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Avenue Learner Standards for Technology-Enhanced Language Learning

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NEW LANGUAGE SOLUTIONS

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LAND ACKNOWLEDGEMENT

New Language Solutions is based in Ottawa, Ontario. We acknowledge that our head office is on the traditional, unceded territory of the Algonquin Anishnaabeg People. Beyond Ottawa, we have staff working in locations across Canada. New Language Solutions is grateful to have the opportunity to work as a guest in communities and territories across the country, and we honour the stewardship of the many Indigenous peoples who have resided on these lands since time immemorial.

We make our acknowledgement as a sign of respect for all Indigenous Peoples of Turtle Island, past and present. We accept the true impact of the past and the pain suffered by generations of Indigenous Peoples.

As an agency that works to support the integration of newcomers into Canadian society and cultures, we resolve to support activities that are inclusive of Indigenous Peoples. We will make our best efforts to address a history of injustice to First Nations, Métis, and Inuit peoples.

We encourage our frontline staff and clients to discover whose traditional territories they live on and pause to reflect on the hospitality shown to us as guests in these territories.

AVENUE LEARNER STANDARDS FOR TECHNOLOGY-ENHANCED LANGUAGE LEARNING

The Avenue Learner Standards for Technology-Enhanced Language Learning (TELL) are designed to give instructors and administrators a framework for providing lessons and course offerings that build learner competence with technology, primarily for language learning and use. These standards are meant to work in concert with Avenue Instructor Standards and Avenue Program Standards.

This document begins with a guiding philosophy for the standards, followed by four standards that address how learners use devices and tools critically and independently, how they evaluate technology safely and ethically, how they evaluate technology tools to support their learning outcome, and how they use technology to improve their communication and settlement success in Canada. Each standard has several performance indicators (PI) and sub-indicators. Can-do statements are added under each PI as a tool for administrators and instructors, and a self-assessment tool for learners. The language of the Can-dos could be adapted as needed to learner context and level. Can-do statements are also included in the Appendix as a whole. Descriptive text is added where needed for clarification. Reflections are included for administrators and instructors, along with some sample tasks for learners.

GUIDING PHILOSOPHY

Language learning is enriched by appropriate use of technology. Knowing how to use digital tools enables learners to be more autonomous toward achieving their language goals. Administrators and instructors take leading roles to ensure that learners are able to use available technologies effectively at home, work, and school and to meet personal and settlement language goals.

Help learners to:

- Be curious, aware, engaged, and autonomous
- Set goals and work toward them
- Strive for lifelong learning

STANDARDS AND PERFORMANCE INDICATORS

Standard 1 is about basic knowledge and skills in using technology.

Learners can use devices and tools critically and independently, at school and elsewhere.

PI 1.1. Learners use devices effectively and independently at home, work, and school.
The key for learners to use devices such as computers, laptops, tablets, and smartphones effectively is to have a good understanding of their basic functionality. To start with, learners need to recognize and use basic computer terms and technical words (e.g., operating system), commercial names (e.g., Google Drive), and abbreviations (e.g., wifi) so that they can communicate effectively about their devices when needed. Learners should become familiar with basic settings and functions (e.g., audio and video controls) and how to use the applications on their devices. Learners should recognize the importance of naming and storing files and folders properly so they can be retrieved quickly and logically.

a. Use relevant features of a smartphone, a tablet, or a laptop to achieve language goals.
b. Organize applications and files so that they are easy to locate when needed.
c. Use the learning management system at school to participate and engage in class.
d. Perform basic troubleshooting for devices and systems.

☐ I can use features on my devices that are relevant to my language learning goals.

☐ I can participate in my courses online and engage with my classmates.

☐ I know how to organize my files and folders on my devices so I can find them easily.

☐ I know how to do basic troubleshooting for my devices.

PI 1.2. Learners use educational tools critically and independently.
Whether learners are working on a document, accessing assignments in an LMS, watching a video, listening to a podcast, or browsing the web, it is important that they see which tool or resource is a good fit for improving their learning. Learners should have access to multiple resources to choose from.

a. Use multiple types of resources such as text, audio, and video files.
b. Use technology across a range of online, in person, and blended modes, understanding the differences in practice for each.
c. Navigate the learning management system tools and resources to study the course units, collaborate with peers, and complete assignments.
d. Identify and use technology resources and tools that are relevant and appropriate to language learning.
e. Perform basic troubleshooting/problem solving for the digital tools they use.

Administrator Reflection: How does your program identify the technology tools and resources needed for language learning?

Instructor Reflection: Think about a problem your learners have had using technology in class (e.g. following instructions to join Avenue.ca) and the steps you took to resolve it. How do you know the extent of your learners' expertise with technology? What steps can you take to resolve a problem learners have with technology for your class?

Learner task: When you have a problem using technology in class (e.g., joining your course on Avenue.ca), what steps can you take to resolve it?

☐ I can use text, audio, and video in class and for personal use.

☐ I can look up and complete activities and assignments online in my courses.

☐ I can use the LMS (such as Avenue) and search the Internet on my own.

☐ I can find and use helpful language learning resources on the Internet.

Standard 2 is about using technology appropriately.

Learners can use technology safely and ethically in social and educational settings.

PI 2.1. Learners demonstrate safe use of technology in socially and culturally appropriate ways. Instructors will save considerable time and effort later on in the course if the first or earlier sessions are dedicated to orientation about the dos and don'ts of learner participation in class. This could include identifying websites that are safe and appropriate and discussing guidelines around active participation, group or pair work, turn taking, and agreeing or disagreeing with peers respectfully in synchronous and asynchronous sessions. Incorporating multiple opportunities for learners to ask questions and providing feedback can result in safe and respectful participation.

a. Look up appropriate and relevant information on a smartphone, tablet, or laptop.
b. Use appropriate media types for communicating in class and community.
c. Make safe and socially responsible contributions online.
d. Respect diversity in opinion, identity and behaviours in class and the larger community when communicating digitally.

Administrator Reflection: What are some of the measures that your program has in place to ensure safe and appropriate use of technology?

Instructor Reflection: How can you deal with inappropriate comments online? How is this the same or different from what you might do in class?

Learner task: Identify some of the strategies you can use when participating in class forums to write or respond to a comment with which you agree or disagree.

☐ I know how to find and use safe and appropriate resources on the Internet.
☐ I can decide which tool is appropriate and safe to use when communicating in class and in online communities.

PI 2.2. Learners demonstrate safe use of technology in legal and ethical ways. Modeling safe and appropriate use of websites and digital content can help learners with what to look for and be aware of. Learners should understand how to keep their devices and themselves safe online. They should be able to identify and discuss legal and illegal downloads and fraudulent online content that includes phishing and other scams. Learners should respect the privacy of others.

a. Set the browser to "safe search" settings and identify insecure websites (e.g., http rather than https). Identify and use online resources that are safe.
b. Identify Creative Commons labels and use Creative Commons search terms and settings to download legally usable material and add author information as required.
c.   Respect the privacy of others when uploading material online.

Administrator Reflection: Are there policies in place to deal with violations of privacy in your program?

Instructor Reflection: How can you incorporate the skills of safe browsing and downloading legally into what you teach in class? What can you do to discourage violations of privacy in an always-connected world?

Learner task: Identify sites and approaches to downloading content legally. Discuss what kind of personal information you would not want to see shared freely online.

☐ I can set my browser to "safe search" settings and can identify resources that are not legal.

☐ I am aware of the privacy of others when uploading materials online. I know what can and cannot be shared online.

☐ I know how to add the author's information when using downloaded material in my work.

PI 2.3.   Learners use artificial intelligence (AI) tools appropriately.

    a.   Craft or edit a prompt to achieve the desired output.
        Prompts are the heart of generative AI. A well-crafted prompt can produce the desired results quickly. Poorly crafted prompts will take several iterations to produce an appropriate response. Tools are emerging to help craft prompts, but learners need to be able to customize output to meet their specific goals.

    b.   Use AI tools for brainstorming and formative assessment.
        Generative AI, such as ChatGPT and other tools, can help learners who need to brainstorm ideas. They can also upload their writing for formative assessment, being specific in the prompt about what sort of evaluation they want. They need to be aware that anything they upload may become part of the AI's dataset, so they should not include personal information.

    c.   Follow program guidelines about legal and ethical use of AI tools.
        Learners should be aware of program guidelines about AI and follow them. Copyright law related to AI creations is evolving, with questions about who owns the data that the AI tool uses as a source and the end result. AI results can be incorrect, so learners should be well aware that they cannot trust AI "facts." AI image tools can also create very good "deep fakes" - fake images that that look like they are photos or videos of real people. This use, when images are shared, can be both illegal and unethical.

        If an assignment is based solely on Internet information, AI can produce a report based on that information in seconds. Learners need to understand that they need to check the accuracy of the output and cannot simply turn in an AI-generated text as if it is their own.

    d.   Appropriately cite their use of AI in assignments.
        AI can be a great brainstorming, writing, and role-playing partner. Learners need to follow the guidelines that instructors set about when and how to cite their use of AI in completing an assignment.

    e.   Take care about personal data.
        Generative AI works by grabbing data, primarily text, from wherever it can get it. Learners need to be aware that anything they upload to an AI tool will likely become part of the AI's dataset, so they should not include any information that could identify themselves or others.

Administrator Reflection: How does your program ensure appropriate use of AI?

Instructor Reflection: How have learners used AI in class and elsewhere? How likely is it that they are using AI appropriately and effectively? How well can they create or recognize effective AI prompts?

> *Learner task: Identify ways that sites use AI. Describe how you might use AI and how you are expected to cite the use of AI in assignments.*

☐ I can create simple AI prompts and change them as needed to get the result that I want.

☐ I know about the guidelines related to AI at my school.

☐ I know how to credit AI as a source in my assignments.

Standard 3 is about recognizing the value of technology.

Learners can evaluate technology tools and resources effectively to improve learning outcomes and achieve their own goals.

PI 3.1   Learners recognize and evaluate the use of technology resources to support agency.

Learners can improve learning language by taking responsibility for their own learning. This can mean seeing ways to use technology to achieve their goals or seeking out opportunities to practice language with others. Learners will be more invested in learning if they see content that they and other learners have created incorporated into the course material. Learners can reflect on how to use technology on their own to improve weaknesses or challenges in language learning.

a.   Take responsibility when using technology for learning.
b.   Use past learning experiences with technology towards new learning.
c.   Apply creativity and reflection for learning in online and blended classes and independently.

Administrator Reflection: How is learner feedback (e.g., about course offerings and materials) promoted and reflected in your program?

Instructor Reflection: Is learner feedback reflected in your choice of materials? Do learners see themselves in the technology and digital material they use in class?

> *Learner task: Think about how you learn both on your own and in groups. Are there other ways that you could use technology that would help you learn? How do you talk to your instructor about it?*

☐ I can decide which online tools and materials help me learn best inside and outside of class.

☐ I think about what I learn with technology and how I learn it to help me pick up new things.

☐ I reflect on different ways of using technology on my own to help improve my learning.

PI 3.2   Learners recognize the value of technology resources to support language learning.

Learners can use technology in a variety of ways to reach their learning goals. A lifelong learning approach engages learners in intentional and targeted self-improvement. Acknowledge learners' individual strengths and encourage them to recognize these strengths. Provide learners with opportunities to recognize how new technologies might help or hinder them in reaching their goals as they take control of their own learning now and in the future.

a. Identify and use how-to materials online as well as in class to support language learning goals.
b. Use instructor feedback to reflect on current progress and refine language learning goals.

Administrator Reflection: How does your program incorporate effective use of new technologies?

Instructor Reflection: What are some advantages and hindrances with using technology in providing feedback to learners?

> *Learner task: How has feedback with technology tools (e.g., feedback from software or AI) helped your language learning?*

☐ I can find self-help materials online to solve a problem or help me achieve my learning goals.
☐ I pay attention to digital feedback from my teacher and other sources to help me improve my language skills.

PI 3.3   Learners use technology tools and resources to collaborate effectively with peers and others.

In a synchronous or asynchronous session, learners are often expected to engage in peer or group work. It is rewarding when learners are fully engaged and participate as planned. To ensure this, it is helpful to Introduce guidelines early on around active participation, and respectful agreement or disagreements with peers. Include multiple opportunities for learners to ask questions and provide feedback.

a. Participate actively in online class discussions.
b. Provide useful and respectful feedback to peers online.
c. Respect other people's ownership of their digital contributions.

Administrator Reflection: Are there policies or guidelines for respective, collaborative, and inclusive online behaviour in your program? How often are they updated?

Instructor Reflection: What digital tools do learners use to collaborate in class and outside? How are learners rewarded for respectful, useful interactions with their peers?

> *Learner task: Do you follow guidelines for respectful and useful interactions with your peers and instructors online? What are some examples of disrespectful behaviour?*

☐ I participate actively and respectfully in pair and group work with peers online.
☐ I provide socially appropriate, useful, and respectful feedback to my peers.
☐ I acknowledge my peers when using their work.

Standard 4 is about settlement and contribution to Canadian society

Learners can use technology and available tools to improve their English communication skills and facilitate their settlement as well as social, cultural, and economic integration into Canada.

PI 4.1.   Learners use technology to learn about living in Canada.

a. Identify credible information about relevant jobs and professional credentials online that match your education and experience.
b. Seek information about the education system through online resources for self and family.
c. Search online to find social and cultural interests and activities in the community.
d. Describe where to find how to apply for Canadian citizenship.

☐ I can find information about jobs on the Internet that match my own skills and experience.

☐ I can find information about the education system for myself and my family online.

☐ I can find information about events and activities in my community online.

☐ I can apply and prepare for the citizenship test online.

PI 4.2. Learners use technology to help integrate into Canadian society.

   a.   Find resources online and describe ways to contribute to the community, as individuals and as part of a family or group.

   b.   Use technology to network with acquaintances, colleagues, or friends to seek employment opportunities and learn about community events.

Administrator Reflection: How does your program help learners access digital settlement support services?

Instructor Reflection: How do you integrate these digital skills into a language class? How can learners share what they find with others?

   Learner task: Create a list of links about community events that interest your family.

☐ I can find information online about community events that my family and I can contribute to.

☐ I can network with classmates and friends online to learn about job opportunities and community events.

APPENDIX
AVENUE LEARNER STANDARDS FOR TELL
SELF-ASSESSMENT TOOL

This tool can be used as assessment or self-assessment to identify the technology needs and gaps of your learners. It can also be used as a needs assessment tool at the beginning of the term to determine areas to focus on and repeated in the end to identify further needs of your learners.

Standard 1: Learners can use devices and tools critically and independently, at school and elsewhere.

PI 1.1.   Learners use devices effectively and independently at home, work, and school.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can use features that are relevant to me on my devices.			
Explain:			
I can participate in my courses online and engage with my classmates.			
Explain:			
I know how to organize my files and folders on my devices so I can find them easily.			
Explain:			
I know how to do basic troubleshooting for my devices.			
Explain:			

PI 1.2. Learners use educational tools critically and independently.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can use text, audio, and video in class and for personal use.			
Explain:			
I can look up and complete activities and assignments in my online course.			
Explain:			
I can use the LMS (such as Avenue) and search the Internet on my own.			
Explain:			
I can find and use helpful language learning resources on the Internet.			
Explain:			

Standard 2: Learners can use technology safely and ethically in social and educational settings.

PI 2.1. Learners demonstrate safe use of technology in socially and culturally appropriate ways.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I know how to find and use safe and appropriate resources on the Internet.			
Explain:			
I can decide which tool is appropriate and safe to use when communicating in class and in online communities.			
Explain:			

PI 2.2. Learners demonstrate safe use of technology in legal and ethical ways.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can set my browser to "safe search" settings and can identify resources that are not legal.			
Explain:			
I am aware of the privacy of others when uploading materials online. I know what can and cannot be shared online.			
Explain:			
I know how to add the author's information when using downloaded material in my work.			
Explain:			

PI 2.3.   Learners use artificial intelligence (AI) tools appropriately.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can create simple prompts and change them as needed to get the result that I want.			
Explain:			
I know about the guidelines related to AI at my school.			
Explain:			
I know how to credit AI as a source in my assignments.			
Explain:			

Standard 3: Learners can evaluate technology tools and resources effectively to improve learning outcomes and achieve their own goals.

PI 3.1   Learners recognize and evaluate the use of technology resources to support agency.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can decide which online tools and materials help me learn best inside and outside of school.			
Explain:			
I think about what I learn with technology and how I learn it to help me pick up new things.			
Explain:			
I reflect on different ways of using technology on my own to help improve my learning.			
Explain:			

PI 3.2   Learners recognize the value of technology resources effectively to support lifelong learning.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can find self-help materials online to solve a problem or help me achieve my learning goals.			
Explain:			
I pay attention to digital feedback from my teacher and other sources to help me improve my language skills.			
Explain:			

PI 3.3   Learners use technology tools and resources to collaborate effectively with peers and others.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I participate respectfully in pair and groupwork with peers online.			
Explain:			
I provide socially appropriate, useful, and respectful feedback to my peers.			
Explain:			
I acknowledge my peers when using their work.			
Explain:			

Standard 4: Learners can use technology and available tools to improve their English communication skills and facilitate their settlement as well as social, cultural and economic integration into Canada.

PI 4.1.   Learners use technology to learn about living in Canada.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can find information about jobs on the Internet that match my own skills and experience.			
Explain:			
I can find information about the education system for myself and my family online.			
Explain:			
I can find information about events and activities in my community online.			
Explain:			
I can apply and prepare for the citizenship test online.			
Explain:			

PI 4.2.   Learners use technology to help integrate into Canadian society.

	Fully meets or exceeds expectations	Making progress	Does not yet meet expectations
I can find information about community events that my family and I can contribute to online.			
Explain:			
I can network with classmates and friends online to learn about job opportunities and community events.			
Explain:			