cidi Perugia
centro iniziativa democratica insegnanti

Seminari di Formazione
2021–2022

Tecnologie e innovazione didattica: esperienze per l'insegnamento della lingua 2

Lorena Falcinelli

18 maggio 2022

Istituto 'Blaise Pascal' - Perugia

What did you find most difficult in online teaching?

Go to www.menti.com

code 8885 6550

OR



See the Survey Results

Do you find it difficult in online teaching only or in your teaching experience in general?

Go to www.menti.com

code 2202 7525

OR

See the Survey Results

“DaD”: TRAGEDY or OPPORTUNITY?

Online teaching has challenged us in terms of:

- becoming **more familiar** with technology
- **developing teaching/learning strategies** using technology (**ET**)
- making a step forward in terms of **methodological - not just technological - innovation**

We had an opportunity to

- **experiment with and exploit** new learning environments

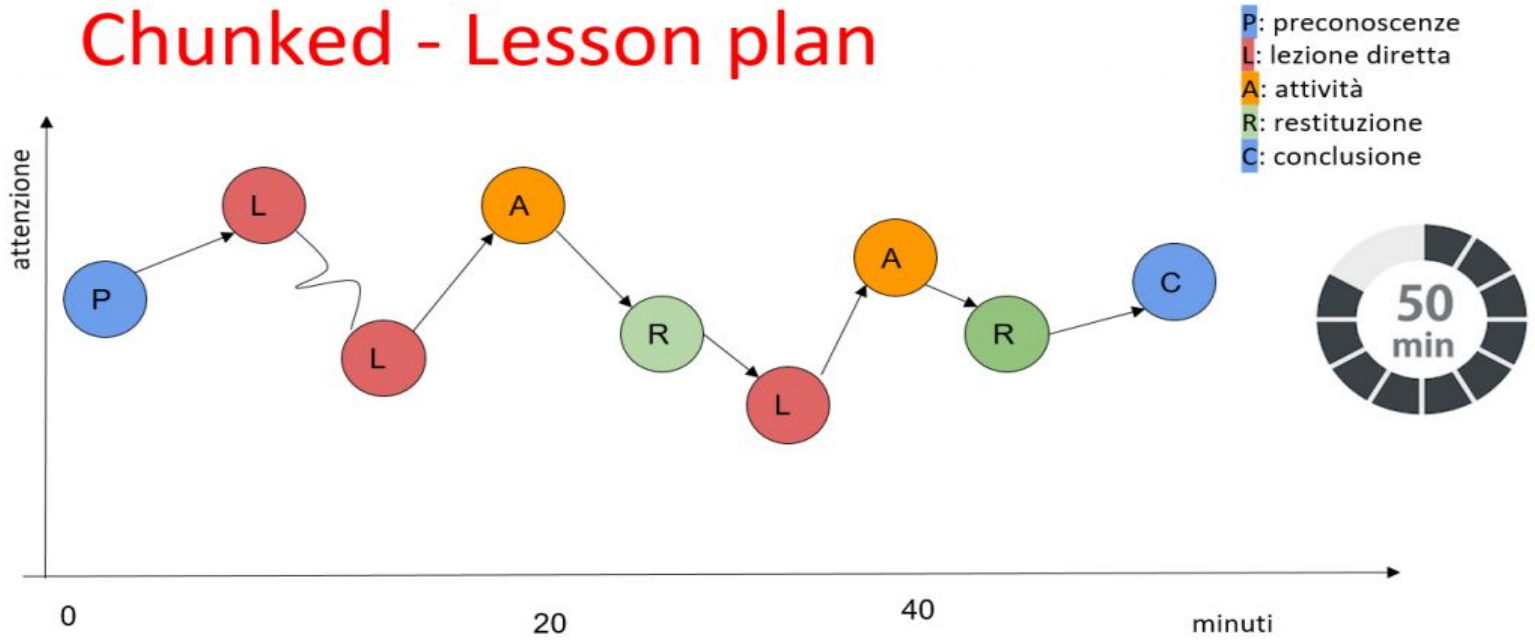
- **involve** the students in a different way

- make/keep the students **active** (!!) through collaborative / cooperative learning

- use **tools** which are nearer to students' everyday life

SOME EXAMPLES…

The chunked lesson - la lezione segmentata



G. Chaucer - plan

A Digital Tool for Blended Learning [Read&Write (Texthelp)]



A Chrome extension designed for **studying and supporting reading and writing skills**

For inclusion, for personalized learning - useful for all students

An example: [Visual analysis] of The Canterbury Tales (2020-21)

https://www.c2group.it/lp/ddi
https://www.jessicaredeghieri.it/facilitare-la-letto-scrittura-con-readwrite/

What type of activities could we propose to our students?

How could we integrate R&W in class work? Could we use R&W with all the class?

How could we assess students' work?

TextHelp - Read&Write Fluency Tutor



Fluency tutor

[The Guardian]

Shakespeare 4th class, 2020-21

[Assessment Rubric]

SOCIAL MEDIA FOR COLLABORATIVE WORK

Poetry writing on Twitter (Project: ***Safer Internet Stories*** - 2021 - 1st and 3rd year)

Storytelling on Instagram with **CANVA** tool (Project: ***InnovaMenti*** - 2022 - 2nd year)

Chat for study and discussion with Google Workspace Chat App (2022 - 5th year)

Students' Video Making & Meet Recordings

Goal 10 UN 2030 Agenda - Reduced Inequalities Within and Among Countries (Screencast-O-Matic)

(2021 - 4th year - Educazione civica video Screencast-O-matic)

war poetry: a student's lesson

pop poetry: exchanging opinions

Contemporary novel: The woman question: Monica Ali and Virginia Woolf

> working on language use, presentation techniques, literary/cultural themes

> MATERIALS TO 'RECYCLE', CHANGE, SHARE!

> **O.R.A.** ('**O**GGETTI **R**INNOVABILI DI **A**PPRENDIMENTO')

Drag your dot to how you are feeling:



Keep going, I understand



I'm a little confused



Stop, I need help!



Students, drag the icon!

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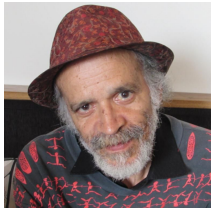
GOOGLE MEET FOR COLLABORATIVE WORK



ROBINSON TODAY (April 2020 - 4th year)

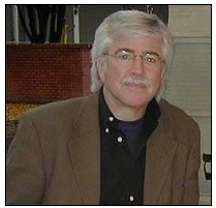
Activity: studying and speaking online about contemporary literary texts (racism, inclusion, colonizer-colonized relationships - texts by Soyinka, Least Heat-Moon, Agard)

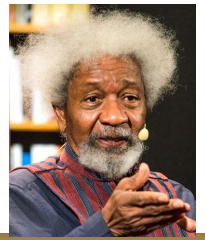
Methodology: collaborative group work; Strategy: information gap

The teacher: provided materials and references, gave clear presentation and instructions, formed the groups, checked notes sent by students, facilitated and supervised, assessed, gave feedback; evaluated the activity

The teacher could follow (in synchronous) and also record (> feedback; assessment of contents, analysis and critical synthesis, communication and interaction)

Follow-up/check/assessment: written REVIEW about one of the texts presented by one of the other group mates





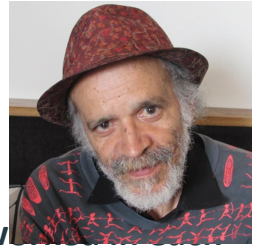
> EDUCAZIONE CIVICA

Group 7 2020 Video Recording

COLLABORATIVE GOOGLE PRESENTATIONS

(AS PART OF EDUCAZIONE CIVICA WORK)

IDENTITY AND DIVERSITY IN CONTEMPORARY BRITISH POETRY(April 2022 - 3rd year)



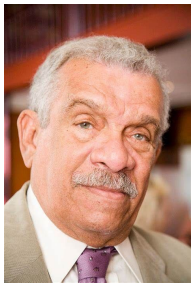
Activity: studying and speaking online about contemporary lit. texts about racism, inclusion, colonizer-colonized relationships (texts by Soyinka, Agard, Walcott, Agbabi, Zephaniah)

Methodology: blended collaborative work; presentation;

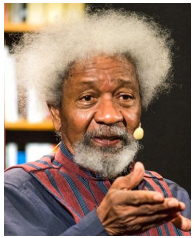
The teacher: gave clear instructions, provided materials and references, formed the groups, w group (facilitated and supervised), assessed, gave feedback; evaluated the activity.

The teacher could follow (asynchronous) and write comments









HOW CAN WE TEACHERS MANAGE ALL THIS?

We do not need to be experienced users of all these tools.

We need to make students protagonists, by

- explaining them **clearly what** we intend to do
- **why** (what is the aim? Who / what are we producing this for?...)
- **how** (using CANVA and Instagram, for example)

THE STUDENTS WILL PRODUCE A BETTER WORK THAN WE EXPECT

Our role as teachers? Help, check…facilitate (making students think about the contents to include, the logical connections, the significance of the graphic impact, the use of pictures, copyright and credits, bibliography, involvement and cooperation…)

… AFTER ALL WE ‘GENERATION X’ CAN TEACH SOMETHING TO MILLENNIALS…

- Working on online text (justify a text; paragraphing; using a spelling checker, a correction device…)
- How to create bibliographies > identifying reliable sources
- how to select copyright free photos/images (e.g. Pixabay)
- to use social media creatively for learning purposes
- using online dictionaries (not just Google translator or Wikipedia)
- Smartphones can be used in class for studying > BYOD

WHAT ABOUT ASSESSMENT?

We can assess students'...

- individual collaboration in text or PPT creations (previous versions)
- ability to organize texts (logical sequences, formats…)
- SOFT SKILLS (evaluation grid for soft skills)
- ability to speak in public

The advantages…

1. Coming to terms with the FACT that some technological tools are part and parcel of our students' (AND OUR!) everyday life

2. Educating the students to exploit technology for learning (BYOD)

3. Develop students' autonomy (teacher as a facilitator)

4. Learn from the students (Instagram)

5. Involve the students

WHAT IS LEFT NOW AND WHAT CAN WE KEEP?

- the online collaborative/cooperative **methodology** (creation of presentations, videos, ….)
- **BOYD** in class (supervised)
  - **the ‘chunked’ lesson** (concentration span)
    - **Adds-on** like:

      Pear Deck (involvement, giving ‘voice’ to all)

      Read & Write

      …and other tools (**Kahoot, Quizlet, Lyricstraining**…)

I wonder...



Students, write your response!

Pear Deck Interactive Slide
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From a C.I.D.I.’s perspective

- the class as a l**aboratory**
- **action-research**

More tiring?
More time-consuming?
It requires the teacher to be a protagonist and a facilitator of the learning process.

And is this not the sense of our work?

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Grazie dell'attenzione!

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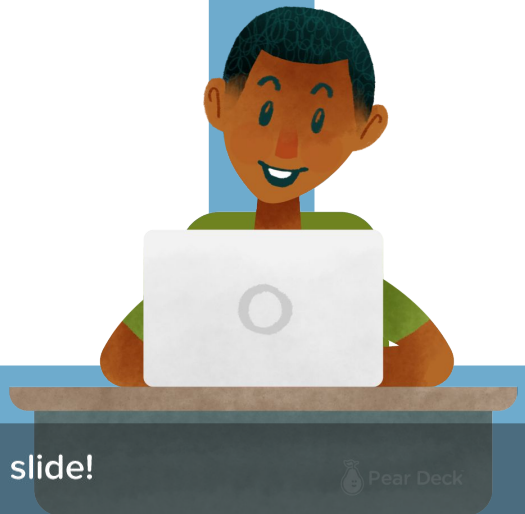
Think back and Connect to your own life:

What's something interesting you learned in the Seminar?

Can you relate this to something in your own life?

(How is it similar, different, or helpful to events in your life?)



Students, draw anywhere on this slide!

Pear Deck

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