

**The American University in Cairo
School of Continuing Education**

**The Proceedings of the
26th Nile TESOL/AUC
Virtual Conference**

**NEW NORMS
IN
TEACHING & LEARNING**

January 28th & 29th, 2022

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PREFACE

This is the seventh issue of the annual NileTESOL Conference Proceedings, which we started publishing in 2013. The current volume attempts to highlight and document the wide range of different presentation types featured in the virtual conference which was held this year for the second time. There are several types of articles: teaching and practice-oriented tips, literature reviews, and research studies.

The 2022 NileTESOL Proceedings includes six carefully selected articles from the conference that took place on January 28th and 29th, 2022 virtually. The articles included in this volume address issues related to English language teaching in different contexts. We hope that language professionals find the volume useful and hope that we can all use the new ideas and techniques presented here in our own classes.

We enjoyed working on this seventh issue of the proceedings despite the many challenges we and the authors of these articles faced due to COVID-19. Bringing this edition to light is the essence of academia. Our aim is to provide an opportunity for conference participants to publish their work and to contribute to English language teaching and learning in Egypt and the region. We hope that you will help us disseminate these proceedings and publicize this publishing opportunity to all NileTESOL participants in the future.

We would like to conclude by offering special thanks to the 2022 Conference Organizing Committee for their tremendous efforts and dedication in organizing the 26th NileTESOL virtual conference. We would also like to thank the Editorial Team of the NileTESOL Conference Proceedings for their hard work and assistance during this busy and challenging time.

Rania Jabr & Mariam Osman
Cairo on December 1, 2022

Bios of the Contributors to the 2022 Nile TESOL Proceedings

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1. A Guide to Writing Conference Proposals

Laila ElSerty

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Abstract

This paper acts as a guide to writing and submitting conference proposals in the field of social studies, particularly TESOL and applied linguistics. The author mainly takes the reader on a rhetorical journey to delve into the art of writing successful conference proposals. On that journey, the readers will explore the different sections of a conference proposal and navigate through the different requirements of conference proposal writing, taking into consideration many aspects, such as academic integrity, the rhetorical situation, the genre, and the submission requirement of this specific piece of writing.

Key word: Conference Proposals Genre, Academic Integrity, Conference proposal Sections, Submission Requirements

I. INTRODUCTION

Many educators and EFL/ESL professionals submit proposals to a vast array of conferences worldwide to share ideas, trends, techniques, and latest research in the field with an informed audience that attend these conferences to learn, give valuable feedback, and keep up with the latest trends in the field. There are hundreds of TESOL and applied linguistics conferences to which thousands of conference presentation proposals are submitted every year and only a few of these submissions get accepted. There are various reasons why many conference proposals are rejected, many of which are related to the specific requirements each conference announces; nonetheless, there are basic guidelines that conference proposal writers need to follow in order to increase

their proposal acceptance chances (Vázquez, 2012). The purpose of this paper is to discuss the basic requirements conference proposal writers need to consider before submitting their proposals for review. Yet, before outlining the basic requirements for successful conference proposal submissions, it is essential to further explore conference proposals as a genre or a subgenre of academic writing.

II. CONFERENCE PRESENTATION PROPOSAL AS A GENRE

Just like any academic genre, conference proposals follow the same rules that govern the production of different manuscripts under that particular genre. These rules range from the choice of diction to the structure of the paper and its division into specific sections. This particular genre is also categorized as a persuasive genre due to its function as a piece of writing used by the proposal submitter to sell an idea (Halleck & Connor, 2006). In this sense, it is worth noting that an analysis of the rhetorical situation would be very helpful in planning the conference proposal before writing. In other words, the writer needs to be aware of the context of the conference in terms of conference theme and the different topics or sub-themes the conference is addressing. Writers, moreover, need to be aware of what the review committee is expecting and the nature of the conference attendees, and make sure that the contribution of their proposal is of value.

III. THE DIFFERENT SECTIONS IN A CONFERENCE PROPOSAL

A. The abstract

As mentioned in the previous section, conference proposals are considered a genre or a subgenre of academic writing. However, in order to identify the specific characteristics of a conference proposal, it is imperative that we examine each section of the proposal at a time. The main section of a conference proposal is the conference abstract. Since it has been agreed that conference proposals in general are written by prospective conference presenters to persuade the readers of the importance of the presentation, the most important element in this persuasive communication is the abstract. Conference Abstracts (CAs) provide a clear description of what the presenter is going to do, and their main purpose is to persuade the proposal review committee of the significance of the conference presentation and/or the importance of the research contribution (Swales, Irwin & Feak, 2009). If the presentation is a report on primary research or research in progress, the typical IMRAD (Introduction, methodology, results, and discussion) moves are expected to outline the abstract (Kaplan, et. Al, 1994; Swales & Feak, 2009; Cutting, 2012). If the presentation is not based on primary research and rather reports on classroom applications, then, typical abstract sections, such as the introduction, theoretical background, and practical applications and/or contributions should be carefully written to convince the review committee of the importance of this particular presentation. It is worth noting, however, that abstract writing is very

challenging because the writers have to make sure that their abstracts are informative and at the same time succinct due to the word-limit constraints that most conferences specify. Therefore, writers need to spend ample time planning and outlining their abstracts to meet the word limit requirements and at the same time convince the review committee of the importance of their presentations.

B. The Blurb

Another equally important section is the blurb or the publicity summary that is to be included in the conference program book in case of proposal acceptance. This summary should attractively and concisely include the main ideas and key words of the conference presentation. While writing the blurb, writers should consider the rhetorical context, primarily focusing on the audience, in this case the conference attendees. Prospective presenters are expected to write their presentation blurbs (summaries) in an attractive manner to entice as many people as possible into attending their presentations.

C. The Title

The title is also significantly important because this is what the conference attendees usually read to decide whether or not to go to a specific conference presentation. It is expected that the title be informative enough and at the same time not too broad. It should tell the reader what exactly the presentation is

about. Therefore, the time spent in crafting an informative and concise, yet catchy title, is time wisely invested.

D. Presenter's Bio

This is the section where the presenters introduce themselves to the readers of the proposal and the audience of the conference. Therefore, it is important to make it relevant to the context of the conference. Having said so, describing work affiliation and academic interests would be of relevance. The main objective at this point is to establish credibility, i.e., communicate to the readers of the conference proposals and the conference attendees that the presenter is a trusted source of information. Therefore, unnecessary information, such as hobbies and marital status, might not be of value in this context.

IV. THE BASIC REQUIREMENTS OF CONFERENCE PROPOSAL SUBMISSION

A. Proposal submission guidelines

The different sections of a conference proposal vary from one conference to another. It is safer to check the conference proposal writing guidelines that are usually posted on conference pages on the web. This will save the presenters a lot of trouble and will guide them towards what exactly is expected of their

submissions. Those conference-specific guidelines may include the different sections of the proposal, e.g., abstract, blurb, and presenter's bio, the number of words for each section, and sometimes, the font size and type and the citation method. Taking NileTESOL conference as an example, conference proposal writers are expected to write a ten-word presentation title, a two-hundred-and-fifty-word abstract, and a fifty-word blurb, and to follow an APA format for citation. It is important in this sense that conference proposal writers comply with the formatting requirements of any particular conference and thoroughly follow the proposal submission guidelines.

B. Significance of Proposal Content

In order to guarantee acceptance of their conference proposals, writers should make sure that the content of their proposals is significant enough. The organizing committee of any conference usually chooses a theme for the conference, which often changes every time the conference is held. Most of the conference themes are somehow generic, mainly to be broad enough while giving participants an idea of what the conference is addressing, e.g., teaching innovations, testing and assessment, and teaching during COVID, etc. It is important that prospective presenters pick conferences with themes related to their areas of interest. It is even more realistic to look at the different sub themes or topics. These are usually shared by the conference organizing committee on the conference web-page. It is crucial that any submitted conference proposal

align with one or more of the shared conference topics because proposals with topics different from the ones announced by the conference organizers may have less chances of acceptance.

C. Proposal Language

It is mandatory for any formal communication in academia, including the submission of conference proposals, to follow the norms and conventions of academic writing. This includes the choice of vocabulary and sentence structure, the degree of formality, and concision, etc. Hence, it is very important that proposals be proofread and properly edited before submission. Submitting a proposal that has language and/or writing problems will most likely damage the chances of acceptance. Clarity is another pivotal point to consider in writing conference proposals. Proposal writers have to make sure that the content of the proposal is clear and all points are covered because usually the proposal reviewing process is a one-way channel, and proposal writers will not be able to get a second chance to clarify what they are trying to convey. That is why, it is important to reiterate at this point that even though conference proposals are expected to be concise, they should be clear and informative to avoid any ambiguity or misleading information that might lead to proposal rejection.

D. Academic Integrity

Like any academic submission, conference proposals must abide by the rules of academic integrity. Work submitted must be authentic, and credit should be given to any source used through proper citation. Usually, conference organizing committees share citation guidelines on their webpages; however, it has been widely noticed that APA is the citation style required by most conferences in the fields of language teaching and applied linguistics in particular and the social sciences at large (Lipson, 2011). Proposal writers should make sure that both in-text citation and referencing are done properly in order to avoid any rejection due to plagiarism. It is worth mentioning that not only does plagiarism lead to proposal rejection, but it might also jeopardize the acceptance chances in future conferences.

V. OTHER USEFUL TIPS

The last section of this paper acts as informal advice. Before embarking on the journey of submitting a conference proposal, prospective presenters need to make sure that they are using a professional email. Personal and/or informal email addresses that include nicknames are not usually the best choice. It is even more professional to use a business email; nevertheless, a formal personal email would suffice. Another important tip prospective conference presenters need to consider is to read the conference proposal evaluation rubric very carefully. Most conferences provide a rubric on their call for proposal page to help the proposal writers understand how their proposals are going

to be evaluated. It is a golden chance for all proposal writers to compare the final draft of their proposals against the shared rubric to make sure that all requirements are covered. Self-evaluation works like magic in many writing situations, especially if the writers give themselves some time after finishing writing and before using the rubric for revision. One more tip is to check previous program books of the conference to develop a basic understanding of what accepted proposals look like. That could be another step in the right direction to make sure that everything has been done by the book! Finally, it is always safe to ask if in doubt. Conference organizers usually maintain a channel of communication, either via email or web-supported chatbots.

VI. CONCLUSION

In summary, any conference proposal, with all its different sections, must be carefully crafted to convince the conference proposal review committee that a certain conference presentation is an important addition to the conference. Having said so, conference proposal writers should do their best in following the general academic writing guidelines and the specific conference requirements in order to increase the proposal acceptance chances.

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2. Can Creativity Be Taught?

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English Language Teacher and Teacher Trainer

Abstract

Creativity is considered one of the 21st Century learning design skills that must be seen as a complementary skill with critical thinking, collaboration, and communication. It is not this simple definition of producing a new design, but it reflects a growing mindset full of imagination, inspiration, and desire for making a difference in society. The target of this article is to help educators learn not only to teach in a creative way, but also to help students become creative learners themselves.

I. WHAT IS CREATIVITY?

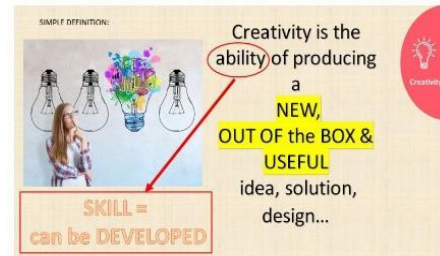
Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing.

If you have ideas but don't act on them, you are imaginative but not creative.

“Creativity is a combinatorial force: it's our ability to tap into our 'inner' pool of resources – knowledge, insight, information, inspiration and all the fragments populating our minds – that we've accumulated over the years just by being present and alive and awake to the world and to combine them in extraordinary new ways.” — Maria Popova, Brainpickings

“Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness: ecstasy.” – Rollo May, *The Courage to Create*

Creativity simply means: ***To think differently***



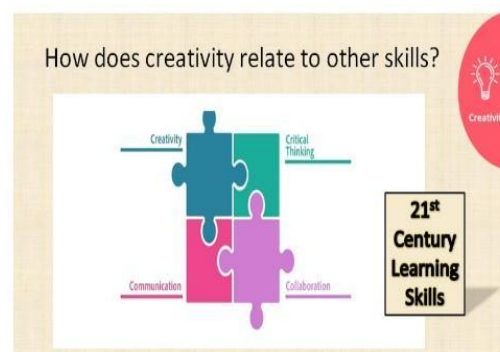
We cannot say that some people are imaginative, and others are not.

The truth is that some people have/find the opportunity to **APPLY** creativity and others not. Sometimes, some students might not be creative in certain fields, but they are creative in other fields. Our role as educators is to find different ways to help students express their ideas and feelings through different mediums ... , such as art, music, drama,

II. HOW DOES CREATIVITY RELATE TO OTHER SKILLS?

The 4 C's of 21st Century skills are:

1. Critical thinking
2. Creativity
3. Collaboration
4. Communication



Communication is about sharing thoughts, questions, ideas, and solutions.

Collaboration is about working together to reach a goal and putting talent, expertise, and smarts to work.

Critical thinking is looking at problems in a new way and linking learning across subjects and disciplines.

Creativity is trying new approaches to get things done, innovation, and invention.

These four skills are essential for modern students to succeed in school and the workplace. Creativity and critical thinking compliment each other. Creative thinking helps students develop new insights into content and information. When we apply creative thinking into communication, we find new and surprising ways to share our ideas with others. By collaborating creatively, we tap into the insights of others and come up with new ways to solve problems together. *“A deeper learning happens not by more studying, but when we dig into a problem or idea and try to fix it from different perspectives, making connections and exploring a variety of solutions.”* (Rebecca Hare)

III. CAN CREATIVITY BE TAUGHT?

The short answer is yes. A study by George Land reveals that we are naturally creative and as we grow up, we learn to be uncreative. Creativity is a skill that can be developed and a process that can be managed.

- **George Land's Creativity Test**

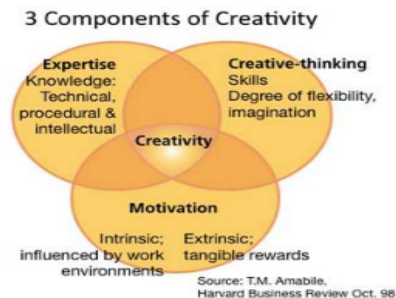
In 1968, George Land conducted a research study to test the creativity of 1,600 children ranging in ages from three-to-five years old who were enrolled in a Head Start program. This was the same creativity test he devised for NASA to help select innovative engineers and scientists. The assessment worked so well that he decided to try it on children. He re-tested the same children at 10 years of age, and again at 15 years of age. The results were astounding.

Test results amongst 5-year-olds: 98%

Test results amongst 10-year-old: 30%

Test results amongst 15-year-old: 12%

Same test given to 280,000 adults: 2%



“What we have concluded,” wrote Land, “is that non-creative behavior is learned.”

(Source: George Land and Beth Jarman, Breaking Point and Beyond. San Francisco: HarperBusiness, 1993)

IV. ARE YOU A CREATIVE TEACHER?

A creative teacher is an inspiring role model who would experiment with different tools, strategies, and teaching methods to convey an idea, motivate students, arouse their curiosity to explore information, and obtain knowledge by themselves.

A creative teacher would learn to use creative tools and teach those tools, skills, and processes.

5 Habits of Creative Teachers

They Don't Let Standards Stop Them. ...

They Teach the Same Concept in Multiple Ways. ...

They Organize Course Material in a Cognitively Advantageous Way. ...

They Are Creative Outside of Teaching. ...

They Stay Educated Themselves.

“One of the most essential strategies when you are helping students develop their creative thinking is to help them learn to ask questions. We want students to know that questioning means we are exploring the world; we are wondering, we are trying to think about what we might want to know that we don't know yet. I've

had too many students think that asking questions is a character flaw, when in truth there is no answer key to life. The answers are not in the back of the book.”

(Dr. Alane Starko – Adobe Education Exchange)

Teaching Creativity VS Creative Teaching

To spot the difference:

Ask yourself *Who is doing the creativity (YOU OR THE STUDENTS)?*

V. HOW CAN YOU FOSTER CREATIVITY IN CLASS?

AJ Teaching Strategies

- ***Problem Solving***



True problem solving is the process of applying a method – not known in advance – to a problem that is subject to a specific set of conditions and that the problem solver has not seen before, in order to obtain a satisfactory solution.

Principles for teaching problem solving

- **Model a useful problem-solving method.** Problem solving can be difficult and sometimes tedious. Show students by your example how to be patient and persistent, and how to follow a structured method, such as Woods’ model described here. Articulate your method as you use it so that students see the connections.
- **Teach within a specific context.** Teach problem-solving skills in the context in which they will be used (e.g., mole fraction calculations in a chemistry course).

Use real-life problems in explanations, examples, and exams. Do not teach problem solving as an independent, abstract skill.

- **Help students understand the problem.** In order to solve problems, students need to define the end goal. This step is crucial to the successful learning of problem-solving skills. If you succeed at helping students answer the questions “what?” and “why?”, finding the answer to “how?” will be easier.
- **Take enough time.** When planning a lecture/tutorial, budget enough time for: understanding the problem and defining the goal, both individually and as a class; dealing with questions from you and your students; making, finding, and fixing mistakes; and solving entire problems in a single session.
- **Ask questions and make suggestions.** Ask students to predict “what would happen if ...” or explain why something happened. This will help them to develop analytical and deductive thinking skills. Also, ask questions and make suggestions about strategies to encourage students to reflect on the problem-solving strategies that they use.
- **Link errors to misconceptions.** Use errors as evidence of misconceptions, not carelessness or random guessing. Make an effort to isolate the misconception and correct it; then, teach students to do this by themselves. We can all learn from mistakes.

- **Formative Peer Feedback.** Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work.

Considerations for using peer assessment

- Let students know the rationale for doing peer review. Explain the expectations and benefits of engaging in a peer review process.
- Consider having students evaluate anonymous assignments for more objective feedback.
- Be prepared to give feedback on students' feedback to each other. Display some examples of feedback of varying quality and discuss which kind of feedback is useful and why.
- Give clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments.
- Listen to group feedback discussions and provide guidance and input when necessary.
- Student familiarity and ownership of criteria tend to enhance peer assessment validity, so involve students in a discussion of the criteria used. Consider involving students in developing an assessment rubric.

- ***Giving Summative Feedback on Creative products***

Rubrics are often a tool of choice for educators delivering summative feedback.



RUBRICS

EXCELLENT	55 - 60
VERY GOOD	50 - 55
GOOD	45 - 50
AVERAGE	35 - 45
POOR	30 - 35

	Title	Information	Coherence	Explanation	PowerPoint presentation
EXCELLENT	Innovative and attracts attention	All of the information is credible and reasonable.	Clear Smooth transition Answered all questions	All of the types are provided with examples.	All the slides are provided with pictures.
VERY GOOD	Attracts attention	Most of the information is credible and reasonable.	Clear Smooth transition Answered most of the questions	Most of the types are provided with examples.	Most the slides are provided with pictures.
GOOD	Typical	Some of the information is credible and reasonable.	Clear Unsmooth Transition Answered some of the questions	Some of the types are provided with examples.	Some the slides are provided with pictures.
AVERAGE	Does not attract attention	Few of the information is credible and reasonable.	Unclear Unsmooth Transition Answered few of the questions	Few of the types are provided with examples.	Few the slides are provided with pictures.
POOR	Does not attract attention	None of the information is credible and reasonable.	Unclear Unsmooth Transition Answered Few of the questions	None of the types are provided with examples.	None the slides are provided with pictures.

- ***Enhancing Students' Choice***

Giving students real choices in the classroom — having to do with the material they study, the assignments they complete, the peers with whom they work, and so on — can boost their engagement and motivation, allow them to capitalize on their strengths, and enable them to meet their individual learning needs. But, like most teaching strategies, the structuring of choices for students can go very well, and it can go very badly — the nuances make all the difference.

B] Digital Tools

“Digital literacy refers to someone’s ability to use IT and digital technology to find, evaluate, create, and communicate information,” says Matt Dunne, hiring manager at Healing Holidays. “If an applicant claims to have digital literacy skills, I’d expect them

to be able to conduct thorough online research, which they can then analyze and evaluate. I would also expect them to be capable of creating a range of different digital documents and to use digital communication systems.”

Here are some of the educational digital tools that will help educators implement creativity in their class:

- ***Padlet***
- Remember when students used to make charts and hang them on walls inside or outside class. Here is a similar way that brings so much to students to collaborate creatively using this digital wall. Padlet is a platform that has different templates of walls where students can post their opinions, videos, images, documents, or even audio.

How to Use Padlet

Click the plus icon in the lower right corner and add images, videos, audio files, links, or documents. Students can use their imagination to use the Padlet in different ways.

Padlet can be very useful in peer reviewing as students can provide feedback to their classmates. Teachers can use it for brainstorming ideas for projects or writing class. There is no limit in using a Padlet.

Padlet tips and tricks for teachers

Brainstorming

It is a perfect platform for students to brainstorm a lesson topic beforehand. The teacher can post the topic and students can discuss it, post questions, or add interesting content before the lesson happens.

Parent Communication

Use the stream function to communicate with parents. Parents can post potential questions and the teacher can add classroom updates. This feature can also be used for event planning, discussing a field trip or class party, or sending reminders to students.



Live Question Session

Use the stream function to communicate with parents. Parents can post potential questions and the teacher can add classroom updates. This feature can also be used for event planning, discussing a field trip or class party, or sending reminders to students.

Resource for Information

When students are assigned a project, have them all add valuable resources to the board. Research can be shared to make tasks easier and help students have as many resources as possible.

*For more ideas, check my Padlet board in the references section where I encouraged my students to give a self – reflection on the essence of happiness after reading Leo Tolstoy’s short story “How much Land does a Man Need?”.

- ***Wakelet***

Wakelet is a digital platform that can be easily used by educators and students. This platform looks like an album that provides a variety of learning tools that satisfy all learners’ multiple intelligences. You can provide images and videos for learners with visual – spatial intelligence. Teachers can add documents or text for people with linguistic – verbal intelligence. They can add links and tweets too.

Wakelet helps students grow their creative skill as they can design their own collection using Canvas or insert images from Wakelet itself or upload images from their device.

Learners can easily collaborate and edit their collection every now and then. Wakelet works



as a cloud where you can save information and find it any time. Students can view collections and create them either on mobile devices or computers.

The power of Wakelet resides in Collections. These are topic-focused spaces where you save and organize curated content. You can create collections on any topic you want. Here is how to do it: Log in to your Wakelet account and click on Create Collection. Type in a title and description, and add a cover image. Next, click on the '+' icon to start adding items to your collection. You can add various forms of digital content including:

- **Image:** Search for images in Unsplash library or upload yours. You can also upload GIFs.
- **Text:** Add text to contextualize your collections.
- **Upload a PDF:** Upload PDFs from your local Drive.
- **Tweets:** Search for tweets by username, keyword, or hashtag and add them to your collections.
- **Flipgrid:** Create your video or upload your own.

- **YouTube videos:** Search for YouTube videos to add with a single click. YouTube videos play ad-free, and students watch them right in Wakelet.
- **Upload** files from Google Drive and OneDrive.

Collections have three options: public, unlisted, and private.

Public collections are shared and can be viewed by anyone.

Unlisted collections are meant to be shared with a group of students only who will be able to view these collections.

Private collections work as a private place where each individual can modify, add, or delete anything before publishing it.

How to use a Wakelet in the classroom?

Here are a few suggestions on ways to use Wakelet in your teaching:

1 - Create digital newsletters for your class

Students can create digital portfolios to record their ongoing learning. Digital portfolios are a great way to empower students' voices and track learning progress over a prolonged period. As students become aware of how their learning progresses, they become more likely to take ownership of their learning and develop key lifelong learning skills.

2 - Formative assessment

You can use Wakelet to conduct formative assessment. Here is an example of how to do it. First, instruct students to create two types of collections: What I have Learned Collection and What I Have Found Difficult to Learn Collection. Students use each of these collections to add their feedback and reflections. For instance, feedback can be in the form of videos (e.g., [Flipgrid Shorts](#)), audio recordings, podcasts, textual write-ups (e.g., using Google Docs), or interactive visuals (e.g., using one of these [interactive media tools](#)). As a teacher, you monitor students' contributions, analyze their feedback, and provide the required help when needed.

3 - Teacher-parent communication

A great way to establish communication with parents and involve them in the learning taking place in and out of class is through sharing with them their kids' work and accomplishments; for instance, you can share with them the student Portfolio collections or class collections and enable them to keep track of how their kids are performing academically.

4 - Flipped learning

Another practical way to use Wakelet is to flip students' learning. Instead of learning in class, students learn at home using curated collections and resources you

shared with them and when they come to class, they engage in activities, discussions, and practice what they have learned at home.

5 - Digital literacy and digital citizenship

Use Wakelet Student Ambassador Program to help your students learn about digital citizenship and develop key digital skills. The program consists of fun tasks and activities focused on 6 areas: creativity, critical thinking, curation, communication, citizenship, and collaboration. "Students will earn badges for each task they complete, and [Wakelet] awards them an official certificate once they complete the program."

6 - Digital storytelling

Students can create collections to recount stories using resources they designed or curated from the web. The Media Layout is ideal for this activity. Its linear display is easy to navigate, providing students with a digital space where they order their events in a sequential or chronological order.

7 - Professional development

Wakelet collections provide great PD opportunities for teachers and educators. For instance, teachers collaborate with each other to curate digital resources around things to help them grow professionally, such as teaching tips, best EdTech practices in and outside class, networking and conferences, training, and workshops, and many more.

*For more ideas, check my Wakelet Spaces in the references section.



- **Flipgrid**

Flipgrid is a video-based tool that allows discussion across digital devices in a fun and engaging way that makes it ideal for use in education.

It can be used in Face-to-face classroom or hybrid learning, or homework.

It's a beneficial tool for students who are less sociable or unable to express their thoughts and feelings with the class. Recording responses and editing them helps take off the pressure.

Teachers post "Topics" that are essentially videos with some accompanying text; then, they share them with students, who can be prompted to respond.

Students use the software's camera to create videos as a response to the teacher's Topic. Students enjoy making these videos as they can record them as many times as needed before uploading, and can add emoji, text, stickers, drawings, or custom stickers. The ability to add rich media encourages students to be creative and expressive.

Flipgrid is great for integration as it works with **Google Classroom**, **Microsoft Teams**, and **Remind**.

9 NEW WAYS TO USE FLIPGRID

1. Sharing book reviews: With Flipgrid's new augmented reality (AR) feature, classrooms and classroom libraries can use the video QR code to create an engaging way for students to share book reviews. After a student records his/her review, the teacher can print the QR code and tape it on the book, and the student's classmates can use their devices to scan the code and watch the review as a way to help them decide if they would like to read the book.

2. Practicing world language skills: Flipgrid makes it possible for teachers in different districts and different countries to collaborate. For world language teachers, this creates opportunities for students to practice their speaking skills with a larger group than just their class. Students can post videos to get practice with the vocabulary they are learning, and instead of being limited to practicing with the people in their physical classroom, they can engage and build their skills with other students around the world studying the same language or have conversations with native speakers of the language.

3. Increasing accessibility for all students: Flipgrid has expanded many of its accessibility features to ensure that all students can participate. Students can use closed captioning when viewing videos, which also generates a full transcript for each video. Microsoft's Immersive Reader can be used within both the closed captioning and

any text within a topic to read the texts aloud and break up words into syllables for easier decoding.

4. Inviting outside speakers: Using Guest Mode, teachers can invite guest speakers to participate in classroom discussions. Guests can watch student videos and post their own videos. This option provides a way for experts in a field to share their knowledge asynchronously, with students posting videos of their questions for the expert to answer at a convenient time in a video response. STEM teachers, for example, could invite engineers or scientists to discuss their careers and research and to answer student questions.

5. Building student portfolios: A teacher can create a grid for student portfolios. Within this grid, the teacher creates a topic for each student, and students post videos explaining their work, demonstrating a recently learned skill, or reflecting on an in-class experience. The teacher can share the link to a student's topic with their parents or guardians so that they can view their child's work throughout the year. Since the topics can also be available to every student in the class, students can observe their classmates' work.

6. Adding annotations: When students record a video, they have the option to write directly on the video, and they can add sticky notes with additional text. For students in math practicing solving problems or students in chemistry learning to balance chemical equations, this feature is a great way to show their thinking.

7. Building a mixtape: The mixtape is a way to curate videos from any topic or grid in a single location. A teacher can select any student video and add it to the mixtape, which can be shared with the entire class. Collecting memories from throughout the year is a great way to take advantage of the feature: As the year progresses, the teacher can save interesting videos or important moments from different topics. Watching the mixtape as a class at the end of the year will help students recall what they've learned.

8. Sharing and celebrating work: Celebrating completed projects or finished assignments is often forgotten in the classroom due to time constraints, but Flipgrid makes it fairly easy and quick. Using the student-to-student replies option, everyone in the class can view and respond to each other's videos. For example, students in a history class could share a long-term project they have completed, walking through what they learned and what they created. Peers in the class compose video responses, providing positive feedback on the work completed. When I do this with my ELA students, I require everyone to comment on two or three classmates' projects from any of my sections.

9. Supporting absent students: Flipgrid can be a catch-up solution for students who are absent. The teacher creates a topic for work completed in class, and if a student is absent during a given class period, one of his/her peers can post a quick video about what assignments were completed in class so that the absent students can quickly learn about what they missed.

*For more ideas, check my students' videos on Flipgrid in the references section.

- ***Minecraft***

Minecraft: Education Edition is a game- based learning platform that

builds STEM skills, unleashes creativity, and engages students' collaboration and problem-solving. Minecraft helps educators meet



students where they are and inspires deep, meaningful learning across subjects.

How does Minecraft: Education Edition support learning?

- Supports deep and meaningful student-led learning that builds confidence and keeps students engaged.
- Standards-aligned lessons and curriculum drive learning outcomes in subjects including science, technology, engineering, and mathematics (STEM), and history and language arts.
- Supports virtual learning experiences that directly link to and expand on the subjects being taught in the classroom.

- Encourages collaboration, empathy, and communication, helping students build critical social-emotional skills.
- Promotes key 21st century skills that prepare students for the future workplace, including creativity, problem solving, and critical thinking.

Minecraft: Education Edition is a version of Minecraft designed for education in a classroom setting. Education Edition allows teachers to offer a fun and interactive lesson for their students through playing the game of Minecraft. Students of all ages can learn from this edition. Educators can create their own lesson plans using the resources available to them in-game. In addition, there are multiple lesson plans already available that cover a variety of subjects, like language arts, science, history and culture, computer science, art and design, and math.

Game-based learning makes it appealing and engaging for students. Minecraft is played by children around the world. Teachers can use the Education Edition so that students can work individually, or collaboratively on problem-solving lessons.

Minecraft Science Lab offers educators and learners a fun, accessible way to explore chemistry within the immersive world of Minecraft: Make pigs fly with helium balloons, create underwater TNT, or see what elements make up a grass block.

Science education is driven by hands-on learning, but only half of fourth graders in the U.S. do hands-on science once a week. In low-income schools, the numbers are even lower, as students have less access to labs and equipment. Chemistry in Minecraft

allows teachers to introduce chemistry concepts without the costs of lab equipment in the engaging Minecraft world that will inspire more girls and boys to explore the subject.

Tens of thousands of educators around the world are already using Minecraft: Education Edition to teach concepts, like coding, the water cycle, photosynthesis, and renewable energy. Students can craft compounds and never-before-seen Minecraft items using chemistry, such as glow sticks, rapid growth fertilizer, and underwater torches.

“Bringing chemistry to Minecraft not only helps spark interest in STEM, but also helps educators engage students in the scientific process, reinforcing creative problem solving and engaging experiments,” says Minecraft Education Director Neal Manegold. “Concepts like states of matter, structure of atoms and chemical reactions become accessible in Minecraft through the immersive world and these brand-new tools.”

- ***Adobe Spark***

Adobe Spark for Education presents visual graphic tools that help teachers and students create images, videos, web pages, and more.

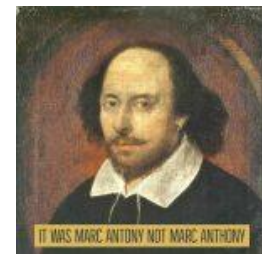
Claudio Zavala Jr., an edtech and creative media consultant, is passionate about fostering creativity in all and loves storytelling. He suggests 15 ways to create unforgettable multimedia with Adobe Spark. Students can create:

- **Posts:** These single images can combine text and images. They're saved as picture files.
- **Pages:** These are long, flowing, top-to-bottom pages that you scroll through. They can include images, videos, and text.
- **Videos:** These videos can be picture slideshows or a combination of images and videos. They can include voice narration and/or music.
- **Character Quotes:** Use Adobe Spark Post to create graphics to share an idea or concept based on characters or authors quotes from a text or novel. It is a great way for students to share their understanding of character traits or to analyze characters.



- Memes

If you spend any time on social media, you've probably come across a meme or two. Memes are images or videos captioned with text to express an idea or a humorous or inspirational thought. Adobe Spark Post is a perfect tool for creating memes. Students can create memes for classroom rules or procedures, literary works, icebreakers, or learning new vocabulary.



- Book Covers

This next activity is applicable to all grade levels. Give them an opportunity to redesign covers of novels or create new ones for short stories.

- Posters

With Adobe Spark Post, students can create posters for things, like school art shows, safety rules, and many more. Whether you use the mobile app or desktop version, choose the Print option when selecting a size. This will ensure you get the best print resolution.



- Story or Comic Strips

One cool feature found in Adobe Spark Post is being able to add multiple images into one graphic. Basically, you are creating a multi-cell or as I like to call it a comic book layout. Have students create their own sequential stories using their own artwork or photographs. It is a neat way for students to creatively tell a story.



a

- Photo Essays
- Portfolios
- Field Trip Videos
- Book Review
- Invitation

*Here is my booklet cover for my grade 10 students designed by Adobe Spark.



VI. CONCLUSION

Although there are many digital tools that help educators foster creativity in class, it is important to focus on the teacher's ability to come up with new ideas and topics to help students produce creative outcomes. It is the human brain that will make new connections and view things from different perspectives every now and then. Following the previous teaching strategies and digital tools would help educators and learners practice their creative skill and apply it in the real world.

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3. Nearpod is One of the Innovate Educational Platforms

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Abstract

Using Nearpod in asynchronous and synchronous sessions has become demanding these days. Students will have an amazing learning experience and a variety of opportunities to engage and interact with their teachers and colleagues. In this article, I will give a clear guide on how to create a lesson with steps. In addition, I will illustrate how we can improve our use of Nearpod via the SAMR Model and teach the Connect 4 book using Nearpod.

I. INTRODUCTION ABOUT NEARPOD

Nearpod is a website and app-based digital tool that lets teachers create slide-based learning resources that are interactive for students to engage with and learn from.

Nearpod can also use gamification of information to make learning more engaging and fun. It is also built to work well with lots of pre-existing tools, such as Google Slides, Microsoft PowerPoint, and YouTube. Teachers can easily import media to make a lesson quickly and simply use already existing resources.

II. HOW DOES IT WORK?

Interactive media and evaluations can be used by teachers to offer lessons. Students can participate from any device, in real-time, or on their own schedule. Finally, teachers will be able to receive real-time feedback as well as post-session reports.

III. TEN METHODS TO UTILIZE NEARPOD IN THE CLASSROOM

1. Delivering a simple presentation

In its most basic form, Nearpod can be used in place of other presenting tools. You can use Nearpod to increase the interactivity of a lecture rather than running a PowerPoint or Google Slides presentation. You may simply 'drag and drop' your current PowerPoints, PDFs, and Google Slides into the app for immediate use when a Nearpod presentation should be made.

2. Individualized provision

Following on from the idea of using Nearpod as a simple presentation tool, you could limit the app's use to one child or a small group of children. It is possible that you are beaming extra teaching provisions to specific students during a starter.

3. Resource distribution

Another simple method to use Nearpod in the classroom is to provide resources through it. You may add photos or worksheets to your presentation and invite students to utilize

the Students Notes Feature to download the presentation to their computers so that they can retrieve the content later while preparing for an exam or doing homework.

4. Formative evaluation in real time

It may be enhanced by including one of Nearpod's many formative evaluation exercises in your presentation. As a teacher, you may design personalized Quizzes, Polls, Open-ended Questions, Matching Pairs, and other tools to assess students' comprehension in real-time .

5. Ongoing evaluation

When your students complete a quiz, Nearpod will generate a report for you. The reports are accessible immediately through the app, and the data may be downloaded as PDF overviews. It does the grading for you as well.

6. Self-assessment

It is normal practice in primary and secondary schools for pupils to analyze and evaluate their own levels of confidence.

7. Simulation

The software also includes a 'Draw It' option that can be integrated into your presentations. This sends an interactive whiteboard to the students' devices. The instructor's device will display all of the students' drawings, and the teacher may then

share individual whiteboards with the entire class. When you click share, the selected 'drawing' will display on all devices.

8. *Undefined assignments*

Nearpod offers creative freedom. The 'Open-Ended Questions' function enables the teacher to offer a question or create a scenario for pupils to react to. You may use this tool to make creative writing activities easier. As a result, employing something like Nearpod for this type of activity has the advantage of automatically logging 'Open-Ended' replies in reports.

9. *Creating homework*

All of the above examples focus on utilizing Nearpod in a Live session although students can also participate on their own time. You may give them a Student-Paced code, and they can access the Nearpod lesson from home or anywhere else if there is an internet connection.

10. *Sharing and using ready-made materials, lessons, videos, and activities in the Nearpod Library*

The Nearpod Lesson Library provides thousands of premade lessons, videos, and activities from trusted educational publishers. Teachers can download and customize premade content from the Nearpod Library to use as a student-paced Nearpod for independent practice or as a whole-group lesson.

Thus, with the Nearpod Library, teachers can save time and get Nearpod up and running with high-quality, interactive, and relevant content. Secondly, easily download and customize content to fit the unique needs of your students. Thirdly, search by standards in the Nearpod Library to find content that matches your curriculum.

IV. NEARPOD AND THE SAMR MODEL

It might be challenging to know where to begin or how to integrate technology appropriately in the classroom, according to Dr Rubin Puentedura's SAMR Model. The SAMR Model stands for Substitution (meaning technology acts as a direct substitute with no functional improvement), Augmentation (meaning technology acts as a direct substitute with functional improvement), Modification (meaning technology allows for significant task redesign), and Redefinition (meaning technology allows for the creation of new tasks previously inconceivable). It is a terrific tool to assess the type of technology being used in your classroom or to aid you in improving it. The four levels of this model describe instructional usage in the same way that Bloom's Taxonomy classifies the severity of learning activities.

Nearpod may be used efficiently on all levels of the SAMR Model in the following ways:

1. Substitution

Teachers upload an existing PowerPoint presentation to Nearpod and launch a live Nearpod lesson.

2. Augmentation

Students interact with a student-paced Nearpod lesson that includes poll questions, quizzes, and draw-it activities.

3. Modification

During the Nearpod lesson, students interact with Nearpod Nearby Virtual Reality, PHET Simulations, and 3D objects that bring what they are learning to life.

4. Redefinition

Students showcase what they have learned by creating their own Nearpod lesson that includes video, audio, Virtual Reality, and Virtual Field Trip experiences. Students share this lesson with an authentic audience.

V. STEPS FOR CREATING A NEARPOD LESSON

Nearpod allows teachers to create and deliver interactive slides, interactive videos, and gamification & activities for students while collecting data and insights into student understanding - all in one place.

Step 1 Navigate to the Nearpod website & Sign Up

Type www.nearpod.com into your preferred browser. This will bring you to the Nearpod homepage, where you can sign up for an account. In the top right corner of the webpage, click the button that says "Sign Up for Free".

Step 2 Sign-up for a Nearpod account

You can sign up for a Nearpod account for free using your email address or linking through Google or Office 365. The sign-in instructions will ask you to determine what tier of subscription you need. Once you have included your sign-in details, you can log on to the Nearpod interface.

Step 3 Log on to the Nearpod interface

Once you are logged in, you will be taken to your personal interface. This is where you can create and locate new or existing lessons you have created.

Step 4 Create a new lesson

From your "My Library page", click "Create", then select "Lesson".

Step 5 Add content

If you are starting with an existing PowerPoint, Google Slides, PDF, or other resources, upload them now by dragging and dropping the file, or by clicking "Upload Files" in the

center of the screen. To add activities and media to your lesson, click "Add Content & Activities."

Step 6 Add an activity

Click on any button that says "Add Slide" then select (Add activities).

Step 7 Create your quiz content

You will be taken to a window that will ask you to fill in the quiz content, including the question, answer options, a reference (optional), and whether you want a timer. You will need to indicate which answer option is correct by selecting one of the check marks beside the option.

When you have finished creating your quiz, click on "Save" in the bottom right of the screen.

Step 8 Preview your presentation

At any time, you can select a slide, then click the "Preview" button to view that slide. This is the way it will appear to students during your lesson. Once you are finished adding activities and media to your lesson, click on the pencil on the top left (settings) to name your lesson. If you'd like, provide the subject and grade. Press Submit to save your lesson details.

Step 9 Save your presentation

After editing your lesson details and completing your lesson, click "Save & Exit" to save your lesson and return to My Library.

Step 10 Present

Your presentation is now ready for students. To present it, hover on the chosen lesson in your personal interface and select "Live Participation " (to present it live) or "Student Paced" (to give students access on their own).

VI. HOW CAN STUDENTS JOIN NEARPOD LESSONS, VIDEOS, OR ACTIVITIES?

Students join Nearpod lessons through shared codes. Students should navigate to: [nearpod.com/ student](https://nearpod.com/student), or open the Android or iOS app, and enter the five-character code provided by the teacher, or they can join through a school's learning management system. If your students are joining from an LMS, like Canvas or Schoology, Google Classroom, or Teams, or if a link is shared in another way, students will simply click on the link and be brought into the lesson.

VII. HOW TO CREATE CONNECT PRIMARY 4 LESSONS USING NEARPOD?

Teachers can use different features of Nearpod as

3D Nearpod: It enhances digital learning by encouraging learners to engage in classes in a more significant way

PhET Simulations: It engages students in science and math concepts through a simple, game-like setting. Through experimentation and discovery, students learn.

Quiz: Teachers pose multiple-choice questions related to the lesson and immediately get feedback from the entire class. They share answers with the class to enhance learning.

Draw it: Students can draw or type onto a white canvas, draw or highlight on a previously set background, and take, edit and annotate multiple pictures on the same canvas. Students send their work to the teacher who can then choose to share it with the entire class.

Poll: Teachers can ask students a multiple-choice question to increase class participation.

Fill in the blanks: Students can complete texts in an interactive way by dragging and dropping words to the correct place in the text. You can select the word bank after typing sentences.

Memory test: It shows students a grid of 'face-down' image cards that they click on one by one to reveal an image. Their objective is to match identical images. ,

Matching pairs: Teachers can choose comparable images and texts for students to match in this activity.

Open-ended questions: Include a question in your Nearpod that allows students to freely share their thoughts and ideas, Students' answers can be anonymous.

Time to climb: A multiple choice game that can be played as Live or Student Paced lessons. It is a great way to bring joy and excitement into your classroom.

Prepare your materials before the sessions and download pictures of the vocabulary you will use. In addition, you can download videos and audio of vocabulary. Moreover, you can evaluate students' progress and download their reports.

VIII. SUMMARY

Teachers build 21st Century lessons. Teachers leverage best practices in daily instruction. Students benefit from better opportunities for learning. You can create or select ready-to-teach materials that seamlessly integrate high-quality multimedia elements and interactive tools. Improve student motivation and participation through relevant learning experiences that include VR,3D objects, and simulations. Finally, it merges theory with real-world experiences through virtual field trips anywhere in the world.

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4. Into the Groove: Building Students' Language and Self-efficacy with Video Games Workshop

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Abstract

This paper has two parts: Part 1 introduces video games and explains how they can be used in student learning experiences. Some relevant principles are examined. Part 2 outlines an experiment of using the video game Spaceteam ESL in the classroom. This quasi-experimental study shows how classroom video gameplay affects learning outcomes and students' self-efficacy. The findings show that video gameplay does make a significant impact on student learning and their self-efficacy.

Part 1: Introducing video games

I. INTRODUCTION

A video game is a digital kind of game. There have been many definitions of games and video games (Whitton, 2010). Video games primarily have these features in common that make them different from other activities (Dempsey, Lucassen & Rasmussen, 1996; Juul, 2005; Esposito): rule/constraint-based with goals, measurable with visible outcomes. Players' efforts impact outcomes, players develop an affective bond with game outcomes, voluntary consequences of game, artificial and unrelated to daily life, has audio/video features.

II. DIGITAL GAME-BASED LEARNING

Digital game-based learning (DGBL) is using a video game in a learning situation. Video games used in this way balance (or include) both gaming elements and learning (Nussbaum & Beserra, 2014; Prensky, 2001). Some scholars felt DGBL could revolutionize traditional school learning experiences (Gee, 2007; Prensky, 2006) by student motivation enhancement, personalization, adaptively, “deep learning” and problem-solving learning (Gee, 2007; Chen & Yang, 2011; Sundqvist, 2019; Peterson, 2013; Prensky, 2001; Plass, Homer, Kinzer, 2015).

It is estimated that there are 5 million video games available in 2022 (National Today, 2022). Out of these many video games, educators can choose video games that are either commercial off-the-shelf (COTS) games or serious games. The former COTS games are video games that were originally designed for commercial and usually entertainment purposes but repurposed to be used in learning contexts (e.g., World of Warcraft, Assassins’ Creed, Halo). The second, serious games, were those video games purposely developed for learning (e.g., Math Whiz, Mathmaster).

Part 2: Experiment

III. METHODOLOGY

The purpose of the second part of this paper is to show other language educators how a video game can be integrated into a language classroom and the benefits of such integration. To meet this need, a quasi-experimental mixed methods study was carried out to identify the impact of video gameplay on students in an English as a Foreign Language (EFL) classroom. This research addresses the following research questions:

RQ1: What is the impact of DGBL on student learning in a beginners EFL course?

RQ1a: Do beginner EFL students who use DGBL in a language course develop better listening skills (compared with peers engaged in equivalent non-DGBL learning activities)?

RQ1b: Do DGBL-based lessons contribute to enhancing student listening self-efficacy?

IV. PARTICIPANTS AND SETTING

This study was done in a mandatory 15-week EFL course with Korean college students in a vocational college in Suwon, South Korea. Most students' English proficiency was A1 or A2 in the Common European Framework of Reference for

Language (CEFR) framework. Of the 96 participants, 75 (78%) were male students and 21 (22%) were female students. All these participants were formed from seven pre-existing intact classes. The instructor of these students was also the researcher for this study.

Of these seven intact classes, four classes formed the Experimental Group (EG). The Control Group (CG) was composed of the other three classes. The number of participants of each group were above the minimum of 30 participants per group for experimental research (Gay et. al., 2009).

This study's sole intervention was the video game SpaceteamESL. David Waddington and Walcir Cardoso, professors from Concordia University in Canada, had developed this game. This video game was chosen because of the unique gameplay that required quick and extensive listening so that it would match the thrust of the research to analyze listening skills. Also, the gameplay would match other listening skill teaching of this course.

The unique gameplay of this mobile game makes the game fun, challenging, and educational. In the game, a team of players (2-4) must work together and cooperate to successfully fly a spaceship together and not crash. How they cooperate is what makes this game's gameplay unique. During the game, each player intensely listens for commands directed to him/her or aggressively utters commands for others to hear.

Throughout the game, commands are displayed on various team members' mobile phones. When a command appears on the phone, the player must yell it out loud enough for other team members to hear it. The player with the relevant buttons on his phone must respond to the shouted command and push the mentioned button to keep the ship flying. This is the game's twist that makes it exciting: all the players must shout out the commands that are randomly displayed on the respective players' mobile phones so that other players can react and respond to the command. This means that this game requires intensive listening to hear the command relevant to a particular phone, often with the interference of all players shouting out commands simultaneously.

These commands are displayed on the command line of a player for a certain time (until the action is executed or the time limit elapses). As the game progresses, this time is shortened to make the game more challenging. There are negative consequences when a player misses a command and does not manipulate the appropriate control in time. This causes the game to be more difficult to play and the spaceship closer to crashing.

The game has a few customizable features: choosing the words of the commands (e.g., turn up green phone) and the control names on the players' control panels (e.g., green phone).

V. DATA COLLECTION INSTRUMENTS

Two instruments were used in this mixed-methods quasi-experimental research study: (1) Listening Comprehension test, and (2) Listening self-efficacy questionnaire.

- ***Listening comprehension test:***

The first was the pretest and posttests. A modified version of a TOEIC Listening test was used as a pretest and posttest (Lougheed and Lougheed, 2007). These tests were employed to measure the improvements in language ability before and after the experimental intervention.

- ***Listening self-efficacy questionnaire***

An 18-item 5-point Likert scale listening self-efficacy questionnaire was developed to measure the participants' listening self-efficacy before and after the intervention. This questionnaire was based on previous researcher's designs (Rahimi and Abedini, 2009; Asakereh and Dehghannezhad, 2015; Wang et al. 2013). Self-efficacy are beliefs that an individual can achieve or do something (Wang, Kim, Bong, and Ahan, 2013). Listening self-efficacy means the students believe that they can listen. The students were asked to respond to the 18 items by choosing the most appropriate rating on the 5-point Likert Scale: (1) strongly disagree, (2) disagree, (3) don't agree or disagree, (4) agree, (5) extremely agree. Since all the participants were Korean native speakers, all the scale points and items were translated into this language. The questionnaire was given at the start and end of the course.

VI. PROCEDURE

The self-efficacy questionnaire (named preSE) and the pretest were given at the beginning of the course. After these initial research instruments were completed, the actual intervention was conducted. This meant EG played the video game for 20 minutes at the beginning of each weekly class, while CG were involved in non-digital equivalent activities. This continued for the entire duration of the course. Just at the end of the course, the posttest and self-efficacy questionnaire (named postSE) were administered to students. The length of the course was considered long enough for the first administration of these instruments not to interfere with the final administration of these same instruments

VII. DATA ANALYSIS AND RESULTS

In this study investigating how playing a video game affects Korean EFL college students, the variables are student learning outcomes (dependent variable (DV1)), levels of student listening self-efficacy (dependent variable (DV2)), and DGBL treatment or not (independent variable (IV)). The intervention was that EG played the video game while CG did not play the video game but completed non-digital equivalent tasks instead.

First, the DV1 data was collected from both preSE and postSE for both CG and EG (resulting in four datasets). Each dataset was checked for assumptions, such as data normalcy and homogeneity of the variances for the pretest.

Research question (1a) was responded to by measuring how IV affects DV1. DV1 is in pretest and posttest scores between CG and EG participants. The research question asked if there were differences between the EG and CG pretests and posttests and if these differences were statistically significant. To find this information, descriptive statistics were first calculated (see Table 1).

Table 1: Descriptive statistics for pretest and posttest scores.

	CG		EG	
	Pretest t	Posttest t	Pretest t	Posttest t
n	37	37	59	59
Mean	29.14	47.68	41.38	62.98
Median	30	42	47	69
Standard deviation	19.33	24.63	19.34	20.32
Skewness	0.20	0.20	- 0.048	- 0.78
Kurtosis	- 1.25	- 1.36	0.90	- 0.08
Upper bound	35.58	55.89	46.43	55.89
Lower bound	22.69	39.46	36.35	39.46
(95% Confidence Interval)				
Shapiro Wilk p-value	0.03	0.01	0.00	0.00

Several observations can be made from these descriptive statistics. First, none of the four datasets follow a normal distribution. Thus, parametric tests may not be that reliable and non-parametric tests need to be engaged. Second, the standard deviations (and hence the variances) of the pair of datasets (pretests for CG and EG, posttests for CG and EG) are significantly similar. In fact, Levine's Tests for the equality of variances reveal the variances of pretests ($F = 0.264$, $p = 0.609$).

The research question asks if there is a significant influence of IV (DGBL treatment) on DV1 (test scores). Hypothesis testing is conducted to inform about this influence on scores. That is, the hypothesis testing indicates if the intervention made a significant difference on EG participants as compared with CG participants. This is the hypothesis:

Null hypothesis: Participants who experienced the DGBL learning activities did not develop better listening skills than their peers experiencing the same course but without DGBL learning activities.

Alternative hypothesis: Participants who experienced the DGBL learning activities developed better listening skills than their peers experiencing the same course but without DGBL learning activities.

This hypothesis testing was conducted to determine if the DGBL intervention made a significant impact (i.e., improvement) on participants' learning outcomes (i.e., pretest and posttest scores). Significant tests were applied to this data to determine if there were any significant differences. Several hypothesis tests were applied to respond to this research question.

To compare the EG pretest and CG pretest scores, the non-parametric independent-samples Mann-Whitney U test was first used. At an alpha level of 0.05, the test revealed that pretest scores were significantly different in CG (mean rank=38, Md = 30, n = 37) compared to EG (mean rank=55, Md = 47, n = 59), U = 1481, p = 0.003, with a moderate effect size r = 0.32. This shows that there was a difference between the pretest scores in CG and EG, and this difference was significant. In fact, the effect size statistic shows that there was a moderate effect size (refer to table 6).

Table 2: Mann-Whitney U test results, alpha=0.05

	Mean rank	n	U test stat	z-score	p-value *	Effect size r
CG Pretest	30	37	1481	3.165	0.003	0.32
EG Pretest	46.22	59				
EG Posttest	55	59	1457	3.127	0.006	0.32
CG Posttest	36.95	37				

* The alpha level for this p-value is 0.05.

At an alpha level of 0.05, this test revealed that EG posttest scores ($n = 59$, mean = 62.98, SD = 20.32) were significantly higher than CG posttest scores ($n = 37$, mean = 47.68, SD = 24.63). The distributions in either group differed significantly (Mann-Whitney $U = 1457$, standardized test static $z = -2.757$, $p = 0.006$).

This revealed that the mean ranks of the CG and EG posttest scores diverge in a significant way. That is, the EG and CG posttest scores were significantly different. In fact, the effect size statistic shows that there was a moderate or medium effect size (Cohen's $d = -0.693$). This means CG posttest and EG posttest scores were found to be statistically different.

The next step was to identify whether there was a significant difference between CG pretest & posttest scores, AND EG pretest & posttest scores. This was done with the non-parametric paired-samples Wilcoxon signed-rank test with a 0.05 alpha level. See Table 7 for details.

Table 3: Wilcoxon Signed Ranks Test, alpha=0.05

	Mean Rank	Z-scores	p-value
CG Pretest	12.30		
CG Posttest	18.95	- 4.153	<.001
EG Pretest	6.75		
EG Posttest	31.69	- 6.477	<.001

After administering the Wilcoxon signed-rank test, the results showed that the intervention caused a significant improvement in test scores between EG pretest (M = 41.38, SD=19.33) and EG posttest (M = 62.98, SD = 20.32), $Z = - 6.477$, $p < 0.001$. Of the 58 EG participants, 55 improved their scores while 4 had worsened scores. The improvement in mean score was 20.79. The scores of EG participants significantly improved during the treatment period.

This section puts these facts in a different light. It considers the change from pretest to posttest. The scores of both groups increased. Specifically, EG scores increased from the pre-test (Md = 41.4, SD = 19.34) to the post-test (Md = 69, SD = 20.32) and CG scores increased from the pre-test (Md = 29.14, SD = 19.33) to the posttest (Md = 42, SD = 24.63). Looking again at the Wilcoxon Signed Ranks Test's results, both the EG score increases and CG score increases were significant. It needs to be noted that both these score increases were significant. However, the different effect sizes (as shown through Cohen's D) of the groups reveal interesting insight in

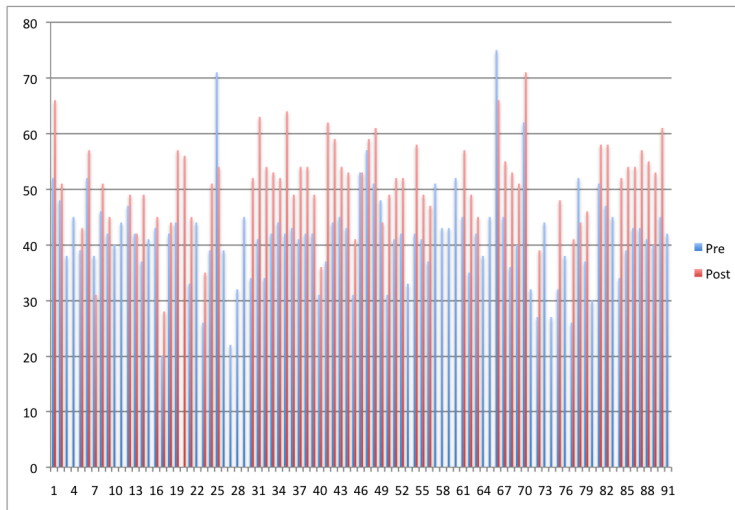
these differences. Cohen's D for CG participants was 1.99, which indicates a strong effect. However, Cohen's D for EG participants was higher at 2.06, which showed a much stronger effect size.

In addition, the magnitude of significance was greater for EG participants. That is, the increase in EG participants' test scores was more significant than that for CG participants. This result and the stronger effect size result show that the treatment made a more significant difference on participants. As Table 6 shows, this difference was significant. This demonstrates that the treatment made a much stronger significant difference on EG participants' performance. The treatment of playing Spaceteam ESL significantly enhanced EG participants' listening comprehension test scores. Thus, the original null hypothesis can be accepted that the EG test scores increased significantly more than the CG test scores. DGBL participants out-performed non-DGBL students.

Research question (1b) is operationalized into comparing self-efficacy (DV2) and DGBL treatment (IV). The questionnaire was administered two times: the first time was before the intervention (preSE) and the second time after the intervention (postSE). The item-rest correlation was run on all questionnaire data and results showed all questionnaire items were within a valid range (i.e., >0.3). Also, Cronbach's Alpha was calculated for the four SE datasets. (i.e., 0.899, 0.932, 0.924, 0.906). These were adequate. One way to identify the influence of IV on DV2 is by comparing preSE and

postSE in a bar graph (See Graph 1). As can be seen in this graph, the SE post results are consistently higher than the SE pre results.

Graph 1: Comparing preSE with postSE.



Another way to respond to research question (1b) is by showing that IV has a significant relationship on DV2. Running an ANCOVA test on this data would accomplish this. In this test, DGBL status (0 for CG and 1 for EG) is the fixed factor or independent variable, the postSE data is the dependent variable, and preSE data is held constant as the covariate. The result of this test shows there is a significant influence of the treatment status (DGBL or not) on the SE post score ($F = 15.493$, $p < 0.001$).

A final way to respond to research question 1b is by analyzing the frequency of which items were chosen by participants. Participants listed the items in order of

frequency in the following table. PreCG and PreEG are referring to those questionnaires given before the intervention while PostCG and PostEG refer to questionnaires given after the intervention. The numbers in the table refer to the item number.

Table 2: Ranking of self-efficacy questionnaire items in terms of frequency.

	CG Pre	CG Post	EG Pre	EG Post
1st	12	12	5	5
2nd	4	4	4	4
3rd	5	5	3	11

Table 4: Questionnaire items

Item number	Questionnaire items
3	I can concentrate on the content to which I listen.
4	I think that my listening skill proficiency will soon improve.
5	I know definitely that if I practice listening more, I can listen better.
11	I know the strategies to use as I listen to English.
12	I am very stressed when listening.

VIII. DISCUSSION & CONCLUSION

This research has responded to the research questions in insightful ways. Research question 1a asked about the influence of DGBL on the participants' listening skills (as manifested in listening test scores). The research results clearly show there was significant improvement of the participants' listening skills, confirming other studies (Chen & Yang, 2013; Sönmez & Durmaz, 2017). In fact, the improvement of those participants with the DGBL-intervention improved their listening skills more than their non-DGBL intervention counterparts. The nature of the video game deployed in this study explains this finding. Because the game caused participants' to carefully listen for other players' commands, participants' listening comprehension increased. The nature of this video game is to practice listening and speaking. When a video game is designed to teach or practice certain skills or work on specific problems, it is especially effective (Mitchell & Savill-Smith, 2004).

In addition, the response to research question 1b also showed that participants involved in the DGBL intervention reported higher degrees of listening self-efficacy than their non-DGBL counterparts. While both groups of participants reported higher levels of self-efficacy in listening, the DGBL participants reported considerably higher. The video game offered participants opportunities to practice their listening comprehension skill in the video game. This made them feel more confident or to have higher listening self-efficacy. This can be seen in their positive answers to items about interacting with foreign tourists (item 16).

Several observations can be made about the frequency of questionnaire items chosen by participants. First, EG participants felt that they experienced less stress than their counterparts. This corresponds with other studies showing DGBL reduces stress (Sönmez & Durmaz, 2017). This may have been because the game encouraged and gave the opportunities for participants to pay attention to the game instead of learning. Instead of stress, EG participants reported being able to concentrate more and focus on their listening. This also reflects the nature of learning through DGBL. Lastly, EG participants, after the intervention, reported that they were more knowledgeable about using learning strategies. This may have been because the game caused them to urgently apply the strategies they would need to succeed at the game. This was seen in other studies (Rahimi & Abedini, 2009).

There are many pedagogical implications of this research. This study can provide essential information and guidance to educators in both ESL and EFL teaching situations. DGBL can add value in learning situations – in both skill-learning and improved self-efficacy. Since this research's participants were attending an online language class, this research shows DGBL intervention benefitted those students. However, there is no reason to not apply these research findings to other types of language classrooms. Since self-efficacy is so important for language instruction (Pajares, 2000), DGBL is an excellent classroom practice to enhance this.

It is hoped that this study has encouraged other language educators in two ways. First, educators are more likely to use DGBL in their classroom. Secondly, educators are encouraged to conduct research to determine how DGBL can fit into their classroom activities and routine.

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5. ADDIE Model for Online Courses

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Abstract

There have always been life, technology, and educational challenges and opportunities. The coronavirus pandemic has caused different changes to language teaching, teacher training, and education everywhere. Most schools have shifted to online instruction and blended learning to continue students' learning. ADDIE is a five-stage model that helps language teachers and teacher trainers develop online courses. The five stages are analyzing, designing, developing, implementing, and evaluating online courses. Language teachers and teacher trainers analyze students' needs. They design course outline, module framework, and hybrid module framework. They develop learning assets and assessments. They implement learning assets. They evaluate students' achievement and opinions.

Keywords: Online courses, Online instruction, Blended learning and Assessments

I. INTRODUCTION

Since March 2020, there have been different educational and language teaching changes, challenges, and solutions due to the coronavirus pandemic. To fix challenges, schools and teachers have shifted to online instruction, as schools were completely or partially closed. Then, they have recently shifted to hybrid instruction, an instruction mode that consists of both in-person and online instruction. To develop online courses, there are different models, such as the ADDIE model. To use the ADDIE model, language teachers go through some stages. Teachers define students' needs and instructional objectives. Then, they develop the course outline and module framework.

Next, they develop learning assets, resources, and formative assessments. After that they use different resources to implement learning and engage students. Finally, they use different techniques and tools to evaluate online courses quality.

II. ANALYZE

Analyzing is the first stage of the ADDIE model. In this stage, teachers analyze different students' needs and set instructional objectives. Needs analysis is the process to collect and analyze students' needs. It is helpful for teachers, teacher trainers, educators, administrators, and parents. It helps teachers and teacher trainers learn more about students and trainees. It helps understand students' different objectives and interests. It helps define students' different backgrounds. There are different types of student needs. The first type is easy to measure, like students' language levels and skills. The other type is defined by students themselves like their goals and interests.

To develop a needs analysis, there are different tools, such as pre-tests, surveys, questionnaires, observations, interviews, and focus groups. Teachers use, study, and reflect on two or more tools to do a needs analysis. Pre-tests or diagnostics are non-graded assessment tools used to define students' existing knowledge and skills. Surveys are assessment tools that include different questions to define students' goals, motivation, attitudes, and preferences. Questionnaires are assessment tools that include a variety of questions to learn more about students' attitudes, experiences, and opinions. Observations are assessment tools that help teachers learn more about students' attitudes, skills, and behaviors. Interviews are assessment tools that help

teachers talk to students to learn more about their individual needs. Focus groups help teachers have guided discussions with small groups of students to learn more about their needs and interests. Teachers use data collected to create learners' stories. Learners' stories are short paragraphs that describe students' needs, motivation and characteristics. Based on needs analysis and learners' stories, teachers write course objectives that meet SMART criteria; course objectives are specific, measurable, achievable, relevant and time-oriented. To develop SMART course objectives, it is useful to refer to Bloom's Taxonomy's original version that shows six thinking levels: remembering, understanding, applying, analyzing, synthesizing, and evaluating. It is useful to refer to Bloom's Taxonomy's revised version that shows six updated thinking levels: remembering, understanding, applying, analyzing, evaluating, and creating. It is also useful to refer to Bloom's Digital Taxonomy that shows more verbs related to online content and tasks, such as creating and sharing online learning.

III. DESIGN

Designing is the second stage of the ADDIE model. In this stage, teachers and teacher trainers design the course outline, module framework, and hybrid module framework based on what they have learned through needs analysis and learners' stories. A course outline includes course description, course objectives, course schedule, assessment plan, and required materials. A course description gives the main themes, purposes, and target audience of an online course. Course objectives state specific knowledge, skills, and attitudes for students and trainees to develop by the end of the online course. A course schedule includes module topics, module objectives,

timeframe, and assessment tasks. An assessment plan describes how to measure students' achievement of online course objectives. Required materials include lists of materials students and trainees need for learning and training activities and assessments. A course outline is a reference for teachers, teacher trainers, and administrators, while it is a guide for students and trainees. To design a course outline, teachers check needs analysis and learners' stories to write course description and course objectives. They make sure that course description matches course objectives. They develop a course schedule; they divide the content into topics, modules, or weeks. They write module objectives and make sure that they match course objectives. They use course objectives, module topics, and module objectives to develop assessment tasks. They develop an assessment plan: how students and trainees will be assessed throughout an online course. They enlist the materials required to conduct learning, training, and assessments.

A module framework highlights the items that are included in course modules, such as quizzes or videos. It includes module overview, warm-up, vocabulary, audios, videos, discussions, readings, quizzes, and writing assignments. A course outline shows what teachers will teach in each module, such as objectives and topics, while a module framework shows how teachers will teach the content through quizzes or videos.

A hybrid module framework helps to add real-time sessions to online courses; it helps to use teaching and training materials to get and give real-time feedback to students and trainees. To develop a hybrid module framework, teachers use hybrid

design or blended learning. Hybrid design is to design an online course that has synchronous and asynchronous learning assets. In online instruction, synchronous learning is when teachers and students work together in live sessions. Asynchronous learning is when teachers and students work at different times. Teachers decide which learning assets could be done synchronously or asynchronously. Students need to experience different interactive communicative activities, such as warm-up activities, vocabulary activities, and discussion groups. These assets could be synchronous. Students can use module overview, discussion boards, quizzes, listening assets, grammar explanation, final tasks, final exams, and wrap-up activities by themselves at any time so that these assets could be asynchronous. Teachers blend synchronous and asynchronous learning assets in the same module to increase student learning and engagement. Garrison (2016) thinks that it is essential to design meaningful engagement opportunities to develop students' learning. At the beginning of a module, teachers meet with students, introduce key topics and activities, and talk to students. In the middle of a module, teachers meet with students, answer questions on activities, ask questions, and give instructions and feedback. At the end of a module, teachers meet with students, ask them to present their learning, ask questions, assess performance, give feedback, and celebrate successes. Bolliger (2004) thinks that interactivity, instructor variables and technology help develop students' satisfaction with online courses. Modern technology and pedagogy help teachers, teacher trainers, and schools deliver blended learning that has both in-person and online instruction.

IV. DEVELOP

Developing is the third stage of the ADDIE model. In this stage, teachers and teacher trainers develop learning assets and assessments. Learning assets are things students use to develop learning synchronously or asynchronously; they could be quizzes, discussions, audios, videos, or tests. Teachers usually use multimedia for online courses. Multimedia refers to spoken words, written words, and visuals in one learning asset, such as videos. There are multimedia principles that help teachers and teacher trainers develop learning assets. The principles are personalization, voice, signaling, interactivity, pre-training, multimedia, contiguity, coherence, modality, and segmenting. The personalization principle says that students learn better when teachers present words in a conversational style rather than a formal style. The voice principle says that students learn better when they listen to clear human voices. The signaling principle says that students learn better when teachers' voices go up and down with key vocabulary. The interactivity principle says that students learn better when they control the speed of different learning assets. The pre-training principle says that students learn better when they study key words before these words are used in learning assets. The multimedia principle says that students learn better from both words and visuals. The contiguity principle says that it is better for students to learn when words and visuals are near each other. The coherence principle says that teachers help students learn better when they remove unnecessary words, sounds and visuals. The modality principle says that students learn better from both spoken words and visuals. The segmenting

principle says that teachers help students learn better when they divide learning assets into parts.

To develop interesting learning assets online, teachers think about course outline, hybrid module framework, and multimedia principles. They develop readings and videos to show students examples of how language is used. They develop quizzes and discussions for formative assessment. They develop infographics to show information clearly and quickly. They develop instructional pages to teach topics in vocabulary, grammar, and writing lessons.

Assessments refer to how teachers measure students' progress against course and module objectives; they could be formative and summative. Teachers conduct formative assessments to measure students' progress; they help students see what they do well and what they need to improve. They conduct summative assessments to measure students' performance; they help show what students have learned. Teachers decide which assessments measure course and module objectives. They make sure questions and instructions meet students' language levels. They make sure assessments are not too long. They use different question types for different synchronous and asynchronous assessments. They make sure they give clear, regular, and constructive feedback to students.

Teachers use formative assessments, such as quizzes, to measure students' progress during a module or a course. Formative assessments help students practice and prepare for summative assessments. There are different types of online formative

assessments; quizzes, discussions, polls, digital journals, surveys, online games, and applications. To develop online formative assessments, teachers think of module and course objectives, language level, length, question types, and feedback. Teachers use summative assessments, such as exams, to measure students' performance by the end of a module or a course. There are different types of online summative assessments; these include tests, presentations, assignments, final essays, portfolios, and projects. To develop online summative assessments, teachers think of module and course objectives, language level, length, question types, feedback, and rubrics. Andrade (2000) thinks that rubrics are teaching tools that develop students' thinking skills. Rubrics help students define their learning and progress before, during, and after learning.

V. IMPLEMENT

Implementing is the fourth stage of the ADDIE model. In this stage, teachers and teacher trainers introduce learning assets, such as videos, discussions, and quizzes to students and trainees. To implement learning assets on online courses, teachers add online tools that help motivate and engage different students. Online tools are programs, websites, and resources that help students collaborate, learn, and develop using synchronous and asynchronous learning assets. Online tools should be simple, good for all students' levels, easy to use, and they should help students achieve module and course objectives. To choose the most effective online tools, teachers think of how

online tools help students build language, research, innovate, develop critical thinking, get together, and expand technology skills.

To implement online courses effectively, teachers guide students through the learning assets online. They make sure all students understand how the learning assets work. They share the syllabus with students, highlight important assignments, and remind them of glossary, resources, and schedule. Teachers and students could go through the first module together to make sure all students understand how the first module and the whole course work. Teachers could have discussion boards for students' general questions. Glabicka (2015) thinks that students can continue life-long learning when learning is flexible and available at any time anywhere. Online courses help teachers teach and students learn, develop, and continue life-long learning flexibly.

VI. EVALUATE

Evaluating is the fifth and last stage of the ADDIE model. In this stage, teachers and teacher trainers check if online courses meet students' needs and achieve course objectives. Although evaluation is the last stage of the ADDIE model, it could help start developing future online courses. Evaluation helps teachers, teacher trainers and administrators learn what and how to change and develop. To evaluate online courses, teachers develop evaluation plans that include course evaluation tools to collect data to measure students' achievement and opinions. Achievement data show if students have achieved course objectives through performance. Course opinion data show how students feel about online courses, and how they learn and enjoy them.

There are different tools to measure students' achievement and opinions; they help show how successful online courses are. To measure students' achievement, teachers use completion rates, achievement rates, and summative assessments. A completion rate is the number of students who finished an online course divided by the number of students who started it. It helps teachers understand how engaged students are. An achievement rate is the number of students who did well in an online course. Summative assessments, such as module tests and final exams, help teachers measure if students have achieved course objectives. They help give feedback to develop online courses and assessments. Hattie & Temperley (2007) think that feedback helps students learn and develop. To measure students' opinions, teachers use surveys and one-to-one interviews. Teachers ask students to give their opinions on course modules, activities, topics, and preferences. Teachers assess students' learning, collect different data, reflect on them, and make changes for future online courses

VII. CONCLUSION

Despite different challenges caused by the coronavirus pandemic, modern technology and pedagogy help develop blended learning that includes in-person and online instruction. There have been different changes; language teachers have shifted to online courses. ADDIE is a model of five stages to develop online courses. The five stages are analyzing, designing, developing, implementing, and evaluating. The ADDIE model helps provide language teachers, teacher trainers, educators, administrators,

students, and parents with a structural framework to plan, deliver, and evaluate online courses.

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6. The Role of Leadership in Promoting Change in Education¹

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Abstract

School leaders can achieve change in any education setting through cooperation. It is not about a position but about making use of each expertise in the education setting to get ideas and achieve progress. It is a combination between school leaders, followers, and their situation. Parallel leadership should be applied. Teacher leaders and management leaders should work together. A strategy should be implemented by school leaders, whether teachers or managers, to organize staff and resources. It is the school leader's responsibility to create the conditions and visions to make change easier.

Keywords: Leadership, Implementing change, Education

I. INTRODUCTION

Leithwood et al mentioned that “without question, leadership is an integral and powerful contributor to successful change and improved organizational performance” (cited in Jones and Harris, 2014). “Leadership is the influence that a leader has over other people” (Bush and Glover, 2014), “the interaction between the leaders and the people they lead” (Peele, 2005) and “most importantly to the change that a leader wants to bring” (Cuban, 1988)”. They are people who set objectives, plans, and dreams. They

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take the first steps towards change to achieve their goals and think of new ones. It is very important for every institution to specify where exactly they need to be in the future and what plans are needed to reach this place in the future. It is undoubtable that leadership and management complete each other. If management specifies the problem, then leadership looks for the reasons and solutions. That's why it is very important to "change management". It is "the process of continually renewing an organization's direction, structure, and capabilities to serve the ever-changing needs of external and internal customers" (Moran and Brightman, 2001, p. 111). It is very important also to differentiate between theory of change and change theory. School leaders should understand and study change theory, but theory of change is the one to be applied by the leaders. Change theory creates a connected net between future outcomes, previous conditions, signs, and actions to be taken in a current situation, whereas theory of change is a group of ideas and general knowledge and evidence on how change happens in an organization (Reinholz and Andrews, 2020). In organizations such as schools, if the change has a great effect over the learning process, then, of course, this positive impact will be reflected on teachers, students, and the whole school. This article aims to shed light on how leadership can implement educational change through different strategies, such as developing leadership, developing curriculum, distributed leadership, shared leadership, and social capital, flipping the system, role of principals, teachers as leaders of change, coaches and mentors, and organizational learning.

II. HISTORY AND TYPES OF “LEADERSHIP”

Leadership is a trait that may be acquired and developed to create effective leaders. Transformational leaders focus on how to achieve the settled goals by supporting their staff emotionally and intellectually (Nailon, Delahaye, and Brownlee, 2007). That’s why,

Currently leadership research and theorizing have a focus on interrelationships with staff in organizations. In this context, effective leaders could be described as transformational because of how they are able to support staff emotionally to perform above and beyond what might normally be expected. The use of positive feedback by transformational leaders encourages new and unusual ideas to be developed (Nailon, Delahaye, and Brownlee, 2007).

Accordingly, leaders in schools should support their teachers and trust them, giving them the chance to implement change that will be reflected on the whole learning process, including students, parents, and the school itself. Scheerens declared that “many researchers look at school leadership as the most important factor for improving school effectiveness” (cited in Baloglu, 2012), and how this improvement leads to achieving positive educational change.

This is different from Transactional leaders who used to use the carrot and stick approach. They give negative feedback to those who do not meet their goals aiming to stimulate them to achieve what they need to happen in the organization while only successful teachers are awarded. Transactional leaders are not goal oriented. They work alone without creating teams and collaborative work (Nailon, Delahaye, and Brownlee, 2007). Whereas, Mezirow (2000) mentioned that “transformational leadership may be best developed through communicative and emancipatory learning” (cited in Nailon, Delahaye, and Brownlee, 2007). Transformational Leadership helps in achieving change as it best serves the term “distributed leadership”.

Distributed leadership has a great role in implementing change. Spillane declared that “the idea of distributed leadership is centrally located in contemporary discussions of organizational improvement and change” (cited in Jones and Harris, 2014). Leithwood et al mentioned that

Distribution of leadership adapts to the particular conditions or challenges found in the different school contexts or setting for leadership. The best principals create the conditions where distributed leadership can best support school transformation and change (cited in Jones and Harris, 2014).

According to Storey, nowadays, new visions on leadership emphasize that the idea of one leader in modern schools is no longer accepted due to the chaos faced by

most schools. That's why leadership should be distributed among school members (cited in Kurt, 2016). Pyne (2008) emphasized that there are still schools depending on the idea of one teacher. Jensen (2012) continued that in this case change may happen, but it will be very slow with no significant improvement. The only way for change and better improvement is to be done by depending on distributed leadership by making use of each one's leadership skills (cited in Jones and Harris, 2014).

That's why social relationships would foster the idea of distributed leadership. Here comes the term 'social capital', 'institutionalization' and 'fluidity' concepts. "Prusak and Cook explain social capital as the stock of active connections between people, the trust, mutual understanding and shared values and behaviors that bind the members of human networks and communities together and make co-operative action possible" (Jones and Harris, 2014). Hargreaves and Fullan (2012) argued that social capital is a kind of interaction that leads to mutual benefits and positive results, effect and performance (cited in Jones and Harris, 2014). That's why it is connected to distributed leadership because, according to distributed leadership theory, social relationships are so important (Jones and Harris, 2014). Tian (2011) defined institutionalization as the act of making distributed leadership part of the school community, to be considered a normal idea. Whereas fluidity is the quality of acting freely between all school members. As a result, leadership would not be exclusive for one person but it is a distributed one (cited in Kurt, 2016).

However, the distributed leadership concept should not be confused with shared leadership. Although both of them aim at changing and distributing the role of leadership, they are still not synonyms. Distributed leadership focuses on the practice of leadership, the act of practicing leadership by all school members whereas shared leadership focuses on the leader. Pearce and Conger (2003) stated that shared leadership is about how all employees are appreciated and encouraged for their knowledge and improvement, and how they are involved in the decision making process (cited in Routhieaux, 2015). So both distributed leadership and shared leadership are common in the phenomenon of distribution; “this phenomenon started to include many examples such as a distributed information system, distributed decision making, and distributed work and learning systems” (Gronn, 2008). It serves the idea of ‘change’.

III. ROLE OF SCHOOL PRINCIPALS, AS SCHOOL LEADERS, IN FLIPPING THE SYSTEM WHILE IMPLEMENTING CHANGE

If the roles of leadership will be distributed then introducing the strategy ‘Flip the System’ would be a must. It is an approach that results from distributing and sharing leadership roles in educational organizations aiming to implement change. Evers and Kneyber defined ‘flip the system’ by the act in which “teachers become the instigators, creators and implementers of educational change” (cited in Harris and Jones, 2019). Donaldson said that “where teachers are genuinely at the forefront of educational reform and co-constructing change, the net result can be both positive and empowering

(cited in Harris and Jones, 2019). This emphasizes that flipping the system and having the teachers as leaders is one of the successful reasons for change implementation.

Although principals have important roles in collaborative learning environments as they believe that working on teachers' skills is a way to having positive outcomes, it is still a crucial issue for teachers to lead. This is because flipping the system and sharing the roles do not depend only on the teacher's abilities and skills but rather on the readiness to change, to try something new and to take the risk of trying (Jones and Harris, 2014)). Beachum and Dentith define teacher leadership as "assuming leadership and additional roles and providing contribution in addition to accomplishing in-class teaching duties" (cited in Kurt, 2016). That's why Katzenmeyer & Moller state that teachers should look at their schools as a place of learning where they stimulate their skills, knowledge and capabilities as well as those of their colleagues to reach professionalism (cited in Kurt, 2016). The same idea has been affirmed by Donohoo. Donohoo introduced the term 'collective efficacy'. He mentioned that through collective efficacy, educational success occurs. This means that collective work that is done by teachers influences students' outcomes (cited in Harris and Jones, 2019). Sharratt continued by stating that when teachers work together by sharing a set of goals, positive outcomes will be significant on both learners and the learning process (cited in Harris and Jones, 2019). Because of the teachers' vital role in classrooms and outside classrooms, teacher leadership must be developed by stakeholders if they really seek change.

It is worthy to mention also that principals could create a school climate and culture to raise the staff' and teachers' productivity. Adams et al mentioned that "Principals, through the push and pull of leadership can influence teachers and other school members to create learning conditions that activate the natural curiosity, interest, and motivation in students" (cited in Khumalo, 2019). However, not any principal can do this and it is not the responsibility of principals only. There is a great relationship between leadership and organization culture creation. Thus, only principals who are leaders can create this culture through spotting and sharing the system, values, beliefs, image and norms which distinguish this organization from others. By that, the organization members will know what their organization stands for and what's expected from them. A good principal will encourage their employees to be attached to the organization, ready to take risks, be outcome-oriented and able to make decisions. As a result, organizational life will have significant meaning to members. But, as mentioned above, not only are principals responsible but teachers and administration as well. This is what it is called distributive leadership. Teachers are capable of governing themselves by making decisions for the benefit of students. They should adapt to external problems faced by the organization and encourage internal integration by becoming team-oriented and respecting each other's autonomy inside the class. Maintaining organization culture through practices, within the organization, maintains its culture by giving employees a set of similar experiences, performance evaluation criteria, and training and development activities. This will let them know what is expected from them,

and what criteria will be used to measure and evaluate their work. Socialization also has a great role in maintaining organization culture among new employees as it has an impact on their commitment, work productivity, and eventual decision to stay in the organization.

“Kotter (1996) argues that organizational change requires change agents to create a guiding coalition of powerful leaders who will collaborate to take action on steering the change” (cited in Cooper et al, 2016). Stein and Nelson state that teacher leaders should be the tools of any organization seeking change; this would not happen unless principals give support to teachers as well as freedom to talk, lead and change (cited in Cooper et al, 2016). Principals are important models in any organization as they add value to change, so any improvement is much appreciated and becomes prominent (Cooper et al, 2016). Kotter also emphasized that creating a sense of ‘urgency’ would help in achieving organizational change. This means that teachers must feel the need for change so that they can participate in professional activities that serve students’ learning outcomes and the school need for change (cited in Cooper et al, 2016).

IV. ROLE OF LEADERSHIP IN CHANGING THE CURRICULUMS

Leadership has a great role in implementing change by developing curriculums. The curriculum is an educational tool which aims at achieving high quality learning outcomes. It includes systematic, creative and well-organized knowledge, skills and values. It reflects how, what and why the students should learn. It should reflect the

society's political view, social approach, local and global needs as well as educational vision (Harris et al, 2020.). It should also include the market needs and the societal values and changes that need to be implemented. That's why developing curriculums is a continuous process. It is always updated, reviewed and developed according to the changes the world faces. Curriculum development may have challenges. That's why it is not a one leader role but a distributed role among all stakeholders.

Distributed leadership is essential while designing a curriculum as it is not the role of curriculum developers only but teachers as well. Teachers have an important role as they are the ones who will teach the curriculum, assess the learning outcomes as well as the students. Teachers are also the ones who are required to understand the hidden curriculum and encourage students to discover and practice. They are the engines who push students to social change by teaching the messages behind the curriculum. Teachers must develop themselves by attending conferences and taking relevant courses that may help them in their teaching process. "Instead of teachers simply being the passive recipients of change, they are actively leading the change process and jointly responsible for the delivery of a major system-level change" (Harris et al, 2020).

Principals have a great role in designing and delivering the curriculums. Besides holding meetings, assessing curriculums and checking their validity, they have to equip teachers with the strategies to be used in order to best teach the hidden curriculum.

Principals should, then, evaluate the teachers' performance. They should have the skills to maintain the effective process of making curriculum decisions, in addition to recruiting teachers who are qualified enough to represent the school and curriculum vision. In general, a curriculum leader needs to understand the history behind the curriculum, visions and values that drive judgment and action by appreciating the different beliefs and values held by people regarding society; know the procedures of a reform movement and have a deep understanding of the nature of curriculum work while being able to meet any possible challenges.

School teachers and principals have a great role in assessing students. Teachers need diagnostic assessment to modify learning objectives and prepare well for any occurring challenges. Diagnostic assessment may be used to check if the students know any of the 'hidden curriculum' before starting. If teachers create and develop formative and summative assessments, then principals should follow up to check if the learning outcomes are achieved or not. It is a whole leadership system with more than one engine who all work aiming at change implementation.

V. ROLE OF LEADERSHIP IN COACHING AND MENTORING

Principals as well as teachers have great roles in implementing change through coaching and mentoring. "In the teaching profession in particular, mentoring and coaching have formed a key component in pre-service preparation, induction and continuous professional development programmes" (Jones, 2015). Both coaching and

mentoring are similar in the idea of helping others. They are both leaders who help to develop future leaders by providing support to overcome challenges or discover areas of strength and weakness. Formal coaching is similar to mentoring in the sense that it can be used in learning, development or performance improvement. There are a number of common skills between mentoring and coaching. For instance, they both need careful listening, building rapport, and having the ability to provide honest, clear and specific feedback. According to Lofthouse (2016) coaching is a process that can change educational practices and affect educators' relationships with other educators (p. 34) It also promotes continuous professional development and reinforces the self-efficacy of the participants as it helps teachers and leaders confront challenges and deal with dilemmas, professional interests and the pressure of performing (Lofthouse, 2016, p. 34). Mentoring is similar in the idea of providing professional development but it does this by improving teacher performance while teaching focusing more on the used classroom strategies. They both develop to change.

However, they are different in a number of ways. Coaching is done according to a signed agreement on a set time period whereas mentoring is done upon request from the mentee seeking advice, support or guidance and it may take a long time, for example a school year or semester. Mentoring is focusing more on what should be done in the future, what needs to be improved in the current performance to reach the future goals, whereas coaching focuses more on current job performance. The coach does not necessarily have to come from the same practice area as the coachee but the mentor

should be in the same field as the mentee and have practice- or sector-specific knowledge relevant to the mentee, and most probably the mentor is in a senior level. Therefore, in an organization like a school, principals and CEOs can be coaches but teachers can mentor each other. To sum up, both coaching and mentoring are used by others to improve, develop and change. They cannot be found in one leader community, on the contrary, they need a distributed leadership community.

VI. CONCLUSION

There are many applicable strategies that can be used to implement change by leaders. Developing leadership as a skill or trait is so essential in creating leaders capable of change. According to the literature review, there are two kinds of leaders: transformational and transactional. Transformational leaders are better in implementing change as they best serve the term 'distributed leadership'. Distributed leadership accelerates the change process as it does not depend on one person but rather on each person's skills and experience. It assures the importance of social relationships in any organization. Therefore, it suggests and supports the terms 'social capital and fluidity' and their role in implementing change. Both terms help in exchanging benefits while interacting and acting freely between school members, making cooperation more effective.

In case of achieving distributed leadership and social capital successfully, flipping the system will be effective and will be done smoothly. It is a result of distributed

leadership, that's why it has its same goal which is implementing change. Flipping the system sheds light and focuses on the role of teachers as leaders inside and outside classrooms. Teachers have to adapt to all the problems they face outside their classrooms finding solutions to them while achieving the school vision and expected outcomes. This can be done by the readiness of teachers to change as well as the role of principals in maintaining organization culture through providing teachers with equal performance evaluation criteria, training and development activities to increase their productivity. Principals also have a great role in designing and delivering the curriculums. Besides holding meetings, assessing the curriculum and checking its validity, they have to equip teachers with the strategies to be used in order to best teach the hidden curriculum. Principals should, then, evaluate the teachers' performance. But, at the same time, curriculum design responsibility should be distributed between teachers and principals. This goes back to both distributed leadership and flipping the system. Teachers can participate in curriculum design by knowing the vision of the school, history behind the curriculum and the hidden message to be able to both teach it and overcome any possible challenges. It is also about the way of thinking, readiness for change and the approach that teachers use while teaching their subjects. Here comes the role of teachers as leaders. "Teaching and teachers do have an important role in supporting the requisite sustainability learning process but their principal role is no longer simply to transmit knowledge to students..... Their role instead is to inspire and guide their students-as-learners" (Bell, 2016).

The way students are assessed by their teachers can help in implementing change, if they are applied professionally. Both formative and summative assessments can be used as measurements to check if the learning outcomes have been achieved or not besides they may measure the need for change or improvement.

Mentoring and coaching are tools of change. In schools, they can be used by teachers and principals to implement change. Mentoring can be used by teachers in classrooms seeking performance improvement whereas coaching can be used by principals over all school members to improve the whole system, develop, or change the path. This asserts the community of distributed leadership as leadership is being shared between all teachers. Today you are a mentor, tomorrow you can be a mentee.

VII. IMPLICATIONS FOR FUTURE ASPECTS

To sum up, “the art of leadership is intrinsically tied to how successful teaching and learning develop as a result of leadership” (Peterson, 2014). Here change can be implemented successfully by teachers, principals and organizational learning. “Shared leadership can provide a foundation for nonprofit organization sustainability” (Routhieaux, 2015). There are a number of nonprofit educational organizations who struggle to sustain their existence and activities. “Although many nonprofit organizations have used shared leadership practices to better serve clients and communities, systematic implementation of shared leadership throughout an organization is likely limited” (Routhieaux, 2015).

Unfortunately non-profit organizations cannot implement a shared leadership policy efficiently as they depend on their sponsors in funding. That's why it is not about the organization members' decisions but the funder's decision. Even in their decisions regarding the programs and missions, they are not free, as they are not only looking to the market demands and changes but the funder interests. Although nonprofit organizations are facing lots of challenges regarding shared leadership implementation, they have to struggle to implement it. Nowadays, non profit organization funders are looking for collaborative work which aims at serving the community. This requires nonprofit organizations to have relationships and networking with other companies. Organizations with broad shared leadership implementation will do that easily (Routhieaux, 2015). This model of shared leadership implementation in nonprofit organizations and how to be implemented successfully while overcoming all the obstacles needs more research. It deserves to go through research as it will lead to change in educational and community levels.

Another area that needs more research is how leadership helps in sustainable development goals implementation. A lot of educational institutions need to implement education sustainable development goals (SDGs). They are looking for change. Szabo stated that "responsibility for a sustainable future lies with business organizations, governments, and society at large; however it has to start with education" (Peterson, 2014). Educational leadership proved to be an important field for teachers, students, educational processes as well as the United Nations 2030 Agenda. The Agenda paid

great attention to sustainable development of lifelong learning. In order to achieve a sustainably developing world through education, leaders should cooperate. This is much related to the idea of shared leadership that needs to be improved to achieve change. The Transformational Leadership approach helps principals, and teachers in reaching their goal in achieving sustainable education easily. Achieving transformational leadership while applying SDGs adds value for both education and leaders. Education leaders, entrepreneurs, private sectors and governments should cooperate to implement SDGs in education. The inclusion of all stakeholders in decision-making and the collaboration with private and non-governmental sector organizations must be part of the reform strategies by governments. It is the same idea of applying distributed and shared leaderships in different organizations. This area needs more research and focus on how to make use of the connection between effective educational leadership and the UN 2030 Agenda in implementing change and sustainable development goals.

Finally, it is worthy to mention that

An increasing base of knowledge from research and practice has depicted that the primary job of the educational leaders is to put emphasis upon student achievement by formulation of challenging, caring and supporting environmental conditions that are conducive to student learning. They develop and support teachers, create constructive working conditions, allocate the resources in an efficient manner, formulate appropriate organizational policies and

systems and get involved in other kinds of in depth and meaningful work, outside the classroom setting (Kapur, 2018).

This assures how leadership can implement educational change through different strategies such as developing leadership, developing curriculum, distributed leadership, shared leadership, social capital, flipping the system, role of principals, teachers as leaders of change, coaches and mentors, and organizational learning. Good leadership is the key issue. A good leader would encourage change in thinking, attitudes and beliefs and would encourage and implement change which are all key issues in the sustainability agenda.

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