Workshops at EUROCALL 2017

We are happy to have an exciting range of workshops available at EUROCALL 2017.

Workshops will run as either half-day sessions or 90 minutes. **Half-day** workshops will take place on **Wednesday 23rd August, 9.30am – 12.30pm.**

90-minute workshops will be scheduled at other times over the course of the conference.

**Please note: if you would like to attend a half-day workshop on Wednesday, you will need to indicate this during the registration process.**

Registration for 90 minutes workshops will take place during the conference itself.

Information and abstracts for workshops:

Half-day workshops (Wednesday morning, 22nd August):

1. **Video Enhanced Observation Europa** – Paul Seedhouse, Newcastle University, UK and Paul Miller, VEO Group

VEO (Video Enhanced Observation) Europa is an Erasmus+ funded project ([www.veoeuropa.com](http://www.veoeuropa.com)) which aims to improve the quality of teaching and learning in primary, secondary and higher education by using innovative video technology-the VEO app- for classroom observation. VEO Europa gathers educators and researchers from the UK, Germany, Finland, Turkey and Bulgaria who seek to promote, apply and test VEO with pre-service and in-service teachers in contexts such as language teaching and learning, teacher training and teacher assessment.

The VEO app is currently available for download ([www.veogroup.com](http://www.veogroup.com)). It was developed by experienced teacher trainers in Newcastle University, UK, as a technological tool to promote teachers’ initial and continuous professional development. VEO not only allows educators to capture teaching practices on video, but also stimulates reflective practice which has been suggested key for teacher education (Schon, 1983; Burton, 2009). The app can be downloaded into iPad devices and has customizable embedded tags that can be used to identify teachers’ classroom behaviour (i.e. teacher talk, L1 use). VEO’s tagging system is flexible and enabled for any European language. Additionally, recordings taken with VEO and existing videos can be tagged and saved into the VEO online portal for peer feedback sessions. Teachers can also view statistical data and share their videos with other VEO users to build up an online community of practice. VEO can also help teachers to monitor their students’ progress as they can observe and tag their learners’ performance in, for example, group work or presentations.

The half-day workshop aims to:

a) introduce participants to the practical use of the VEO app and portal and allow them to try using all of its functions on an iPad;
b) show participants how to complete a tagset design template which will allow them their own personalised tagset which can then be employed when recording video;

c) consider possible applications of the VEO app within the broad scope of EUROCALL activity, for example: for language teacher CPD; as a tool for gathering language/linguistic data; for language assessment; for recording and analysing spoken interaction; for evaluating presentations.

d) Introduce participants to the translation facility for app and portal interfaces.

Paul Miller developed the VEO app and will lead on use of the technology in the workshop. Paul Seedhouse is project leader and will lead on issues relating to language learning and teaching.

A number of ipads will be available so that participants can obtain hands-on experience of using the app during the workshop.

2. ICALL (Intelligent CALL) SIG workshop – Cornelia Tschichold, Swansea University, UK

This half-day workshop is aimed at a non-specialist audience and will include presentations on the functioning of basic NLP (Natural Language Processing) tools, the challenges of learner language for NLP, demos of applications, and discussions of the use of NLP tools in a CALL context. The main purpose of the workshop is to introduce participants to the range of tools used in Intelligent CALL, i.e. CALL that uses NLP techniques, and to raise awareness both of the potential and the limitations of Intelligent CALL.

We aim to include presentations of the following techniques and tools:

- feedback based on pattern matching
- morphological analyzers
- grammar checking
- text analysis

Further topics we aim to discuss:

- automatic exercise generation
- error annotation and generation of corrective feedback
- assessment of learner text
- linguistic resources for ICALL
- serious games

A number of languages, in addition to English as a Foreign Language (EFL), will be considered in these presentations.

The workshop will begin with a non-technical introduction and conclude with a discussion of the potential for Intelligent CALL in the CALL classroom and beyond.
3. **SKELL: changing the way learners approach lexis** – James Thomas, chair of CorpusCALL SIG and Sharon Hartle, University of Verona, Italy

SKELL has achieved a world-wide following amongst EFL teachers in the last few years. This is because it is the most user-friendly, student-oriented, free, online corpus tool available.

SKELL has three tools:

- **Example sentences**: the software chooses 40 example sentences according to a readability score. For example, there are over 10,000 sentences in its corpus containing “dolphin” from which it chooses the most readable 40.

- **Word Sketch** is a table of collocates, not a list. The collocates are classified according to part of speech, which is far more useful to learners than simple lists of collocate. The collocates of nouns, for example, are grouped according to verbs that the noun is subject of, and object of. Noun collocates of nouns reveal compound nouns. Adjective collocates are in adjectival relationships with the search noun. Click on a collocate and see 40 example sentences containing the collocation.

- **Similar words** are presented in a list and in a word cloud. Some of them are synonyms, but generally, they are words that exist in the same contexts as the search word.

This workshop aims to help teachers use SKELL in their English lessons with learners from Intermediate levels onwards. By carrying out corpus searches, native and non-native speaking teachers alike can discover patterns in the language which are not usually perceptible through introspection. The importance of patterns, which pervades contemporary linguistics, is highly relevant when learners are engaged in noticing language.

In our workshop, we would like to share some of these observations as they relate to teaching lexis and some specific aspects of grammar. Since chunks can also be sought, observations about the use of sentence stems, discourse markers, and other pre-fabricated language can be made. We will also compare SkeLL with other comparable online resources such as the American Corpus’ Words and PhrasesI, Just the Word and Concordle.

The workshop will demonstrate and give practice in:

- Using the software
- Teacher use for demonstration
- Student use with computers and hand-held devices
- Relating findings to coursebooks
- Exploring the questions that can be asked about a word or phrase
- Creating in-class activities
- Considering its use for homework activities
- Getting feedback from students

If you plan on attending this workshop, please join our Facebook group, “CorpusCall” in advance. To participate in this workshop, you should bring your own laptop/tablet.
4. Social Media for eLearning: friend or foe? – Teacher Education SIG event, Christina Giannikas and Elis Kakoulli Constantinou, Cyprus University of Technology

The teacher Ed SIG will present two sessions as part of a half day looking at Social Media. The first workshop will consider how social media (SM) has become an integral part of our lives. Its wide-ranging spread has had a massive impact on communication and interaction; nonetheless, the integration of SM is still in a developmental stage in higher education (Callaghan and Fribbance, 2016). This could be considered a disadvantage since university students are increasingly becoming tech savvy and tech dependant, which could mean that students’ participation in SM may lead to positive learning outcomes, and could support the goal of engagement in a university setting.

As university courses evolve, the means of executing them develop. eLearning has turned into a dominant means of education. Due to their motivating nature, e-Learning tools provide higher education with powerful mechanisms to alter the passivity that in-person learning at a physical campus may sometimes bring. The tools in question also try to promote interaction and to actively involve students in their learning process (Alejandre, Allueva, Tolosana, Trilo, 2012). eLearning offers flexibility and variety to students, however, the interactive element can be lost when a course is mostly built on asynchronous tasks.

eLearning settings could highly benefit from SM as they not only improve communication among students and between teachers and students in a familiar locale, but it can help increase interactive learning in an otherwise isolating environment. SM can be used to spark discussions, share feedback, or to work collaboratively on a group project.

This 90-minute first session will provide suggestions and guidance on how to engage learners and increase student-student and educator-student interaction. Specifically, the workshop will:

- acquaint participants with various SM platforms, their characteristics and limitations
- illustrate how SM can be used in eLearning through sample cases
- explain the challenges
- present tips and ideas for using SM in eLearning
- provide guidance on how to implement a SM strategy for eLearning

On completion, participants will be able to:

- Understand how to incorporate SM tools into a virtual learning experience
- Discuss the common barriers to SM for learning implementation and how to manage those barriers
- Establish social networks as part of curriculum development for eLearning
- Integrate SM into virtual classroom design during synchronous and asynchronous sessions
This workshop will utilize public SM networks for demonstration purposes. For the most impactful experience, participants should have access to, and personal login ids for, the following SM networks:

- Facebook: [www.facebook.com](http://www.facebook.com)
- Twitter: twitter.com
- Skype: [www.skype.com](http://www.skype.com)
- WordPress (Blog writing): [www.wordpress.com](http://www.wordpress.com)

Registered participants will be asked to provide their user ids ahead of time for planning purposes, and should bring their own device (laptop, tablet, etc.).

The second part of the morning’s sessions will look at cloud computing. Cloud computing has been one of the most important and influential advancements in information technology since the emergence of the Internet. According to the National Institute of Standards and Technology (2011), ‘[c]loud computing is a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service provider interaction.’ Since the advent of cloud computing, many companies, such as Google, Amazon, Microsoft, IBM, etc., have provided many different cloud services and products (Sultan, 2010).

Nowadays, cloud computing has been widely used in education due to its flexibility, availability, practicality and cost effectiveness. Among the most popular cloud services are the ones offered by Google (Barlow & Lane, 2007; Herrick, 2009; Railean, 2012). In 2006 Google developed its Apps for Education which are currently referred to as “G Suite for Education: A Suite of Free Productivity Tools for Classroom Collaboration” (Google for Education, n.d.). Google for Education Services provide teachers and students with access to many different tools, such as Classroom, Gmail, Drive, Calendar, Docs, etc., each of which can serve different educational purposes.

This session aims at introducing participants to the different tools offered by G Suite for Education and ways in which these tools can be integrated in the teaching process based on constructivist approaches to teaching and learning. Special emphasis will be put on Google Classroom which is a free, web-based platform that integrates all the G Suite services. During the workshop, participants will be given access to G suite for Education and will have the opportunity to become acquainted with Google Classroom and other Google products through hands-on activities involving the creation and management of classes, assignments, provision of feedback and grades, etc. Examples of use of G Suite for Education will be presented throughout the workshop, such as its integration in two English for Specific Academic Purposes (ESAP) Courses at the Cyprus University of Technology as well as in a Teacher Training programme for English for Specific Purposes (ESP) teachers. By the end of the workshop, participants are expected to be able to adopt and integrate these tools in their own teaching contexts. The workshop is addressed to a broad audience that may consist of language teachers, teacher trainers, and stakeholders and generally anyone involved in language education. For this workshop participants are requested to have a
computer with them with reliable Internet connection as well as their personal username and password needed to access the G Suite that will be sent to them beforehand.

5. **Research Methods in CMC - CMC SIG workshop** – Bryan Smith (Arizona State University), Muge Satar (Newcastle University, UK), Ufuk Balaman (Hacettepe University, Turkey).

This is the first of two workshops offered by the CMC SIG during the conference. The theme of this workshop is **Research methods in CMC**. Three presenters will share their expertise into methods, which can be used to analyse computer-mediated communication. Müge Satar (Newcastle University) will introduce the **basic concepts of Social Network Analysis (SNA)**, a research method widely used in sociology, and explore what it offers to CALL researchers investigating CMC and online language learner communities. Bryan Smith (Arizona State University) will give an overview of the rationale for using **eye tracking techniques** and offers an opportunity to experience this process for gathering data during telecollaboration. Ufuk Balaman (Hacettepe University) will introduce **Conversation Analysis** (Sacks, Schegloff & Jefferson, 1974; Stivers & Sidnell, 2013) as a research methodology to examine longitudinal changes in L2 learners’ interactional competences over time especially in technology-mediated settings by bringing evidence for online learning practices.

Participants should bring their own laptops/tablets. Please note that registration for this workshop is limited to 15 places.

**Workshops taking place during the main conference programme (90-minute sessions)**

You can register for these workshops during the conference itself. There is no need to register in advance.

6. **CMC in the Open - CMC SIG workshop** – Teresa MacKinnon, University of Warwick, UK; Muge Satar, Newcastle University, UK.

This workshop will be most suitable for those starting out in computer-mediated communication or wishing to extend their collaborations in this area. The “CMC in the open” session will offer a case for open activity for those involved in computer-mediated communication to participate in a Community of Practice (Wenger, 2009) with the help of the Eurocall CMC sig. Open Educational Practice (OEP) as afforded through digital communication and collaboration makes it easier “for learners and lecturers to collaborate. In addition, these tools, especially when they take advantage of a social network, facilitate the connection among individuals interested in the same topic. Thus they support learning in communities and networks that go beyond the institution.” (Inamorato dos Santos et al., 2016). We will focus on tools and practice in CMC. This will be an informal show and tell
session which provides an opportunity to share current practice, troubleshoot current challenges from your practice and try something new. During this hands-on session we will learn from each other and find possibilities for future collaboration.

Please bring your own laptop/tablet to participate.

7. Moving from VLE to SSLN, Shared Language Learning Networks – Robert Coles, Regents University, UK.

This workshop will present a state-of-art, custom-built English language teaching and learning platform: Wordiser. In practical terms, it will demonstrate the difference between a traditional VLE platform and the project’s new SLLN architecture, showing how platforms like this in the future could provide an interface between teacher, machine and student, that enhances both the instruction and tuition experiences. Students retention levels increase, as a result of using the platforms spaced-repetition machine-generated exercises, which are designed to reinforce pronunciation, syllable stress, conjugation, meaning and use. While teachers benefit from a greater reduction in preparation time due to machine-generated worksheets and classroom learning content, as well as class task processing, for example, written assignments or essays.

To conclude, the workshop will give a brief overview at how gamification is used for motivational reasons, blended learning uses of the platform, mobile learning, and at how students can use Wordiser to be producers of content and agents of change.

8. The power of combining the Moodle activity completion and restrict access settings to create interesting and challenging courses – David Campbell, Obihiro University of Agriculture and Veterinary Medicine, Japan

There are many elements of Moodle that are under-utilized and the activity completion and restrict access settings are two examples. Combining these two features allows the instructor to guide students through activities in a course based on the conditions set by the instructor. These conditions can be as simple as opening a quiz after the students follow a link to a website before a certain date and time, while preventing the ones who do not complete the requirements in the specified period. This workshop will go over the activity completion settings for several modules, and look at how this feature can be combined with the restrict access setting, especially the restriction sets, to show and hide activities based on date, time, group membership and activity completion. It will also look at how to use the label resource with these two features to hide “easter eggs” for the students in the course. Participants in this workshop should have some experience using Moodle and be familiar with using the page and url resource features as well as using activities such as the quiz, choice, feedback or forum.

9. Inside ReCALL: How CALL publishing works – Alex Boulton, co-editor of ReCALL, University of Lorraine; Sylvie Thouësny, Research-publishing.net; David Barr, University of Ulster, UK; Brian Stone, Cambridge University Press.

Academic publishing has changed almost beyond recognition in the last 20 years, with institutional pressures and the advent of the internet. ReCALL, one of the foremost CALL
journals, owned by EUROCALL and published by CUP, has gone from paper to email to online submission. Substantially more professional with increased speed, efficiency and traceability, any online system can appear opaque and inhuman to the user. This workshop outlines how the system works and introduces the various people and procedures involved along the way. The practical and concrete aim is to promote awareness of a journal's criteria and considerations to help authors avoid common pitfalls and unnecessary problems. All the speakers are directly involved with ReCALL which is used as a case study, but the main points apply to other CALL journals and indeed applied linguistics generally. This workshop will involve a mix of presentation and discussion.

PRESENTERS

1. Alex Boulton (Editor). A global perspective. This introduction section gives an overview of how a journal such as ReCALL actually works from the inside. When a journal has far more submissions than it can publish, a paper can be rejected at any point during this process, so it is crucial to understand the mechanics of the system. From submission to publication, a paper passes through a number of hands from Journal Administrator to Editor, then to Assistant Editor with Reviewers for several rounds of revision, and finally on to Production and Copy-Editing before publication.

2. Sylvie Thouësny (Journal Administrator). An administrative perspective. This section offers an insight into the key operational steps to process a manuscript. While participants are shown behind the scenes of the editorial management system in use, the discussion provides guidance on how to prevent delays, not to say possible rejections, on purely formal grounds, such as topic of research, length, anonymisation, (self)-plagiarism, and preparation of the production files, to name but a few. Other crucial aspects of the production stage, such as transfer of copyrights and what it means to transfer one's rights, are also addressed and discussed.

3. David Barr (Assistant Editor). A reviewing/editing perspective. This section provides an overview to the role of the assistant editor and the stages involved in the review process. It explains some of the issues that can cause delays in the review. The workshop will also discuss key ways in which to respond to the reviews in order to maximise the chances of securing publication, and will finish by discussing the types of common problems that occur at the editing stage.

4. Brian Stone (CUP Editor, Humanities and social science journals). A publishing perspective. This section seeks to address some of the trickier concepts around journal publishing in the wider scholarly ecosystem, and to provide some practical guidance on how to make the most of an article's potential upon publication. Topics include: What 'published' means today; Circulation vs. usage vs. citation; Gold and Green Open Access and Aid/Donation schemes; Post-publication – Scholarly Collaboration Networks, Altmetrics, Author Hub.
10. Scholarly collaboration networks: are they (h)arming open access? Sylvie Thouësny and Karine Fenix, Research-publishing.net

Scholarly collaboration networks (SCNs) nowadays play a crucial part in any researcher’s life. These networks are platforms that facilitate not only collaboration among researchers, but also article sharing. Indeed, many scholars want their research to be discoverable, read and a fortiori cited; as such, researchers use SCNs to broaden access to their own research. Amongst the most popular SCNs, we can find (in alphabetical order) Academia.edu, Figshare, Mendeley, MyScienceWorks, Readcube, and ResearchGate, to name but a few. For instance, Academia.edu would be “the largest social-publishing network for scientists, with about 35 million unique visitors a month and about 21 million registered users” (Ingram, 2015).

While these SCNs provide huge opportunities for publications to be shared, many scholars have started worrying about the idea that posting on these networks may not always be fully ethical, and some others have started worrying about the idea that researchers are ready to campaign against SCNs by deleting their account (O'Dowd, 2017, Twitter conversation). One area of concern, for instance, would be that the most popular SCNs are commercial ventures and that their goal is investor oriented, as opposed to community or university oriented. Moreover, many researchers now question the ethical aspect of sharing articles that would normally be found behind a pay wall, even though no one, let us be pragmatic, is going to complain against the idea of being able to read a full article that should normally be in restricted access. This is especially true when one does not have access to the paper via, for instance, library subscriptions. Yet, if authors make the deliberate choice of publishing their articles for free in subscribed journals as opposed to open access with probable article processing charges attached to it, should these articles not stay behind a pay wall? In other words, can we have our cake and eat it too?

The aim of this workshop is to shed light on the different facets of SCNs, for-profit and not-for-profit platforms, as well as to discuss the issues at hand with respect to ethics while sharing articles post-publication, and the impact this has on open access, whether beneficial or harmful. Participants will have plenty of opportunities to interact and reflect on the latest developments such as the recent standoff between Germany and Elsevier, where Ralf Schimmer, member of the Projekt DEAL’s working group, said that “due to sharing networks such as ResearchGate, university repositories and individuals emailing their research to others, lacking access to major publishers’ platforms was far less of a problem now than previously”.

Through roleplaying and quizzes, our ultimate master plan is to provide our participants with all arms necessary to make sound, weighted and ethical decisions when faced with the responsibility of sharing their publications. Other related topics such as, but not restricted to, copyrights, contributor agreements, and licensing options will also be covered.

11. It’s the End of the Poster as We Know It (And We Feel Fine) – Paul Lyddon, Osaka Jogakuin College, Japan; Jaime Selwood, Hiroshima University, Japan.
Modern conference papers have evolved almost universally to exploit the potential of digital technology to enhance the effectiveness of their presentation, such as by making use of slide shows with audio-visual elements and hyperlinks. Posters, on the other hand, even at forums ostensibly dedicated to popularizing technology for improving information sharing and general communication, still largely ignore the novel affordances of digital tools and media, rather continuing to operate almost entirely within the constraints of their traditional material format. In this workshop, the organizers will explain and address this anachronism, suggesting a more dynamic vision of poster presentations by way of a three-step approach. First, they will briefly distinguish the nature of poster presentations from that of conference papers so as to highlight the key underlying features of the former. For instance, they will point out how conference paper presentations generally consist of top-down, one-to-many communications focusing on theoretical frameworks or completed research projects, whereas posters more often involve one-to-few interactions focusing on works in progress. Second, the presenters will identify and exemplify some of the unique affordances of digital technology for augmenting these key features, such as the use of mobile applications (apps) providing visitors access to audio-visual data as well as the possibility of self-directed navigation. Finally, the bulk of the session will be dedicated to a hands-on demonstration of the creation of a digital mock-up that participants can use as a simple but effective template for putting together state-of-the-art poster presentations of their own in the future.

12. Less commonly taught languages SIG workshop – Monica Ward, Dublin City University; Anna Kyppö, University of Jyväskylä

Sustainability in a period of constant change means creating reasonable solutions for the future. In case of Less Commonly Taught Languages (LCTLs), the solutions may often be related to the use of the latest educational technologies and the application of the up-to-date language learning pedagogies. However, the greatest challenge remains the availability of web-learning resources and development of new pedagogies for the LCTLs. Current developments and innovation in language learning and teaching underline the use of learner-centered pedagogies in new, personalized learning environments (PLEs).

This workshop directly addresses the theme of this year’s EUROCALL conference: ‘CALL in a climate of Change: Adapting to Turbulent Global Conditions’. Migration and mobility are increasing and people are having to learn languages outside of the Most Commonly Taught Languages (e.g. English, French, Spanish and German). People may learn a heritage language on a voluntary basis (e.g. adults) or because their parents wish them to study the language (e.g. young learners). Often there are limited resources available and it is difficult to find resources for unusual L1/L2 language pairs. This presents a challenge to both learners and teachers. They can become frustrated and demotivated in this situation.

The aims of the workshop are:

- To provide an overview of CALL for Less Commonly Taught Languages (LCTLs)
- To enable members to share information on applications of CALL for Less Commonly Taught Languages.
- To gather information on work in progress, projects and products in the area
- To encourage members of the group to work collaboratively, especially if there is a common language being taught.
- To focus on motivational issues related to learning a Less Commonly Taught Language
- To build a community of practice for Less Commonly Taught Language teachers and researchers

Participants will have the opportunity to have hands-on experience of using CALL resources for LCTLs. They will develop resources for a LCTL of interest to them and that can be used by their students in the future. There will be a particular emphasis on building up a repository of resources and expertise so that participants will learn from and contribute to the LCTL community.

Participants will develop a set of useful guidelines and hints for LCTL teachers and researchers that can be used by others in the field. There will be special attention paid to the area of motivation in the LCTL context which can differ that of the more commonly taught languages. This set of guidelines will be published on the website for the LCTL SIG.

Note that the understanding of the term ‘Less Commonly Taught Languages’ is open to several interpretations which can include Less Commonly Spoken Languages, Minority Languages, Endangered Languages and languages that may be more widely spoken but are not widely taught in a particular context.

13. Reshaping computer-based placement tests at Exeter: reflecting on experience – Jose Carlos Tenreiro Prego, Chloé Laborde, Candice Francois, University of Exeter, UK

Traditional placement tests across language institutions in the UK and abroad show an almost exclusive tendency to focus on students’ lexical and grammatical knowledge. This is mainly carried out through passive recognition of items in single tasks, such as multiple-choice exercises (Lee and VanPatten, 2003). While this type of testing facilitates scoring, it may sometimes present a number of shortcomings for both teachers and students.

Firstly, it may be inconsistent with the language teaching approach in foreign language centres, where communication is at the core of their pedagogical ethos. Testing mainly on grammar and vocabulary may therefore create challenges related to students being placed at levels that do not match their communicative competences, as these were not assessed in the placement test. In line with the above, grammar and lexis testing does not necessarily reflect students’ real language skills at a global level, which may lead to frustration and demotivation.

This presentation intends to highlight the necessity of implementing a new format to assess students’ initial acquaintance with the language of study. We will present a recent initiative based on a contextualised and tailor-made e-placement test that addresses production and reception language skills both oral and written, keeps meaning in focus, and evaluates students’ previous knowledge from a reliable and time-saving point of view.
With the abundance of and rapid change in technological tools, the World Wide Web may sometimes feel like the Wild Wild West to a teacher wanting to use technology in their classroom; being it a face-to-face, blended or online context. Thus, when choosing a technology to support teaching and learning, the teacher may find it challenging to integrate it in ways informed by sound pedagogy and which bring about transformation.

How do we design lessons with change and pedagogy in mind? When mapping out learning experiences, it is vital to place the learner in the centre of all design considerations and reach for various techniques used by designers, such as personas, empathy maps, or force maps, to analyze the learner’s needs and context in depth. That analysis can provide us with useful pointers the changes necessary to drive the pedagogical innovation.

We plan to introduce several design techniques to participants during the fast-paced and interactive workshop. It is intended to be a practical and fun introduction to design thinking in a language classroom. With demonstration kept to an absolute minimum, the facilitators aim to have the participants immerse themselves in the experience of design thinking. In groups, participants will deal with an educational challenge within a particular context. Through brainstorming and examining the contextual factors, the participants will create a storyboard, or a skeleton outline, of a technology-enhanced ESL/EFL activity that will directly address the issues from the challenge at hand. The workshop will also showcase a number of technologies and technology-based activities currently being implemented in educational settings, so the participants can expect to leave the workshop with a set of tools and ideas to assist them in designing effective educational experiences for their learners.

Not to let the conversation end at the session, we are planning to provide a website for post-workshop reflections and exchanges of storyboards and prototypes.

No prior knowledge of design thinking is necessary; but BYOD, a sense of humour, and a willingness to co-create in a fast-paced creative-thinking process will be expected.