



INTERNATIONAL CONFERENCE 2023

**A NEW PARADIGM OF LEADERSHIP & MANAGEMENT, TEACHING AND LEARNING
IN HIGHER EDUCATION: GLOBAL AND LOCAL PERSPECTIVES AND PRACTICES**

SEAMEO RETRAC, July 13-14, 2023

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Streamlining Critical Tasks with a Research-based, One-stop Digital Solution for Teachers and Administrators

Nguyen Hue Chi

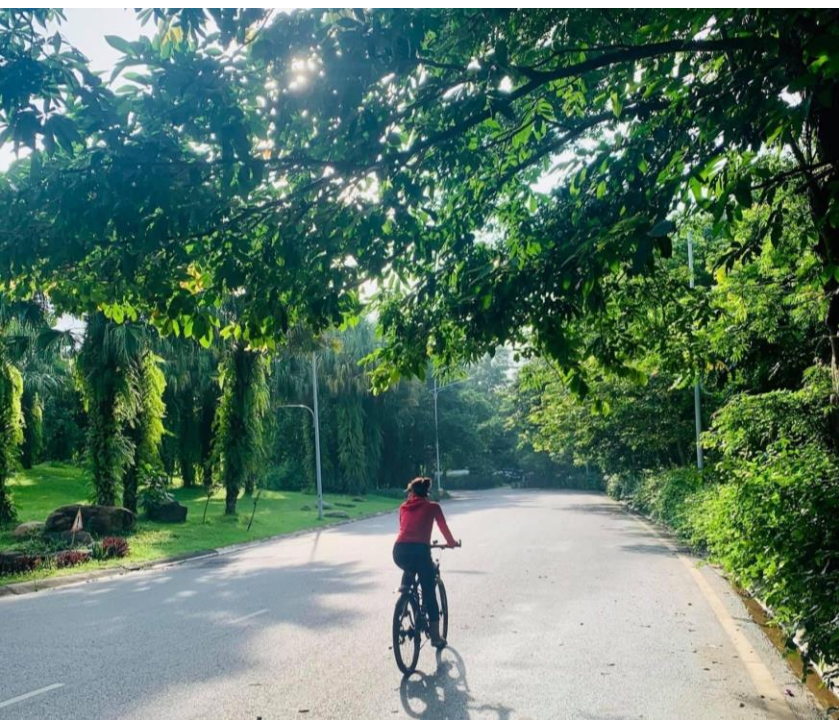
ELT Specialist

National Geographic Learning Vietnam

Agenda

- Research background
- Methodology and approach
- Findings & implications









**NATIONAL
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LEARNING

1888

THE ARCTIC'S
LAST SEA ICE | SCIENCE OF
GOOD & EVIL | THE HEALING
OF COLOMBIA

NATIONAL
GEOGRAPHIC



WHY
BIRDS
MATTER

BY
JONATHAN
FRANZEN

JANUARY 2018



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CHANNEL

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GEOGRAPHIC



Look for Opportunities

“Look around and ask yourself, ‘Who needs pictures? Who needs help?’ With photography, the opportunities are endless...”

—Annie Griffiths
National Geographic Photographer

1. Watch scene 1.2.
2. Discuss how photographers can use their skills to help other people.
3. Think about issues or social problems in your area. How could you use photographs to teach others about these issues?



Unit 3

Music in Our World

In this unit, I will ...

- identify musical instruments.
- talk about musical styles.
- express preferences.
- write a paragraph of contrast.

Circle the correct answer.

1. The man is holding
- a. a homeing tool.
 - b. a musical instrument.
2. He is playing
- a. traditional music.
 - b. classical music.

36

Makena Beach, Maui

37

Bringing the world
to the classroom
and the classroom to life



World class explorers

*Joel Sartore photographing an alligator.
©Joel Sartore/National Geographic Image Collection*



Spectacular images

Unit 6

How Are You?

In this unit, I will:

- say how people look
- talk about how people feel
- talk about what people are doing

Look and check.
The boy is

<input checked="" type="checkbox"/> looking	<input type="checkbox"/> inside
<input type="checkbox"/> talking	<input checked="" type="checkbox"/> outside

Boy Scouts with trained grizzly bear, California

94 95



Unit 3
Fun in the Sun

In this unit, I will ...
• say what I like to do outside.
• say what I do on different days.
• say what I like.

Look and check.
The children are ...
• swimming.
• sunbathing.
• sunbathing.

Boys playing in the water.
Klondike Kids



Real people
Real places

Unit 9

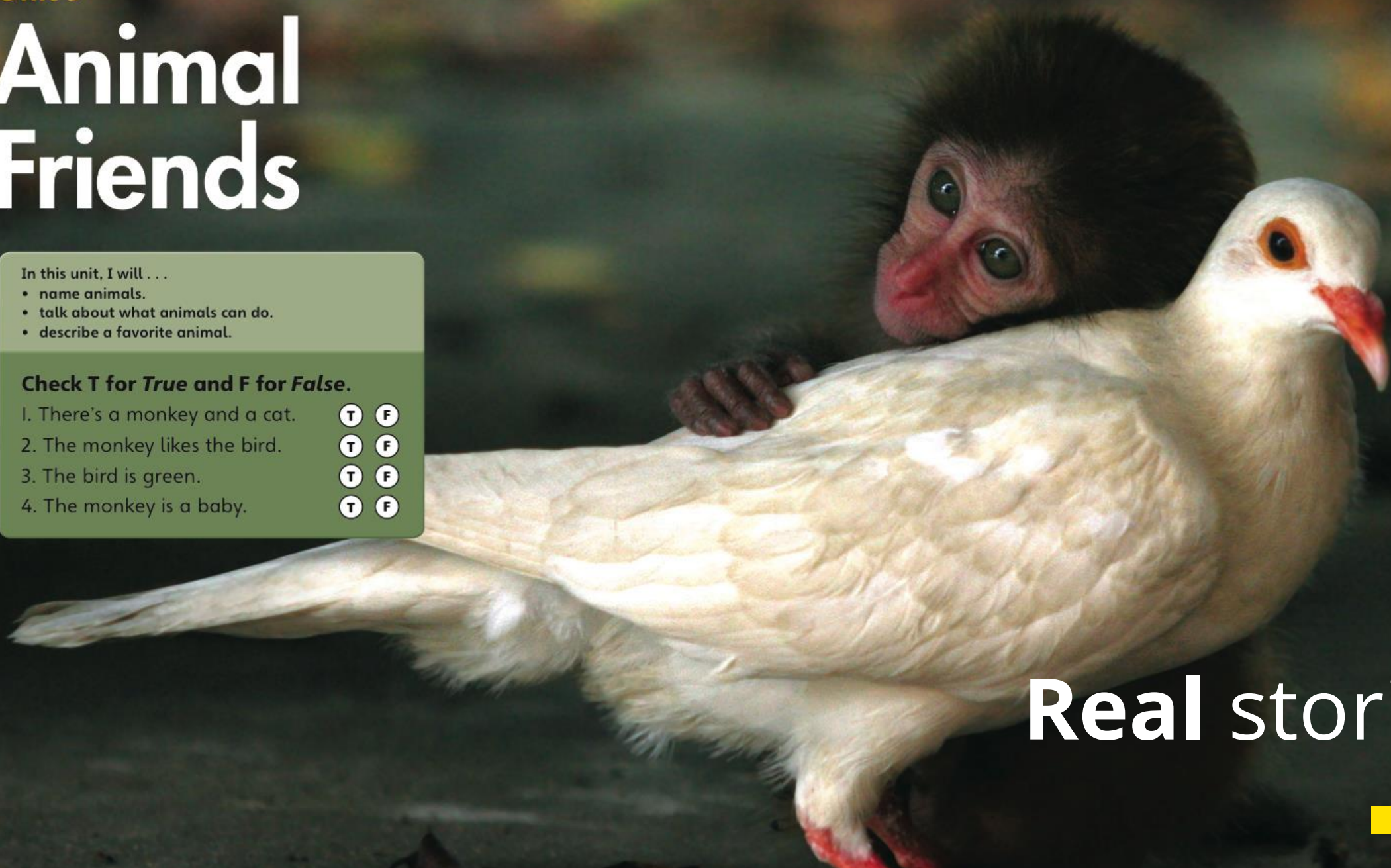
Animal Friends

In this unit, I will . . .

- name animals.
- talk about what animals can do.
- describe a favorite animal.

Check T for *True* and F for *False*.

1. There's a monkey and a cat. T F
2. The monkey likes the bird. T F
3. The bird is green. T F
4. The monkey is a baby. T F



Real stories



Create global citizens



Make learning enjoyable and relevant



Prepare learners with future-ready skills



Teach learners how to use English effectively



<https://www.craiyon.com/>

Impacts of



<https://www.craiyon.com/>

Research Background

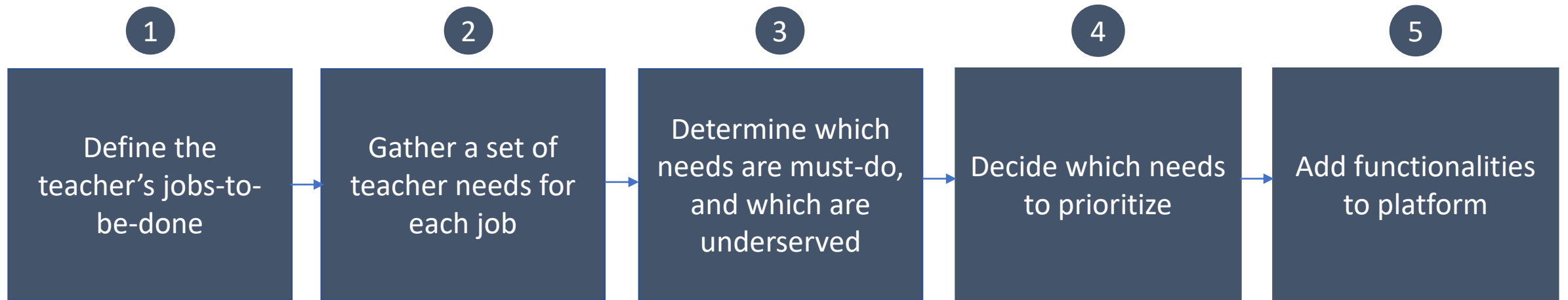
ELT Landscape for Digital

Our research and observation over the last three years:

- **Usage of digital platforms and tools have increased significantly,** during the pandemic and even as many institutions returned to face-to-face teaching.
- **Perceptions** of the value digital learning technology **has shifted dramatically.**
- Current publisher **digital platforms are,** generally speaking, **not easy enough to use**

Research Methodology & Approach

NGL's approach to creating a sustaining & differentiated digital strategy



1 Jobs-to-be-done Theory

Principles of “job to be done” theory, which originated from Clay Christensen (Harvard Business School)

1. People buy products and services to get a “job” done

2. Jobs are stable over time

3. Jobs are solution agnostic

4. Jobs are functional, with emotional and social components

“Every day stuff happens to us. Jobs arise in our lives that we need to get done. Some are little jobs, some are big ones. Some jobs surface unpredictably. Other times we know they’re coming. When we realize we have a job to do, we reach out and pull something into our lives to get the job done.”

–Clay Christensen, Harvard Business School

1 Define jobs-to-be-done

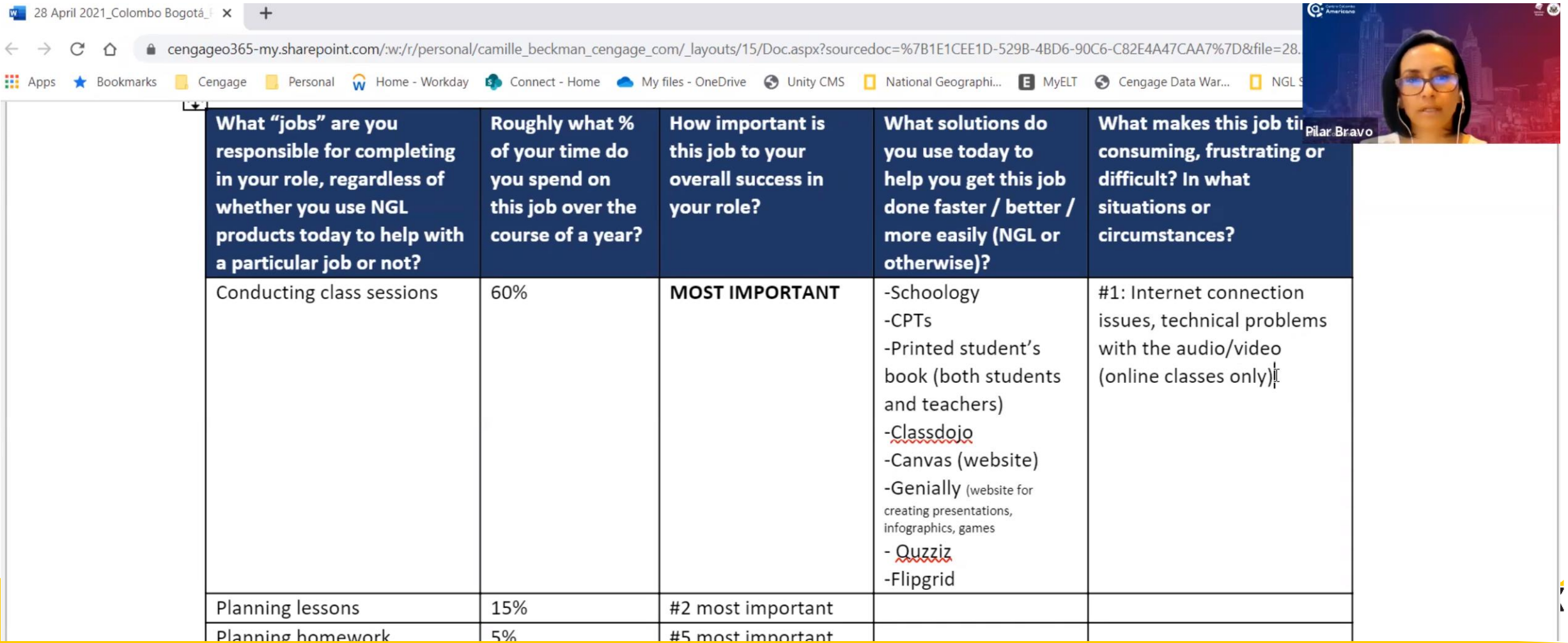
What do (your) teachers need to do?

- Plan and conduct lessons
- Assigning and grading homework
- Develop tests and assessments

1 Define jobs-to-be-done

40 customer interviews

everything teachers/administrators are responsible for



The screenshot shows a web browser window with a survey table. The browser's address bar shows a URL from a SharePoint site. The survey table has five columns with headers in dark blue. The first row of data is highlighted in yellow. To the right of the table, a video call window shows a woman with glasses and a headset, identified as Pilar Bravo.

What "jobs" are you responsible for completing in your role, regardless of whether you use NGL products today to help with a particular job or not?	Roughly what % of your time do you spend on this job over the course of a year?	How important is this job to your overall success in your role?	What solutions do you use today to help you get this job done faster / better / more easily (NGL or otherwise)?	What makes this job time-consuming, frustrating or difficult? In what situations or circumstances?
Conducting class sessions	60%	MOST IMPORTANT	<ul style="list-style-type: none"> - Schoology - CPTs - Printed student's book (both students and teachers) - <u>Classdojo</u> - Canvas (website) - Genially (website for creating presentations, infographics, games) - <u>Quizziz</u> - Flipgrid 	#1: Internet connection issues, technical problems with the audio/video (online classes only)
Planning lessons	15%	#2 most important		
Planning homework	5%	#5 most important		

2

Gather full set of customer needs for each job

What do (your) teachers need to do?

How do they do it?

Job step 1

Job step 2

Job step 3

Need 1

Need 1

Need 1

Need 2

Need 2

Need 2

Need 3

Need 3

Need 3

2

Gather full set of customer needs for each job

What do your teachers need to do?
(Assigning homework)

How do they do it?

Decide which HW

Assign the HW

Grade the HW

Access to resources

Selection of classes & Ss

Auto grading tool

Choice of resources

Set the deadline

Manual grading tool

2

Gather full set of customer needs for each job

Define the main steps to complete a job

→ Identify the specific needs within each step of the job

AutoSave On 19 May 2021_North Shore CC.docx - Saving... Search Nespoli, Matth

File Home Insert Design Layout References Mailings Review View Smart View Help Table Design Layout

Job to be done	What steps do you go through?	What types of things are you trying to get done in this step?	What solutions do you use today to help you get this job step done?	What makes this job step time consuming, frustrating or difficult? In what situations?	What would the ideal solution help you achieve?
Design and create exams and quizzes	Define assessment strategy (what/how to assess for exams and quizzes)	-Review course objectives to determine what to assess -Determine exam schedule in line with pace of unit coverage and syllabus			
	Locate, select, and/or create test content	-Review pre-made unit exams (PDF) -Export into Word or retype it in Word -Select specific questions to use -Customize existing questions, incl. formatting edits (e.g. bolding) and adjusting for difficulty/application vs. recognition -Create own test questions -Highlight, bold, underline text to draw students' attention to certain parts of the question		-ExamView difficult to use	<p>Minimize the time it takes to review available <u>content</u></p> <p>Minimize the likelihood that available content cannot be easily accessed due to device <u>issues</u></p> <p>Minimize the likelihood that I need to create my own questions to supplement available test <u>questions</u></p> <p>Minimize the time it takes to understand which questions tie to which CEFR <u>levels</u></p> <p>Minimize the time it takes to understand which questions tie to which difficulty <u>levels</u></p>
	Prepare the medium for delivering the test	-Create exams on Google Forms -Create copies of every instance of an exam	Google forms	-Blackboard formatting of	



3

Determine which needs are must-dos vs. underserved

In-depth customer survey to help quantify the importance and satisfaction of each need

3:42
Mail
AA uk.focusvision.com

Part 3 of 4 41%

Please evaluate the following **NEEDS** you may have when **presenting instructional content during live class sessions**.

NEED: Switch between the **Oxford** student book, workbook, online workbook platform, audio/video, and/or other **Oxford** content when presenting during class

How **important** is it to do this as **quickly** as possible?

***Note:** if you tell us a need or problem is of **higher importance**, we'll know we should focus on this area when we build products.

Not at all important
 Somewhat important
 Important
 Very important
 Extremely important

How **satisfied** are you with your ability to do this as **quickly** as possible?

***Note:** if you tell us you have **lower satisfaction**, we'll

< > ⬆️ 📖 📄

11:44
AA uk.focusvision.com

Part 3 of 4 53%

Please evaluate the following **PROBLEMS** that may occur when **preparing and scheduling exams**.

PROBLEM TO AVOID: An exam has formatting issues once it is loaded into the tool or system where students will access it

How **important** is it to **avoid** this?

Not at all important
 Somewhat important
 Important
 Very important
 Extremely important

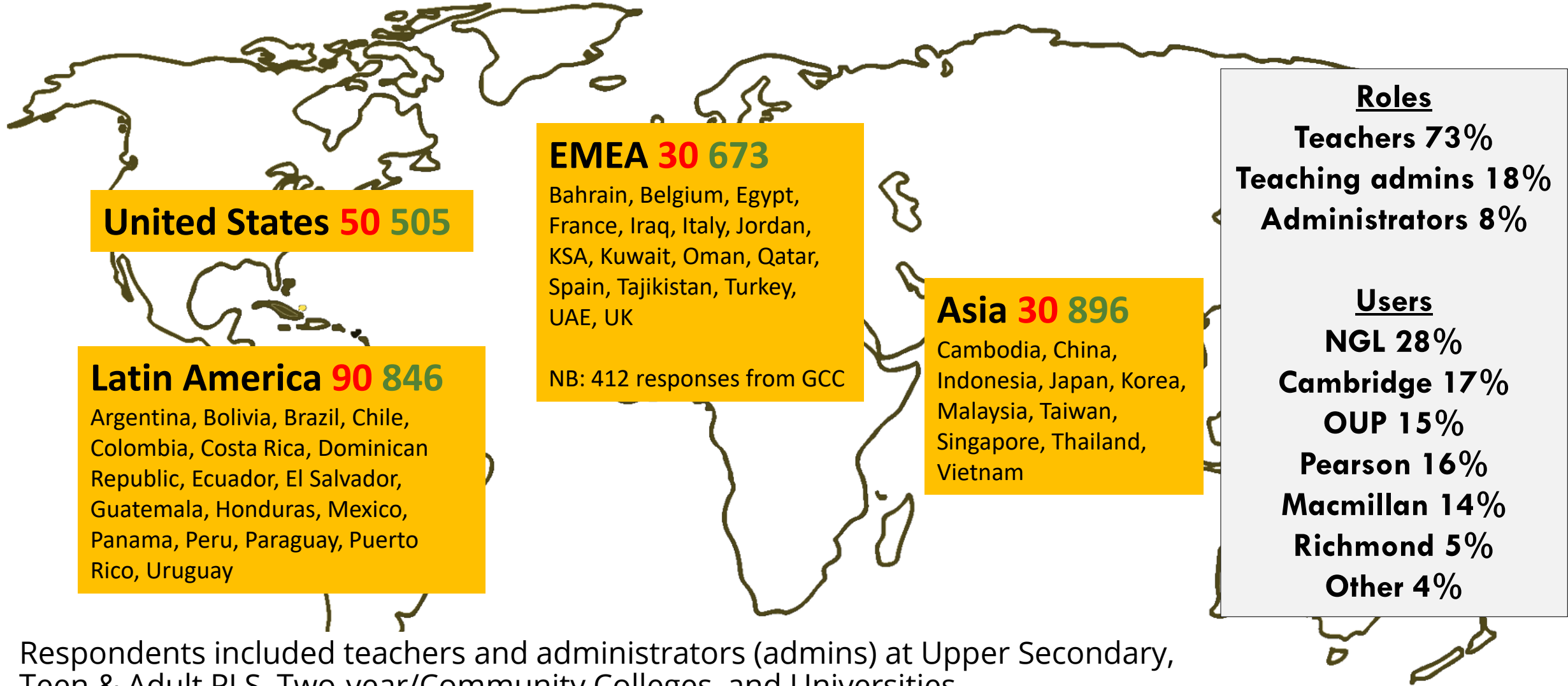
How **satisfied** are you with your ability to **avoid** this?

Not at all satisfied
 Somewhat satisfied
 Satisfied
 Very satisfied
 Extremely satisfied

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Survey

200 interviews
2,920 surveys

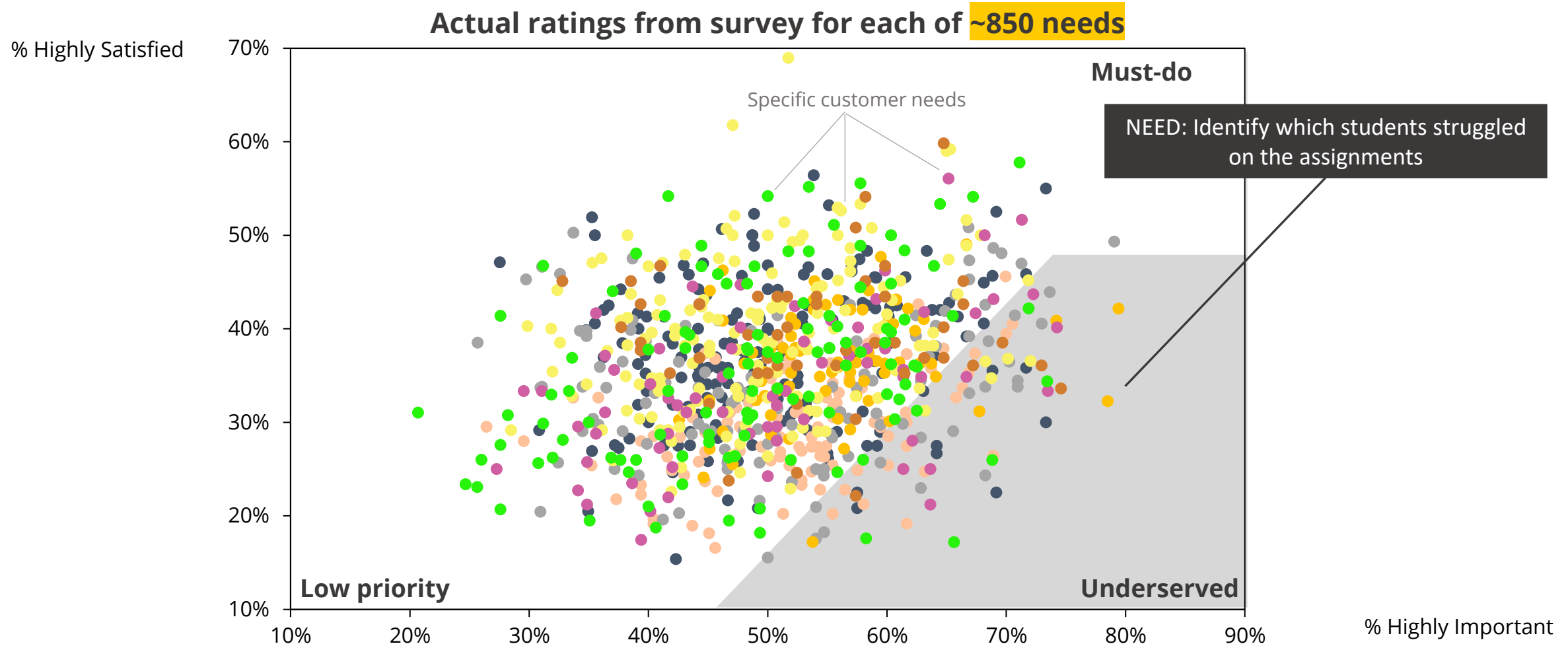


Respondents included teachers and administrators (admins) at Upper Secondary, Teen & Adult PLS, Two-year/Community Colleges, and Universities

3 Determine which needs are must-do vs. underserved

Importance and satisfaction scores for each need

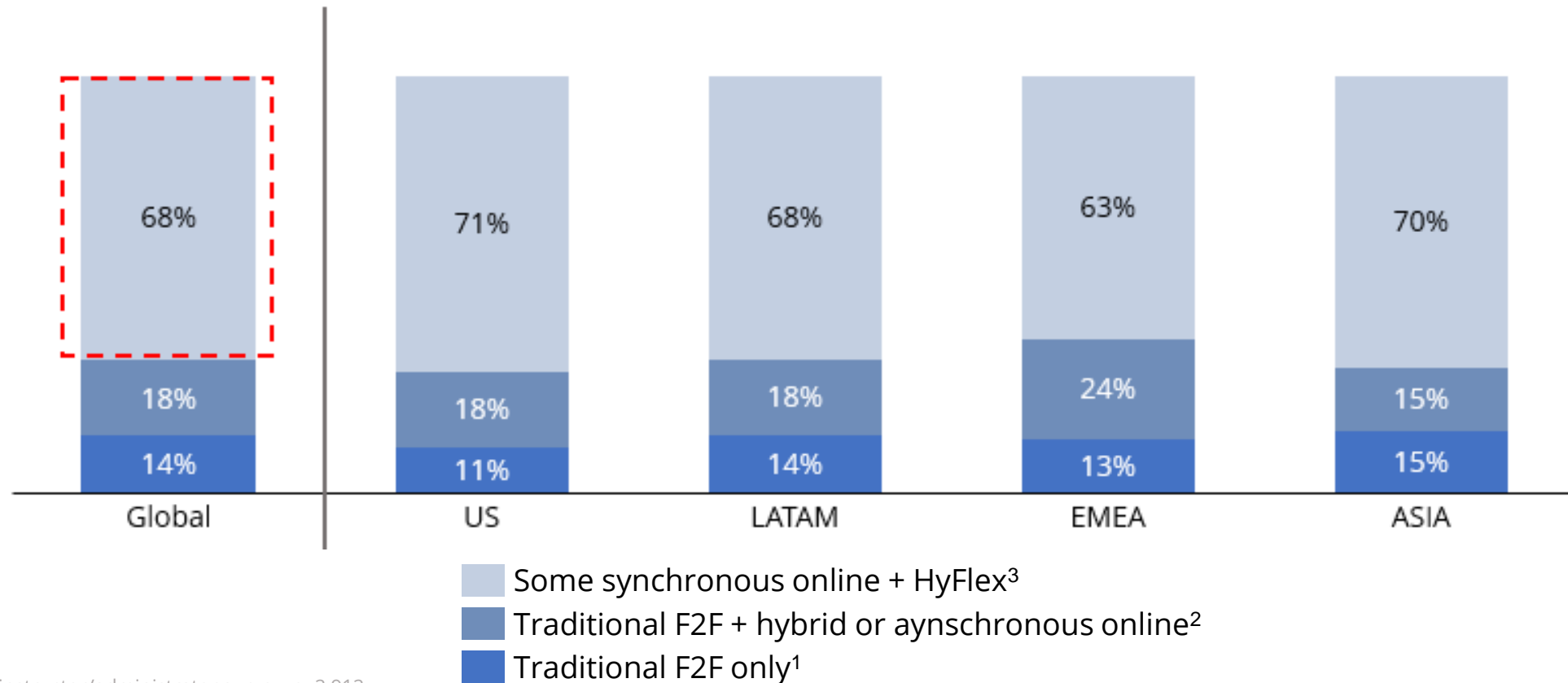
→ Identify which needs within each job are underserved, must-dos, and lower priority



Research Findings

...and ~70% believed that some form of live online class instruction will be offered in their English programs in 2023-24

Q: To the best of your knowledge, what modalities of English Language Learning classes will likely be offered at your institution/program 2-3 years from now? Select all that apply.



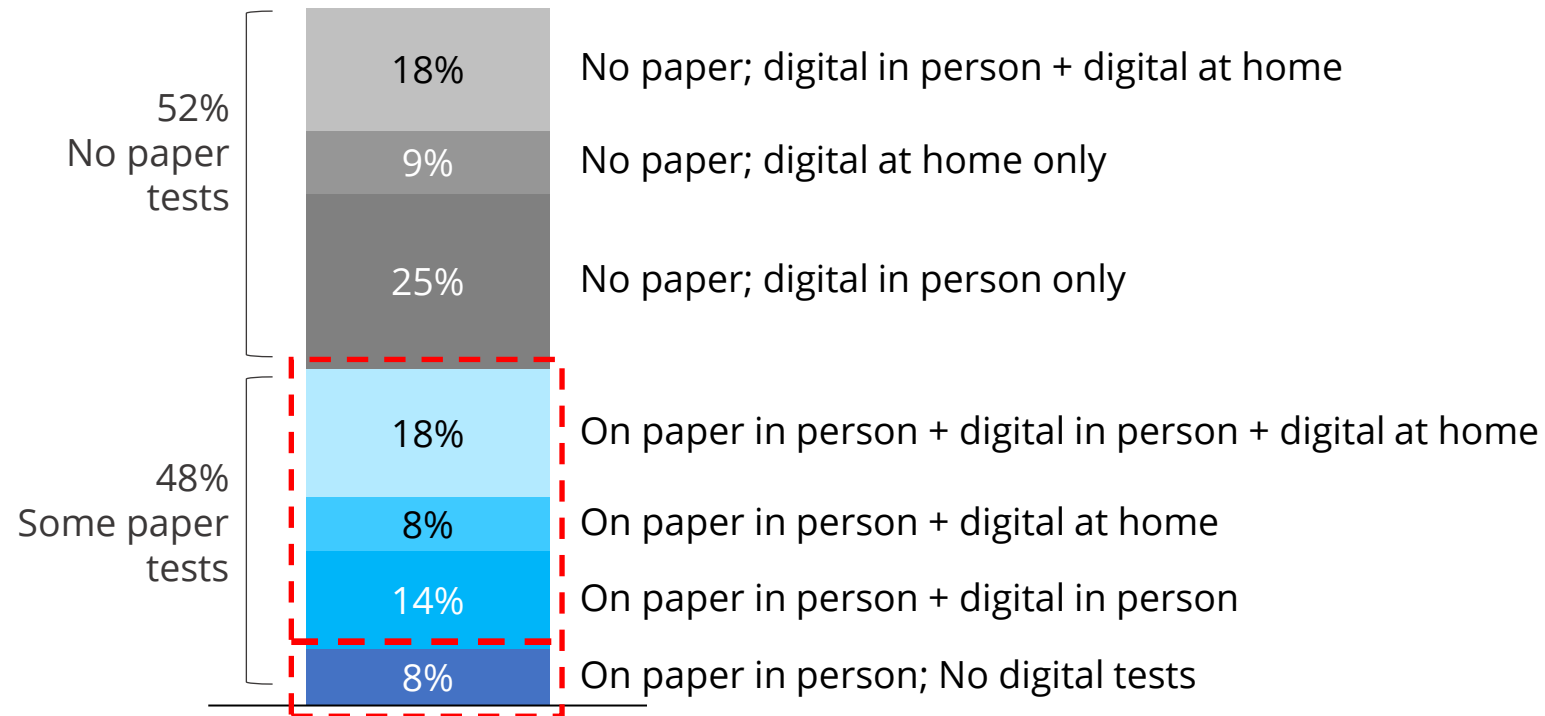
Source: ELT TPM 2021 instructor/administrator survey, n=2,912

1. Answer option written as: In-person face to face courses 2. Answer options written as: c) Online courses with no live or live virtual class sessions and 100% asynchronous/autonomous work; d) Hybrid courses, where course hours are split between traditional face-to-face classes and online work 3. Answer options written as: b) Online courses with synchronous, virtual class sessions (over Zoom, Teams, Meet, Blackboard Collaborate, etc.) and all students are remote; d) HyFlex/Hybrid-Flexible courses, where some students attend classes in-person and some students attend online

Q: How do you anticipate **exams** will be delivered in your course(s) in 2-3 years in the following modalities: [show modalities selected]? Select all that apply.

~50% planned to administer some exams in person on paper in 2023-24, but only ~10% expect to administer exclusively paper exams

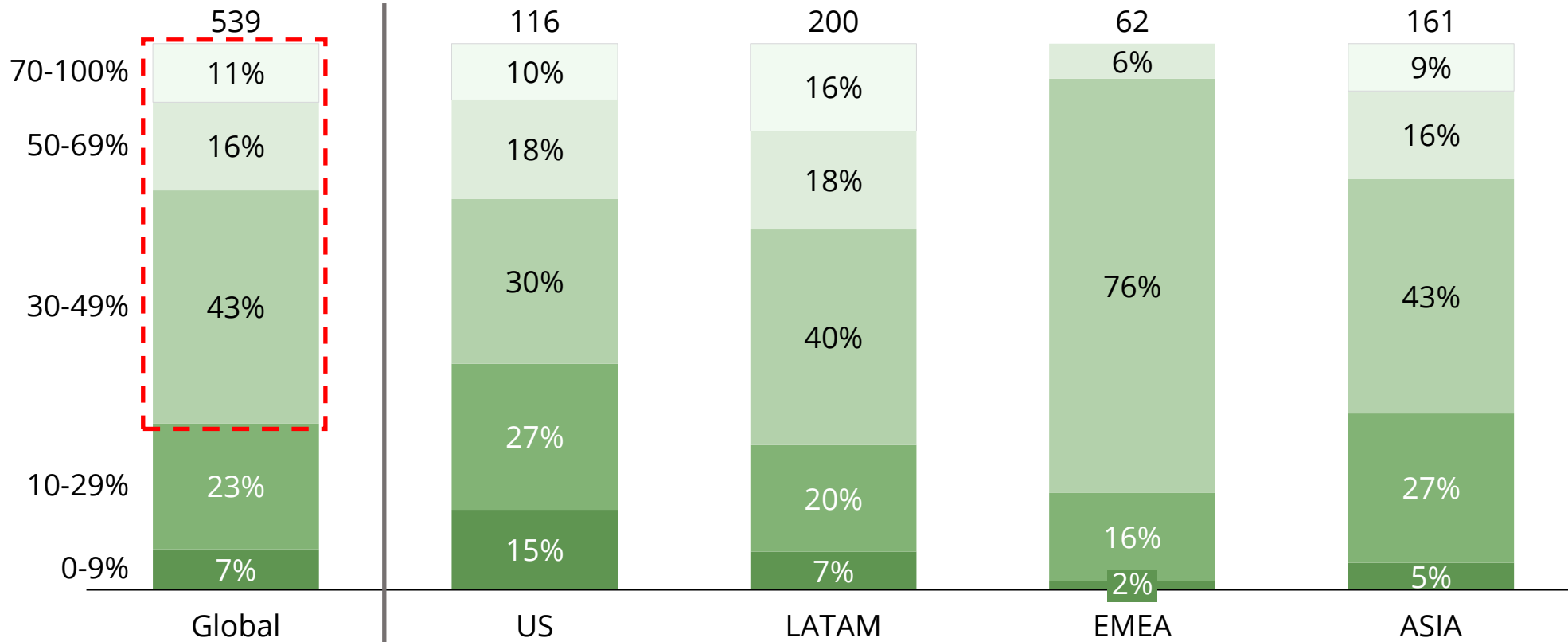
Q: How do you anticipate exams will be delivered in your course(s) in 2-3 years in the following modalities: [show modalities selected]? Select all that apply.



Digital exams will persist beyond pandemic, either as replacement for or supplement to print tests

~70% of ELT instructors say that 30% or more of their students use phones or tablets to connect to virtual classes...

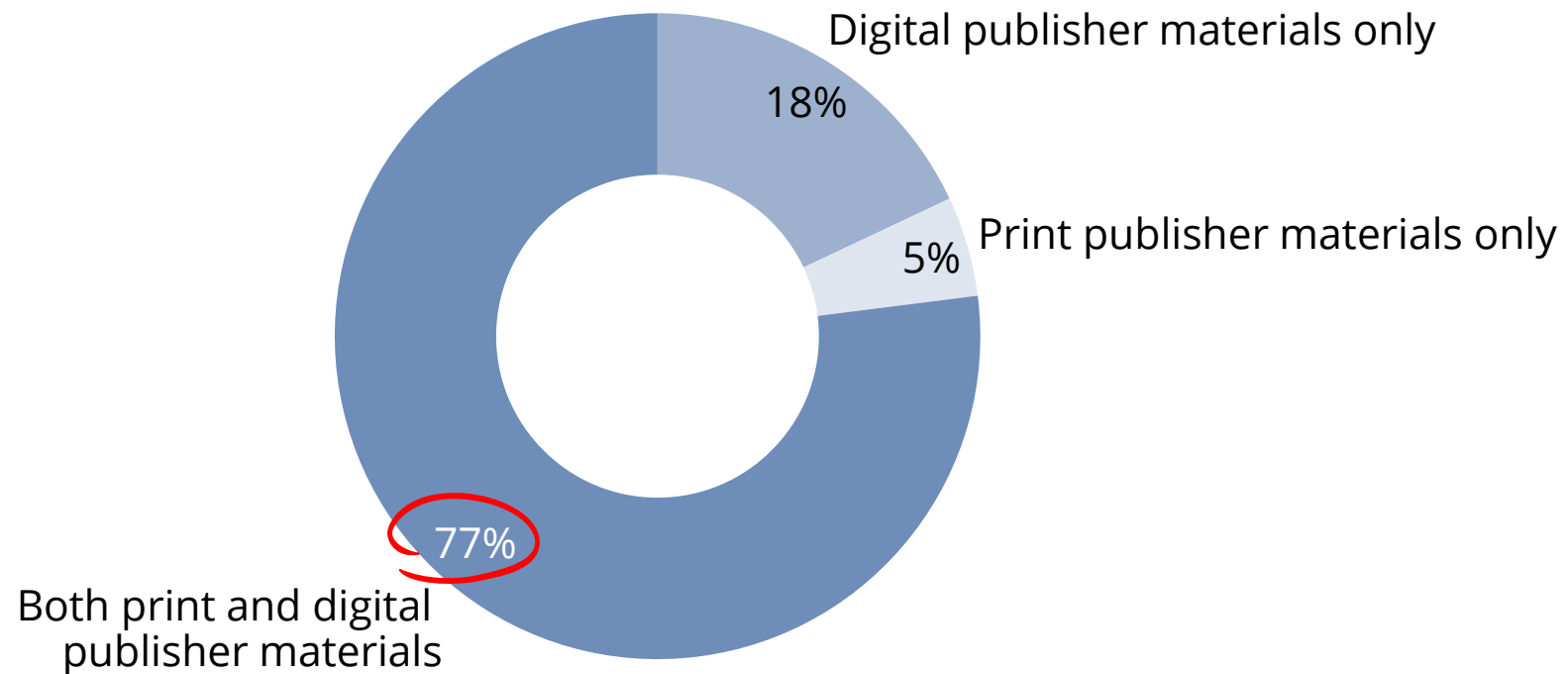
Q: What percentage of your students who attend live virtual class sessions use the following devices to join the virtual classes? {answer options: mobile phone or tablet}



Ensuring digital solutions are mobile first will be critical to meeting ELT customer needs

Regarding publisher materials, ~75% of respondents using both print and digital materials even with shift to hybrid/online modalities

Q: Which of the following types of publisher course materials have you used in your English Language Learning courses within the past two years?

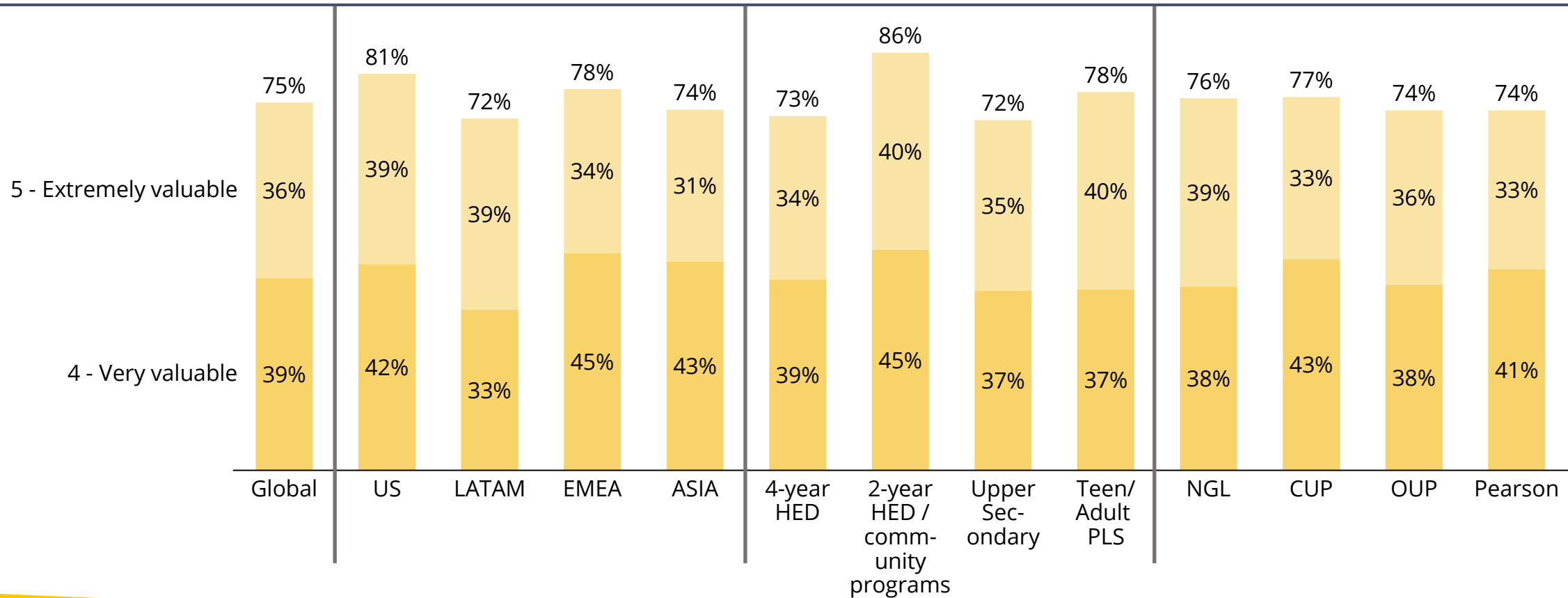


Print and digital materials appear to be complementary, even for those teaching in fully online modalities

76% respondents across all regions, market segments and publishers overwhelmingly believed that technology improves the learning experience...

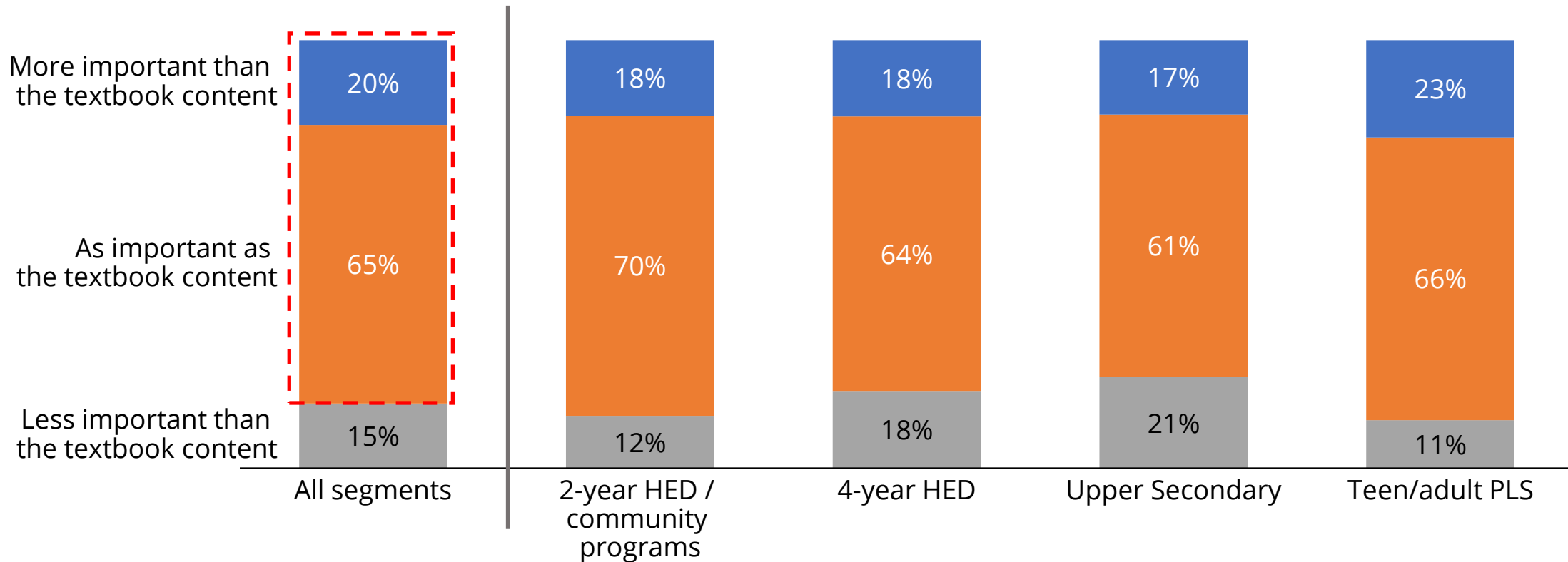
Q: In your opinion, how valuable is educational technology in improving the teaching and learning experience?

Please rate on a scale of 1 to 5, where 1 = not valuable at all and 5 = extremely valuable.



85% of respondents say that publisher digital platforms are now as important as, or more important than, the textbook content in the publisher adoption decision

Q: How important are a publisher's digital platforms in the overall decision to adopt one publisher's course materials over another?



Research – Summary of Key Findings

68% expect to offer virtual classes

67% told us that they would use digital tools in live lessons

85% told us they the platform is as or more important than the print content

90% expect to be delivering tests digitally

95% expect to use some kind of digital resource in their classes

76% confirm the value of technology in improving teaching & learning experience

Research – Summary of Findings

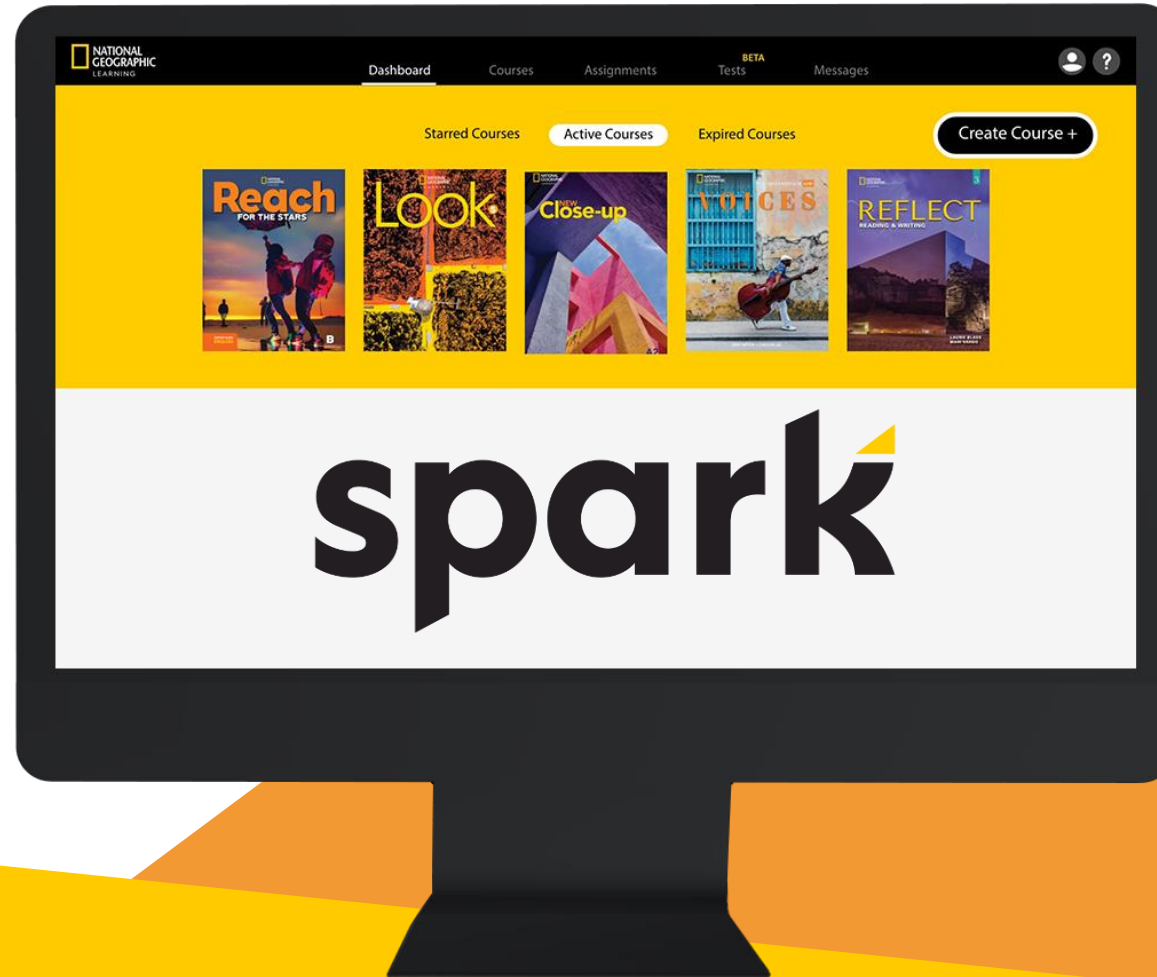
Top FIVE jobs which can be done digitally

- Planning and conducting live class sessions
- Assigning and grading exams
- Assigning and grading outside-of-class assignments and/or homework
- Identifying and supporting struggling and/or high-achieving students
- Providing reporting on student performance to institutional or external stakeholders

What's Next?

- Focus on making all of digital solutions available **in one place**, behind **one login account**
- Developing digital tools and solutions that will help teachers be able to **get some of their core jobs done better and faster** than can be done today using the tools available.

Bring your National Geographic Learning program to life



Bring your National Geographic Learning program to life with Spark

- **For every stage of teaching and learning**

Manage course and teach classes with integrated digital teaching and learning tools. Spark brings together everything teachers need on an all-in-one platform with a single login.

- **Turn information into insights**

Track student and class performance on independent online practice and assessment. The Course Gradebook helps teachers turn information into insights to make the most of valuable classroom time.

- **Easy set-up, easy use**

Set up classes and roster students quickly and easily on Spark. Seamless integration options and point-of-use support helps teachers focus on what matters most: student success.



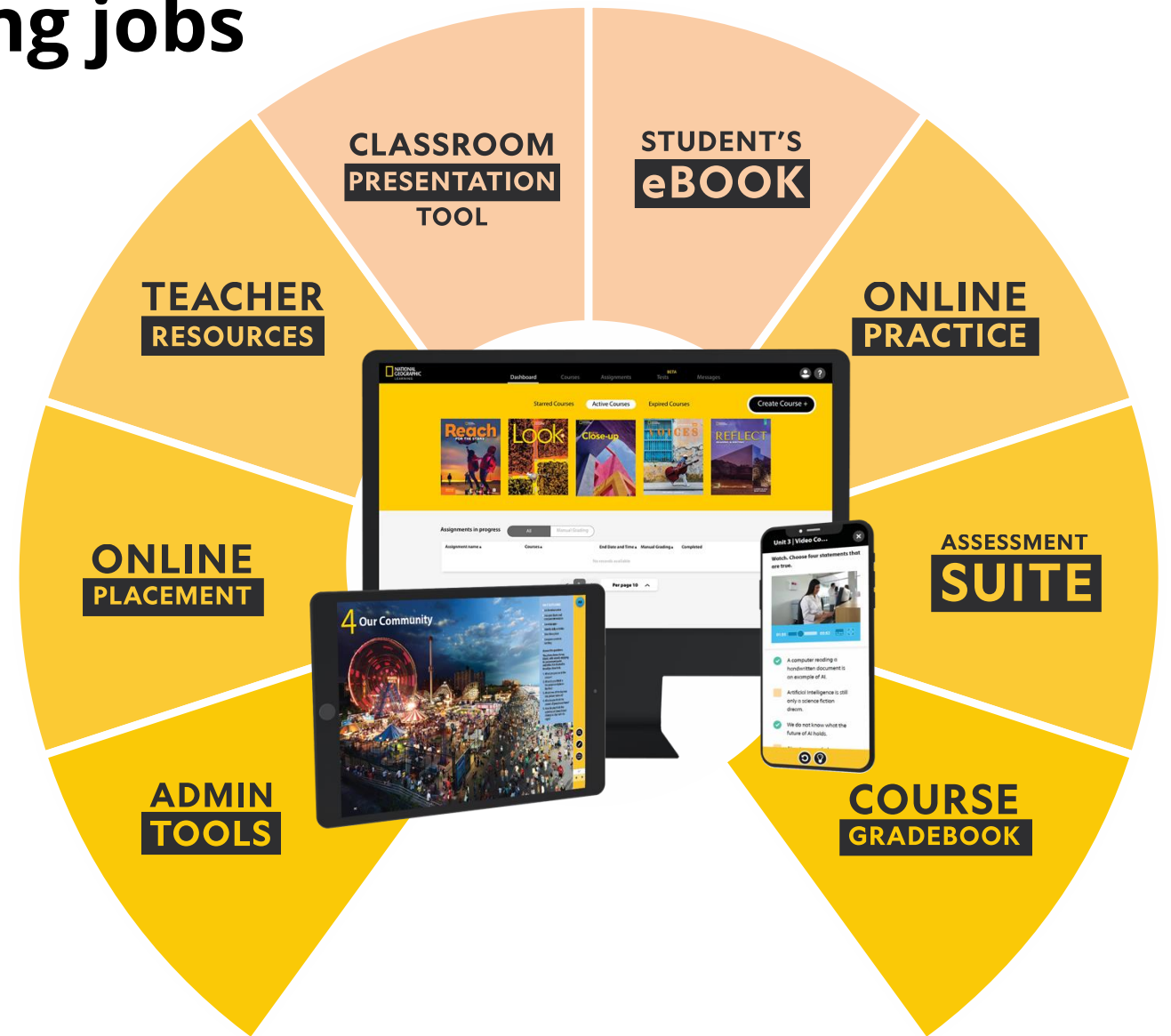
Supporting key teaching jobs

Placing students reliably at the right level

Preparing and teaching live lessons

Assigning practice, tests and quizzes

Tracking student and class progress, turning information into insights

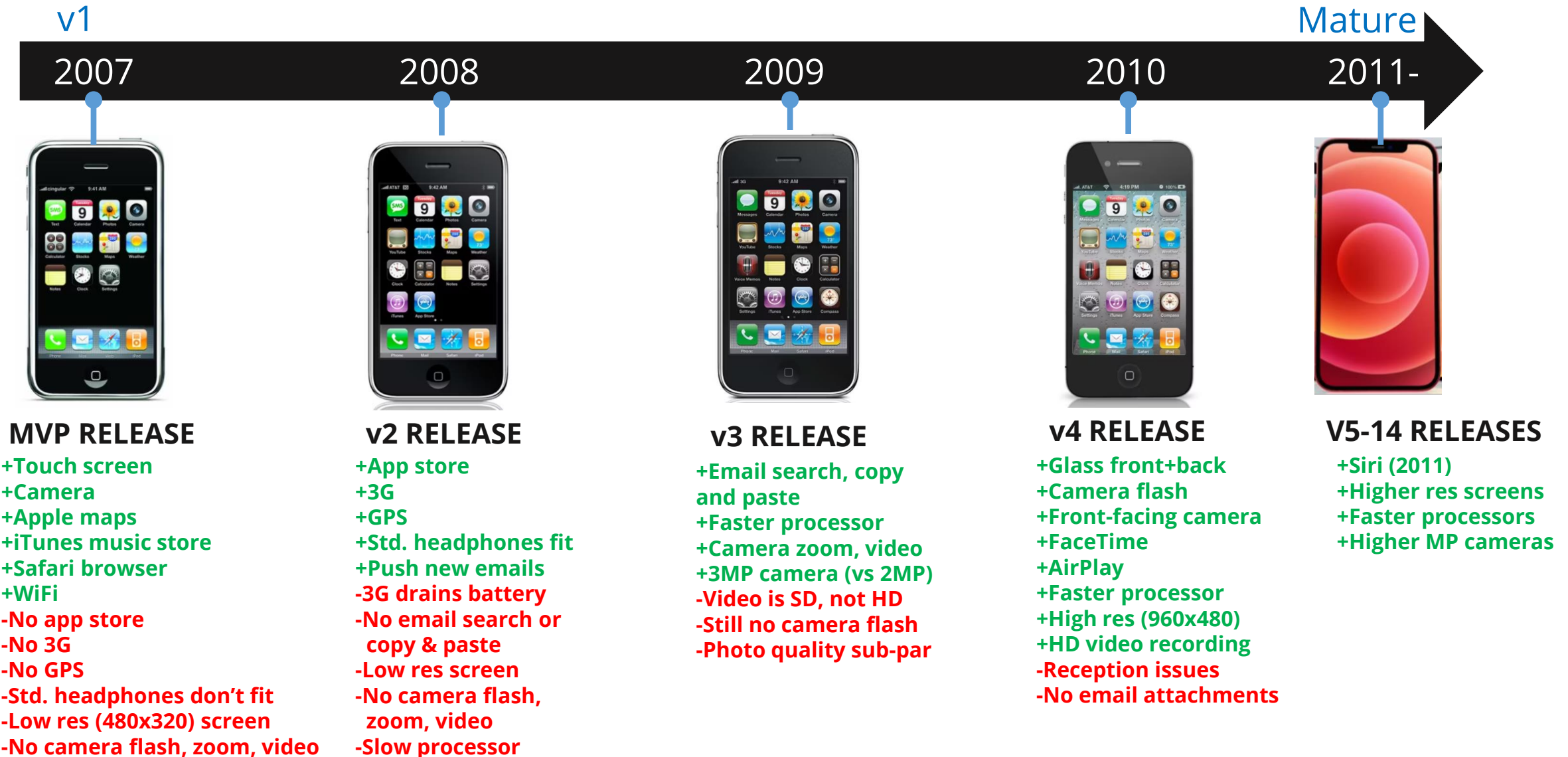




←Teacher's many jobs to be done

SPARK →

From v1 to mature: the iPhone example



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THANK YOU!

