

Actividad 1: A virtual teacher

PROPÓSITO

Se pretende que los estudiantes identifiquen la estructura y las características de un artículo de opinión.

OBJETIVOS DE APRENDIZAJE

OA 1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

OA 3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Interesarse por las posibilidades que ofrece la tecnología para el desarrollo intelectual, personal y social del individuo.

DURACIÓN

3 horas pedagógicas

DESARROLLO

Leyendo artículos de opinión

- El profesor entrega a los alumnos el siguiente documento de trabajo (puede editarlo según su contexto y necesidades específicas) y presenta la actividad: escribirán un artículo de opinión.
- Para ello, les señala algunos aspectos relacionados con su redacción: *In this unit we will learn to write a newspaper opinion piece. To do that, we will first read some guidelines about what this type of text generally includes.*

Newspaper opinion piece

- Always consider **genre, audience, purpose and style** (GAPS).*
- Opinion pieces need to **entertain** by making readers **recognize** an everyday issue and by taking an extreme position and **exaggerating** it in order to generate an opinion.*
- The **tone** of the opinion piece is crucial. You need to be clear that your subject is important to you: your audience will never be interested in your topic unless they believe you are.*

Characteristics of an opinion column

- Newsworthy:** Is the column relevant to its time? What makes it newsworthy?*
- Call to action:** Columnists usually talk directly to the reader to become involved or care about an issue.*

c. Hard facts: It gives an opinion column credibility. Hard facts mean referring to conclusions about studies, percentages and numbers. Always remember to refer to (cite) the source.

d. Logos: Appealing to logic will help persuade your readers.

Adapted from

<https://www.curriculumnacional.cl/link/https://www.bbc.com/bitesize/guides/z2t3rdm/revision/9>

- Los jóvenes revisan el documento y, para verificar que lo han entendido, lo discuten con el docente, quien les pregunta:
 - a. What does GAPS stand for?
 - b. Which are the characteristics of an opinion column?
 - c. Why are “hard facts” important in an opinion column?
- El profesor señala: Consider the following questions about the article you are about to read and write the answers in your notebooks.
 - a. What does the headline reveal about the topic of the article?
 - b. How has education changed through time? What have your parents, grandparents, relatives or older people told you about how education used to be?
Think about the role of the teachers, the attitude and behaviour of students and the way in which things were taught.
 - c. Which teaching styles do you like? What motivates your learning?
 - d. Do you believe a digital teacher could ever replace a traditional human teacher?
 - e. Fill in a chart to compare and contrast the advantages and disadvantages of both a digital and a real teacher.

| CHART A | Digital teacher | Real teacher |
|--------------------------------------|-----------------|--------------|
| Motivation of class | | |
| Explanation of doubts | | |
| Empathy | | |
| Organization of lesson | | |
| Addressing different learning styles | | |
| What the article says about this: | | |

f. Finally, write a paragraph explaining the advantage or disadvantage of being a real teacher today. Use the information from the chart and your experience.

- El docente solicita a diferentes grupos que mencionen las ideas relevantes de su reflexión sobre las ventajas y/o desventajas de profesores virtuales y presenciales. Luego, escribe algunas ideas en la pizarra, que servirán de sugerencias para la lectura del texto.
- Les entrega el siguiente texto:

Will, The World's First Digital Teacher, Debuts in New Zealand Classrooms

By Shariqua Ahmed on November 8, 2018

Resources: educationcentral.co.nz, newsroom.co.nz

Will, the world's first digital teacher (Photo Credit: Vector - YouTube screen capture)

While the start of a new school year is always exciting, this year was even more so for some elementary school students in Auckland, New Zealand. They became the world's first kids to be "taught" by a digital teacher. Before you start imagining a human-like robot walking around the classroom, Will is just an avatar that pops up on the student's desktop, tablet, or

smartphone screen, when summoned.

A collaboration between Auckland energy company Vector and AI company Soul Machines, the autonomous animation platform, has been modelled after the human brain and nervous system, allowing it to demonstrate human-like behavior. The digital teacher is currently assigned to teach Vector's "Be sustainable with energy," a free program for Auckland elementary schools. Launched in 2005, the award-winning outreach program, previously taught by humans, is designed to educate kids about energy use and the different forms of renewable energy such as solar, wind, and geothermal.

Just like the humans it replaced, Will is able to instantly react to the students' responses to the topic. Thanks to a webcam and microphone, the avatar not only responds to questions the kids may have, but also picks up non-verbal cues. For instance, if a student smiles at Will, he responds by smiling back. This two-way interaction not only helps capture the students' attention, but also allows the program's developers to monitor their engagement and make changes if needed.



Will teaches kids about energy sustainability (Photo Credit Vector - YouTube screen capture)

Vector's Chief Digital Officer, Nikhil Ravishankar, believes that Will-like avatars could be a novel way to grab the attention of the next generation. He says, "Using a digital human is a very compelling method to deliver new information to people, and I have a lot of hope in this technology as a means to deliver cost-effective, rich,

educational experiences in the future." Greg Cross, the Chief Business Officer of Soul Machines, asserts that kids who have grown up in this smart device era adapt to new technology quickly, and he is eager to develop the concept of digital humans in the area of education further.

The program, in place since August 2018, has been a great success thus far. Ravishankar says, "What was fascinating to me was the reaction of the children to Will. The way they look at the world is so creative and different, and Will really captured their attention." However, regardless of how popular it becomes, Will is unlikely to replace human educators any time soon. For one, the avatar's knowledge base is severely restricted. But more importantly, even the smartest digital avatars could never anticipate and react to all the unexpected situations that educators have to deal with on a daily basis. However, it could come in handy as a "personal tutor", providing kids with one-on-one help on specific subjects or even topics.

Glossary

- ✓ **Summon:** to tell someone to do something specific.
- ✓ **Launch:** to start or set in motion (an activity or enterprise).
- ✓ **Pick up:** to notice or recognize something or someone.
- ✓ **Cue:** clue, an indication.
- ✓ **Engagement:** commitment or the state or quality of being dedicated to a cause, activity, etc.
- ✓ **Grab:** to attract or make an impression on.
- ✓ **Device:** a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.
- ✓ **Eager:** strongly wanting to do or have something.

Analizando un artículo de opinión

- Desarrollan la siguiente actividad y comparten sus repuestas con un compañero. *Identify the following categories in this opinion column by putting the name of the paragraph(s) and lines in which this appears:*

| | |
|---|--|
| <i>Playing with words to attract reader's attention</i> | |
| <i>What the article will be about</i> | |
| <i>Positive aspects</i> | |
| <i>Negative aspects</i> | |
| <i>Personal opinion supported by facts</i> | |
| <i>Evaluation of positive and negative aspects</i> | |
| <i>Suggested solutions</i> | |

Finalmente, reflexionan sobre lo que hicieron a partir de las siguientes preguntas que el profesor escribe en la pizarra:

Reflection:

- a. *What makes an opinion column different to a news report? Explain.*
 - b. *How do we express opinions in writing?*
- Discuten sus reflexiones en parejas y luego presentan las conclusiones al curso.
 - El docente escribe algunas respuestas en la pizarra y sintetiza lo que presentaron.

Orientaciones para el docente

Se sugiere el siguiente indicador para evaluar formativamente los aprendizajes:

- Analizan un artículo de opinión, identificando la estructura y las características propias del género. Para fortalecer el proceso de aprendizaje de la unidad, el docente puede trabajar con los jóvenes algunas actividades complementarias que expongan las diferencias educativas entre el contexto actual del alumno y el contexto de otros estudiantes en el mundo, apoyándose en series o películas donde observen diversas situaciones educativas y analicen sus semejanzas y diferencias. Así se promueve el análisis, el debate, la síntesis y la valoración de aspectos propios y de otros. Asimismo, se refuerza la comprensión auditiva y la expresión oral de los estudiantes.

Series o películas sugeridas: "*Mona Lisa's smile*", "*Dead Poets' Society*", "Merlí", "Rita", entre otras.

Se recomienda apoyar permanentemente a los estudiantes durante las instancias de producción oral, y resaltar aspectos que pueden mejorar; por ejemplo: expresar las ideas con un orden establecido, que su ritmo y entonación sean los adecuados y que pronuncien cada palabra de manera inteligible. También es importante que destaque las fortalezas y particularidades de cada joven y promueva la retroalimentación en parejas al final de la actividad. Asimismo, les señala que es fundamental que tomen conciencia del público al cual se dirigen, del propósito de su discurso y de su postura personal.