BLENDED LEARNING FOR DIGITAL SCEPTICS

on the example of May ICT be with you

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"
Calm, focused, undistracted, the linear mind is being pushed aside by a new kind of mind that wants and needs to take in and dole out information in short, disjointed, often overlapping bursts – the faster the better.

"

—Nicholas Carr

About

A smart language project 2019 – 2022

- 5 partner schools
- 3 student exchanges
- 3 staff training events
  - 3 x 30 film reviews
  - 3 debates in transnational teams
  - 30 student e-portfolios
  - 3 reusable pedagogical resources

A drawing by Simon Kohn from Germany
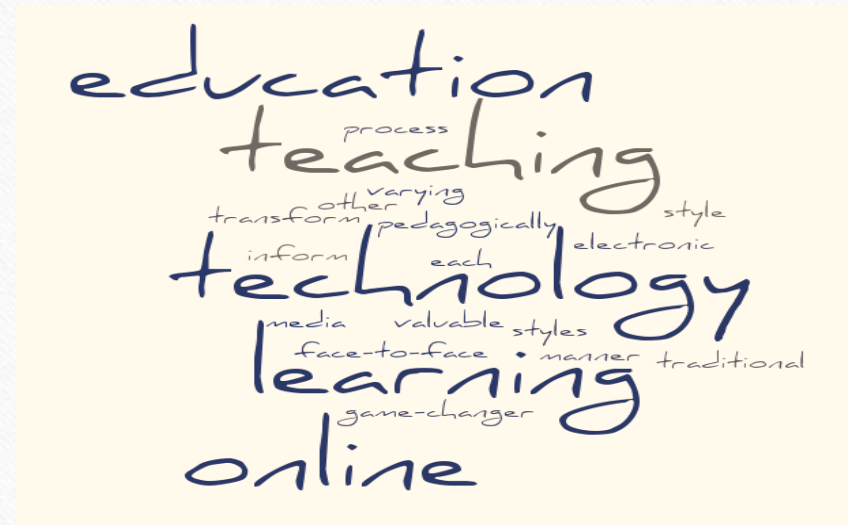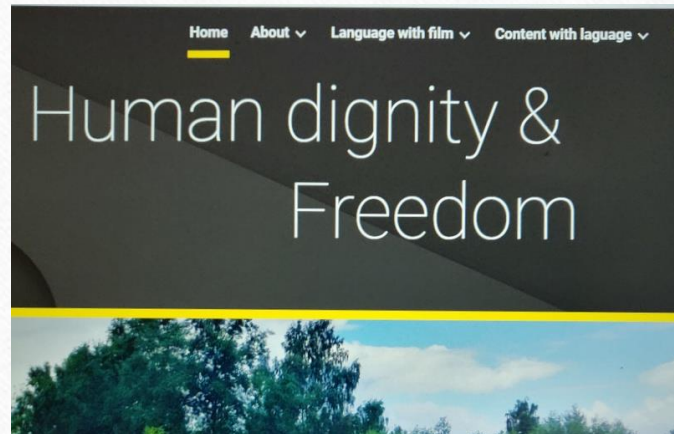
Four guiding principles of blended learning

1. Teacher vs. technology
2. Pedagogically driven instruction
3. A close correlation between content and online materials
4. 'How' vs. 'what'

Sharma & Barrett (2007) in Whittaker (2014)

Three reusable pedagogical resources

Read more

Read more

Read more

Eight key questions on integrating technology

1. What do students learn?
2. What does the technology bring to the activity?
3. Is the time spent on the tool worth it?
4. What's the fit?
5. What do teachers and students need to know how to do?
6. Where and when will the tool be used?
7. Do students consume or produce?
8. What tools are available?

Hockly (2011) in Whittaker (2014)

Our project (question 1)

Students can:
- read the screen;
- write critical film reviews; and
- argue two opposite cases of a given proposition convincingly.

Students have:
- built their film- and debate topic related vocabulary; and
- increased their language learner autonomy.

OUTCOMES

Language with film:
SCOPE
Content with language:
SCOPE

Our project (question 2)

Online collaboration:

- flexibility (interoperable, accessible at any time and place);
- practicality (easily manageable and editable).

ADDED VALUE

Human Dignity & Freedom/ Content with language/ ACTIVITY

Our project (question 3)

21 months + 1-year extension:
- transnational collaboration;
- pilot blended learning courses; and
- future classroom practices.

TIME & EFFORT

About

Our project (question 4)

Learning to learn:
- content skills (critical thinking, oral and written communication);
- digital skills (e-portfolio).

SYLLABUS

Language with film:
CONTENT

Our project (question 5)

Basic web, search engine, and FTP skills

- Content writing skills
- Interpersonal skills

SKILLS

"Google only loves you when everyone else loves you first."

–Wendy Piersall

Our project (question 6)

Learning activities:
- locally;
- transnationally; and
- individually.

LOCATION

Language with film:
THINKING

Content with language:
THINKING

Our project (question 7)

Students:
- consuming;
- producing; and
- disseminating.

ROLE

Student portfolio 1

Student portfolio 2

Student portfolio 3

Our project (question 8)

Google Sites & Google Slides & Google Docs:
- free;
- fast and easy;
- responsive; and
- ideal for digital sceptics.

RESOURCES

*Human Dignity & Freedom/*
Language with Film/
ACTIVITY

Teaching with technology – a basic checklist

1. Will the technology be used to enhance and support learning?

2. Will it do something that couldn't otherwise be achieved?

3. Will the students be in charge of using the technology?

4. Are you sure that using technology is the best option?

5. Are the digital devices in your classroom capable of running the software you want to use?

Lyon-Jones (2011) in Whittaker (2014)

Final words…

Should we use **technology**?
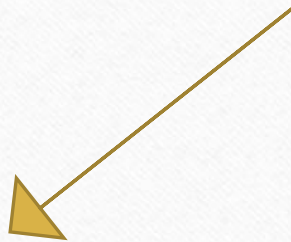
How should we use it?

Thank you

A video on the students exchange in Spain, made by Camilla Hoeljund Hansen from Denmark, opens [here](#).

Our project website opens [here.](#)

LANGUAGE WITH FILM & CONTENT WITH LANGUAGE

Reference

Whittaker, C. (2014). Blended Learning in EFL: Adopting a Principled Approach to Integrating Technology. *Using Technology in Foreign Language Teaching*. Cambridge Scholars Publishing. UK