Teaching Teacher Students through

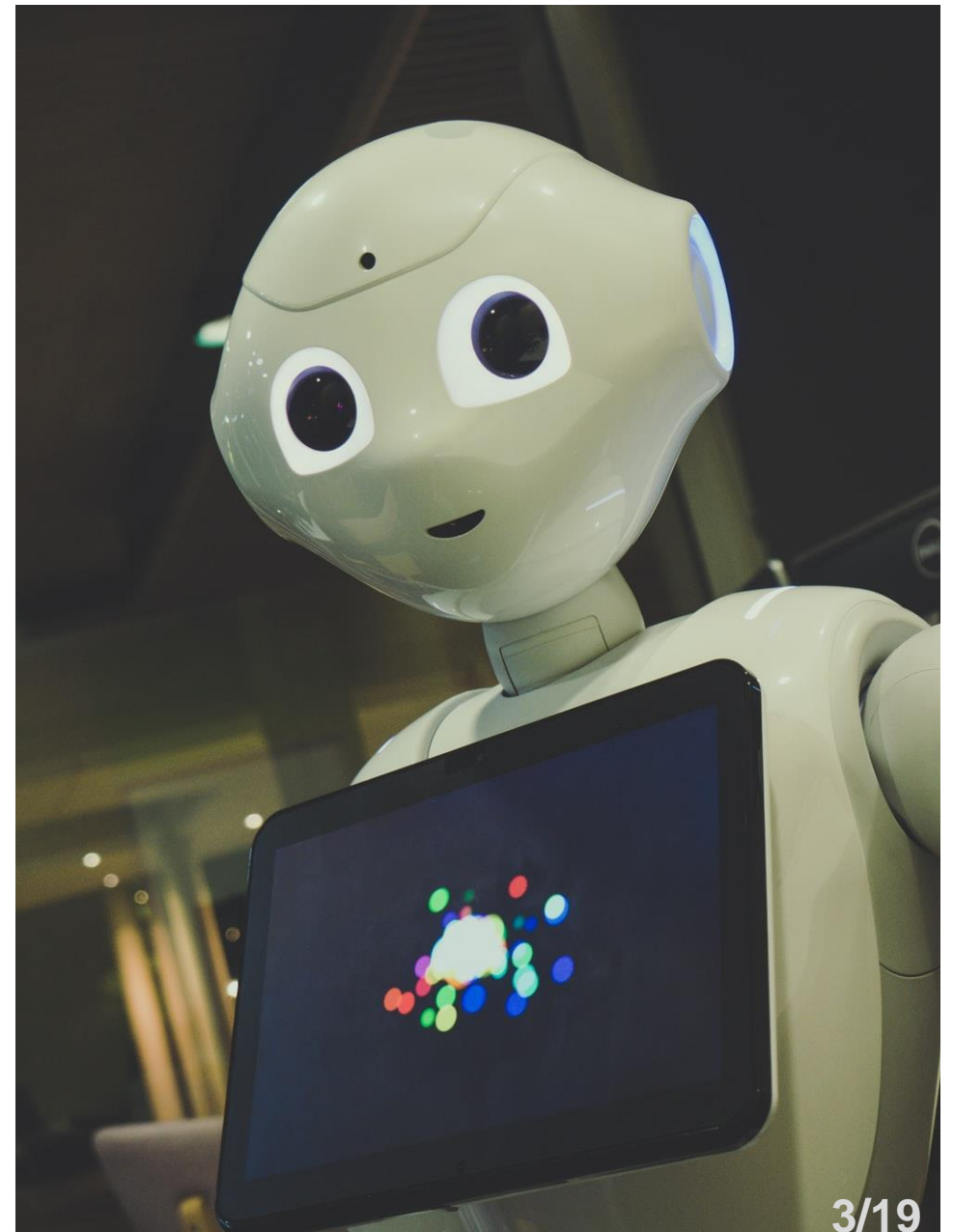# Innovative Teaching Approaches in Online Learning

DALARNA UNIVERSITY

Katarina Lindahl

Preparing language teachers of tomorrow

- Innovation

- Practicing what we preach

- Multi-modal resources and online tools

Katarina Lindahl

2019-12-03

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What we do

Long tradition of online teaching

2004
first online

12
languages

110
teachers

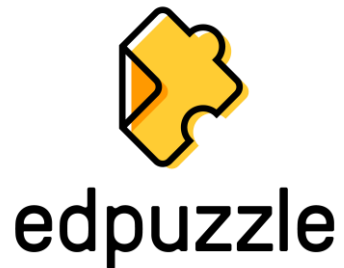Campus students **36%**

Online students **64%**

Katarina Lindahl

Dalarna University. DU in Figures, retrieved 2019-09-17 from
https://www.du.se/en/about-du/this-is-dalarna-university/du-in-figures

2019-12-03

What makes this course special?

Learning platform

Online seminars

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What makes this course *different?*

edpuzzle

TEDEd

SCREENCAST MATIC

YouTube

Google

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Video recording and editing

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Why?

- More fun for teachers and students(?)
- Alternative to texts
- Spoken language instead of written

How?

- Record computer screen and webcam
- Record videos with smartphones

What's important?

- Keep it simple – the app makes it hard to spend too much time on editing

Screencast-o-matic **SCREENCAST ● MATIC**   Kinemaster

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Flipped classroom

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Why?

- To use "campus days" more efficiently
- Spend time on *working* with tools instead of listening to teachers *talking* about them

How?

- Set up playlists
- Let students watch videos before you meet

EdPuzzle, Youtube, TEDEd

edpuzzle ▶ **YouTube** **TED**Ed

What's important?

- Keep videos relevant
- Keep videos short
- Add quizzes to check participation

Collaborative writing

Katarina Lindahl

Photos by Helena Lopes and Annie Spratt on Unsplash   2019-12-03

Collaborative writing

Why?

- Fair examination
    - Who wrote what?
- Easier to collaborate

How?

- Through shared documents

Google docs, google slides Google

What's important?

- Data protection GDPR – be aware of what you share

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Why we do it

Why?

To practice what we preach!

We used to tell our teacher students that working with digital tools was important. "Digital competence" is part of the curriculum.

- We gave them **links** to digital tools to try on their own.

- We asked them to **read** texts about digital tools.

- We asked them to **write about and discuss** digital tools.

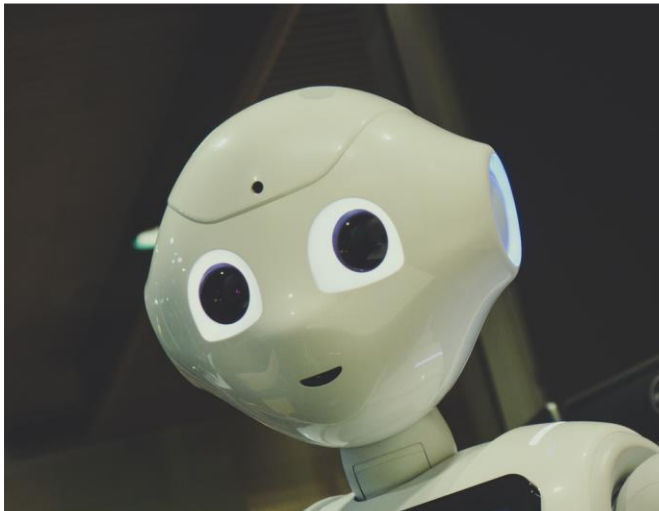- And they made **Power Points**. Lots and lots of Power Points.

They noticed

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Summary

Summary

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Flipped classroom

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- Time can be spent on working with tools instead of listening to teachers talking about them

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Collaborative writing

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Toolkit

Online teaching

https://www.blackboard.com

https://zoom.us

Video recording and editing

https://screencast-o-matic.com

https://www.kinemaster.com

Flipped classroom

https://edpuzzle.com

https://ed.ted.com

https://www.youtube.com

Collaborative writing

https://docs.google.com

https://docs.google.com/presentation

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Thank you for your attention!

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2019-12-03

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