

Developing online teaching skills for the 21st century classroom

Martina Emke & Regine Hampel
LACS National dissemination event
“Enhanced Language Teaching Materials and Pedagogy”
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Overview

- DOTS – an introduction
- Constructivist pedagogy
- DOTS workspace
- Types of teachers (A to G)
- Developing your online teachings skills: strengths and needs
- Working with one of the tools on the DOTS workspace
- Dissemination of DOTS

Your background

Fill in Participant profile and reflection, part I

3RD

MEDIUM-TERM
PROGRAMME

OF THE EUROPEAN CENTRE FOR MODERN LANGUAGES 2008-2011

2008-2011

ONALS
EN LANGUES
STÄRKEN

ECML-CELV-EFSZ
2008-2011

EMPOWERING LANGUAGE PROFESSIONALS

COMPETENCES - NETWORKS - IMPACT - QUALITY



European Centre for Modern Languages
Centre européen pour les langues vivantes



- New ECML Programme: 2012 – 2015 (Learning through languages)
- New series of projects
- Follow-up projects of DOTS
 - MoreDOTS 2012 – 2013
 - Training and Consultancy 2012 – 2013



LEARNING THROUGH LANGUAGES

Promoting inclusive, plurilingual and intercultural education

APPRENDRE PAR LES LANGUES

Promouvoir une éducation inclusive, plurilingue et interculturelle

LERNEN DURCH SPRACHEN

Ein Programm für inklusive, mehrsprachige und interkulturelle Bildung



ECML-CELV
European Centre for Modern Languages
Centre européen pour les langues vivantes
Europäisches Fremdsprachenzentrum

The Project Team:



Team members	Institutions
Ursula Stickler (Project co-ordinator)	Open University, UK
Tita Beaven	Open University, UK
Pauline Ernest	Universitat Oberta de Catalunya, Spain
Martina Emke	b.i.b International College, Germany
Aline Germain-Rutherford	Middlebury College, USA (University of Ottawa, Canada)
Regine Hampel	Open University, UK
Joseph Hopkins	Universitat Oberta de Catalunya, Spain
Mateusz-Milan Stanojevic (Project coordinator)	University of Zagreb, Croatia

Learning by doing: collaboratively and constructivist

Constructivism as ...

- a theory of learning:

 - cognitive: Piaget; social constructivist: Vygotsky

- an epistemology: Berger and Luckmann, Watzlawick

- a theory underpinning teaching:

 - radical constructivism: von Glasersfeld

- ... and for language teaching: Wolff, Rüschoff

Learning by ...

- Reflection und self-reflection
- Testing your perceptions of reality against others
- Supporting others and being supported
- Asking and finding out
- Explaining the meaning
- Making an informed selection

DOTS workspace

<http://moodle.dots.ecml.at/>

The screenshot shows the Moodle DOTS workspace interface. At the top, the Moodle logo is on the left, and the user is logged in as Mateusz-Milan Stanojevic (Logout) on the right. Below the logo, the breadcrumb trail reads "Home > My courses > DOTSact". A "Turn editing on" button is visible in the top right corner.

Navigation

- Home
- My home
- Site pages
- My profile
- My courses
 - DOTSact
 - Participants
 - Reports
 - General
 - The Graz More DOTS workshop
 - Audacity
 - Audio-conferencing / Audio-Konferenzen
 - Blogs
 - Forums / Internetforen
 - Moodle / Moodle Plattform
 - Podcasting / Podcasts und Podcasting
 - Quizzes / Tests
 - SurveyMonkey
 - Wiki / Wikis
 - YouTube
 - Additional material / Zusätzliche Materialien

Topic outline

Welcome to the Developing Online Teaching Skills (DOTS) activities!
Willkommen bei den Developing Online Teaching Skills (DOTS) Aktivitäten!

On this workspace you will find a variety of activities that will help you develop your teaching skills using new technologies.
Auf dieser Website finden Sie eine Bandbreite an Aktivitäten, mit deren Hilfe Sie Ihre Unterrichtskompetenzen mittels neuer Technologien entwickeln können.

The activities are the result of the Developing Online Teaching Skills project funded by the European Centre for Modern Languages (<http://www.ecml.at/>).
For more background on the project go to: <http://dots.ecml.at/>.
Diese Materialien sind das Ergebnis eines Projekts, das vom Europäischen Fremdsprachenzentrum (EFSZ/ECML; <http://www.ecml.at/>) finanziert wurde.
Weitere Informationen zum Projekt finden Sie unter <http://dots.ecml.at/>.

- Are you here for the first time? Click here for a short guide!
- Zum ersten Mal hier?
- Frequently Asked Questions
- How to use DOTS: tips from teachers
- A Glossary of Terms
- News

- Privacy forum
- Your sample activities
- Feedback forum
- Forum für Rückmeldungen

1 The Graz More DOTS workshop

Welcome to the More DOTS workshop in Graz!

Dear participants of the More DOTS workshop in Graz,

This workspace offers a variety of activities that are meant to help language teachers develop teaching skills to use new technologies in their classrooms. In the workshop we will discuss how these activities could be modified to be useful to individual working in non-formal and...

Latest news

Add a new topic...

- Uschi Stickler 10 Oct, 21:13
Online translation more...
- Uschi Stickler 1 Jul, 15:56
DOTS Online Meeting more...
- Uschi Stickler 13 Jun, 13:47
DOTS Workshop Graz more...
- 10 Nov, 20:16
Mateusz-Milan Stanojevic
More languages... more...
- Admin User 14 Oct, 18:44
official opening of the site more...

Older topics ...

Links

Visit other language teaching sites!

- <http://www.ict4it.org/en/index.htm> (Information and Communication Technology for Language Teachers: more training for ICT tools)
- <http://loro.open.ac.uk/> (Languages Open Resources Online: a repository of activities)

Product: bite-sized training kit

DOTS training activities for the following tools:

- ❖ Wikis
- ❖ Forums
- ❖ Blogs
- ❖ Surveys
- ❖ Audio-conferencing
- ❖ Audacity®
- ❖ Podcasting
- ❖ YouTube
- ❖ Quizzes
- ❖ Moodle

Example: Audio-conferencing

The screenshot shows a Mozilla Firefox browser window. The address bar contains the URL <http://moodle.dots.ecml.at/mod/resource/view.php?inpopup=true&id=66>. The page title is "Using audio-conferencing for language learning tasks". The main content area has a heading "Using audio-conferencing for language learning tasks" and a paragraph: "Audio-conferencing tools enable users to talk to (and sometimes see one another) in real time over the Internet. In this activity we will explore how these tools can be used to provide learners with opportunities to practise their speaking online in pairs or small groups." Below this is a paragraph: "Due to its widespread popularity and ease of use, we will concentrate specifically on Skype, although much of the general information is also relevant for the other audio-conferencing tools. As we shall see, Skype sessions can be easily recorded using call recording software, thus enabling teachers and students to replay the conversations." Another paragraph follows: "This activity is built in a modular format, so that you can choose to do just one part of it or the whole training sequence - depending on your needs and the time you have available." At the bottom of the main content area, there is a navigation instruction: "To navigate this activity, you can use the menu on the left. Just click on the section you would like to go to, or click the Previous, Up or Next button at the top." The left sidebar contains a table of contents with links: "Overview", "A. What is audio-conferencing software?", "B. Why would I want to use audio-conferencing in my classroom?", "C. A guide on how to download, install, and set up Skype and CallBurner", "D. Pedagogical considerations and sample activity" (with a sub-link "Hands-on Skype activity"), "E. Practical suggestions", "F. Check your understanding", "G. Reflect!", and "H. Explore and share!". The browser's status bar at the bottom shows "Done" and the Zotero logo.

Using audio-conferencing for language learning tasks

Overview

A. What is audio-conferencing software?

B. Why would I want to use audio-conferencing in my classroom?

C. A guide on how to download, install, and set up Skype and CallBurner

D. Pedagogical considerations and sample activity

 Hands-on Skype activity

E. Practical suggestions

F. Check your understanding

G. Reflect!

H. Explore and share!


Using audio-conferencing for language learning tasks

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Done 

Structure of activities

All the DOTS activities are structured in the following way:

- Part 1
 - What is this tool?
 - Why would I want to use this tool in my classroom?
- Part 2
 - A guide through some basic features of this tool
 - Pedagogical considerations and sample task
 - Practical suggestions and advice on how to use the task
- Part 3
 - Check your understanding
 - Reflect!
 - Explore and share!
 - Protecting students' privacy

Types of teachers

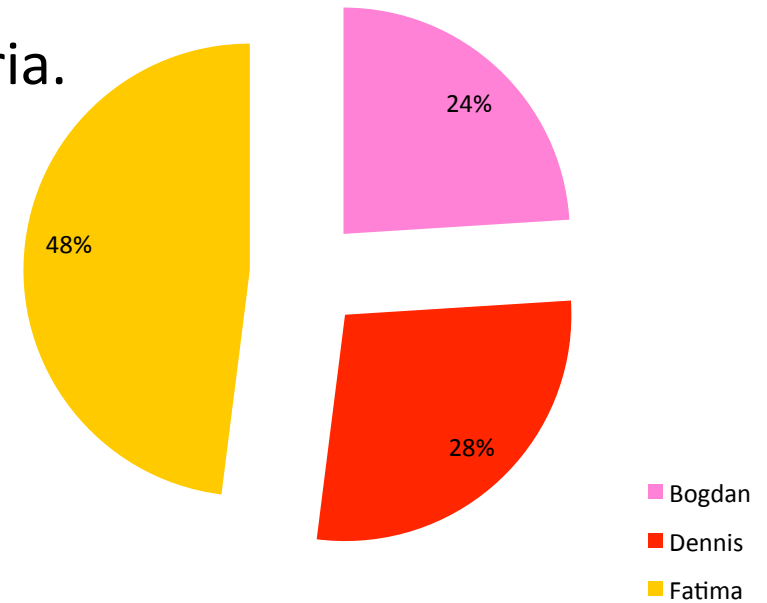
Aischa	Bogdan	Carlotta	Dennis	Elisabeth	Fatima	Georg
She likes computers but only for private use	Loves teaching – not confident enough to use computers in class	Is sceptical about computers in language teaching	Expert in everything - ICT, language teaching, etc.	Sticks to what the rules and the syllabus say, does what she's told	Feels she does not have enough time but would quite like to try it out	Is doing much but would do more if he had the overview

Your strenghts and needs

- Choose a coloured card – make sure the colour represents the type of teacher you identify most with
- On the card write the following:
 - What you **need**, e.g. training, help, time, etc. to be able to use ICT (more) successfully in your classes
 - What you think your greatest **strengths** in teaching are, e.g. being a good communicator, designing creative materials etc.
- Feedback: show your card

How teachers identify

DOTS workshop, June 2012, Graz, Austria.
Types chosen by 25 participants
(experienced language teachers).



6x	7x	12x
Loves teaching – not confident enough to use computers in class	Expert in everything - ICT, language teaching, etc.	Feels s/he does not have enough time but would quite like to try it out

Types: strengths and needs identified



Tagclouds generated with Wordle

Training – group work

- In small groups, choose a tools from the DOTS Moodle workspace that you are interested in
- Discuss what you would need to learn about it and how you would use it.

1 Audacity	6 Podcasting
2 Audio-conferencing	7 Quizzes
3 Blogs	8 SurveyMonkey
4 Forums	9 Wikis
5 Moodle	10 YouTUBE

Feedback

- Plenary discussion

Your contribution

- As teachers, experienced or novice online teachers, teacher trainers, language mentors:
 - use the workspace <http://moodle.dots.ecml.at/>
 - fill in the needs analysis questionnaire
 - use the activities
 - test the activities and provide feedback
 - give advice to other users via forums

Evaluation and reflection

- Fill in Participant profile and reflection, part II
- Plenary feedback: What have you found useful during the workshop?

APPRENDRE
PAR LES LANGUES

LEARNING
THROUGH LANGUAGES

LERNEN
DURCH SPRACHEN

2012-15



Vielen Dank fürs Zuhören / Thank you for your attention

<http://dots.ecml.at>

