

# Courseware - DynEd Pro Quick Reference Card

## Getting Started with DynEd and Using your Student Orientation Videos (SOVs)



### Week 1

- Welcome students to a new, blended way of learning. Have them watch **Starting**. Introduce all program details – grading, schedules, certification, courses...
- Have students watch **Evaluating**. Give students a thorough orientation, then have them take the **Placement Test** – carefully. PT Scores are important; they determine students' starting Certification level.
- Have students watch **Advancing** and introduce how to use/read the main course navigation screens.
- Have students watch **Learning** and practice the 5 **Study Steps** focusing on Presentation lessons.

### Week 2

- Review and practice the **DynEd 5 Study Steps** with students.
- Have students do the Step 4 drill in Support lessons.
- Have students watch **Speaking** and discuss how to improve SR%.

### Week 3

- Have students watch **Mastering**.
- **Summarize** - check student mastery by asking comprehension questions and having students summarize the sentences from the Presentations.
- **Personalize** - have students use the same patterns to talk about themselves and their world.
- Analyze student study records and begin **coaching** students to improve their study effectiveness.

### Week 4+

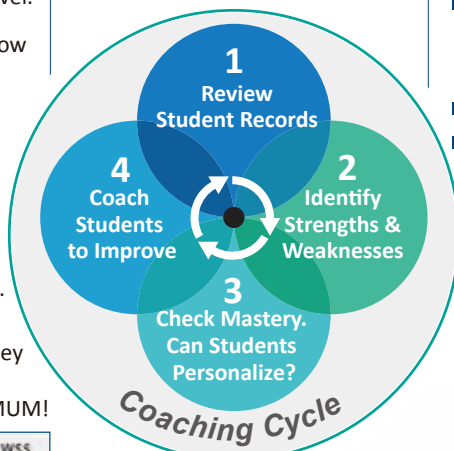
- Continue analyzing student study data and **coaching**.
- Regularly review **DynEd's Study Secrets**.

## DynEd Study Secrets

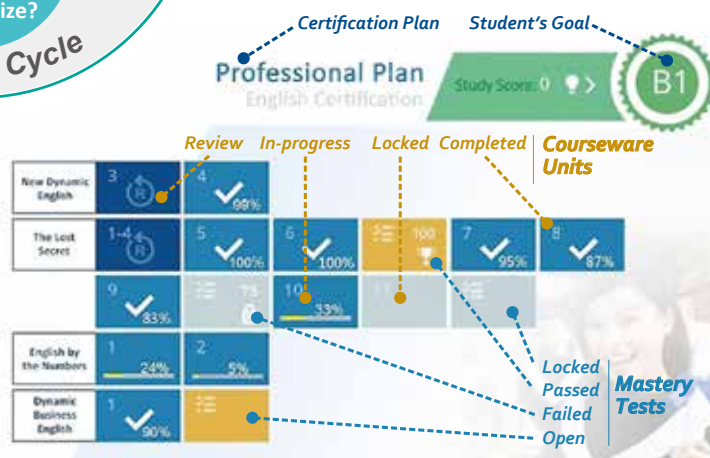
- **Practice Attentively** – Language fluency is a SKILL. Deliberate, repetitive practice builds skills.
- **Use the DynEd 5 Study Steps** – All 5. Together they are the *key to effective practice*. **Effort pays**.
- **Put in the Time** – study **3-4 times a week**. MINIMUM!

Student Name	DAYS STUDIED	HOURS	H/DAY	OWEEK	WSS
E Tony (151323223)	362	311:40	00:51	5.8	7.7
E Lily (151323311)	340	278:31	00:49	5.3	10.5

- **Aim for Mastery & Automaticity** – Vague familiarity is not enough.
- **Talk the Talk. Don't just Listen** – Understanding is just the first step toward fluency. Don't stop until you can say everything smoothly.
- **Improve your SR%** – Practice Steps 3 & 4 in the Presentation Lessons.
- **Change Focus and Study Steps Often** – Study multiple lessons/courses in parallel to increase interest and motivation. Avoid repeating the same lesson too many times in the same session.
- **Study to Completion** – Get ≥80% or a in all required lessons.
- **Review Constantly** – Build & re-build your foundation. **Slow is fast**.
- **Personalize** – Use the patterns studied in the courseware to talk about yourself and the world around you.



## Navigating Certification Screens



## Reading the Study Records in the Records Manager – Goals & Rules of Thumb

- 1 **Study Hours:** 30-60 minutes / session  
3-5 hours / week  
≥ 3-4 days / week
- 2 **Mastery Test Average:** ≥ 85% (on all tests)
- 3 **Study Score:** ≥ 4.0
- 4 **Repeat Button:** 60+ per hour
- 5 **ABC / Text Button:** minimal usage
- 6 **Microphone / Headphone:** 30+ per hour
- 7 **Speech Recognition Attempted (SR-A):** < Microphone usage
- 8 **SR%: Speech Recognition Correct (SR-C)/ SR-A:** ≥ 70%
- 9 **Shuffler Level (Sentence Complexity):** 3.0 for all lessons (starts at 0.0)

Dates... Course... being viewed.

File	Edit	Options	Reports	View Course Details	Help											
Through last study date		Certification Course - A1		26 Students												
Certification Course - A1 - Entire Course																
Student Name	Time	Module	M	PTL	Days	MT.AVG	SS	Rep	ABC	Tra	Mic	Head	Glos	SR-C	SR-A	SR %
Student 1	18:14	Unit 4		0.7	2	85.3	3	3052			2013	2344		212	374	57%
Student 2	32:10	Unit 6		0.5	3	95.0	8	1575	10		1186	1307		309	666	46%
Student 3	30:38	Unit 5		0.0	3	88.0	3	1038			962	1032		276	221	80%
Student 4	19:43	Unit 16		2.2	3		9	904			982	1094		216	318	68%
Student 5	04:41	Unit 20		2.5	3		7	212			198	236		0	25	0%
Martinez Rueda Mauricio-Damian	07:10	Unit 2		0.5	31		2	186			213	214		68	157	43%

File	Edit	Options	Reports	View Course Details	Help
Through last study date				Certification Course - A1	13 Students
Lesson Name					
First English Unit 3		06:52	94%		
First English Unit 4		05:39	93%		
Listening		01:14	81%		
11-Oct-201...		00:03	5%		5/5 3.0
11-Oct-201...		00:03	4%		5/7 2.5
10-Oct-201...		00:03	5%		5/5 2.8
10-Oct-201...		00:05	7%		7/9 2.3
10-Oct-201...		00:05	4%		5/7 2.3

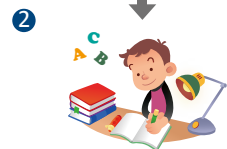
# Classroom - DynEd Pro Quick Reference Card

## DynEd's Flipped Classroom Model & the Crucial Roles of the DynEd Teacher

### The Traditional Classroom



Teaching new language  
Minimum Practice



Individual Study  
for understanding and memorization

Knowledge Transfer

### DynEd's Flipped Classroom



Individual Skill-building  
Intensive Practice



Classroom Activities  
for Personalization & Extension

Skill-Building

### Coaching

DynEd's learning cycle starts with individual courseware study. A DynEd teacher's first task, then, is to ensure students know how to study and practice the courseware effectively, especially the DynEd 5 Study Steps.

### Facilitating

DynEd's multimedia courseware is designed to introduce key language patterns and provide initial, intensive, individualized practice of this target language. As a result, it is no longer necessary for teachers to pre-teach or explain new grammar or vocabulary in class.

Instead, a DynEd teacher's main role in the classroom is to organize engaging, communicative, task-based activities that get students talking about themselves (**personalization**) and the world around them (**extension**) using the same language patterns.

### Motivating

Like all teachers, DynEd teachers also play a hugely important role in helping maintain student interest on the long road to English fluency, by generally providing encouragement and by helping students realize and recognize their continuing progress.

## General Lesson Plan Principles

### Provide activities that get students talking!

- **Have clear objectives for each class and each activity.** What should students be able to do / say after the class?
- **Sequence activities** from easy to more complex, from controlled, accuracy-based activities to freer, fluency-based ones.

#### Review of Courseware Content

#### Controlled Extension / Personalization

#### Freer Extension and/or Personalization

#### Reading & Writing Extension Exercises

- **Controlled** → **Freer**
- **Accuracy-based** → **Fluency-based**
- **Content Review** → **Personalization & Extension**

#### 4 Skills: Listening → Speaking → Reading → Writing

- **Integrate freer conversations, discussions, and summarization activities, as well as reading & writing exercises, in later lessons,** as forms of extension, to enrich input and provide more opportunities to reinforce mastery of the target language patterns.

Teacher Talk

Student Talk

### Sequencing Activities

- Check mastery of core language patterns presented in the lesson.
- Accuracy-based. Very controlled.

- Focus on the target language patterns in new teacher-selected contexts.
- Accuracy-based. Controlled.

- Allow room for student-selected language as students extend in additional new situations.
- Fluency-based. Less controlled.

## Common Classroom Activities

### 6 Typical Review Activities:

- Quick Questions
- False Statements / True or False
- Question Asking Practice: Hot Seats / Jeopardy
- Picture Talk
- Dictations
- Story Retelling / Summarization / Presentations

### For Controlled Extension

Focused practice on the target language patterns or key vocabulary in personal contexts.

- Sentence Transformation Drills
- Sentence Making
- Parallel Sentence Creation
- Jeopardy
- False Statement Corrections
- Role Plays / Presentations with Alternative information
- Parallel Dictations
- Additional Reading and Writing

### For Freer Extension

Fluency-based Activities. Personalize and extend the language in new contexts.

- Summarizations
- Personal Story Sharing
- Character / Story Creation
- Authentic Projects (e.g., a real vacation plan)
- Research Reports
- Discussions and Debates
- Additional Reading and Writing
- Parallel Topic Presentations

## Certification Manager Web App

[www.dyned.com/us/content/cm](http://www.dyned.com/us/content/cm)

Type: Issued Certificates

Get Report

A1	A1+	A2	A2+	B1	C1	C2	Name
09/18		11/15	10/18				Franc
09/18							Jane
							Clara
							Catala
							Alfred

### Issued Certificates

- Use to reorder the report.
- You can export any report.
- See "Certification User's Guide" for more Certification Manager details.

1. This report details previously issued Certificates – names, dates, levels.

Type: Ready for Exit Exam

Plan: Academic II (+)

Get Report

PT	PRT	XC	XC2	A1	A2	B1	C1	C1+	Name
<input checked="" type="checkbox"/>									Leslie
									Maria
									Iman
									Esteb

### Ready for Exit Exam

- Students who have finished all their course work but still need an Exit Exam for a Certificate level, are listed here.
2. Check the boxes under "PT" to unlock each student's exit exam. Notify students that their test is available. Make sure Exit Exams are taken in a controlled environment.

Type: Eligible For Certificates

Plan: Academic II (+)

Get Report

Selected	A1	A1+	A2	A2+	C2	Name
<input checked="" type="checkbox"/>						Lenny
						Maria
						Serge
						Paco

### Eligible For Certificates

- Students who have completed their coursework and achieved the required score on their Certificates Exit Exam are listed here.
3. Only those with Administrator Passwords may select students and submit student names to have Certificates issued.

DynEd

## Certification Manager

4. Cert Progress Tracker

### Cert. Progress Tracker

4. Use this report to see details of students' unfinished Certification requirements.

Unfinished lessons identified.

Student	Course	Level	Unit	Lesson	Progress
Lenny	Academic II	A2	1	1	100%
Maria	Academic II	A2	1	2	50%
Serge	Academic II	A2	1	3	25%
Paco	Academic II	A2	1	4	0%