Developing online teaching skills for the 21st century classroom

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"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

2008-2011

3RD MEDIUM-TERM PROGRAMME OF THE EUROPEAN CENTRE FOR MODERN LANGUAGES 2008-2011

EMPOWERING LANGUAGE PROFESSIONALS

COMPETENCES - NETWORKS - IMPACT - QUALITY

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ONALS
EN LANGUES
STÄRKEN

ECML-CELV-EFSZ
2008-2011

- Project 1: 2008 – 2011
- Product: Moodle workspace, introduced Graz, Sept 2011

- 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

more DOTS

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

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The Project Team:

Team members	Institutions
Ursula Stickler (Project co-ordinator)	Open University, UK
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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/

Product: bite-sized training kit

DOTS training activities for the following tools:

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

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Example: Audio-conferencing

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

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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

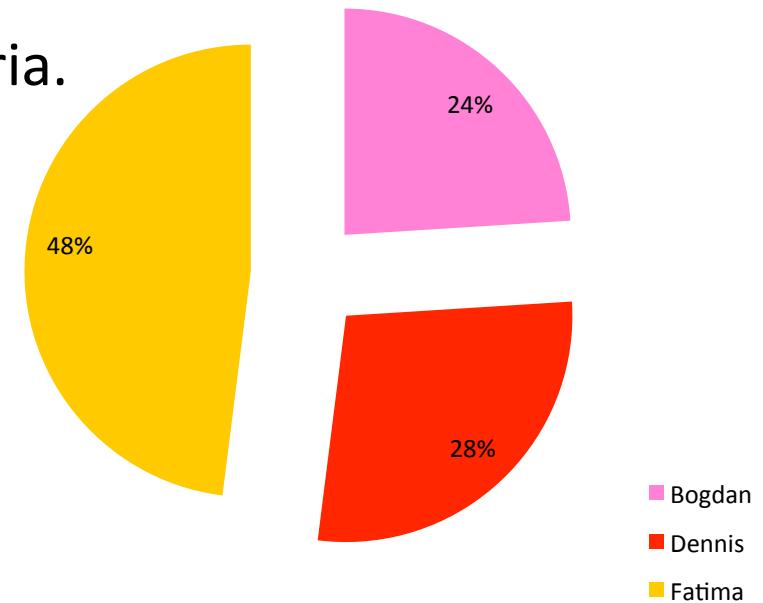- Choose a coloured card – make sure the colour represents the type of teacher you identify most with

- 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

24%

48%

28%

Bogdan

Dennis

Fatima

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?

Vielen Dank fürs Zuhören / Thank you for your attention
http://dots.ecml.at

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