

Eduverse

NEWSLETTER

Issue 03 – September, 2023



- 16 **ASK THE EXPERTS**
Teaching beyond boundaries
The role of Inquiry-Based Learning in ELT
- 22 **MONTHLY LESSON**
Every drops counts
Why is saving water important
An inspiring and engaging lesson for A2 young learners
- 26 **FEATURED PRODUCTS**
The EduFlex
An all-in-one ecosystem revolutionizing schools' operations and quality

4-7
INFOGRAPHIC
INQUIRY-BASED LEARNING
Everything you should know about IBL

8, 12
FEATURE
EMPOWERING LEARNING
5E Lesson Plan for the IBL Experience
Enhancing IBL in ELT Lessons with 5E Model

19
SPOTLIGHT
CHATGPT AND IBL
A Dynamic Duo in Education

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**"Education is the most powerful
weapon which you can use to change
the world."**

Inspired and guided by the words of the world-famous iconic Nelson Mandela, Pro.Ed was borne of the belief that high quality educational expertise can transform a society for the better. We are obsessed with providing cutting edge educational services for our clients with the idea that they will bring out the best in their learners.

At Pro.Ed, we also believe that high-quality education is for everyone, not only for the privileged. Pro.Ed CSR activities offer frequent free of charge opportunities for all people to access the latest and most practical educational expertise to promote education equity and a culture of learning in society.

By providing a deep reservoir of educational expertise and experience, we aim **for the betterment of all.**



**Welcome to EduVerse Newsletter
the educational newsletter powered by Pro.Ed Education Solutions!**

In this dynamic era of learning, staying ahead requires a constant thirst for knowledge and an openness to exploring new frontiers. That's why we created EduVerse Newsletter – to serve as your guide through the vast universe of education, where ideas collide, perspectives intertwine, and possibilities abound.

With a dedicated focus on the needs and aspirations of educators, we curate a diverse range of articles, tips, and best practices to support your teaching journey. From cutting-edge pedagogical strategies to engaging classroom activities, we are here to equip you with the tools and inspiration you need to ignite curiosity, foster creativity, and cultivate lifelong learners.

So, whether you're a teacher seeking new teaching techniques or an education enthusiast looking for fresh perspectives, EduVerse is here to accompany you on your educational odyssey.

Join us as we embark on this exciting journey together—let's dive into the EduVerse and unlock the infinite possibilities of education!

Quoc Le
Editor-in-chief



Eduverse

NEWSLETTER

Special Edition

EXPLORING INQUIRY BASED LEARNING IN THE NEW DAYS

Dear Readers,

We trust this letter finds you immersed in the joys of both teaching and learning. It is with great pleasure that we unveil a special edition of EduVerse newsletter that focuses on a topic of immense significance - Inquiry-Based Learning (IBL).

In this special edition, we have a chance to refresh our knowledge of IBL and its evolution from the past to the current technology-driven days. Also in this edition, let's discover how ChatGPT's AI-powered technology enhances IBL, and explore a practical guide to infusing IBL in the classroom using the 5E lesson framework. Especially, we will see how IBL can be infused to English language teaching (ELT) with an ELT expert, Mr. Derek 'Del' Spafford from Macmillan Education, who shares firsthand insights into leveraging IBL's potential in the ELT context. And that's not all - we have carefully curated a selection of ten exceptional websites, rich with resources and activities, to empower you in making IBL a foundational pillar in your teaching methodology.

At EduVerse, our mission has always been to serve as a platform that nurtures dialogue, fosters professional growth, and celebrates the dynamism of education. With this special edition, we aim to inspire you to reimagine your teaching methodologies, infusing them with the spirit of inquiry, exploration, and critical thinking.

We extend our heartfelt gratitude to our dedicated contributors, the Editorial Board, and, most importantly, you - our esteemed readers - for being an integral part of EduVerse's mission to foster innovation and excellence in education.

Here's to the power of inquiry, the joy of discovery, and the boundless potential of education!

Warm regards,

Editorial Board,
EduVerse Newsletter

inquiry-based learning

Tell me and I forget,
teach me and I may remember,
involve me and I learn. (Benjamin Franklin)

Benjamin Franklin's words highlight an enduring truth in education: engagement is the cornerstone of effective learning. In an era of technology and informatic advancements, where traditional classroom methods often leave 21st-century learners uninspired and disinterested, the importance of active involvement in the learning process cannot be overstated.

That is why Inquiry-Based Learning (IBL) has gained remarkable importance in the 21st-century teaching and learning. It emerges as a powerful learning strategy that not only builds knowledge but also cultivates critical thinking, problem-solving, and lifelong learning skills in students.



1. Ask

- Begin with questions arising from real-world experiences.
- Questions stem from genuine curiosity and personal involvement.

2. Investigate

- Engage in diverse, authentic, and challenging experiences.
- Gather information, experiment, observe, and interview.

3. Create

- Transform knowledge actively through synthesis and connections.
- Foster ownership by shaping new ideas based on prior experience.

4. Discuss

- Collaborate through dialogue, sharing insights and experiences.
- Build understanding together, both personally and socially.

5. Reflect

- Look back on the journey and assess learning.
- Identify solutions, new questions, and areas for further exploration.

* Bruce, B.C. (2008). The Inquiry Cycle. <https://chipbruce.net/resources/inquiry-based-learning/the-inquiry-cycle/>. Accessed 15 August 2023.

Confirmation Inquiry:

- **Teachers:** Provide a specific question with its answer. Offer guidance on how to reach given the answer.
- **Students:** Follow the teacher's guidance to find the given answer. Engage in research and exploration to confirm existing knowledge.
- **When to use:** introducing basic concepts or facts that need confirmation.

Structured Inquiry:

- **Teachers:** Provide a question/ problem and a structured framework for investigation. Guide students in designing investigations.
- **Students:** Design research within the provided framework. Collect data and draw conclusions according to the guided process.
- **When to use:** guiding students through a step-by-step investigation.

- Level of students' autonomy
- Level of teacher's guidance

4 levels of IBL

Open Inquiry:

- **Teachers:** Facilitate discussions and provide support to students.
- **Students:** Take the lead in designing their own questions and investigating. Seek minimal guidance from the teacher.
- **When to use:** promoting independent exploration and creativity.

Guided Inquiry:

- **Teachers:** Help students generate their own questions and design investigations. Offer guidance on the investigation process.
- **Students:** Formulate the question, design investigations, and conduct experiments.
- **When to use:** encouraging independent exploration within certain boundaries.

6 benefits of IBL

1 Enhance Student Engagement:

IBL sparks students' curiosity and makes learning more enjoyable. Because they have a role in shaping their learning experiences, students are more motivated and engaged in the process.

2 Increase Knowledge Mastery and Retention:

IBL encourages active engagement with learning materials and contexts, which leads to a deeper understanding of concepts. When students investigate and discover answers themselves in real-life situations, they are more likely to remember and apply that knowledge over time.

3 Develop Critical Thinking and Creativity:

Through IBL, students learn to think critically by evaluating information, considering various viewpoints, and drawing their own conclusions. Additionally, IBL encourages students to explore diverse approaches to answering questions.

4 Improve Problem-Solving Skills:

IBL exposes students to real-world problems, enabling them to develop practical problem-solving skills. They learn to identify issues, gather information, and generate and evaluate innovative solutions.

5 Promote Communication and Collaboration:

Collaborative IBL activities, such as group projects and discussions, enhance students' communication and collaboration skills. They learn to express their ideas clearly, listen to others, and work effectively as a team.

6 Encourage Lifelong Learning:

IBL instills a passion for learning that extends beyond the classroom. By fostering skills like self-directed research and critical thinking, IBL prepares students to be lifelong learners who can adapt to new challenges and continue growing throughout their lives.

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IBL has its roots in the philosophy of education and the works of influential thinkers throughout history. While the concept itself has evolved over time, its fundamental principles can be traced back to ancient educational philosophies and practices.

IBL a brief history

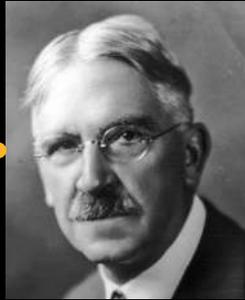


Socratic Method forms a foundational aspect of IBL. **Socrates** believed in engaging his students in open-ended dialogues and thought-provoking questions to stimulate critical thinking and the discovery of knowledge from within. His approach emphasized active participation, reflection, and the exploration of ideas through discussion.

Often regarded as a precursor to IBL, the Socratic Method was developed by the ancient Greek philosopher **Socrates**. He believed in engaging his students in open-ended questioning and dialogue to stimulate critical thinking and the discovery of knowledge from within.

Socratic Method

5th century BCE



Often referred to as the father of experiential education, **John Dewey's** ideas laid the foundation for IBL. He emphasized the importance of learning through experience, problem-solving, and active engagement with the environment. Dewey believed that education should be relevant to students' lives and that they should be active participants in their learning process.

One of the most influential educational philosophers, **John Dewey**, emphasized the importance of active learning and experience in education.

He advocated for learning through inquiry, experimentation, and problem-solving, as opposed to passive absorption of information.

John Dewey

Late 19th - early 20th century

Lev Vygotsky's sociocultural theory of learning highlighted the significance of social interaction and collaboration in the construction of knowledge. His work emphasized that learning takes place through meaningful interactions with others, aligning with the collaborative nature of IBL.



Jean Piaget's cognitive development theory highlighted the stages through which children construct their understanding of the world. His ideas underscore the importance of active exploration and interaction with one's environment, which are central to IBL.



The constructivist movement, gaining prominence in the 20th century, contributed significantly to the development of IBL. The works of **Jean Piaget** and **Lev Vygotsky** emphasized that learners actively construct knowledge by interacting with their environment and peers. This concept aligns with the idea that learning is most effective when it is driven by the learner's curiosity and engagement.

Constructivism

20th century

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- Scardamalia, M., & Bereiter, C. (2003). Knowledge Building. In Encyclopedia of Education. (2nd ed., pp. 1370-1373). New York: Macmillan Reference, USA.
- Inventionland Education. (2018). Discovery Learning Method. <https://inventionlandeducation.com/discovery-learning-method>. Accessed 16 August 2023.
- Image source: Internet

Discovery Learning

Jerome Bruner's "Discovery Learning" is a constructivist learning theory introduced in the 1960s. He emphasized that learners should be active participants in the learning process, engaging in problem-solving situations to construct their own understanding. In this approach, educators facilitate learning by presenting students with challenging situations that encourage inquiry, exploration, and critical thinking. Learners are encouraged to discover concepts and principles themselves rather than passively receiving information.



Jerome Bruner's work on discovery learning and constructivism had a profound impact on the development of IBL. He advocated for learners actively constructing their own knowledge through exploration, inquiry, and problem-solving. His ideas emphasized the importance of guiding learners toward deeper understanding.

Knowledge Building

This is a collaborative and student-driven educational approach that emphasizes the creation and advancement of shared knowledge within a community. It involves students working together to build on their understanding of a subject, engaging in discussions, investigations, and reflections to deepen their learning. The process encourages critical thinking, inquiry, and the exploration of ideas while fostering a sense of ownership and responsibility for learning.



Carl Bereiter and Marlene Scardamalia are known for their work on Knowledge Building. Their ideas have contributed to the social aspect of IBL, where learners work together to explore complex problems and concepts.

In the latter half of the 20th century and into the 21st century, educators and researchers began to formalize IBL approaches. Notable models include **Jerome Bruner's** "Discovery Learning," which emphasized learners actively discovering concepts through guided exploration, and **Carl Bereiter's** "Knowledge Building," which focused on collaborative inquiry to advance collective understanding.

21st Century Skills & Globalization

21st century

As the demands of the modern workforce evolved, the emphasis on 21st-century skills such as critical thinking, problem-solving, collaboration, and adaptability grew. IBL naturally aligns with these skills, making it a relevant and effective approach in preparing students for the challenges of an interconnected world.

Digital and Information Age

Late 20th century - 21st century

The rise of the internet and digital technology in the late 20th century further accelerated the need for IBL. With information readily available online, educators recognized that teaching students how to find, evaluate, and apply information became more important than simply transmitting facts.

Contemporary IBL Models

Late 20th century - 21st century

21st century

PBL Influences

Mid-20th century

The concept of Project-Based Learning (PBL) also played a role in shaping IBL. PBL focused on students working on extended projects to explore and solve complex, real-world problems, fostering a deep understanding of subject matter.

John Larmer and **Suzie Boss** are authors who have contributed significantly to the field of project-based learning (PBL). They have made significant contributions to educational practices that promote active student engagement, critical thinking, and the development of essential 21st-century skills. Their work has helped shape the landscape of progressive education and has inspired educators worldwide to adopt student-centered, inquiry-driven approaches.



EMPOWERING LEARNING

5E LESSON PLAN FOR THE IBL EXPERIENCE

Quoc Le

In today's ever-evolving educational landscape, capturing students' attention and inspiring a genuine thirst for knowledge presents a formidable challenge. As attention spans shrink and technological distractions grow, educators must look for strategies that not only convey information but also cultivate a love for learning. Among these, teaching towards Inquiry-Based Learning (IBL) stands out as a powerful strategy for fostering critical thinking, problem-solving, and lifelong learning skills.

At its core, IBL encourages learners to explore, question, and investigate real-world problems to develop a deeper understanding of concepts. Now the question is how to bring IBL to the classroom effectively. The answer may come from the 5E instructional model. Originating in active learning and inquiry-based exploration, the 5E model provides educators with a structured yet flexible framework that fosters engagement, curiosity, and critical thinking.

What can be the powerful synergy between the 5E instructional model and the principles of inquiry-based learning? From igniting curiosity from students to encouraging self-assessment, through real-world examples and practical implementation strategies, will the 5E lesson model be able to innovate teaching practices and enrich the learning experiences in this technology-driven world?

The core principles of IBL

At the heart of Inquiry-Based Learning (IBL) lies a pedagogical philosophy rooted in the spirit of active exploration. Originating from the works of educators like John Dewey and Lev Vygotsky, IBL empowers students to assume the roles of investigators and problem solvers. This approach is not just about transferring facts; it is about nurturing a deep and enduring connection with knowledge. Below are some of the core principles of IBL.

- In the framework of IBL, students are active contributors to their own learning process, encouraged to ask questions, seek answers, and collaborate beyond textbooks. This approach develops skills beyond content mastery, including critical thinking, effective communication, and independent learning.
- Curiosity serves as the foundation of IBL, sparking intellectual inquiry and prompting students to explore the reasons underlying facts. This mindset fosters a profound understanding of knowledge's dynamic nature, moving beyond static information.
- IBL emphasizes that comprehension is achieved through hands-on investigations and problem-solving. By diving into concepts and uncovering connections, students build a strong foundation for advanced learning that traditional methods might miss.
- Lifelong learning skills are another cornerstone of IBL. Equipping students to research, evaluate sources, and engage in meaningful discourse, IBL empowers them to navigate a changing world, bolstering students' confidence and competence when facing new challenges.

Understanding the 5E lesson plan

The 5E instructional model was developed in the late 1980s by the Biological Sciences Curriculum Study (BSCS), a non-profit educational organization that develops science curriculum materials. The model was created by a team of science educators led by Roger Bybee, who was the BSCS Director of Science Education at the time, to align with how learners naturally process information and construct knowledge.

The 5E lesson plan with its 5 stages - Engage, Explore, Explain, Elaborate, and Evaluate - is a well-regarded instructional model that originated in the field of science education but has since found relevance across various disciplines. Each phase of the 5E model plays a pivotal role in guiding learners through a comprehensive and engaging learning journey.

“The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems.”

(Rodger Bybee)

| Stage | Goal | Activity |
|------------------|--|--|
| Engage | Capture students' interest and attention, and to activate their prior knowledge about the topic of the lesson | Curiosity-igniting or thought-provoking activities such as asking questions, showing a video, or conducting a hands-on activity. |
| Explore | Students to gather their own data and observations, and to begin to develop their own understanding of the concepts. | Hands-on experiences and interactive activities encourage learners to actively investigate concepts. |
| Explain | To provide students with an opportunity to consolidate and develop their understanding of the concepts they have explored, and to be able to explain them in their own words. | Teacher instruction, class discussion, or student presentations. |
| Elaborate | Students to apply their understanding of the concepts to new situations or new contexts to solidify their understanding of the concepts, being able to use them to solve problems or make decisions. | Collaborative projects, creative activities, discussions or other real-world applications |
| Evaluate | Goal: students to assess their own learning, gauge their understanding of the concepts, and identify areas where they need further instruction. | A wide range of assessment methods, including self-assessment and reflection. |

Connecting the dots: 5E phases and IBL stages

The profound alignment between the 5E lesson plan phases and the stages of the IBL learning cycle (Ask, Investigate, Create, Discuss, Reflect - See page 4) creates a dynamic synergy that amplifies the power of inquiry-driven learning. The subsequent table offers a visual map, relatively illustrating the interplay between these two models.

| 5E Phases | | IBL Stages |
|------------------|--|--------------------|
| Engage | The Engage phase sets the stage for curiosity, aligning seamlessly with the Ask stage of IBL. Just as the Ask stage prompts students to pose questions, the Engage phase captivates learners' interest and stimulates inquiry by posing thought-provoking queries. | Ask |
| Explore | Parallel to the Investigate stage of IBL, the Explore phase propels students into hands-on exploration. While Investigate calls for data gathering, Explore empowers learners to investigate concepts firsthand, fostering a sense of ownership over their learning journey. | Investigate |
| Explain | The Explain phase corresponds to the Create stage of IBL. Both Explain and Create challenges students to generate explanations, empowering learners to articulate their understanding and bridging the gap between passive reception and active construction of knowledge. | Create |
| Elaborate | Mirroring the spirit of the Discuss stage, the Elaborate phase encourages collaborative discourse. As students engage in discussions and real-world applications, the Elaborate phase deepens comprehension and cultivates the art of meaningful dialogue. | Discuss |
| Evaluate | Much like the Reflect stage prompts introspection and self-assessment, the Evaluation phase encourages learners to gauge their understanding and identify areas for growth. | Reflect |



Practical implementation strategies

The blend of the 5E lesson plan and IBL brings forth exciting possibilities in education. To navigate this synergy effectively and enhance the learning experience, educators can employ a range of strategic approaches:

- **Tailoring activities for seamless integration:** Adapting activities to correspond with each phase of the 5E model ensures a harmonious fusion with IBL. Aligning the Engage phase with the Ask stage, Explore with Investigate, and so forth, creates a cohesive progression that naturally mirrors the stages of inquiry. However, phases can be repeated or looped when necessary to suit the lesson situations. (e.g., Engage, Explore, Explain, Explore, Explain, Elaborate, Evaluate).
- **Addressing different learning preferences:** Recognizing that students have diverse learning preferences, educators can provide a variety of resources, such as texts, videos, and hands-on materials. This accommodates different learning styles and encourages multi-faceted inquiry.
- **Designing open-ended questions:** Framing open-ended questions in alignment with the stages of IBL sparks independent thinking and fosters curiosity. These questions prompt students to explore, analyze, and synthesize information, empowering them to lead their own investigations.
- **Scaffolding critical thinking:** Introducing progressively complex challenges aligns with the essence of IBL. Gradually increasing the cognitive demand nurtures students' critical thinking skills and creativity, fostering a sense of accomplishment and curiosity-driven learning.
- **Fostering collaborative exploration:** IBL thrives on peer interactions. Encouraging collaborative projects and discussions during the Elaborate phase cultivates the dynamic dialogue of the IBL Discuss stage.
- **Integration of authentic assessment:** Going beyond traditional testing, educators can integrate performance-based assessments. These assessments mirror the real-world applications emphasized in both the Elaborate and Evaluate phases.
- **Incorporating diverse perspectives:** Infusing discussions and activities with a range of viewpoints echoes the IBL principle of exploring various angles. This enriches comprehension and harmonizes with the Elaborate and Discuss phases.
- **Leveraging technology and real-world situations:** Integrating technology, such as interactive simulations or online research tools, can magnify the impact of inquiry-based activities. Additionally, incorporating real-world data and events enriches the inquiry experience by providing relevant contexts for exploration.
- **Mitigating challenges:** Acknowledging potential challenges, such as time constraints or varying student readiness levels, is crucial. Addressing these challenges through thoughtful planning, differentiated instruction, and collaborative learning strategies ensures a smoother implementation process.

As we navigate the ever-evolving landscape of education, the union of the 5E lesson plan and IBL emerges as a symphony of pedagogical excellence. Through this harmonious fusion, the structured brilliance of the 5E model intertwines with the spirit of inquiry, creating an educational experience that resonates on multiple dimensions.

In the eloquent words of Albert Einstein, "**Learning is experience. Everything else is just information.**" The 5E-IBL fusion breathes life into this philosophy, transforming classrooms into vibrant hubs of experience-rich learning. By aligning the phases of the 5E model with IBL learning cycle, educators kindle the flames of curiosity, foster critical thinking and creativity, and build collaborative minds prepared for the complexities of the future world.

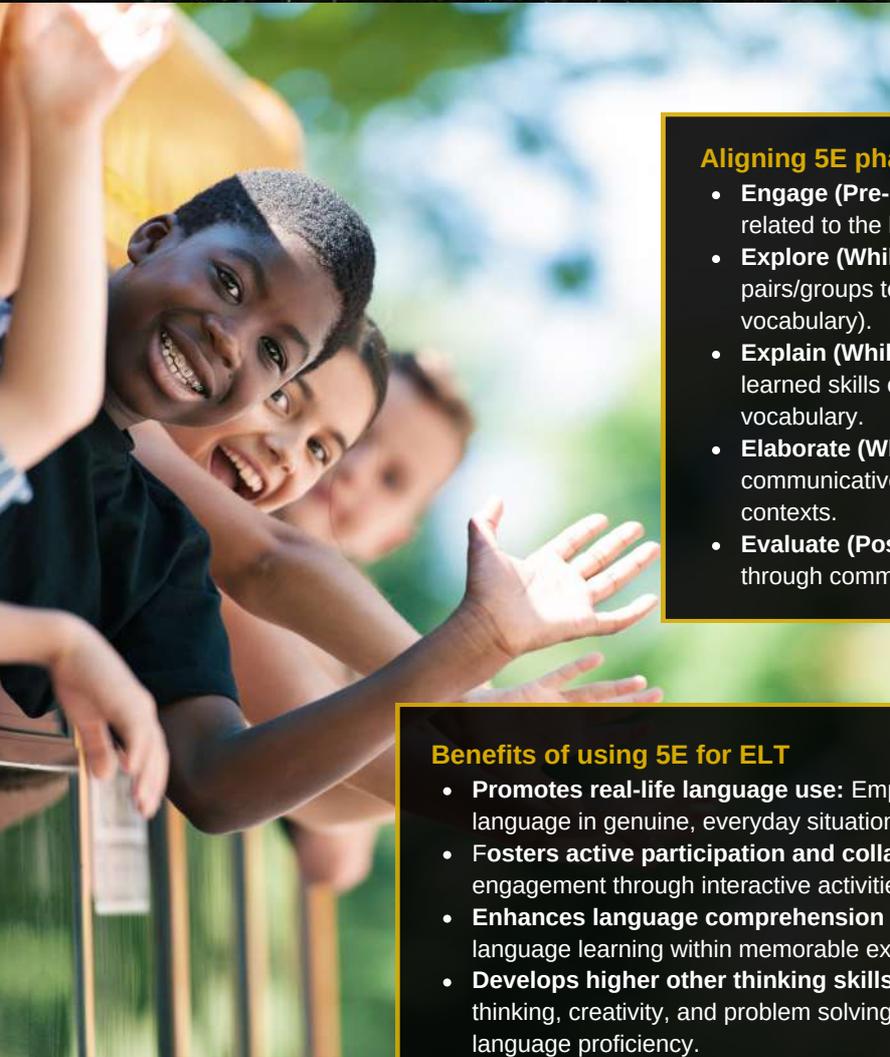
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ENHANCING IBL IN ELT LESSONS WITH 5E MODEL

The ability to communicate effectively in English has transcended the realm of a mere language skill; it has become an indispensable tool for global engagement. Communicative Language Teaching (CLT), with its emphasis on real-world language use, stands as a cornerstone in English Language Teaching (ELT), fostering the development of competent and confident communicators. However, to truly empower learners, we need to infuse curiosity, independent inquiry, and critical thinking into language education. The 5E lesson planning model, when harmoniously merged with CLT and Inquiry-Based Learning (IBL), creates a transformative teaching approach. This fusion not only imparts language proficiency but also nurtures inquisitiveness, creativity, and critical thinking skills to prepare the students for the future world.



Aligning 5E phases with CLT stages

- **Engage (Pre-Stage):** Spark interest with real-world scenarios related to the lesson topic.
- **Explore (While-Stage):** Interactive language activities in pairs/groups to practice new skills or language areas (grammar/ vocabulary).
- **Explain (While-Stage):** Teacher-guided explanation of newly learned skills or language areas, such as grammar rules or vocabulary.
- **Elaborate (While-Stage):** Role-play, discussions or similar communicative activities to apply language in meaningful contexts.
- **Evaluate (Post-Stage):** Assess students' language proficiency through communicative tasks.

Benefits of using 5E for ELT

- **Promotes real-life language use:** Empowers learners to apply language in genuine, everyday situations.
- **Fosters active participation and collaboration:** Encourages engagement through interactive activities and group discussions.
- **Enhances language comprehension and retention:** Embeds language learning within memorable experiences.
- **Develops higher order thinking skills (HOTS):** Nurtures critical thinking, creativity, and problem solving skills while acquiring language proficiency.
- **Integrates language skills in authentic contexts:** Breaks down artificial language barriers, enabling learners to use language holistically.

Tips and strategies for applying 5Es in ELT classes

These strategies emphasize the importance of fostering an immersive and interactive learning environment where language skills are cultivated within authentic contexts, aligning with the principles of both the 5E model and CLT.

- **Use authentic materials:** Incorporate real-world materials like news articles, advertisements, or podcasts to expose learners to authentic language use.
- **Task-based Learning:** Integrate tasks that require students to use the language for a specific purpose, mirroring real-life language use.
- **Flipped classroom:** Assign pre-class tasks, like watching a video or reading a text, for students to engage with language outside of class, freeing up in-class time for interactive activities.
- **Project-based learning:** Design projects that require students to collaborate, research, and present on language-related topics, encouraging practical language application.
- **Peer assessment:** Incorporate peer feedback sessions where students assess each other's language use, promoting collaborative learning and self-assessment skills.
- **Role-play and simulations:** Create scenarios where students assume different roles and engage in language-rich interactions, promoting situational language use.
- **Language in context:** Integrate language tasks within broader contexts like problem-solving scenarios or debates, reinforcing the practicality of language skills.

Suggested practical activities for 5E phases

- **Engage:** Real-life language scenario, interactive vocabulary game, language poll
- **Explore:** Interactive dialogue, picture descriptions, role-play situations
- **Explain:** Grammar stations, vocabulary game, language analysis, jigsaw grammar
- **Elaborate:** Debates, story building, poster creating, problem-solving scenarios
- **Evaluate:** Language portfolio, role-play, peer language assessment



Free 5E lesson plans for ELT

Pro.Ed and EduVerse Newsletter offer free 5E lesson plans for ELT classes, providing teachers with a monthly dose of inspiration and practical ideas to enhance your classroom practice. [See page 22 for further information and downloads.](#)

Major challenges and solutions

Balancing time and content

Plan activities strategically, focusing on meaningful language use rather than exhaustive content coverage. Prioritize key language skills and focus on depth over breadth.

Ensuring authentic communication

Create tasks that mirror real-life language use, encouraging students to interact authentically and purposefully.

Addressing mixed-levels classes

Differentiate activities to accommodate different proficiency levels within the class. Incorporate pair or group work where stronger students can assist others.

Managing large class sizes:

Organize activities in pairs or small groups to ensure that every student has the opportunity to participate and contribute.

Adapting to diverse learning styles

Incorporate multimodal resources such as visuals, audio clips, and hands-on activities to cater to different learning preferences.





Inquiry-based learning: Make your classroom more inclusive

[READ MORE](#) 

The article discusses inquiry-based learning (IBL) as an inclusive teaching approach. IBL involves students exploring questions, fostering curiosity, accommodating diverse learners, and offering flexibility in learning methods. This approach creates active and inclusive classrooms where students take responsibility for their learning.



The power of questions: Strategies for effective learning in ELT

[READ MORE](#) 

Effective questioning can make a significant difference in how engaged and successful your students are in their language learning journey. Explore the benefits of questioning, the different types of questions you can use, and some tips for effective questioning in the ELT classroom in this inspiring article.



Implementing the Socratic method in classrooms

[READ MORE](#) 

The Socratic method, developed by Greek philosopher Socrates, promotes productive dialogue between teachers and students. It involves informing students in advance, encouraging preparation, dividing into groups, and asking creative questions. Implementing this method helps develop critical thinking and "on-your-feet" thinking skills, making learning more engaging. It is widely used in higher education for complex subjects.



Inquiry-Based Learning in English classrooms

[READ MORE](#) 

The text discusses the success of IBL projects in English language arts classrooms, which engage students in collaborative and active learning. The IBL process involves five steps: project proposal, research and learning, creating or doing, reflecting, and sharing. It helps improve student engagement and meets various language curriculum expectations.



10 effective ways teachers can make learning relevant and meaningful

[READ MORE](#) 

This article features 10 effective ways teachers can make learning relevant and meaningful, emphasizing the importance of connecting classroom content to real-life scenarios. These methods include real-world application, project-based learning, inquiry-based learning, etc. and encouraging reflection. These strategies aim to engage students and foster deeper understanding while preparing them for the challenges of the modern world.





Higher Order Thinking Skills (HOTs): Are these HOTs really hot?

The text highlights the importance of Higher Order Thinking Skills (HOTs) such as critical thinking and creativity in education, which are vital for problem-solving, gaining different perspectives, and adaptability. Teachers can integrate HOTs into lessons through activities like brainstorming, picture analysis, story endings, debates, and projects.

READ MORE 



Giving students the opportunity to drive lessons

IBL at Ralston Elementary School empowers students to drive their own learning by asking questions, fostering creativity, and solving problems. Teachers initially guide students through structured inquiry, gradually transitioning to student-driven inquiry where learners explore their own questions and experiments. This approach encourages critical thinking and a deeper passion for learning.

READ MORE 



Critical thinking for teachers and students

The article discusses critical thinking and its importance in education. It emphasizes the need to teach students higher-order thinking skills and outlines a step-by-step approach to teaching critical thinking. Additionally, it suggests creative ways to encourage critical thinking in the classroom and emphasizes the importance of developing consistent critical thinking habits in students.

READ MORE 



Using inquiry to create inspiring field trips

The article promotes IBL during field trips. It advises educators to encourage students to ask questions, observe, and explore. Pre-trip engagement and post-trip reflection are emphasized. This approach fosters critical thinking and helps students connect with new places, empowering them as knowledge creators.

READ MORE 



Enhancing your students' critical thinking skills

Critical thinking helps students transform their understanding of everyday maths concepts into something meaningful and useful. But how can we incorporate critical thinking into our maths classrooms? And how can we improve our students' critical thinking skills?

READ MORE 



TEACHING BEYOND BOUNDARIES: THE ROLE OF INQUIRY-BASED LEARNING IN ENGLISH LANGUAGE TEACHING

An interview with Derek 'Del' Spafford

EduVerse: Welcome to EduVerse, where we bring you insightful conversations about the latest trends in education. Today, we have a special guest, Mr. Derek Spafford, a seasoned educator from Macmillan Education Asia, with a wealth of experience in English Language Teaching. Our topic for today? **Inquiry-Based Learning in ELT.**

1 Del, it's a pleasure to have you with us today, and we're eager to learn from your expertise. Let's start with the basics. Could you give us a quick rundown of what Inquiry-Based Learning actually means in the context of ELT?

Of course. Inquiry-Based Learning, or IBL, in ELT is all about putting the students at the heart of the teaching and learning journey. It is a student-centric approach where learners actively explore language by asking questions, investigating real language issues, and collaborating. Instead of being traditional lecturers, teachers act as guides, not lecturers, fostering critical thinking, problem-solving, and cultural awareness. This method utilizes authentic materials, promoting practical language skills. Assessment also takes a different route, shifting to performance-based evaluations, like projects and presentations, rather than traditional tests. The beauty of IBL is that it nurtures learner autonomy, motivation, and a deeper understanding of language and culture, equipping students with valuable lifelong language learning skills.

2 Fascinating! So, what are the biggest advantages of bringing IBL into ELT classrooms?

Great question. Implementing IBL in ELT classrooms offers many benefits and I don't have enough space in my word count name them all so I have chosen three primary benefits.

First of all, we can see much more **active engagement and participation** among students. They become curious, motivated, and take ownership of their learning. By exploring language issues, participating in discussions, and applying language skills to real-life scenarios, we foster curiosity, problem-solving, and collaboration. And those authentic materials and hands-on projects? They encourage students to reflect on their learning and continue their language development independently. It makes learning truly relevant and meaningful.

Another benefit involves **critical thinking**. Critical thinking involves students questioning language and culture, identifying and solving language-related problems, reasoning with evidence, considering multiple perspectives, and engaging in reflective practice. In addition, it emphasizes analyzing language in its cultural context, promoting creative problem-solving, and evaluating language use effectively. This holistic approach enhances students' language proficiency and cultural competence while fostering their ability to think critically and adapt language skills in real-life situations.

Linked to engagement is **long-term motivation**, which is driven by intrinsic curiosity and interest. It thrives on learner autonomy, relevance to real-life contexts, and student ownership of the learning process. Plus, things like challenging tasks, collaboration, constructive feedback, and the sense of discovery through inquiry further motivate students. IBL also promotes reflection and a lifelong learning mindset.

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3 It's clear that IBL packs a punch when it comes to learning impact. Now, how do you think this approach shifts the focus from the traditional teacher-centered setup to a more student-centered one?

As I mentioned earlier, IBL transforms teaching into a student-centered approach by prioritizing learner curiosity, autonomy, and active engagement. By encouraging students to ask questions and collaborate, we allow them to take ownership of their learning process. And teachers? We turn into facilitators, guiding students, and making assessment focus on real-world application of language skills. Instilling critical thinking, problem-solving, and a lifelong learning mindset, we develop language learning as a personal meaningful and empowering journey for students.

By encouraging students to ask questions and collaborate, we allow them to take ownership of their learning process.

(Derek Spafford)

4 That's a powerful transformation indeed. So, let's get practical. How can teachers go about crafting effective inquiry-based lessons for language learning?

Well, teachers should begin by clarifying learning objectives and selecting a relevant theme or topic. Essential open-ended questions should be formulated to guide student inquiry. Access to authentic materials is crucial, and we should allow student to choose specific aspects to explore. Clear expectations and assessment criteria must be communicated. Teachers should then step in as guides to facilitate research, encourage collaboration, support critical thinking, and promote regular reflection. Presentation skills should be developed, and continuous feedback provided. Celebrating discoveries and fostering a mindset of ongoing learning are essential. After each inquiry, teachers should reflect on the lesson's effectiveness for future improvements. With this approach, we're not just teaching language, but also cultivating student engagement, critical thinking, and language proficiency.

5 Fantastic insights, Derek. Now, here's a challenge - can IBL work across different levels of language proficiency? And if it can, how can teachers tailor it to fit various learners?

Absolutely. Using differentiation techniques that may already be familiar will help with this. Teachers could simplify topics and language support for lower levels, providing clear instructions, grouping students accordingly, using a variety of visuals and multimedia, and allowing for flexibility in content choice and assessments. As learners progress, the complexity of topics and materials can increase. Additionally, individualized learning plans and peer teaching can be valuable strategies to meet the diverse needs of learners, ensuring that IBL remains engaging and effective for all levels.



Ask the experts



Derek 'Del' Spafford (MA TESOL; Dip.TESOL) is the Asia Regional Professional Development Manager for Macmillan Education. He has been working in ELT for over 25 years. His experience includes 11 years with the British Council in Thailand, where he has planned and delivered teacher professional development in a variety of contexts including both private and public schools. He is a passionate educator and publisher and thrives on integrating research-based methods and ideas into courses and supporting teachers to implement effective learning strategies in the classroom.

6 Adapting to learners is key. But let's address the elephant in the room. What challenges might teachers face while trying to bring IBL into ELT settings, and how can they overcome them?

Challenges are part of the journey, no doubt. Some of them include student resistance, content coverage concerns, resource limitations, and assessment issues. However, in implementing all teaching methodologies we encounter challenges that need to be overcome. To support these challenges, teachers should initially communicate the benefits of IBL, align it with learning objectives, and adapt it as a supplement to traditional methods. By scaffolding, establishing clear timelines, and where possible providing individualized support, we may be able to address student readiness. In large classes, dividing students into smaller groups and using technology aids collaboration. And proper teacher training, cultural sensitivity, and addressing language differences are the keys to success.

7 Well said, Derek. And finally, what's your parting thought on IBL in ELT?

IBL is an empowering and versatile approach that shifts the focus to students as active participants in their language learning. It nurtures their critical thinking, problem-solving abilities, and independence while deepening their grasp of language and culture. Despite potential challenges, when implemented effectively and tailored to learners' needs, IBL stands as a potent educational method that sparks a lasting enthusiasm for language and cultural comprehension.

Key takeaways

- IBL shifts the focus from teacher-centered instruction to student-centered learning
- **Benefits of IBL:** Boosts engagement, critical thinking, and lifelong motivation.
- **Effective lesson design:** Set goals, ask open-ended questions, use real materials, and give choice.
- **Challenges:** student resistance, content coverage, and assessment issues.
- **Solutions:** clear communication, scaffolding, technology use, and teacher training.

CHATGPT AND IBL: A DYNAMIC DUO IN EDUCATION

Quoc Le

As an AI language model trained by OpenAI, ChatGPT has the potential to support student learning and engagement through inquiry-based learning (IBL). IBL is an approach to learning that emphasizes student exploration, questioning, and investigation of a particular topic. With ChatGPT's ability to generate natural language responses, teachers and students can use it to make questions and explore a topic more deeply, making it an ideal tool for IBL projects. Let's see how teachers can help students to make the most of this learning approach.

Setting up ChatGPT for IBL

To set up ChatGPT for use in teaching, you will need to provide students with access to the platform and ensure they are familiar with how to use it effectively. There are a few tips you can follow to optimize this process.

1 Explain the purpose of using ChatGPT: It is important to explain to students why you are incorporating ChatGPT into the classroom. Let them know how the technology can be used to facilitate learning and inquiry, and how it can help them generate new questions and ideas.

2 Provide students with access to ChatGPT: ChatGPT is available and you need to sign up for an account to use it. Once you have an account, you can provide students with access to the platform.

3 Familiarize students with ChatGPT: Before incorporating ChatGPT into IBL projects, you will want to ensure that students are familiar with how to use the platform. Providing a brief introduction to the platform and some basic guidelines for generating questions with ChatGPT is necessary.

4 Discuss ethical concerns: As with any technology, there are ethical concerns surrounding the use of ChatGPT. For example, students may need to be reminded that ChatGPT is an AI language model, not a human, and that it may not always provide accurate or unbiased information. It is highly recommended that you discuss these concerns with students and provide guidelines for using ChatGPT ethically and responsibly.

5 Provide guidelines for making effective questions and prompts: As students use ChatGPT to generate questions and ideas, they need to know how to do so effectively. You may want to encourage students to use open-ended questions, to consider multiple perspectives, and to evaluate the quality of the information they receive.

Using ChatGPT for Inquiry-Based Learning

Once you have set up ChatGPT for use in teaching, you can begin incorporating it into IBL projects. Here are some tips for using ChatGPT in class for IBL with an example of an IBL project on the topic of Climate Change.

1

Select a topic that can benefit from using ChatGPT

In the context of an IBL project on "Climate Change," the selection of this complex and multifaceted topic is crucial. It provides students with ample opportunities to explore various facets of climate change, from its scientific causes to its societal impacts. ChatGPT becomes instrumental in enhancing the project's depth and breadth by offering additional insights and perspectives related to climate change, thus enriching the students' learning experience.

ChatGPT serves as a resource to provide a wider range of information, data, and viewpoints that students might not encounter through traditional research alone, encouraging them to think critically and engage deeply with the topic.

2

Use ChatGPT to generate questions and explore the topic

To initiate the project, students are encouraged to use ChatGPT to generate questions such as, "What are the primary causes of climate change?" ChatGPT's responses, which include information about greenhouse gas emissions, deforestation, and other factors, serve as the starting point for their in-depth exploration. This initial interaction with ChatGPT ignites students' curiosity and motivates them to delve deeper into the subject matter.

ChatGPT's role here is pivotal in jumpstarting the inquiry process. It encourages students to think critically and ask probing questions, helping them formulate research queries that lead to a more profound understanding of the complex topic of climate change.

3

Encourage students to use ChatGPT as a tool for further research and investigation

Throughout the project, students rely on ChatGPT as a trusted research assistant. They leverage ChatGPT to ask specific questions, gather data, and seek alternative viewpoints related to climate change. This empowers them to engage in self-directed learning, exploring various dimensions of the issue independently.

ChatGPT becomes an invaluable resource for students to investigate different aspects of climate change, encouraging independent inquiry and expanding their knowledge base. Its role extends to supporting students in gathering diverse information, fostering deeper insights and a more holistic understanding of the topic.

4

Provide guidance on how to use ChatGPT effectively

Educators play a vital role in guiding students on how to use ChatGPT effectively. They instruct students on phrasing questions in a way that yields meaningful responses from ChatGPT and emphasize the importance of critically evaluating the credibility of AI-generated information. Students learn to discern reliable sources and refine their questioning skills.

ChatGPT's role is that of a learning companion, assisting students in improving their inquiry techniques and offering a range of perspectives on the topic. It prompts students to assess information critically and reinforces the development of critical thinking skills as they navigate the complexities of climate change.

5

Monitor student progress and offer feedback to support learning

Educators closely monitor students' interactions with ChatGPT throughout the climate change project. They provide timely feedback on the quality of students' questions, the relevance of the information they gather, and their development of critical thinking skills. This ensures that students are effectively utilizing ChatGPT and are on the right track in their inquiry-based learning journey.

ChatGPT, in this context, becomes a tool for educators to assess students' inquiry skills and guide them in refining their approach. It ensures that students are using AI responsibly and effectively in their research, further supporting their development as informed and responsible learners.

6

Help students use ChatGPT to create a presentation

As students gather information from ChatGPT and other sources, educators guide them in integrating AI-generated content into their presentations, reports, or projects. They teach students how to properly cite AI sources, ensuring academic integrity, and instruct them on presenting the information effectively to their peers or instructors.

ChatGPT's role extends to assisting students in organizing AI-sourced data coherently within their projects. It enhances their information synthesis and presentation skills, ensuring that they effectively communicate their findings on climate change to their intended audience.

7

Assist students in using ChatGPT to self-reflect on their project

In the final phase of the project, educators encourage students to engage in self-reflection using ChatGPT. Students can ask questions about their research process, challenges encountered, and lessons learned during their exploration of climate change. This introspective dialogue fosters metacognition and critical thinking, helping students assess their learning journey.

ChatGPT plays a supporting role in students' introspective dialogue, assisting them in evaluating their research process, identifying areas of personal and academic growth, and gaining deeper insights into their project on climate change.

Through the practical example of a "Climate Change" project, we've illuminated how each of these tips can harness the potential of ChatGPT to significantly enhance the journey of inquiry-based learning. By effectively implementing these strategies, educators can empower students to not only navigate the wealth of information available through AI but also cultivate essential skills such as critical thinking, research proficiency, and responsible information use. This symbiotic relationship between students and ChatGPT exemplifies the evolving landscape of education, where technology acts as a catalyst for curiosity and fosters a deeper understanding of the concept. As we continue to bridge the realms of AI and education, these insights serve as a testament to the transformative potential of AI-powered inquiry in the classroom.

* Adapted from *From Questions to Discoveries: Using ChatGPT to drive IBL Projects* (The Art and Science of ChatGPT in Education, Quoc Le, 2023).



Lesson of the month

Welcome to the **Lesson of the Month** column, a dedicated space in our EduVerse newsletter where we bring you insightful and engaging English Language Teaching (ELT) lessons. Whether you're a seasoned ELT professional or a passionate new teacher, this column aims to provide you with a monthly dose of inspiration and practical ideas to enhance your classroom practice.

EVERY DROP COUNTS

Why is saving water so important?



LESSON OBJECTIVES

- Understand the importance of water conservation.
- Identify wasteful water practices
- Collaborate to come up with practical solutions to save water.
- Communicate their findings and solutions to peers.
- Enhance vocabulary related to water conservation.
- Develop language skills through group discussions and presentations.
- Review and use sentence structure: should/ shouldn't.
- Make a poster on saving water at home and at school.



Target learners

Primary students
(English level: A2)



Duration

60 - 90 minutes



Preparation

- Art Supplies (A3 paper, crayons, ...)
- Flashcards



➔ STUDENT WORKSHEET (5 PAGES)



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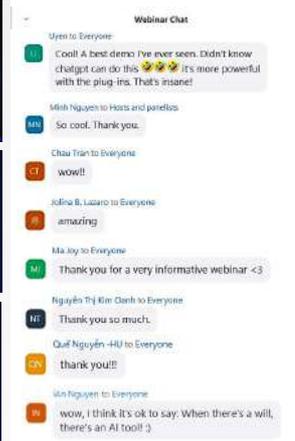


➔ TEACHER'S GUIDE (4 PAGES)





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Webinar recording is available at <https://www.proed.com.vn/eduverse-webinars>

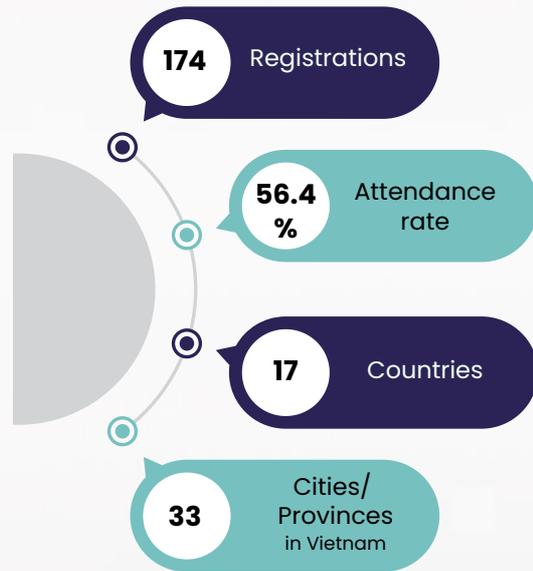


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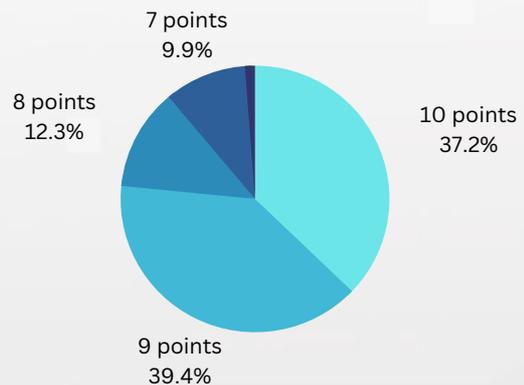
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We extend our heartfelt thanks to each of you for your unwavering support. We eagerly anticipate welcoming you to our next webinar, scheduled for **October 2023**. Stay tuned for more exciting educational insights and opportunities!



What is your overall impression of the webinar? Please rate from 0 to 10.





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The session is scheduled on September 19 (at 4pm Vietnam Time). Register for this special session here



The series also includes two other inspiring webinars that explore the impact of AI advancements and tools like ChatGPT on the future of the classroom. Don't miss out on this opportunity to connect and explore the enchanting world of AI as it transforms language learning and brings education to the new heights. ▶

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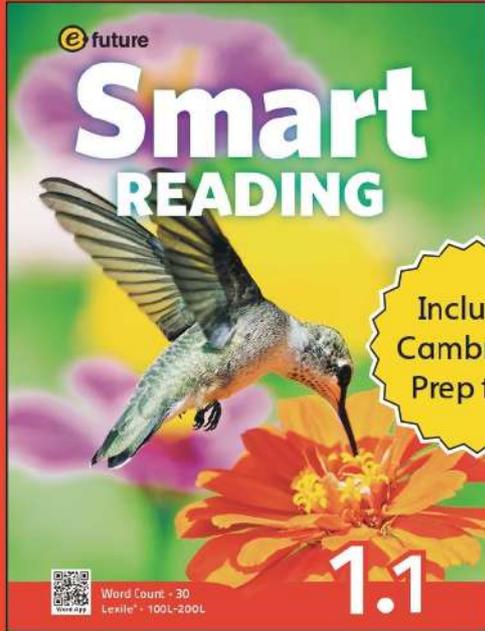
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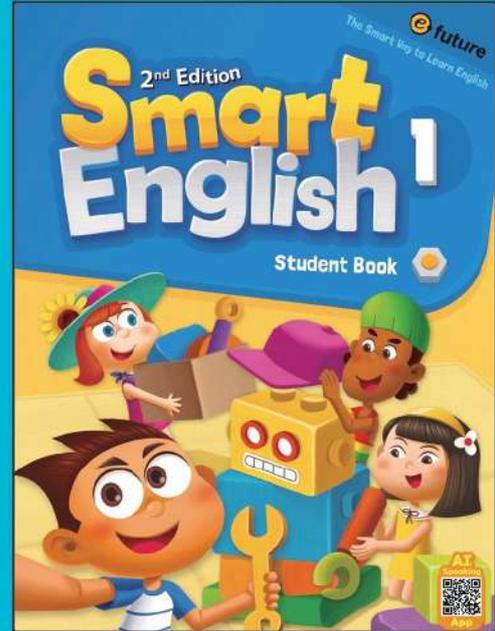
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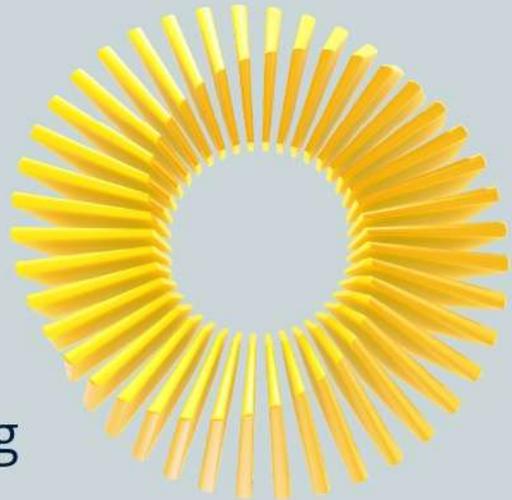


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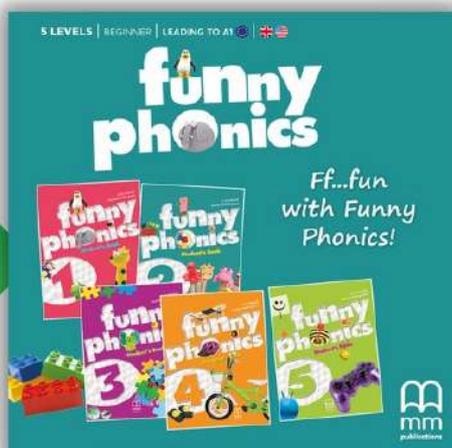
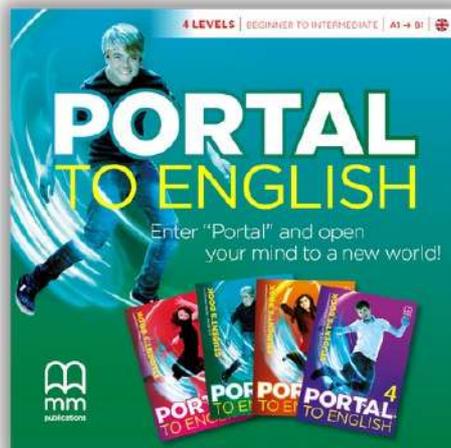


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