Learning Stations through Technology and Authentic Resources

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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

**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

<table>
<thead>
<tr>
<th>STATION TYPE</th>
<th>DAY 1 Rotation 1</th>
<th>Day 1 Rotation 2</th>
<th>Day 2 Rotation 1</th>
<th>Day 2 Rotation 2</th>
<th>Day 3 Rotation</th>
<th>Day 3 Rotation 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station 1 Writing</td>
<td><strong>Group 1</strong></td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
</tr>
<tr>
<td>Station 2 Grammaire</td>
<td>Group 2</td>
<td><strong>Group 1</strong></td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
</tr>
<tr>
<td>Station 3 Reading</td>
<td>Group 3</td>
<td>Group 2</td>
<td><strong>Group 1</strong></td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
</tr>
<tr>
<td>Station 4 Vocabulaire</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
<td><strong>Group 1</strong></td>
<td>Group 6</td>
<td>Group 5</td>
</tr>
<tr>
<td>Station 5 Speaking</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
<td><strong>Group 1</strong></td>
<td>Group 6</td>
</tr>
<tr>
<td>Station 6 Listening</td>
<td>Group 6</td>
<td>Group 5</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 2</td>
<td><strong>Group 1</strong></td>
</tr>
</tbody>
</table>

### Group 1
- Riley
- Sienna
- Vyviane
- Zach

### Group 2
- Kiara
- Jeremy
- Taylor O.
- Andrew

### Group 3
- Neri
- Helen
- Grace
- Adam

### Group 4
- Angela
- Sarah
- Taylor G.
- Taevyn

### Group 5
- Marie
- Alessandro
- Karena
- Noah

### Group 6
- Lauren
- Jadyn
- Ashtyn
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?