Teacher 2.0: Engaging Learning Environments through Tablets

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Abstract

We live in a world where ICT and numerous multimedia devices such as smartphones, tablets, notebooks, etc. have become an important part of our personal and professional lives. Ensuring that everyone in our society has the necessary ICT-skills is an important challenge for the media-education in both compulsory and adult education. Research [1] also shows that the use of ICT in educational contexts has the potential to create engaging learning environments because it appeals more to the quickly changing environment and context of young pupils or the so called '21st century learners' [2].

As a dynamic and innovative center of adult education that incorporates a specific teacher training, we continually work at the professionalization of educational staff. In the field however, we and our partner schools, notice that teachers don't always have the knowledge and skills to make an efficient didactic use of ICT in their educational practice.

The project we would like to present is an innovative project wherein the teacher training department of our center cooperates with two secondary schools to train ten teachers of different disciplines on how to make didactic use of tablets in their classrooms, and inspire their colleagues to do the same. The project has two goals. The first is that experts of our teacher training department coach the teachers in the implementation of the tablets and different apps to create engaging learning environments and strengthen the ICT-skills of the pupils. The second goal is to introduce innovative and engaging educational methods using the tablets and apps (e.g. problem-based learning [3], collaborative learning [4]). During the project the project-teachers support each other by sharing their multidisciplinary experiences, tips& tricks and difficulties through a blog.

The output of the project has several facets. Firstly, in the perspective of lifelong and multimedia learning, we enthuse and professionalize teachers to use ICT, multimedia and new didactic methods as tools for creating engaging learning environments and help pupils to become more media smart. Secondly, teachers develop, share and disseminate several qualitative didactic scenarios on how to implement multimedia. The third outcome is that they become ICT ambassadors to their colleagues and inspire the entire (school) community.

During the conference, we wish to present and share the results and good practices of the project and translate these insights by forming transnational collaborations and therefore actively create and innovate the future of education.

References

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