in several formats adds to its allure. As a case in point, speaking with an AI figure about the topic makes the process enjoyable and creates a plethora of opportunities for experimentation. StoryBots, for instance, are animated characters on the StoryBots platform that can communicate with kids through music, films, and interactive lessons on a variety of topics. It is genuinely safe to state that AI has the potential to foster greater pupil involvement.

ADDRESSING LEARNER NEEDS THROUGH AI

The focus on and orientation towards the distinctive requirements of each learner constitute the additional edge of the AI-manuevered methodology. These clever engines are able to discern the performer's strengths as well as weaknesses. The extracurricular subjects that address the sections where students need to develop more are chosen based on these diagnostic insights, whereby the program anticipates the future demands of the learners and the obstacles that they may face and, henceforth, facilitates the proactive provision of resources and assistance. In fact, the platform has the ability to step in ahead of schedule with preparatory information or additional support if forthcoming material is predicted to be overwhelming. With the use of AI metrics, the NoRedInk app can tailor writing assignments that correlate with each student's strengths and shortcomings. Furthermore, regardless of whether the same correction points are applied to every student in the classroom, feedback on assignments and tests can also be targeted to the areas that still fall short of the mark, with more in-depth assistance on content that proves to be tough for each individual. For instance, AI is used by the WriteLab app to evaluate student input and deliver feedback appropriate for that level of competency.



In the context of learning management, the apps can be used to configure the scientifically validated interval distribution and can notify learners when it's time to embark on their errands or take a break. In fact, technology also makes it easier to study course material on a regular basis through setting rest and work notifications and alarms.



SuperMemo, the original spaced repetition software developed by the creator of the spaced repetition algorithm, schedules reviews according to each student's unique learning progress flow trajectory using sophisticated algorithms. More to this point is that mastering the target abilities through repetition can be made more fun by providing fresh input on every try. With so many resources at its disposal, devices could produce the same notion in an abundance of formats to back up the procedural skill development of the performer.

Technology can make learning more enjoyable through various tools. By providing instant feedback, it can boost motivation, help learners stay committed to their goals, and enhance their sense of achievement. For instance, the Edulastic website, an assessment platform, tracks progress and offers detailed reports and analytics for both learners and educators. Subscribers can receive real-time feedback on quizzes and tests, and as these quick insights show progress, users become more satisfied with their learning pace. Furthermore, adding gamified components, interactive simulations, or real-world applications makes prolonged periods of focus less taxing and more stimulating. An interactive learning platform called Nearpod provides courses in a variety of mediums, such as videos, tests, polls, and virtual reality experiences, which makes their offerings truly thrilling. Another factor is that each student sets their own pace of learning; they are all free to work at their own speed. The learner can go to higher-level coursework or receive additional reinforcement in spots where they are weaker based on their individual progress.



Through the constant collection and analysis of user suggestions for improvement, these applications get regularly fine-tuned for responsiveness and adaptability. One approach is to gather feedback through surveys, ratings, and reviews to analyze sentiment, identify key themes, and spot common issues. The insights gained from this can then be used to improve unclear or problematic content and enhance the positive aspects of the platform. Another utilization of the analysis of user feedback on course content and platform usability targets the amplification of a more intuitive and user-friendly interface. A case in point is the edX platform, which uses this feedback to constantly refine its interactive components and layout, learning tools, course navigation, as well as accessibility functions. As a matter of fact, these techno experts grasp the notion that the more the website accommodates user reaction, the more effective the learning environment becomes.

CHALLENGES AND CONSIDERATIONS OF AI IN LEARNING

AI platforms may pose a number of technical, social, and psychological challenges for all the involved entities and stakeholders. On one side, learners can suffer from wavering drive and involvement due to lack of the human component, which can also have an impact on emotional support and social learning. The second point is that due to over-reliance on technology, study periods can be hampered or prolonged because of software flaws, technological glitches, and problems with internet connectivity. Thirdly, AI may provide inaccurate feedback due to its potential ignorance of context, culture, and semantic subtleties, which can trigger more confusion on the learner's side. Fourthly, these platforms gather and retain a lot of personal information, which might be misused or end up in the wrong hands. Also, algorithms can occasionally amplify preexisting biases; this may result in restricting the learner from exposure to a range of viewpoints, which can impair critical thinking and result in unfair or distorted educational experiences. What is more is that the convenience of AI platforms might bring about students' lack of initiative in seeking new materials and educational possibilities, which could inhibit their capacity for autonomous thinking and problem-solving without the aid of technology.



OPTIMIZING THE USE OF AI PLATFORMS

To optimize the use of these platforms, subscribers should deploy a number of work ethics and methods. Primarily, participants can stay focused and on task by using progress trackers and SMART goals to avoid wasting time or lagging behind the schedule. Active participation in discussions, simulations, and quizzes is essential for reinforcing learning, as these activities clarify uncertainties and enhance understanding. Moreover, it is proven that studying consistently and in short bursts is more productive than cramming, allowing the brain to process information more thoroughly. Another facet is that the study groups and community discussion forums enable students to work together and exchange ideas, enabling them to comprehend the syllabus from multiple angles. Regular reflection also enables students to identify the most effective study methods and continuously improve their performance while celebrating each achievement and milestone boosts students' motivation and self-confidence. Lastly, learners can better understand how theoretical knowledge is applied when it is integrated into projects, experiments, or practical activities that incorporate real-world applications.

The integration of AI into educational platforms offers a wealth of opportunities to enhance and personalize learning experiences in dynamic and technologically enriched environments. Tailoring content to individual needs allows AI to cater to the unique learning preferences of the new generation of learners, making education more engaging and effective. However, the benefits of AI-driven learning come with challenges that must be managed carefully. Ensuring that the human element remains central and approaching AI in education with a balanced perspective, learners, educators, and developers can work together to create a future where technology and human insight harmoniously contribute to a more equitable and enriching educational landscape for NextGen Learners.

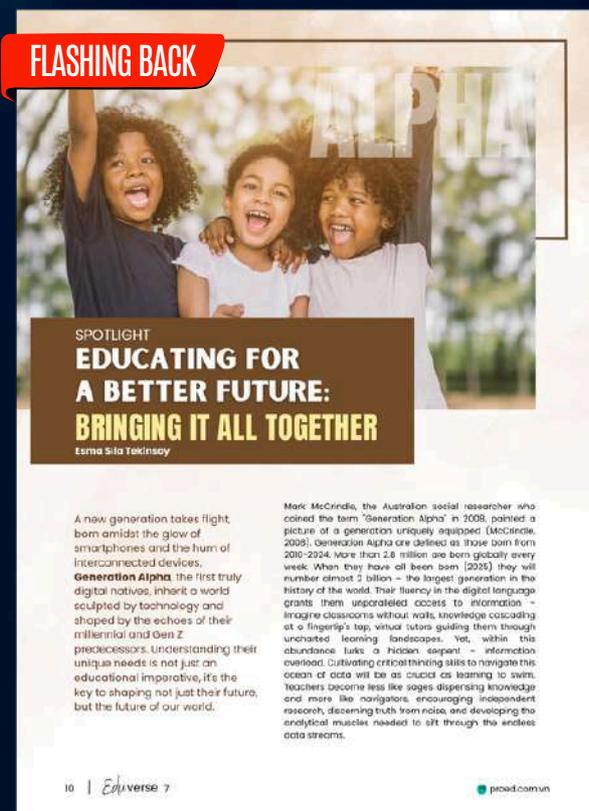


Nour Negm is an educator entrepreneur interested in combining technology and education to facilitate learning and provide affordable learning opportunities. His articles about self-motivation and academic attainment have been published in the United Kingdom, India, the USA and on LinkedIn. He sees that value and expertise should be freely available.

EDUCATING FOR A BETTER FUTURE: BRINGING IT ALL TOGETHER

by Esma Sila Tekinsoy

As we continue to explore the future of education, let's take a fresh look at a pivotal article from our archives—*Educating for a Better Future: Bringing It All Together*—written by Esma Sila Tekinsoy. This article, originally featured in EduVerse Newsletter 7, is an insightful piece on educating Generation Alpha. This generation, the first generation to be born entirely in the 21st century, is also the first to grow up in a world where digital technology is not just a tool but a fundamental aspect of everyday life. From smartphones and tablets to AI and virtual reality, these digital natives are immersed in a landscape defined by rapid technological advancements and constant connectivity.



Understanding the educational needs of Generation Alpha is more than an academic exercise; it is an imperative for shaping the future of our global society. Unlike previous generations, they have been raised amidst a sea of information, digital interactions, and a culture of instant gratification. Educators and policymakers must recognize the unique challenges and opportunities presented by this hyper-connected generation. Esma Sila Tekinsoy's article explores these themes, shedding light on how we can harness technology to engage these learners while also nurturing their creativity, critical thinking, and social-emotional skills.



Click or scan

Read the full article about how to teach Generation Alpha students in EduVerse Newsletter 7, published in January, 2024.

With Generation Alpha poised to become the most educated, technologically adept, and diverse generation yet, we must continue to innovate and adapt our approaches to teaching and learning. This reflection on Generation Alpha's educational journey provides valuable insights into how we can better prepare all NextGen learners for the challenges and opportunities of the future.

Gen Z's tech habits

A GUIDE FOR ESL TEACHERS

Roz Weitzman



The world of education is constantly evolving, and nowhere is this more apparent than in the English as Second Language (ESL) classroom. As educators, we face the unique challenge of teaching English to Generation Z (Gen Z), a group that has grown up in a world saturated with technology. Gen Z students have different expectations and learning preferences compared to previous generations. They are visual learners who prefer short, engaging content and interactive experiences. As such, traditional teaching methods may not be as effective in capturing their attention or meeting their educational needs. To meet the needs of this generation, ESL teachers must adapt their strategies to incorporate digital tools and interactive techniques that resonate with Gen Z's learning preferences.





GEN Z'S EVOLVING KEY TRAITS

Gen Z, born roughly between the late 1990s and early 2010s, is a generation that has never known life without the internet, smartphones, and social media. Unlike previous generations, they are digital natives who have grown up in a world where technology is not just a tool but an integral part of their daily lives. This constant immersion in technology has influenced their cognitive development and learning styles, making traditional teaching methods less effective.

Their tech habits are not just a preference but second nature to them. They are accustomed to multitasking across multiple devices, consuming bite-sized content on social media, and using digital tools to solve problems quickly. They prefer visual and interactive content, such as videos, infographics, and interactive quizzes, over text-heavy material. These habits are now shaping the way they learn, as they expect information to be presented in engaging, dynamic, and accessible formats.

Growing up during the pandemic has deeply impacted Gen Z, shaping their worldview in unique ways. The experience of social isolation, their disrupted education, and uncertainty about the future have made them more resilient but also more anxious. They have had to adapt quickly to online learning, remote work, and virtual socializing, which has made them incredibly tech-savvy but also more aware of the importance of mental health.

✔ FRUGALITY

Gen Z's focus on financial responsibility is influencing the economy. They are likely to be more cautious with credit and debt, which could lead to a shift in how financial products are marketed and designed. Businesses may need to offer more value-oriented products and services to appeal to this cost-conscious generation. This trend might also encourage a culture of minimalism and sustainability, as they prioritize quality over quantity and seek out long-lasting, multi-use products.

✔ TRAVELING

Gen Z's passion for travel is transforming the tourism industry. They demand authentic, sustainable, and experience-driven travel, pushing the industry to evolve. There is a growing emphasis on eco-tourism, community-based tourism, and personalized travel experiences. This shift may also lead to a greater appreciation for cultural diversity and global understanding, as more young people seek to engage with different cultures and environments. This knowledge has pushed diversity and equity to the forefront of many aspects of everyday life.

✓ MENTAL HEALTH ISSUES

The mental health challenges faced by Gen Z are bringing mental health to the forefront of societal conversations. Awareness of mental health issues is growing, and stigmas are fading, leading to better support systems, increased access to mental health resources, and a more compassionate approach to well-being. Employers, schools, and communities are being prompted to prioritize mental health and create environments that support emotional resilience and stress management.

✓ GAMING

The rise of gaming as a mainstream cultural force is changing how society views entertainment, social interaction, and even education. Gaming is becoming a respected career path, leading to the growth of eSports, game design, and content creation industries. This shift also reflects broader changes in how we socialize, as online communities and virtual worlds become central to social interaction. The skills developed through gaming, such as teamwork, problem-solving, and strategic thinking, are increasingly recognized as valuable in the job market.

✓ USING AI

As Gen Z drives the adoption of AI, society could see significant changes in how we live, work, and interact with technology. Their comfort with AI could accelerate its integration into daily life, leading to more personalized and efficient services in healthcare, education, and entertainment. A good thing, however, their awareness of AI's ethical implications may also lead to more thoughtful and responsible AI development. This could influence policies and regulations to ensure that AI is used in ways that benefit society while minimizing risks.

✓ ENVIRONMENTAL ATTITUDES

The complex relationship Gen Z has with sustainability highlights the challenges of balancing ethical concerns with convenience and affordability. This tension could lead to a greater demand for sustainable options that are also accessible and affordable. Businesses and governments may face pressure to create more eco-friendly products and policies that align with Gen Z's values while also fitting into their lifestyles. This could drive innovation in areas like renewable energy, sustainable fashion, and circular economies.

✓ SOCIAL MEDIA

Gen Z's influence on culture through social media is creating a more democratized and dynamic cultural landscape. Trends can emerge and evolve rapidly, and voices that were previously marginalized now have a platform. This is leading to a more diverse and inclusive cultural expression, where different identities and perspectives are celebrated. However, it also presents challenges, such as the spread of misinformation and the pressure to conform to online standards. As social media continues to shape public discourse, its impact on society will only grow, influencing everything from politics to pop culture.



THE CHANGING LANDSCAPE FOR ESL CLASSROOMS

As we navigate the evolving educational environment, it is crucial to examine how ESL teachers can harness the tech habits of Gen Z to enrich their teaching methods. What strategies can make ESL learning more engaging and effective for this tech-savvy generation? From utilizing language learning apps and online resources to incorporating multimedia content, there are numerous ways to create dynamic and interactive lessons. Fostering a digital environment that promotes collaboration and creativity, teachers can help students develop both language skills and digital literacy simultaneously.

1 EMBRACE VISUAL LEARNING

Visual learning is at the core of how Gen Z absorbs information. With platforms like Instagram, YouTube, and TikTok dominating their screen time, they are accustomed to processing information quickly through visuals. As an ESL teacher, integrating more videos, infographics, and interactive materials into your lessons can significantly enhance understanding and engagement. For instance, using graphic organizers such as mind maps, Venn diagrams, and flowcharts can help students visualize complex concepts and vocabulary. You might also consider incorporating video content, such as short educational clips or animated stories, to break down language rules or illustrate cultural nuances. Additionally, tools like Google Slides or Prezi can be used to create dynamic presentations that cater to their visual learning preferences.

Why Not Try This: Instead of a traditional lecture on verb tenses, you could use a video that visually represents the timeline of past, present, and future events. Follow this up with an interactive activity where students create their own visual timelines using a graphic organizer.

2 INTEGRATE INTERACTIVE LANGUAGE APPS

Gen Z is a generation that thrives on interactivity, and there are numerous language learning apps designed to make the process fun and engaging. Many apps offer gamified learning experiences that appeal to Gen Z's love for tech and competition. These platforms often feature interactive exercises, quizzes, and games that reinforce vocabulary and grammar in a way that feels less like studying and more like play. Incorporating these apps into your curriculum can provide students with additional practice outside of the classroom.

Why Not Try This: Encourage students to use a language app as part of their homework. You could set up a friendly competition where students earn points for completing certain levels, with rewards for those who reach the highest scores.

3 EXPLORE TIKTOK IN EDUCATION

TikTok is no longer just a platform for dance challenges and viral memes—it is also becoming a space for educational content. Many educators and professionals are using TikTok to share bite-sized lessons and tips, and ESL teachers can do the same. Encouraging students to create short educational videos related to lesson topics can be a highly effective way to engage them. This approach not only taps into their preferred platform but also allows them to express creativity and practice language skills in a context that feels relevant to them.

Why Not Try This: Assign a project where students must create a 30-second TikTok video explaining a new vocabulary word or demonstrating a grammar rule. This not only reinforces their learning but also helps them practice speaking and editing skills.

4 UTILIZE DIGITAL STORYTELLING

Storytelling has always been a powerful educational tool, and with digital platforms, it can be taken to new heights. Gen Z loves storytelling, especially when they can contribute to it. Digital storytelling allows students to create and share their own stories using multimedia elements such as text, images, audio, and video.

In the ESL classroom, digital storytelling can be used for collaborative projects where students work together to create stories or scenarios related to language learning. This method encourages creativity, teamwork, and practical application of language skills.

 **Why Not Try This:** Have students work in groups to create a digital story about a cultural event or personal experience. They can use tools like Adobe Spark or Storybird to combine text with visuals and audio. Afterward, they can present their stories to the class, practicing both writing and speaking skills.

5 INCORPORATE SOCIAL MEDIA INTO LEARNING

Social media is an integral part of Gen Z's life, so why not use it as a tool for language learning? Creating a class social media group on platforms like Facebook, Instagram, or even a private WhatsApp group can provide students with a space to share language-related content, interesting articles, or videos. This approach not only encourages participation but also exposes students to authentic language use. It allows them to see how English is used in real-world contexts and provides opportunities for informal learning outside the classroom.

 **Why Not Try This:** Create a class Instagram account where students take turns posting a "Word of the Day" along with its definition and an example sentence. Encourage them to comment on each other's posts using the new vocabulary.

6 TEACH CRITICAL THINKING WITH ONLINE SOURCES

Gen Z's reliance on platforms like TikTok for information means that critical thinking is more important than ever. As an ESL teacher, you have the opportunity to help students develop the skills to discern credible sources from misinformation.

Incorporating lessons on digital literacy and critical thinking into your curriculum can empower students to navigate the vast amount of information available online. Using Bloom's Taxonomy, you can guide students through the process of evaluating sources, analyzing content, and forming well-informed opinions.

 **Why Not Try This:** Assign a research project where students must find information on a specific topic using both TikTok and traditional sources like news articles or academic journals. Have them compare the reliability and depth of information from each source, discussing the differences in class.



7 BREAK DOWN CONTENT INTO SHORT, ENGAGING SEGMENTS

Gen Z is known for having a shorter attention span, partly due to the constant stream of information they receive online. To keep their attention in the classroom, it is essential to break down lessons into bite-sized, interactive segments. Consider using quizzes, polls, and discussions throughout your lessons to keep students engaged. Tools like Kahoot! or Quizizz can be used to create fun, competitive quizzes that reinforce learning. Additionally, incorporating short, focused discussions or activities between segments can help maintain their interest.

🎯 **Why Not Try This:** Instead of a 45-minute lecture, break the session into 10-minute segments with interactive activities in between. For instance, after teaching a new grammar rule, you could follow up with a quick quiz on Kahoot! to reinforce the lesson before moving on.

8 PROVIDE FEEDBACK THROUGH EMOJIS

Emojis are a language Gen Z understands well, and they can be a fun and effective way to provide feedback. Instead of traditional comments, consider using emojis to express praise, encouragement, or areas of improvement. This approach adds a touch of fun to feedback and can make students feel more connected and understood. For example, a thumbs-up emoji can indicate a job well done, while a lightbulb emoji might suggest that a student has had a great idea.

🎯 **Why Not Try This:** When grading assignments, use a combination of text and emojis to give feedback. For instance, if a student wrote an excellent essay, you could write, "Great job! 🌟 Your ideas were clear and well-organized. Keep up the good work! 👍"

9 STAY UPDATED WITH TRENDS AND PROFESSIONAL DEVELOPMENT

To effectively teach Gen Z, it is essential to stay current with the latest trends and tools. This means not only being aware of what is popular on platforms like TikTok and AI as teaching tools, but also continuously upskilling your knowledge through professional development opportunities. Attending conferences, webinars, or even following educational influencers on social media can provide valuable insights into new teaching methods and technologies. By staying updated, you can make your lessons more relatable and engaging for your students.

🎯 **Why Not Try This:** Join an online community of ESL educators where members share tips and resources about the latest trends in teaching Gen Z. Participate in webinars or online courses that focus on integrating technology into the ESL classroom.

FLEXIBILITY IS KEY.

Teaching Gen Z requires a flexible and open-minded approach. By embracing their tech habits and integrating modern tools into your teaching methods, you can create a more engaging and effective learning environment.

Whether you are a new ESL teacher or a seasoned professional, changing strategies can help you connect with your students and make your lessons more relevant to their lives. Remember, the key to success with Gen Z is to stay adaptable. Experiment with different tools and methods, and do not be afraid to try something new.

After all, education is always evolving, and so are the needs of our students. Good luck with your Gen Zs, and happy teaching!



Roz Weitzman is an ESL Consultant, a certified Canadian teacher with 15 years in China, and on a mission to revive the joy in ESL teaching. Specializing in professional development for ESL teachers worldwide, her community is passionate educators, from diverse backgrounds. She's offering live and online workshops for schools and universities, also through a membership site. Her continuous focus is on empowering ESL teachers with fresh ideas, fostering excitement, and celebrating their successes. For Roz, the journey is fulfilling as she gives back her knowledge and experience to her profession in meaningful ways, making a tangible impact on classrooms worldwide.

4

What advice would you give to fellow educators on how to best support and teach NextGen learners?

Talk to them and talk to their caregivers. Finding out as much as you can about the individuals in your class can go a long way in helping to engage them, preempting or managing issues that may arise and developing a sustainable relationship with and between your learners.



Teresa Bestwick
The TEFL Development Hub
Spain

To effectively support and teach NextGen learners, educators should embrace technology, incorporate real-world applications into lessons, encourage collaboration and creativity, and foster a growth mindset. It's crucial to be open to new teaching strategies, adapt to changing needs, build strong relationships with students, and create a positive, inclusive learning environment.



Raymond Hosingco Banzuela
Great Ideas Events
Management Services,
Philippines

** Summarized response*

Train yourself well first to provide them with best experience. As a better trained teacher can make the students' learning experience rewarding & positive.



Dr. Shafiq ur Rehman
University of Doha Science
& Technology, Qatar

To enhance learning, integrate digital tools while prioritizing digital citizenship.

Encourage questioning, exploration, and independent inquiry. Encourage collaboration, offering diverse learning paths, and connecting with students personally. Emphasize real-world experiences, clear expectations, student autonomy, and platforms for expression. Stay updated on trends to improve education effectively.



Dr. Mohammad Haseen Ahmed
IISJ, India

** Summarized response*

Don't be discouraged by the "disrespect" or the lack of discipline that you see in these learners. They will be the most hard-headed, yet the most resilient, the most enthusiastic learners of all. It's best to work with them as a friend, a mentor, not as an authority.



Trần Đông Bảo Châu
BrightCHAMPS
Vietnam

To effectively educate NextGen learners, teachers should integrate technology to make learning more engaging and relevant, while teaching digital literacy and addressing ethical concerns in the digital age.

Emphasizing critical thinking, problem-solving, communication, collaboration, cultural awareness, and inclusivity is key. Education should be tailored to students' learning styles and include practical exercises to demonstrate real-world applications.



Prof. Romina Marchesani
IIS Acciaiuoli-Einaudi
Italy

** Summarized response*



THE ROLE OF INNOVATIVE ASSESSMENT IN MEETING THE NEEDS OF DIGITAL NATIVES

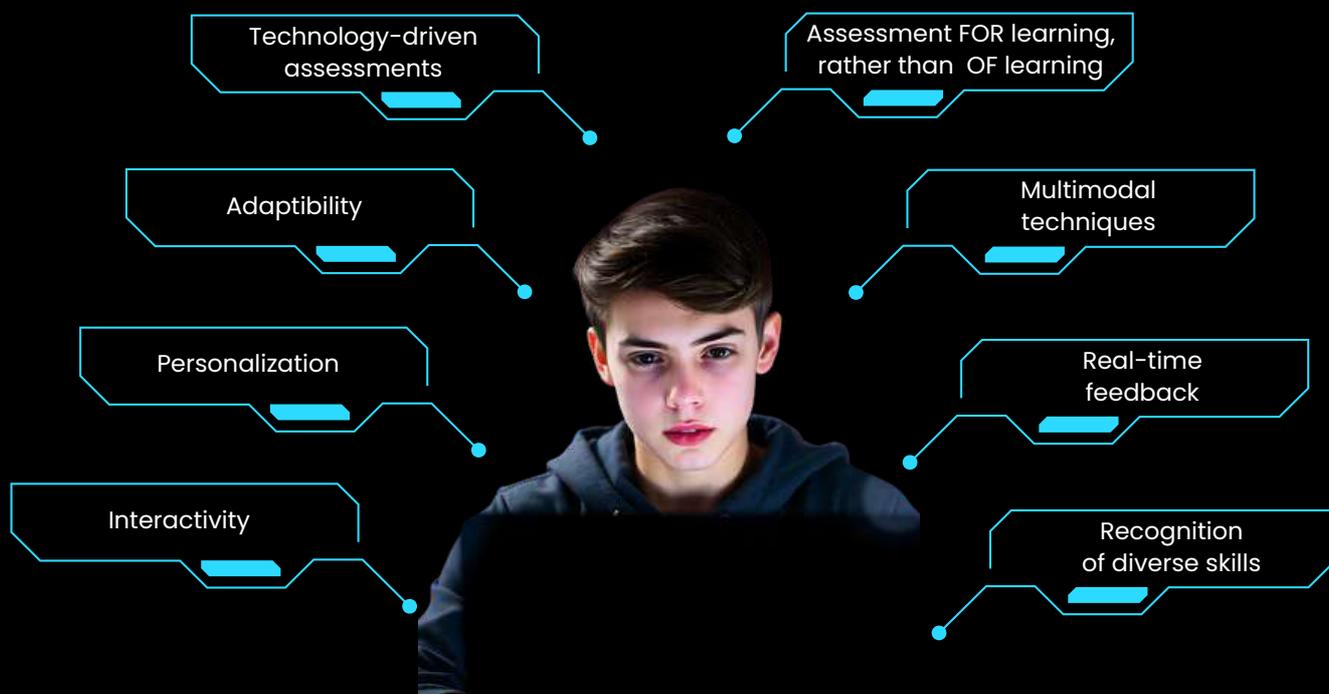
Wioleta Anteck

THE RISE OF ONLINE LEARNING AND NEW LEARNING TOOLS

Since the onset of the Covid-19 pandemic, there have been significant changes in both public schools and private lessons. One of the most notable shifts has been the widespread adoption of online learning and teaching. Moreover, the education landscape has undergone a fast transformation, driven primarily by technological advancement and innovative methodologies that create a more engaging, personalized, and effective learning experience. Educators swiftly transitioned to virtual classrooms using platforms, such as Google Classroom, Zoom, and Microsoft Teams. Teachers and students were compelled to become more proficient in using digital resources, including educational apps, interactive coursebooks, and online assessments. These changes were necessary and inevitable. As a result, people have become more open to new solutions and have embraced innovative tools and methods that enhance the educational activities. Language learning platforms and apps enabled new forms of learning, introducing gamification and interactivity leading to improved outcomes for learners. There has been a significant surge in the number of installations across these platforms. Just to give an example, Duolingo, which is a mobile-first app combining language learning with gamification, had over 16.2 million global downloads only in January 2024 (compared to 13.8 million in January the previous year).

NextGen learners, often referred to as digital natives, have grown up with the presence of technology. Their generation is unique and so are their educational needs. What served learners before them, does not necessarily suit NextGen learners. That is why, there is a need to introduce new, advanced, and innovative educational approaches, also when it comes to language assessment.

What do NextGen learners need in language assessment?



INNOVATIVE LANGUAGE ASSESSMENT TOOLS AND TECHNOLOGIES

Modern language testing has transformed to meet the evolving needs of NextGen learners by integrating all four skills (Reading, Writing, Listening, and Speaking) considering the holistic nature of language use. This change better reflects the real-world application of language, where these skills are naturally used simultaneously. Paper-based testing, which used to be a norm some time ago, has been replaced by online and computer-based assessments. Digital platforms now offer a level of adaptability that was previously unattainable. Adaptive testing came into use and the newest technologies have been developed to adjust the difficulty of questions based on the learner's responses. This ensures that each test is tailored to the test-taker's proficiency level, providing a more accurate measure of their capabilities and making the student appropriately challenged. This was never possible with traditional, paper-based testing.

As Artificial Intelligence took over the world, AI-driven platforms have come into existence and have revolutionized the way language proficiency is assessed. They employ sophisticated algorithms to evaluate proficiency and provide immediate feedback on various aspects of a language that can help test-takers become aware of their mistakes faster and improve their language abilities on the spot. AI scoring is yet another improvement that reduces the time and effort required for manual grading, ensuring consistency and objectivity in scoring. It is also worth noting that AI tools are invaluable in tracking and analyzing learners' progress over time, helping not only learners to get insights into their learning patterns but also educators to hone their teaching methods and strategies to improve learning outcomes.

Such innovations definitely help to make language testing less stressful and more personalized, engaging, and effective. Traditional tests usually induce anxiety which oftentimes negatively impacts performance. Modern assessments, on the other hand, create a more supporting and confidence-boosting environment allowing learners to demonstrate their skills in the best possible way. Moreover, going to an institution to write a test is no longer necessary as these can be conveniently taken from home.



THE IMPORTANCE OF SUMMATIVE ASSESSMENT

It has to be kept in mind that assessing students' language proficiency is crucial, and now more important than ever. Understanding one's actual skill level is vital for both academic and professional growth, as it meets language proficiency requirements and unlocks job opportunities and career advancement. It can also serve as benchmarks for watching the progress and motivate further skill development.

In language teaching, summative assessment can take various forms, but they all aim at evaluating the cumulative knowledge and overall skills acquired by students during the educational process. Standardized assessment provides a consistent measure of language ability that is comparable across different contexts and it turns out that language proficiency is a key determinant of success. Nowadays, many countries require language tests for immigration, citizenship, and scholarships for learners as a proof of their abilities. Mastering a world language becomes a gateway to permanent residency or opens new doors to student programs or better jobs. It also empowers individuals to succeed in diverse environments.

The demand for language proficiency tests shows the growing recognition of languages as tools for personal development, a kind of a stepping stone to broader opportunities and a global asset. It can also navigate daily life and is a necessity for many to embrace cultural and social values worldwide. Nevertheless, it is also time to rethink assessment and integrate it into the learning process to support NexGen learners' needs, which are mainly about the personalization of learning and using technology both to facilitate students' skills development and support teachers in providing students with dynamic resources and collecting data.

— “

NextGen learners need formative assessment to gain a deeper understanding of the language learning process. And it is not only about what they did wrong, but also why.

” —

THE ROLE OF FORMATIVE ASSESSMENT

Ongoing assessment is essential in language learning due to the fact that it actively supports and enhances the learning process. Unlike summative assessment, which evaluates learning at the end of a given stage of education, formative monitors student progress on a daily basis and is integrated into regular lessons and activities. It focuses on moving learning forward. It provides immediate feedback encouraging students to take an active role in their learning. Such continuous feedback helps learners identify their strengths and areas for improvement, allowing them to develop metacognitive strategies and focus their efforts on specific skills that need improvement rather than the entire curriculum.

NextGen learners need formative assessment to gain a deeper understanding of the language learning process. And it is not only about what they did wrong, but also why. Formative assessment is also a great way of building student confidence as they see their incremental progress, feeling more engaged and enthusiastic in their learning journey. From a teachers' perspective, it gives the opportunity to tailor the instruction to meet the unique needs of each student, creating a more personalized and effective learning experience.

WHY USE ADAPTIVE ASSESSMENT

Students' skills in a class are never at the same level, and they differ in strengths and weaknesses. Adaptive testing personalizes the testing experience by dynamically adjusting the difficulty of questions and prompts based on the test-taker's responses. This ensures precision by focusing on questions that match the test-taker's ability level. As the assessment progresses, it tailors itself to the test-taker's skill level, which can reduce the stress associated with facing questions that are either too easy or overwhelmingly difficult. Adaptive assessments are designed to pinpoint a test-taker's true proficiency level, providing more accurate, and reliable results than traditional fixed-form tests. All these things are highly appealing to NextGen learners.

Let us take the Avant STAMP (STAndards-based Measure of Proficiency) as an example. Debuted in 2001 by **Avant Assessment**, the tests are online available and give test-takers real-world texts and situations. Unlike traditional grammar-based approaches, Avant emphasizes authentic assessments. The tests are designed to measure real-world language proficiency in spontaneous, unrehearsed situations, without the use of translators, reference materials, or assistance. The testing engine adapts to each student's level as the test progresses, and prompts for writing and speaking skills are based on the student's proficiency in reading and listening. The adaptive nature of the assessment allows students to gain insight into how well they are able to communicate in and understand another language. Certified human raters ensure consistent and accurate scoring. In addition, Avant's assessments can be used as formative assessments to measure student progress and growth.



Avant Assessment is the first company to develop commercially-available, multi-stage, computer-adaptive tests for language learners and their features align well with the needs of NextGen learners, who benefit from personalized, relevant, and data-driven educational experiences.



CHALLENGES AND OPPORTUNITIES IN IMPLEMENTING INNOVATIVE ASSESSMENTS

Implementing innovative assessments comes with both challenges and opportunities. A key challenge is making sure everyone has access to the necessary resources and technology. Educational inequalities caused by unequal access to reliable Internet and devices as well as the potential for academic misconduct during the test can hinder participation and compromise assessment integrity. To prevent unfair behaviors, assessment companies have implemented, for example, remote proctoring, plagiarism detection tools, and multi-factor authentication. Despite all the challenges, innovative assessments meet the needs of NextGen learners and teachers, offering more personalized, adaptive, inclusive testing experiences as well as improved student outcomes with formative and summative assessments.

Addressing all potential barriers and challenges and leveraging the opportunities can lead to a significant increase in student engagement, proficiency, and overall success in language learning for NextGen students. Flexibility and accessibility of online assessments are an unquestionable advantage. Innovative formats, incorporating visuals, multimedia and interactive tasks make computer-based assessments appealing to NextGen students and relevant to their lives.



Wioleta Antecka is the European Operations Coordinator at Avant Assessment and serves as the Global Director of the Teacher Pair-Share Program. With 17 years of experience teaching English, she has a deep commitment to language education. Originally from Poland, Wioleta has successfully led numerous international collaborative projects, fostering the development of students' language skills across borders.

BEYOND MARKS & GRADES

THE POPULARITY OF CERTIFICATES AMONG NEXTGEN LEARNERS

Linda Egnatz

In 2012, I began a journey that transformed the second language learning curriculum of my school, and now, almost twenty years later, is impacting classrooms around the world. Whether you are a school leader, curriculum developer, policy-maker, or classroom educator, you share a common goal, engaging learners. NextGen learners have changed. They are pragmatic and want learning to be applicable to their lives. To meet this challenge, studies are finding that adding micro-credentials to well-articulated learning pathways is the key to success. For me, that pathway has focused on second-language learners, first as a classroom teacher, then as an educational consultant and trainer, and now as the Executive Director of an international certification program. Whatever your role, consider how a “begin with the end in mind” approach might empower the learners you serve.

1

NextGen learners



Click or scan

After being awarded a Global Seal of Biliteracy, a second-year student at the University of Oregon said, "Finally, a test that means something." His statement reflects the beliefs of NextGen learners that certificates are valuable and can give them a competitive advantage and help to distinguish themselves on academic and employment applications. Today's students want to build skills that appeal to employers and view micro-credentials as a way to document and share what they have learned. In a recent study, Coursera, a leading micro-credential provider, surveyed 5,000 university students and recent graduates across 11 countries and learned that 90% of students and recent graduates agree that micro-credentials enable them to stand out to potential employers.

Because of the rising demand for digital credentials, UNESCO organized a global expert panel to reach a consensus on a definition, which resulted in a report titled *Towards a Common Definition of Micro-credentials in 2022*.

The report proposed the following criteria for a micro-credential:

1. "a record of focused learning achievement verifying what the learner knows, understands or can do"
2. "includes an assessment based on clearly defined standards"
3. "is awarded by a trusted provider"
4. "may also contribute to or complement other micro-credentials or macro-credentials through recognition of prior learning"
5. "meets the standards required by relevant quality assurance"



Click or scan

2

A perfect match

To meet the needs of NextGen learners it is important to align assessments and grading with the inherent characteristics of this group. They want learning to be relevant and they clearly see a certificate as a door to future opportunities. This group wants to personalize their educational pathways and enjoy achievable challenges, with opportunities to become experts in an

area of interest. Together with personalized learning experiences they want flexibility in how they acquire and demonstrate their skills. These needs can be met with a pathway of stackable certificates to mark benchmark accomplishments. Together with interactive, online assessments that can be taken at home or at school, especially if scoring provides formative feedback and multiple testing opportunities to show improvement, NextGen learners are motivated to "Level-Up". The result is meaningful gamification that not only engages learners but leads to career readiness documented by stackable or multi-tiered certifications or course credit by exam.

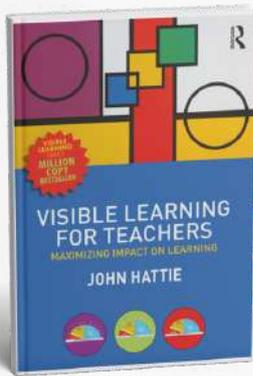


Click or scan

3

Award certificates

There are many great reasons to add certificates that document skills via testing to your school program. First and foremost, the research shows that students who are working toward certificates are more engaged, perform better, and have less absenteeism. Unlike end-of-term grades or marks given to a student in the form of a number, a letter, or a percentage as determined by the number of correct or incorrect responses given on a test or exam, a certificate is usually awarded based on a demonstration of skills that the student has acquired. Certificates reward tangible accomplishments and learning whereas traditional grades may only point to gaps in learning or errors and rarely reflect growth. As a result, students often fail to recognize their progress.



Click or scan

To further my own understanding of this phenomenon, I looked to the research by Professor John Hattie at the University of Melbourne, Australia. In his book, *Visible Learning for Teachers*, Hattie examines what influences student performance and emphasizes the need of learners to “visualize learning.” In other words, students should be able to describe what they have learned and explain their next steps. Unfortunately, traditional grades are not visible, and rarely include actionable feedback. For example, a former student announced that they planned to drop their Spanish course because their grades had not improved. In an attempt to clarify, the student explained that they had received the same end-of-course grade as the previous year. It was interpreted as a lack of progress, and despite the fact that the content represented greater difficulty than the previous year, the student felt unsuccessful. As a result, motivation and belief in their ability to learn Spanish were gone. Certificates, on the other hand, prompt an opposite response. In *The Seal of Biliteracy: Successes and challenges to implementation*, a research study I co-authored, a secondary school student in a focus group said, “It gives you a motive to finish, before I was like, why am I in this class?” Adding stackable certificates that are valued in academic or workplace settings connects NextGen learners with their desire for learning that is personally relevant and the gamification effect builds intrinsic motivation.

4) “Can-Do Statements”

In the secondary school space, there are a number of subject areas that can easily incorporate micro-credentials. Common certifications currently awarded to secondary students include information and computer technology (ICT), fitness, healthcare, skilled trades, childcare, lifeguarding, food service, design, and translation/interpreting. Certifications typically involve taking a course, passing a test, and sometimes in-person attendance, training or capstone project.

In terms of language learning, documenting one’s bilingualism with a certificate based on a test of language proficiency can lead to lifelong advantages. Because best practices in the field of second language learning focus on acquiring proficiency, stackable certifications are a natural pairing. Language proficiency is universally measured on an incremental scale called the Common European Framework of Reference for Languages (CEFR) developed by the Council of Europe. *The CEFR scale groups language learners* into three groups: Basic User, Independent User, and Proficient User and six category levels: A1, A2, B1, B2, C1, and C2. The characteristics of each level are explained using **Can-Do Statements** that describe what learners can do in the language at each sub-level. NextGen language learners’ proficiency should not be measured by focusing on vocabulary, spelling, or grammar, but rather by evaluating what tasks or functions students can complete in the language. For example, a learner at the Basic User level uses lists, memorized phrases, and simple formulaic sentences to communicate whereas an Independent User can mix and combine acquired vocabulary and sentence structures to create an original personalized message that may include errors or mispronunciations but is comprehensible to the listener or reader.



Click or scan

What is wonderful about the CEFR scale is that it offers exactly what NextGen learners want: clear, practical learning targets that emphasize communicative interpersonal skills. It challenges learners to advance to "expert" status while allowing them to take control of their learning journey by clearly describing the tasks required at each level. **Can-Do Statements** and *Self-Assessment Grids* in multiple languages provide students with a roadmap to personal progress allowing them to customize their learning and their pace. Learner autonomy is enhanced when students can verbalize what they are able to do in the language and what skills they are working to improve. Because both the CEFR level descriptors and proficiency tests separate the listening, speaking, reading, and writing skills, learner feedback is actionable. Students can recognize and celebrate their strengths in specific areas while also clearly identifying which weaker areas need more attention. This is more effective than a composite grade, which can obscure individual successes by averaging higher scores with lower ones in weaker areas. The result can be devastating to a student's level of engagement and motivation. Providing more detailed feedback is much more effective, as it helps learners feel a sense of accomplishment and encourages them to use the level descriptors and Can-Do statements to identify areas for improvement.



5

with Credentials

Gamification with incremental rewards such as ribbons, digital badges, and certificates are being used effectively in a variety of learning environments to motivate students. NextGen learners have grown up with video games and the skills they acquire as they seek to level up

a game such as critical thinking, developing hypothesis, asking for help, knowledge retention, and testing ideas through trial and error can all be applied to the classroom. If educators can rethink and transform curriculum into a "level-up game" with clearly defined learning targets, add visuals that illuminate an articulated pathway (remember John Hattie's Visual Learning?), and offer tangible rewards beyond traditional grades or marks along the way, Next Gen learners—who are almost hard-wired for this format—are more likely to thrive. Don't hold back "what comes next", but rather tease it out to incentivize learner autonomy to reach the next level. Strengthen your "learning game" with ongoing feedback and, when possible, embed clues or "Easter eggs" and surprises for more gamification fun.

This requires a Can-Do approach to curriculum planning; determine the skills and content required to build toward a higher level and then incorporate a detailed pathway of tasks that demonstrate competence. Clearly communicate the end goals to learners, and when possible, connect them to real-world tasks viewed as relevant and applicable to the future. For example, if an English class is learning "food" vocabulary, relevant tasks could be ordering a restaurant meal, but might also include designing meal plans for someone with dietary restrictions such as allergies, diabetes, or specific food preferences such as vegetarian. Finally, identify potential rewards. Are there existing certificates that can be built into your program to generate excitement and recognition for achievement or will you design your own?

For example, the *Global Seal of Bilingual Proficiency* was created to be a tool that bilinguals could use to document their language proficiency in two or more languages, regardless of age, level of education, or how they acquired their skills. It celebrates biliteracy, so recipients must demonstrate an ability to both speak and write in the languages being certified. Even before the 2022 UNESCO report, the Global Seal understood the need to provide a certificate using internationally recognized language proficiency scales and externally validated language assessments. The Global Seal offers three certificate tiers, Functional Fluency (B1), Working Fluency (B2), and Professional Fluency (C1), and is stackable so awardees can earn higher-level certificates as their skills grow. Keeping NextGen learning styles in mind, the Global Seal has created short "Self-Assessments" using Can-Do Statements and emoji responses to help students identify their likely proficiency level and readiness to test for certification.



Over a decade ago, I took the opportunity to reflect on my teaching and curriculum goals as part of a process to become a National Board Certified Teacher in the United States. I had realized that I needed to retool in order to meet the needs of NextGen learners. My students wanted more control over what they learned, and to engage their interest, I needed to provide more interaction and feedback. When I posted in my classroom a clear pathway to a Seal of Biliteracy, everything changed. Students were more motivated and within in two years, almost every student was earning a Seal of Biliteracy for their Spanish skills.

Certificates and micro-credentials represent a significant shift in how we measure and recognize learning for NextGen learners. These learners are seeking more than just grades; they want meaningful, applicable learning experiences that align with their personal and professional goals. Certificates offer a tangible way to document skills, provide motivation through gamification, and allow learners to visualize their progress and set clear, achievable goals.

As we continue to evolve our educational practices, it is crucial to consider how we can best support our learners in achieving their fullest potential. Certificates are not just a trend; they are a powerful tool for fostering lifelong learning and preparing NextGen learners for the challenges and opportunities of the future.



Linda Egnatz serves as Global Seal of Biliteracy Executive Director. She is the Joint National Committee for Languages (JNCL-NCLIS) President and a Member of both the Bilingualism Matters Advisory Board and Heritage Language Global Think Tank. Egnatz is widely published and has received multiple awards in the field of Education.



Click or scan



It is fun and exciting to teach when students take ownership of their learning and are excited to learn. To meet the need of NextGen and make learning relevant and interactive, all **Global Seal of Biliteracy** recipients can create a Language Profile highlighting their certificate which is digitally-shareable to universities, employers, and social media. Schools around the world use Global Seal certifications to inform instruction, improve student outcomes, and celebrate both students and the quality of their school program.

Typically, a school, university, or employer will test and submit qualifying scores to the Global Seal using a Group Application process, but individuals are also able to apply and take a remotely-proctored qualifying online test scheduled at their convenience to become **#GlobalSealCertified**.



LESSON OF THE MONTH

Welcome to the **Lesson of the Month** column, a dedicated space in our EduVerse newsletter where we bring you insightful and engaging English Language Teaching (ELT) lessons. Whether you're a seasoned ELT professional or a passionate new teacher, this column aims to provide you with a monthly dose of inspiration and practical ideas to enhance your classroom practice.



STUDENTS' WORKSHEET

WHY DO WE NEED ANIMALS? A CALL FROM THE WILD



Lesson Goals

Social Knowledge

- Differentiate between 'extinct' and 'endangered' animals and understand that some species are at risk of extinction.
- Understand the importance of animals in human life and their role on the planet.
- Create and perform a compelling video that encourages others to take action in protecting animals and the environment.

Language Competencies

- Learn new vocabulary about extinction and conservation.
- Use "should/shouldn't" and "must/mustn't" to construct persuasive sentences
- Improve listening skills and reinforce vocabulary by listening and filling in gaps in an infographic.

proed.com.vn

1



TARGET LEARNERS

Young Teens
(A2 - B1 level)



DURATION

120 minutes



PREPARATION

Classroom technology
(Smartboard, projector)

STUDENTS WORKSHEET (8 PAGES)



TEACHER'S GUIDE (5 PAGES)



DOWNLOAD



Welcome to **Tech Tips & Tools**, your go-to resource for staying ahead in the digital age of education. Each month, we'll bring you handpicked tech tips and tools designed to empower teachers and learners. From innovative classroom apps to strategies for integrating technology into your classroom practices to enhancing teaching and learning experiences.

Skybox AI

by Blockade Labs

skybox.blockadelabs.com ↗



Skybox AI by Blockade Labs is an advanced tool for creating amazing 3D worlds from simple text prompts. Users can easily generate, remix, and edit detailed panoramas. Educators can use Skybox to build dynamic virtual classrooms and engaging, interactive learning experiences.

KEY FEATURES

Text-to-3D creation: Easily generate detailed 3D worlds from simple text prompts.

Edit or remove: Effortlessly remix existing panoramas and edit environments by adding or removing elements.

User-friendly interface: Intuitive design that simplifies the creation process for users of all levels.

Easy access and sharing: Effortlessly access, share, and reuse your 3D creations.

Diverse styles: Select from many styles to customize your virtual environments.

TEACHING IDEAS

Lead-in to the lesson: Start the lesson by using a 3D environment to visually set the context.

Promote storytelling: Use 3D scenarios as a backdrop for students to create and narrate their own stories, boosting narrative skills and creativity.

Writing prompts: Have students explore, then write descriptions or stories based on their observations.

Speaking practice: Encourage students to describe or role-play within a 3D environment to improve fluency and vocabulary.

Virtual Trips: Take students on immersive virtual tours to explore distant places or historical sites.

QUICK START GUIDE

1 ACCESS AND EXPLORE

- ◆ Access the website
- ◆ Sign up your account
- ◆ Explore Skybox AI's library
- ◆ Select a Skybox (sample 360° environment) to get started

2 CREATE AND DESIGN

- ◆ Input your text prompts
- ◆ Choose styles
- ◆ Customize your project by adding or removing elements as needed.

3 SHARE AND USE

- ◆ Copy the link of the project
- ◆ Share and integrate it to your lessons



IDEAS FOR USING SKYBOX AI TO BOOST PRODUCTIVE SKILLS IN THE CLASSROOM

DESCRIPTIVE SKILLS

How to conduct:

Present the 3D environment to the students and have them describe the scene or a character, either verbally or in writing, emphasizing descriptive language.

Suggested assignment:

► Write or describe the place you see. What might you smell, hear, or touch if you were in this place?



Click or scan

Example:

city square, futuristic whimsical buildings, pastel colors, retro-futurism architecture, glass and plastic buildings, flower boxes and trees, utopia, beautiful dusk sunset swirling clouds

PERSUASIVE SKILLS

How to conduct:

Show the skybox and instruct some persuasive techniques to the students and have them write or present an advertisement or proposal, using persuasive language to highlight the features of the 3D location.

Suggested assignment:

► Write an advertisement highlighting a must-visit spot in the 3D environment.

STORY CREATION

How to conduct:

Present the 3D scenario and discuss possible story elements. Have students outline and write their stories, using the 3D environment as a setting.

Suggested assignment:

► Write a story about an adventure that takes place in the 3D environment.
► Create a mystery or problem to solve based on the elements present in the place.

EMAIL WRITING

How to conduct:

Have students compose an email to a friend, including reasons for their recommendation or a summary of their virtual visit.

Suggested assignment:

► Write an email to a friend recommending a visit to a specific place within the 3D environment.
► Describe a virtual visit to a location in the 3D environment and share highlights.

EVENT PLANNING

How to conduct:

Have students create an itinerary or resource plan for an event, incorporating features of the 3D environment.

Suggested assignment:

► Write a detailed itinerary for a fictional event held in the 3D environment.
► Create a plan for managing resources and logistics for an event within the 3D world.

TIPS TO USE:

Instant ideas: To find inspiration or ready-made 3D scenarios, click the logo to view ideas from the platform without using your free credits.

Negative prompt: Skybox AI doesn't recognize the word "no." To exclude something from your project, enter it in the "Negative text" bar.

Use remix mode: Try remix mode for better results. Start with a simpler request for a good structure, then switch to remix mode to specify your desired style.

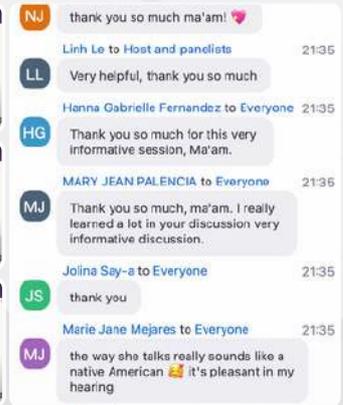
More prompting guide at:

skybox.blockadelabs.com/prompting-guide

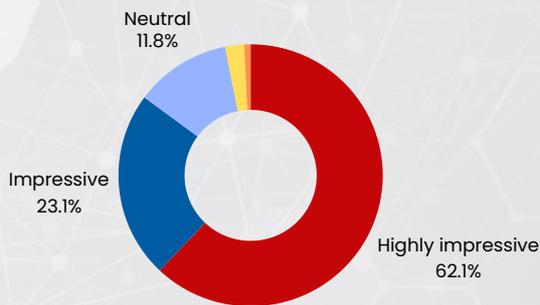
778
Participants

1480
Registrants

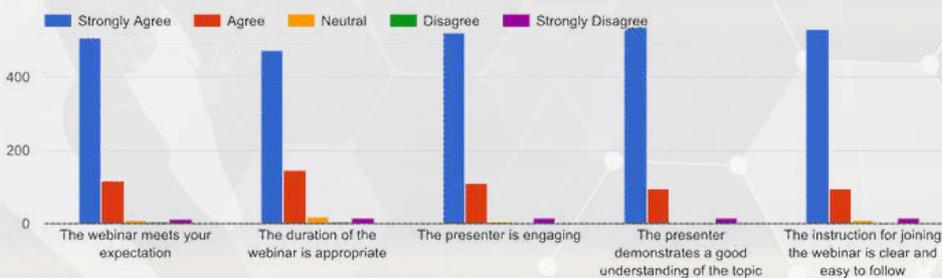
56
Countries



Survey participants: **653**
NPS score: **84.2%** - Overall impression: **98.7%**



As we wrap up our 7th EduVerse webinar, we want to extend a heartfelt thank you to everyone who joined us. A special shout-out to **Ms. Hanh Nguyen** from Vietnam for her insightful presentation on practical strategies for classroom management and student engagement. We were delighted to witness the incredible participation from educators across **56 countries**, with vibrant discussions in the chat boxes on both Zoom and Facebook Live. Your enthusiasm and positive feedback are a testament to your commitment to enhancing your teaching practices. This session not only marked our most successful webinar yet, but it also set new records in participation. We look forward to seeing you in our future sessions as we continue to grow and learn together!



Webinar recordings



Click or scan

Award-winning
SCOS 2024
Student-Centered Observation Scheme

An **Innovative Approach to Classroom Observation** and **Teacher Professional Development**, developed for your school to response to the evolving demands and needs of education, particularly in the post-COVID era

SCOS Components



Classroom Performance Assessment (CPA)



Competency Framework for Teaching (CFT)



SCOS Teacher PD learning platform (LMS)



SCOS 2023 Innovation in Education Award
Student-Centered Observation Scheme

The **Student-Centered Observation Scheme (SCOS)** by Pro.Ed Education Solutions is honored to be presented the **Innovation in Education Award** by Asia Education Conclave in 2023. SCOS is a groundbreaking educational product that has the potential to transform teaching and learning.

By shifting the focus to students, it not only improves teaching quality but also ensures that educators prioritize the needs of their students.



Pro.Ed and EduVerse are grateful to their partners for their invaluable support in advancing education and empowering teachers and learners worldwide.

PUBLISHERS



ORGANIZATIONS



EDULING SPEAK
real communication



ELSA



Discover our range of Official Cambridge Exam Preparation materials

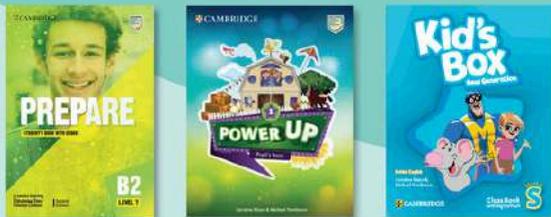
Official Cambridge Exam Preparation Courses



Official Cambridge Exam Practice



Courses that combine Official Cambridge Exam Preparation with general English



Scan the QR code to view our Catalogue 2024

Find out more: cambridge.org/exams

For more information about Cambridge materials in Vietnam, please contact hochiminh@cambridge.org

My First Writing



A basic, three-level writing series designed for lower elementary school students learning English as a foreign language

Meet with Macmillan Education

Macmillan Education, part of the Springer Nature group, has been advancing learning for about 180 years. Since the earliest days we have established ourselves as a world leading publisher, building strong partnerships with educators, innovating in pedagogy and digital content, and inspiring learners to achieve more in education, in the workplace, and in life.

M 180

MACMILLAN

ENGAGING CURIOUS MINDS SINCE 1843



LEARN MORE



ADVANCING FUTURES

Education for Sustainable
Development and Citizenship

Advancing Futures is a comprehensive educational programme designed to introduce topics of **sustainability, diversity, equity and inclusion** into classrooms around the world. The programme will help teachers to **share knowledge, develop skills and promote attitudes and actions** that can bring about positive and lasting change.

LEARN MORE



Follow us on Facebook
@MacmillanEducationAsia



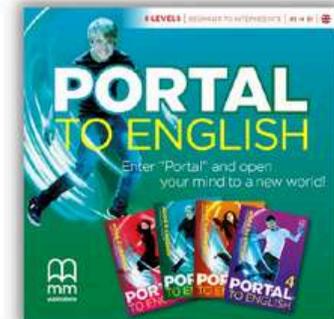
Join Macmillan Education Asia
Teacher's club



Innovative ELT Books and e-learning materials that work for...**YOU!**

MM Publications is a world-leading publisher that offers educational solutions that support the teaching and learning of English.

FREE SAMPLE BOOKS HERE:



....and more!



Integrated digital tools on the all-in-one Spark platform
support every stage of teaching and learning:

Placing students
reliably at the right level

**Preparing and
teaching** live lessons

Assigning practice,
tests and quizzes

Tracking student and class progress,
turning information into insights



To learn more about our learning materials,
and how we can bring your classroom to life, please visit
National Geographic Learning ELT Catalog 2024



A world of opportunity awaits

The only English proficiency test
certified by the University of Oxford.

Introducing the Oxford Test of English Advanced;

- An affordable, personalized test that fits you.
- 100% online, flexible and fast.
- Take or re-take as a full test, single modules, or in any combination – whatever your English proficiency needs!
- Recognized by a growing number of institutions around the world, and your results are valid for life.



Fast-track your learners' progress

Pearson Connected English Learning Programs

Our programs are the result of 25 years of research and experience of our learning experts.



Seamless experience

All our language courses, assessments and certifications are linked together by one simple global scale, the Global Scale of English.



Designed for all ages

Leading language experts and authors provide the latest methodologies for all ages and abilities.



Guaranteed quality

Internationally recognized by industry experts, governments and universities.



24x7 support

Our local, highly trained support experts offer a 24x7 service, and solve 90% of our customer queries first time.

Get in touch with our experts



SCHOLASTIC SMART SCHOOL MODEL



Avant Language Assessment and Professional Learning Solutions

Helping you create a brighter future through the magic of language

Scan to learn more about Avant STAMP for CEFR and take a sample test.



Why use Avant STAMP for Language Proficiency Assessment?

- Avant STAMP 4S is for ages 13 through adult and STAMP 4Se is for primary school-age learners. Avant STAMP tests provide accurate and reliable data for learners of all ages.
- Avant STAMP 4S is eligible for the Global Seal of Biliteracy, valuable credentials for learners to demonstrate their proficiency for higher education and employment opportunities.
- Avant STAMP for English aligned to the CEFR scale is now available
- Avant MORE Learning provides professional learning for teachers and administrators to help you analyze and make curriculum improvements with Avant STAMP test data.

For more information contact:

info@avantassessment.com



ClassIn

Your interactive platform to deliver holistic learning experience

One-stop learning solution empowers teachers to bring classroom to life. Ignite the spark of inspiration with our engaging, interactive and student-friendly platform for every learning needs!



The most powerful instructional tool

ClassIn integrates 30+ instructional tools: interactive board, breakout rooms, quiz, trophy, homework assignment, scoring systems...



Personalize your classroom

Design interactive lessons and share your multimedia in one click - expand your classroom's boundaries.



Teach on multiple platforms

ClassIn allows you to access your class anywhere, anytime, on all devices PC/Laptop/ Tablet/Mobile.



Ms. Tu Ngo

Co-Founder of YOLA

"ClassIn provides a friendly interface and integrates many teaching tools, which make our online teaching experience more interactive and engaging than ever!"

Contact for free consultation!

Hotline: 028 7105 9900

Email: vietnam@classin.com

Website: classin.vn



Your trusted professional education partner



Windows



MacOS



Android



iOS



eduling.org/speak

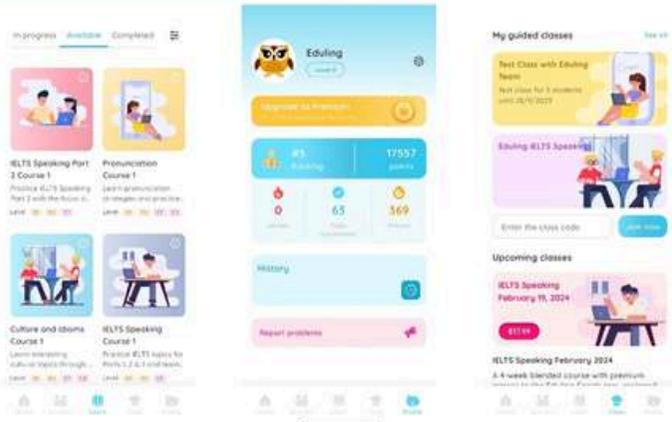
Welcome to the NEW Eduling Speak app

New look, easier navigation, more social, organization of tasks into courses, and more!

Download Now



Start a language-learning adventure with Eduling Speak – a groundbreaking app endorsed by experts! Practice speaking naturally and fluently. Connect with fellow learners for collaborative tasks and games. Improve your grammar, vocabulary, and pronunciation through interesting lessons and courses.



ELSA - English Language Speech Assistant



Ranked among the **top 5 AI apps**, **ELSA Speak** is an **English communication app** with over **54 million downloads** globally in **+ 190 countries**.

CORE OFFERINGS

ELSA APP

Mobile learning. Anytime. Anywhere

DASHBOARD

Live progress updates of each learner and the whole organization

PREMIUM OFFERING

SPEECH ANALYZER

Speech Analyzer is an AI-powered English speech web app that listens to unscripted/ scripted speech and provides instant feedback.

EXCLUSIVE CONTENT OFFERING

OXFORD BUSINESS RESULT

HARPER COLLINS



HOW ELSA SUPPORTS ENGLISH LANGUAGE TEACHING CENTERS & SCHOOLS

- Predicting scores of English Speaking test (IELTS, TOEIC, TOEFL, CEFR, PTE)
- Save cost & time for teachers
- Give detailed feedback on pronunciation, grammar, vocabulary
- Access to ELSA lesson library with over 29,000 exercises
- Co-branding - Open new market

EDUCATION PARTNERS



Book a demo:



Hotline: **1900 633 413**
Email: b2bsupport@elsanow.io

ELT BUZZ

EVERYTHING IN ENGLISH LANGUAGE TEACHING



LinkedIn

ABOUT ELT BUZZ

ELT Buzz grew out of the former EFL Classroom, a huge online portal serving teachers from 2005 - 2018.

The changing landscape of how English language teachers interact online led to the creation of ELT Buzz in 2018. We provide teachers with a directory for ELT and updated news and events. Also, a professional lesson library, print and digital. Lastly, a video platform with the best videos for teaching English.

Our LinkedIn community serves 88,000 teachers daily. We also provide individual lesson resources through TpTs.

OUR MISSION STATEMENT

ELT Buzz aims to provide English language teachers around the world with essential information about the profession and inspiration for their own classroom teaching and professional development.

ELT BUZZ

- Daily Updated News Feed
- Directory Of ELT services, books, tools etc ...
- Weekly News Report

ELT BUZZ TEACHING RESOURCES

- Digital and Print. Free and Paid Lesson Library.
- Lesson Materials added daily.
- Weekly Members Newsletter

ELT BUZZ VIDEO

- The Netflix Of English Language Teaching
- 1,000s of the best videos for teaching English
- Video Lesson Materials for all videos.



English in Brazil

ARE YOU TRAVELLING?

English for travel
sos Viagem
By English in Brazil

Speak English
freely and confidently
on your international
trips

ENROLL



@carinafragozo

www.englishinbrazil.com.br



English in Brazil by Carina Fragozo®

@CarinaFragozo - 1.79M subscribers - 615 videos

Quer aprender inglês no YouTube? Welcome to English in Brazil! >

lp.englishinbrazil.com.br/curso and 5 more links

Subscribe

LIKE
SUBSCRIBE



GLOBAL SEAL OF BILITERACY

Your language passport to opportunity!



Available Worldwide

3-Tier Stackable Certification

Qualified Tests Certify Over 120 Languages

Digitally-Shareable to Universities, Employers & Social Media

Find out more here

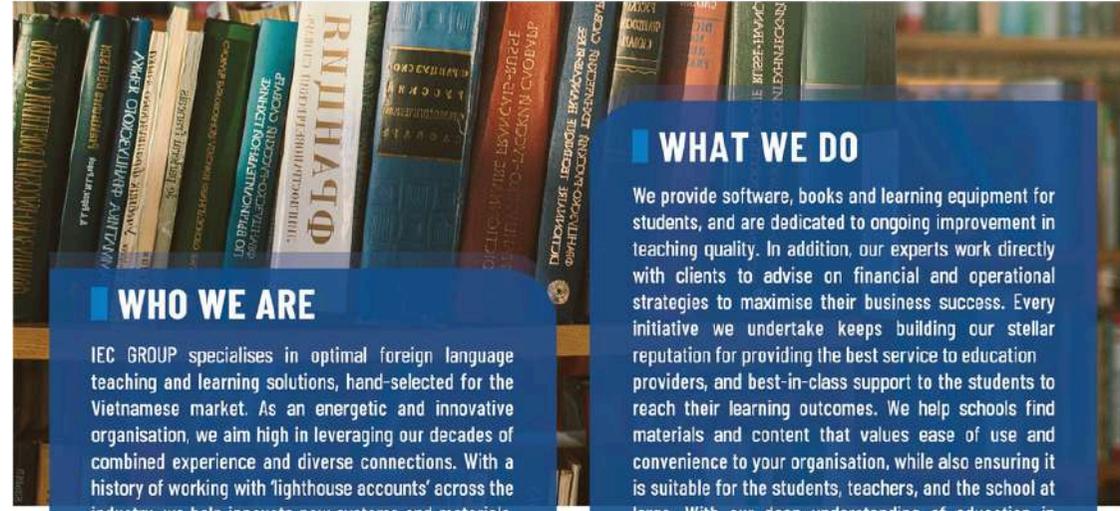


www.TheGlobalSeal.com

@TheGlobalSeal



International Education Consultants And Distribution



WHO WE ARE

IEC GROUP specialises in optimal foreign language teaching and learning solutions, hand-selected for the Vietnamese market. As an energetic and innovative organisation, we aim high in leveraging our decades of combined experience and diverse connections. With a history of working with 'lighthouse accounts' across the industry, we help innovate new systems and materials, elevating the industry through enhancing teaching and learning quality.

WHAT WE DO

We provide software, books and learning equipment for students, and are dedicated to ongoing improvement in teaching quality. In addition, our experts work directly with clients to advise on financial and operational strategies to maximise their business success. Every initiative we undertake keeps building our stellar reputation for providing the best service to education providers, and best-in-class support to the students to reach their learning outcomes. We help schools find materials and content that values ease of use and convenience to your organisation, while also ensuring it is suitable for the students, teachers, and the school at large. With our deep understanding of education in Vietnam, we can help you build models that integrate everything together in the process.

OUR HIGHLIGHT PRODUCTS



Accelerate Learning with Achieve3000 Literacy - Success for Every Student Guaranteed!



VOICES

PUBLISHED IN 2022!



Emily Bryson; Gary Falzare; Chia Suan Chang; Lewis Lansford; Christian Lee; Daniel Barber; Marek Kiczowski



PROUD PARTNER OF



CONTACT US



IEC GROUP

6/21 DO SON STREET, WARD 4, TAN BINH DISTRICT, HO CHI MINH CITY
028 224 77 686

info@iecgroupp.vn

www.iecgrouppstore.com



Judy-Ann Green

Judy-Ann Green is an award-winning educator and leader whose impact spans across three continents. Recognized globally for her exceptional contributions to education, she has been honored with prestigious accolades such as Teacher of the Year, Outstanding Educator, and the Race to the Top Award for Outstanding Educator. As a distinguished speaker, writer, literacy coach, school visitor, author, curriculum designer, and professional development expert, Judy-Ann Green has proven herself to be a formidable force in education. Her innovative approach and unwavering dedication make her a prominent figure and a driving force in shaping the future of learning.

Building a great school environment?

Literacy Coaching

School Improvement

Motivational Speaker

Teaching & Learning

Tecnology Integration

Writing Workshop

We can help

YOU DON'T HAVE TO BE A MARKETING EXPERT TO RUN A THRIVING TEACHING BUSINESS.

The 6-month coaching program for ambitious language teachers ready to turn their passion into profit with a group offer that sells

TAKE ME TO THE DETAILS



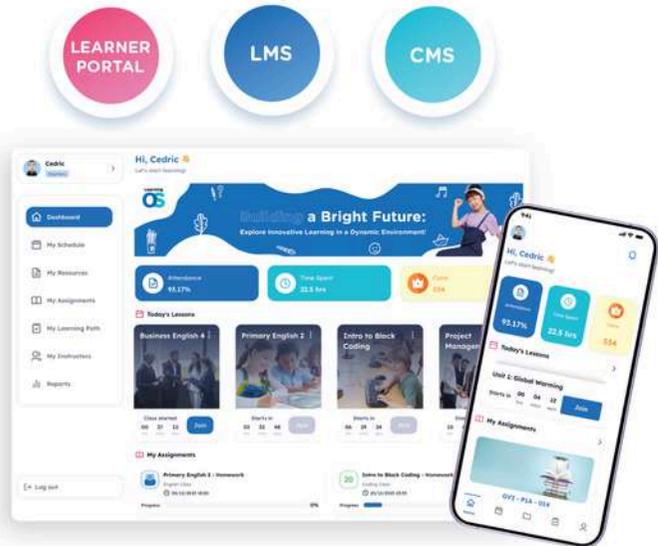
HI, I'M OLA!

Ready to get paying students through your social media?

Grab my free guide: 7 mistakes freelance language teachers make on social media and how to avoid them!



An All-in-One Centralized Platform for Powering Learning Operations



LEARNER PORTAL

LMS

CMS

Used in **21** countries

Serving **120,000+** learners

Delivering **700,000+** sessions

Integrated Content Authoring and Detailed Tracking and Reporting

- ▶ Inspire engagement and improve grades.
- ▶ Automate time-consuming processes.
- ▶ Build new learning products and boost revenue.
- ▶ Create and deliver engaging learning experiences.

Visit our website



Save time, money, and scale your business today.

ABOUT NAM PHUONG CENTER

Nam Phuong English (NPC) was established in 2015, as an educational institution specializing in providing high-quality language teaching programs for students of all levels. With the core values of "heart - mind - prestige", NPC is proud of its professional staff and teachers, working towards sustainable development with the philosophy of "happy learning experiences could only be created by happy teachers".

COURSES

NPC offers English courses for learners from children to teenagers, students, workers, certificate courses, exam preparation (VSTEP, IELTS, TOEIC, Cambridge YLE, ...) and English for Business.

MISSION

Create happy learning experience boundlessly.

LEARNING ENVIRONMENT

The working environment is youthful, enthusiastic, dynamic and friendly. The staff are **qualified, highly creative and open-minded**. Support and create conditions for staff to improve their language and professional skills. Always listen to feedback and opinions from staff.

CONTACT INFORMATION

- 53 Nam Cao, Ninh Kieu District, Can Tho City.
- Hotline: 02923 828 959
- Zalo: 0839 042 517



ZALO



FACEBOOK



**Improved wellbeing.
Happy students.
Organisational and
student success.**



Prioritising wellbeing in education today,
for a more successful tomorrow.

*"... the ongoing mental health crisis is likely to affect student retention rates
and lead to a decline in student engagement (worldwide) "*

The World Health Organisation, 2022



We Support **SUCCESS**



Results

Studies have shown that happier, healthier students attain higher grades. Higher grades = increased organisational reputation.



Revenue

Invest in quality wellbeing support and save money in a number of areas; staff sickness, staff trainings and students leaving programme early.



Retention

Students who have quality wellbeing support are more likely to stay on programme. Keeping the student and organisational revenue on track.

About Us

NotLost Wellbeing Specialists (est 2019) is a qualified online student & staff support service that offers educational organisations expert mental health & wellbeing support, alongside results-based programmes through our easy to use app; contributing to organisational and individual health & success worldwide. Our team is made up of Psychologists, Coaches & Inspectors, combined to create the best service possible.

Supported People = Successful People = Successful Organisations.

CURRENTLY GET 20% OFF OUR YEARLY SUPPORT



+44 7923 027 887

For a no obligation discovery call send an email to the below address

Mailbox : info@notlostwellbeing.com



**A global community
for ELT professionals
to connect, share
and develop**



Webinars

Join us in our webinars every other Thursday, covering a variety of different topics.

Live chat events

Coffee Breaks
Focused Forums
Monthly Management Meet Up
Trainer Talking Time
Speakers' Corner

Wednesday Questions

Weekly Wednesday Questions to help you reflect on your practice and to share your experiences



[/groups/thetefldevelopmenthub](https://www.facebook.com/groups/thetefldevelopmenthub)



[/company/the-tefl-development-hub/](https://www.linkedin.com/company/the-tefl-development-hub/)



[thetefldevelopmenthub.com](https://www.thetefldevelopmenthub.com)



ThinkLink

We provide knowledge and skills to professionals in education and business.

We help you develop:

- ★ communication & language skills
- ★ business acumen through coaching
- ★ personal resources through counseling

Step on a winning path with us!



www.thinklink.rs



Get your school ready for AI with



Future-proof Education

written by

Dr. Christina Agvent

Available NOW on Amazon!

We help schools effectively and ethically integrate technology to prepare learners for an **AI-driven world.**

What are we offering?



Professional Development

Customizable content & hands-on learning experiences result in strategies that can be immediately applied in the classroom. Our embedded PD model provides on-going support and increases success rates.



Presentations, Author Talks & Keynote Addresses

We believe that learning should be a fun experience, and that's why we've put a lot of thought and effort into making our presentations engaging. Our interactive format and collaborative approach keep participants involved and interested from start to finish!

Why choose us?

- 01 Research-based
- 02 Experienced educators
- 03 Relevant & Up-to-date
- 04 Engaging & Collaborative



FOR MORE INFORMATION

203-414-0888

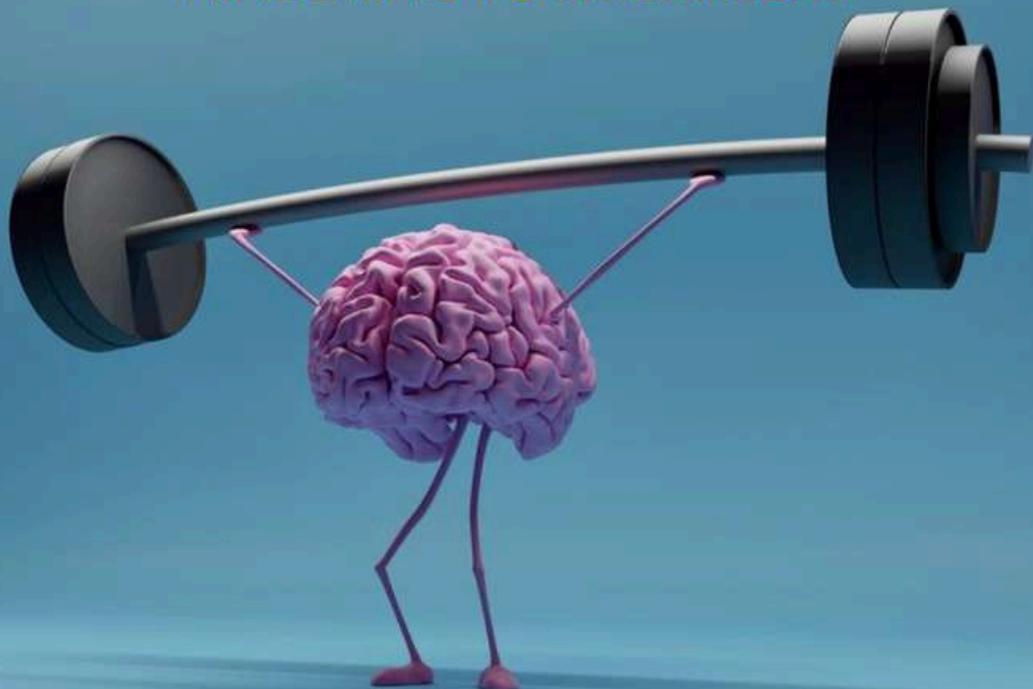


www.TrifectaEducation.com



Christina@TrifectaEducation.com

IS MENTAL FITNESS ADVANCING OR HINDERING YOUR CAREER?



For Existing & Future Educational Leaders

Tap or scan



Find out with our Quiz
...before it's too late!

- 12 simple questions
- Completely free
- Instant results & feedback



<https://paul-cjrcxoqt.scoreapp.com/>

HELPING DYNAMIC EDUCATIONAL LEADERS SHIFT FROM STRESS TO SUCCESS
IN CHALLENGING ENVIRONMENTS



In Vietnam, Vietec, Corp. is one of the leading organizations in developing the integration of English teaching - learning methods with technology 4.0.

Our mission has been going strong with nearly 20 years of experience in the establishment of enormous Ed-tech systems for World Bank, UNICEF, the Ministry of Education and Training (MOET), FPT Polytechnic and so on



TYPICAL PARTNERS

SIGNATURE PRODUCTS

KIDSENGLISH & LANGUAGE HUB

are two of Vietec's most groundbreaking education solutions. These strategic projects are implemented in synchronization, providing the best English learning opportunity for learners throughout Vietnam, including areas with limitations in technology and human resources.



- One of the first three English programs approved by the Vietnamese MOET.
- Copyrighted global content with permission granted by Macmillan Education.
- Exclusive multimedia learning materials
- Continuous lesson through and through from in-class learning to in-app self-reviewing.
- Pronunciation practice with AI.



Language Hub

A complete Ed-tech solution for English learning in **vocational schools, colleges, universities, and organizations.**

- **LEARNING CONTENT:** The digitalized version of the copyrighted American Language Hub series from Macmillan Education.
- **PLATFORM:** A complete system that includes both content and learning management, developed by Vietec.
- **APP:** An exclusive mobile learning app for students.
- **LATEST TECHNOLOGY APPLICATIONS:** AI, Big data, cloud computing systems, and so many more.

TECHNOLOGY SOLUTIONS

Both KIDSEnglish and Language Hub are developed in a closed-circle model with:

CMS
CONTENT
MANAGEMENT
SYSTEM



LMS
LEARNING
MANAGEMENT
SYSTEM

MLA
MOBILE LEARNING APP

CONTACT US:

- ☎ 1900 0101 ✉ hotro@vietec.com.vn
- 📍 TechnoSoft Building, Alley 15 Duy Tan, Cau Giay, Hanoi
- 📍 Halo Building, 60 Nui Thanh, Ward 13, Tan Binh, Ho Chi Minh City

🌐 languagehub.vn 🌐 kidsenglish.vn



A boutique educational consultancy offering a range of services for schools and organizations looking for high-quality solutions to their professional needs.

Pro.Ed Education Solutions is honored to be awarded the **Excellence in Educational Consultancy** at the the Asian Education Award 2023, held by Asia Education Conclave in Bangkok, Thailand.



Pro.Ed Education Solutions embodies the spirit of an Edupreneur by relentlessly pursuing excellence in education, fostering innovation, and working tirelessly to make high-quality education accessible to all. Their dedication extends beyond their professional services, as they actively promote education equity and a culture of learning in society through their CSR activities, offering frequent free-of-charge opportunities for all individuals to access the latest and most practical educational expertise.



CONTACT US!

✉ info@proed.com.vn

🌐 <https://proed.com.vn>

🌐 www.linkedin.com/company/proed-edu

