Promoting Learner Outcomes, Learner Experiences, Teachers’ Individual Practice, and Teachers’ Collaborative Practice in the context of post primary language learning and the digital learning framework
Marino Institute of Education - 14th November 2017

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Digital Learning Framework for Post-Primary Schools: how do the four domains relate to language learning?

The 4 different domains

- Learner Outcomes
- Learner Experiences
- Teachers’ Individual Practice
- Teachers’ Collaborative Practice
TodaysMeet backchannel: D1, D2, D3, D4

- Go to https://todaysmeet.com/dlf4MFL
- Input your name in the box under Nickname
- Tap or click Join
- Type D1: or D2: or D3: or D4 according to the domain you are referring to and give your feedback or share your thoughts.
- Tap or click Say
Domain 1: Learner Outcomes

- Students use digital technologies to collect evidence and record progress.
  ➔ Google Classroom, Showbie, Edmodo, Seesaw, Book Creator

- Students are provided with personal feedback and differentiated support based on evidence gathered using a range of methods including digital technologies.
  ➔ Adobe Spark Video, Seesaw, Book Creator, Vocal Recall
Domain 1: Learner Outcomes

Practical demonstration

- Adobe Spark Video - Example 1 Example 2 Example 3
- Seesaw Example 1 Example 2
- Book Creator - Example 1 Example 2 Example 3
- Vocal Recall - Example 1 Example 2 Example 3 Example 4 Example 5 Example 6 Example 7 tutorial

iPads in MFL Storify
Domain 2: Learner Experiences

- Students use digital technologies for sourcing, exchanging of information to develop understanding and support basic knowledge creation.
  ➔ Flipboard, Pinterest, Storify, Google Keep, Google Docs

- Students use digital technologies confidently to deepen their knowledge by engaging in appropriate public discourse and civic participation.
  ➔ Use of a monitored Twitter account
Domain 2: Learner Experiences

Practical demonstration

- Google Keep - Example 1 Example 2 Example 3
- Google Docs
Domain 3: Teachers’ Individual Practice

- Teachers use a range of digital technologies to design learning and assessment activities for their students.
  ➔ Quizlet, Socrative, Kahoot!, TodaysMeet, Quizziz, AnswerGarden, NearPod, Triventy, PollEverywhere, ClassroomQ, Glisser, Quizalise, PingPong Spot Networking, Goformative and Plickers
Domain 3: Teachers’ Individual Practice

- Teachers use appropriate digital technologies to design learning activities that facilitate personalised and differentiated learning.
  ➔ Q&A feature in Google Slides, Mentimeter, Padlet
  ➔ SAMR model - Dr Ruben Puquetedura framework for integrating educational technology effectively
Domain 3: Teachers’ Individual Practice

Practical demonstration

- Q&A feature in Google Slides - Example 1 Example 2
- Mentimeter - Example 1 Example 2 Example 3
- Padlet - Example 1 Example 2
- TodaysMeet - Example 1 Example 2
Domain 4: Teachers’ Collective / Collaborative Practice

- Teachers engage in professional development and work with colleagues to help them select and align digital technologies with effective teaching strategies to expand learning opportunities for all students.

➔ Language communities on Twitter, Facebook and other fora
Domain 4: Teachers’ Collective / Collaborative Practice

- Teachers evaluate, demonstrate and reflect with peers on the use of digital technologies to innovate and improve educational practice.

  ➔ Guardian article: The language of Twitter: the rise of MFL teachers online
  ➔ OU research by Fernando Rosell-Aguilar
Domain 4: Teachers’ Collaborative Practice

- Twitter communities of language teachers and hashtags for MFL-related content:
  - #MFLtwitterati
  - #langchat
  - #FSLChat
  - #GILT_FB
  - #authres

- MFLTwitterati guide
  tinyurl.com/mfltwitteratiguide
Domain 4: Teachers’ Collaborative Practice

- Facebook communities of language teachers:
  - Global Innovative Language Teachers (GILT)
  - Secondary MFL Matters
  - MFL Teachers’ Lounge
  - Languages in Primary Schools (LiPS)

- Other fora
  - TES MFL Forum
  - MFLresources Yahoo Group
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