

Padlet at multidisciplinary learning of Finnish language and literature



<https://vimeo.com/261790217>

Organising institution:

Country:

Finland

Age:

16 -17 years

Key question:

How to use Padlet as a platform in examining the special features of the Finnish language?

Objectives:

To develop team work and collaboration skills, to practice data mining and management, to enhance media literacy, to share and acquire new information.

Time:

6 hours

Software and apps to be used:

Padlet, Movie Maker, Photo Director.

Brief presentation:

The main goal is to encourage the students in independent data acquisition, to share new information, to gain knowledge about the subject, to develop teamwork skills, to utilize ICT in completing the tasks and sharing the results. The goal is also to study by using analogical and digital methods.



Topics covered:

Language and thinking, Languages of the world, The Finnish language and its cognate languages, Languages in Finland, Language and dialect.

Civic engagement:

The students are encouraged to use different working environments, e.g. the public library.

Preparation of space for the Atelier:

The teacher creates the Padlets before the first digital atelier. The teacher books the ICT class room and checks that the computers are in working order. The teacher prepares a formative questionnaire for the students to answer about their skills before and after the digital atelier. This is done by using Wilma platform.

Materials needed:

Computers and the course books.

Main inspirations taken from personal research:

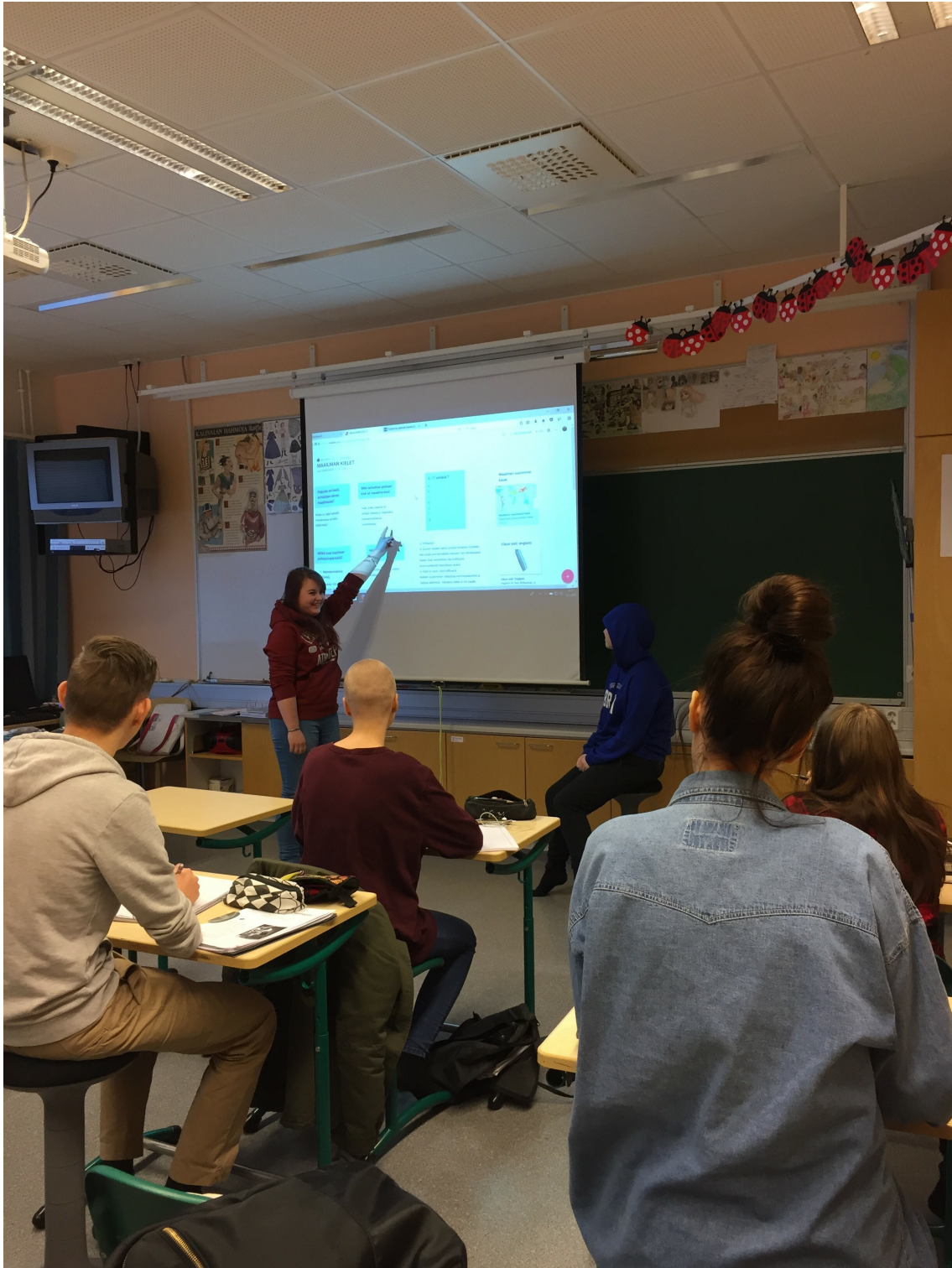
Understanding the link between language and thinking, becoming aware of the importance of one's mother tongue in the context of the languages of the world.

Mass media and social media connections:

The teacher includes various online materials in the course contents provided via Padlets.

How do you plan to give voice to students to present or show their personal skills and knowledge?

The students present the outcome of their work on interactive Padlet walls. The students have to make use of their creativity in various tasks using e.g. video, audio, visual and written sources.



How do you collect information as the starting point of a Digital Atelier?

Students complete a formative questionnaire of their skills in the beginning of the atelier and at the end of the atelier using Wilma platform. The questionnaire reflects the development of the students.

Introducing students to the key question - the research begins:

What new can I learn about the subject? Am I competent enough with my ICT skills to complete the tasks? Can I work harmoniously and effectively with others?

Experimental phase

1. Action that unfolds the practical activity to clarify the question: The teacher introduces the tasks to the students, who are divided into teams. The students have a little time to get to know the materials needed.
2. Active work of the students: The students work on Padlets using their course books, computers and mobile devices. Each Padlet has several kinds of tasks, which include data mining and management, using computers and mobile devices with the other members of the team. The teacher monitors the progress of the students and provides help, if needed.
3. Presentation of findings and results (visualisation of information): The students present the outcomes of their work. The results are discussed thoroughly in the classroom. The Padlets become part of the students' course material to be used in further studies.
4. Analysis of results: The teacher and the group discuss the Padlets the students have completed. Everyone has a chance to complement the Padlets. The teacher gives individual feedback to each team.

Approach to a new software or a new app:

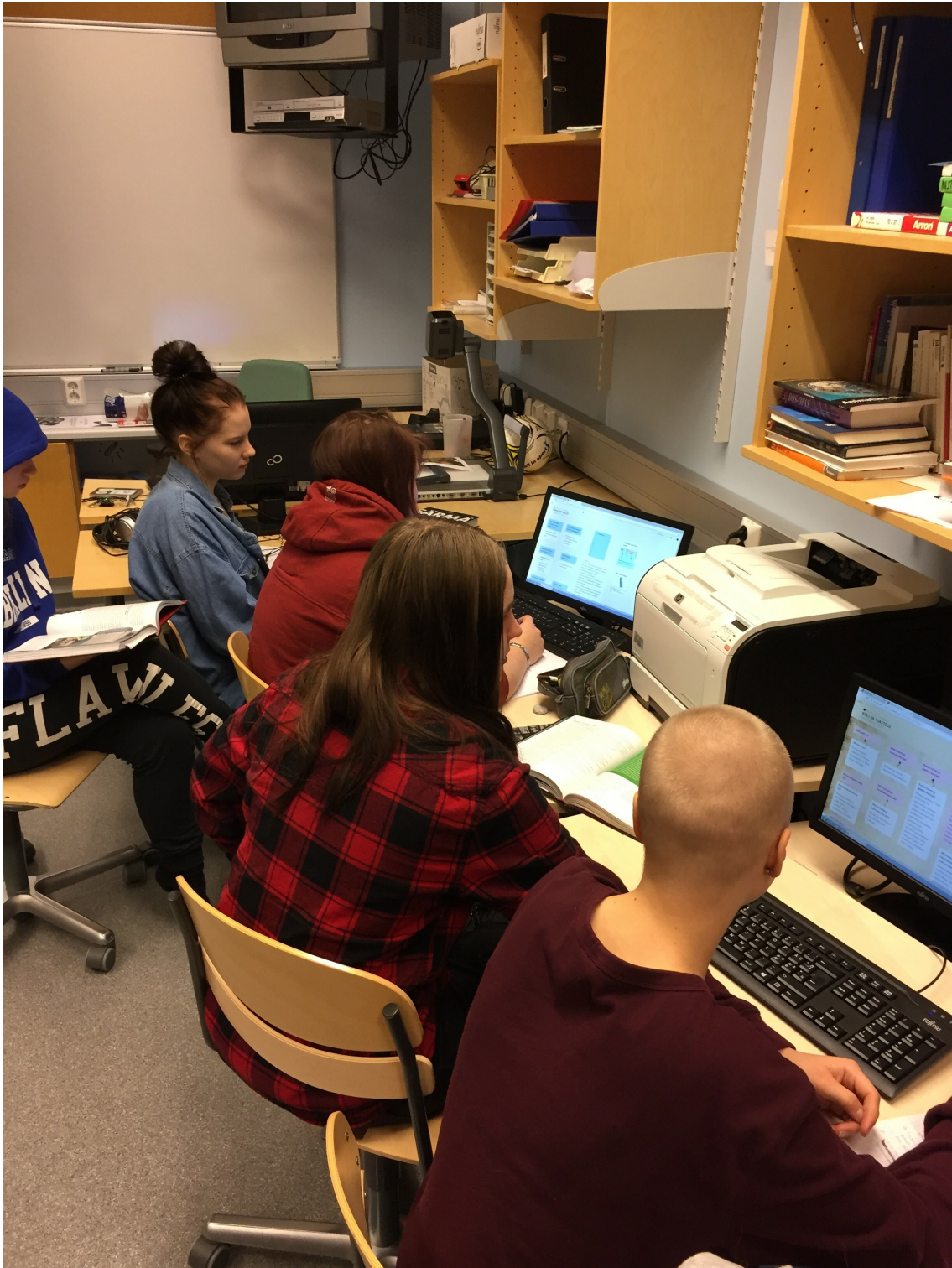
Padlet, Movie Maker, Photo director.

Links between the Digital Atelier and real life of the students:

The students are able to use the ICT skills they already are familiar with: taking photos, recording video and audio, using digital platforms (Office 365 and Wilma).

How do you plan to evaluate knowledge and skills?

The teacher prepares the prerequisites, the intended learning outcomes and the assessment criteria and instrument of the Digital Atelier. Students complete a formative questionnaire of their skills using Wilma platform. The questionnaire reflects the development of oneself.



Conclusion:

The project will develop the students' team work and collaboration skills, data mining and management skills and enhance their media literacy skills and the ability to share and acquire new information. The Padlets are part of the students' course material to be used in further studies.

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