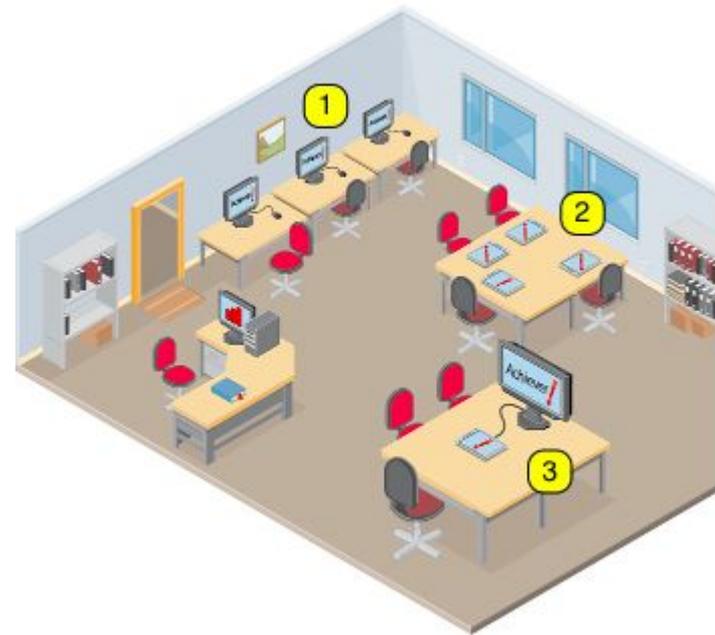


Learning Stations through Technology and Authentic Resources

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NILA, Fall 2017



Learning Stations - for whom??

- Not just for elementary school!
- Any classroom
- Any level
- Any language skill

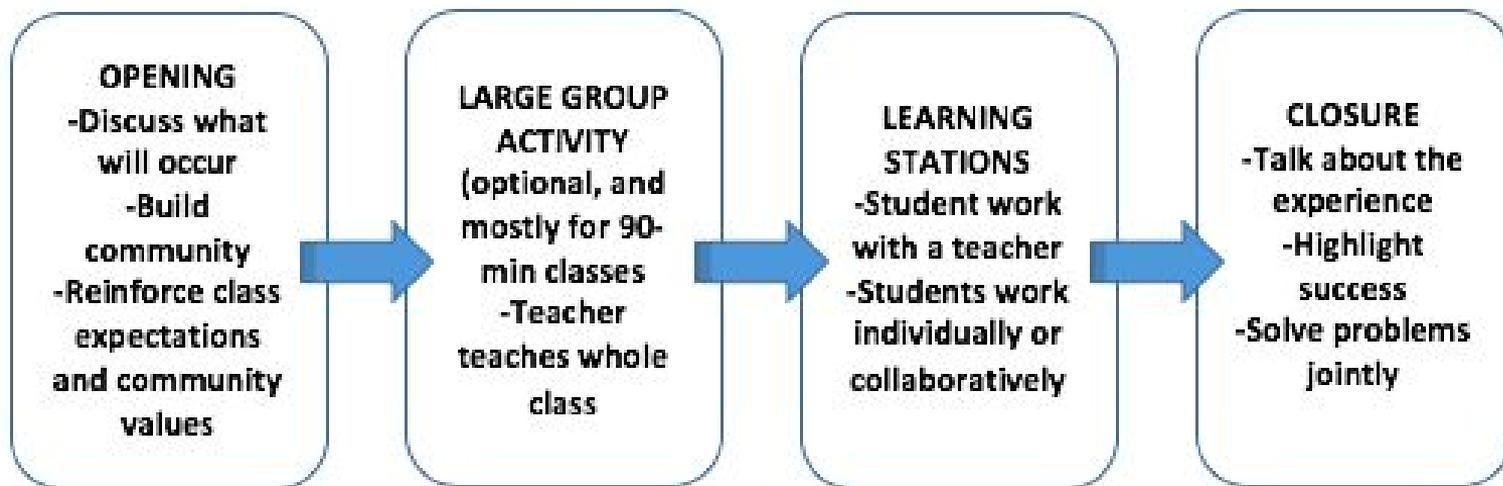


Goal of Learning Stations



The goal of reorganizing a classroom into learning stations is to allow the teacher **to provide the highest quality instruction to a small group of students**, while other students work productively, independently, and cooperatively in a variety of interconnected tasks at other activity centers (Hilberg et al.). It also promotes differentiation.

Structure



(Adapted from [Hiberg et al. model](#), 16)

Opening

- *Explain stations
- *Expectations for rotation
- *Pep talk about capability

Large Group

- *Teach grammatical structure
- *Teach activity at a certain station
- *Any technology feature (MyVRSpot, etc.)

Learning Stations

- *Dividing students into appropriate groups
- *Setting up stations that address a variety of language skills (Actual stations to be discussed later)

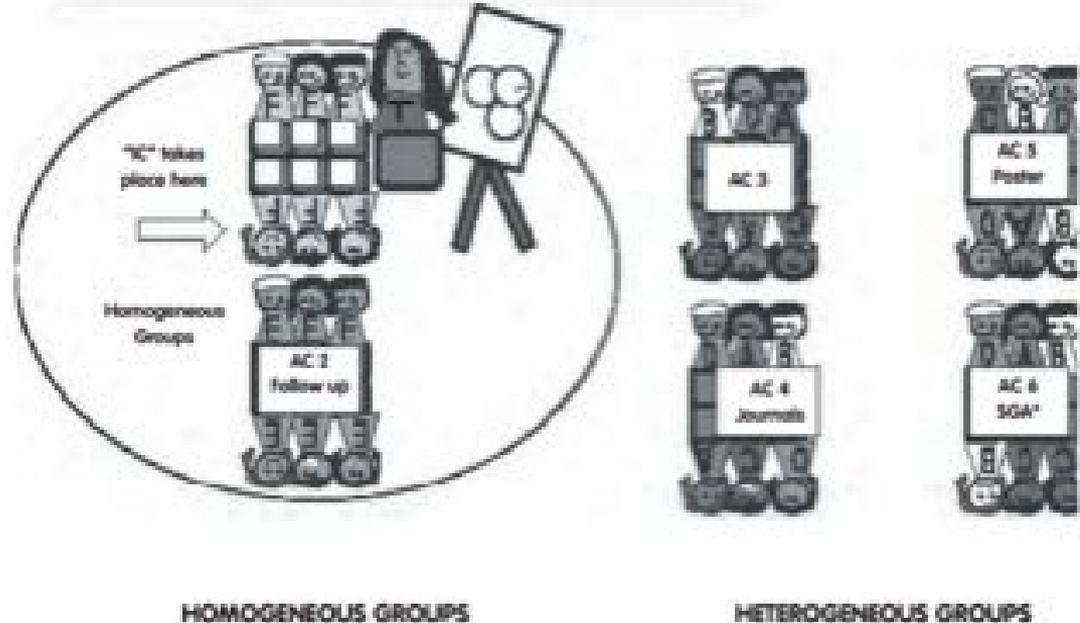
Closure:

- *Receive feedback from students on setbacks and success
- *Reteach any necessary concepts

Grouping possibilities

1. All homogeneous groups
2. All heterogeneous groups
3. Homogenous and heterogenous groups

(*see next slide)



Rotation Example

STATION TYPE	DAY 1 Rotation 1	Day 1 Rotation 2	Day 2 Rotation 1	Day 2 Rotation 2	Day 3 Rotation	Day 3 Rotation 1
Station 1 Writing	Group 1	Group 6	Group 5	Group 4	Group 3	Group 2
Station 2 Grammaire	Group 2	Group 1	Group 6	Group 5	Group 4	Group 3
Station 3 Reading	Group 3	Group 2	Group 1	Group 6	Group 5	Group 4
Station 4 Vocabulaire	Group 4	Group 3	Group 2	Group 1	Group 6	Group 5
Station 5 Speaking	Group 5	Group 4	Group 3	Group 2	Group 1	Group 6
Station 6 Listening	Group 6	Group 5	Group 4	Group 3	Group 2	Group 1
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	
Riley	Kiara	Neri	Angela	Marie	Lauren	
Sierra	Jeremy	Helen	Sarah	Alessandro	Jadyn	
Vyviane	Taylor O.	Grace	Taylor G.	Karenna	Ashtyn	
Zach	Andrew	Adam	Taevyn	Noah		

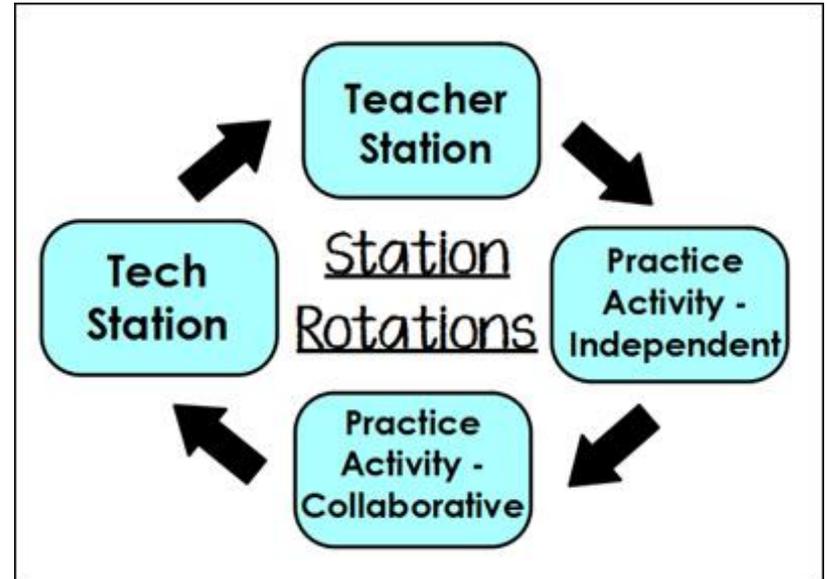
Grouping Possibilities (Continued)

-
- 1. Boy/girl ratio
- 2. Weak/Strong duos/groups
- 3. 2 stations: 1 homogeneous with teacher, 1 large heterogeneous group working on the same task
- 4. Not grouped with regular table-partners
- 5. Teacher has control of any problematic groupings (you know your students!)

Types of Stations

Anything you wish! Here are some suggestions:

1. Vocabulary Station
2. Grammar Station
3. Listening Station
4. Culture Station
5. Conversation Station
6. Reading Station (Strauber, 31-34)



Set-up at Lincoln Southwest High



Les Animaux Sauvages Unit (Wild Animals)

Our Stations:

Writing

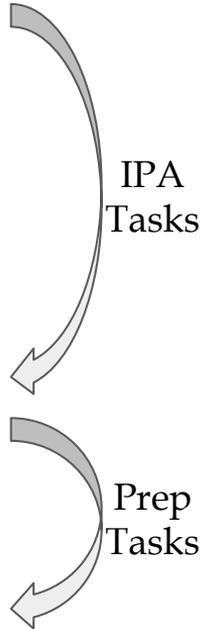
Speaking

Listening

Reading

Vocabulary

Grammar



What we learned:

- Requires 1:1 setup (ideally) and earbuds
- Learning stations provide great setup for IPA task
- Interpretive and presentational stations (writing, speaking, listening, reading) are ideal for authentic resources
- When routine is learned, class will run itself

Benefits and Challenges:



1. Differentiated instruction - baby steps!
2. Meeting needs of individual learners
3. Increased participation
4. Classroom management is possible
5. Individualizing learning
6. Students respond to groups



1. Setup is time-demanding
2. Equitability of tasks
3. Accountability
4. Evaluation of tasks
5. Keeping them on task/schedule
6. Feeling of chaos (first time around)
7. Sites Blocked by the district

Student Feedback:

- Felt better prepared for IPA (assessment) than textbook
- Doing group work with small groups helps learning
- More practice in small groups helps for test
- Doing learning stations helps in all areas of my French
- Small group activities help me to open up, share, and take risks in French
- Students requested more 'games' stations (Jenga, Quizlet.live, Kahoot, etc.)
- Needed more time to finish stations

Thoughts for Future:

1. Place a strong leader for each group to help guide other students
2. Reduce amount of stations to 4 max
3. Decide how to evaluate (grading vs. completion)
4. How to keep students accountable
5. Collaboration vs. individual work
6. When students struggle...



Questions?



Citations:

Hilberg et al. (2003) Designing Effective Activity Centers for Diverse Learners: A Guide for Teachers at All Grade Levels and for All Subject Areas. Retrieved October 2, 2016, from http://manoa.hawaii.edu/coe/crede/wpcontent/uploads/Hilberg_et_al_20031.pdf

Strauber, S.K. (1981, February 1). Language Learning Stations. *Foreign Language Annals*, 14(1), 31-36.