Case study story Belgium

itec.eun.org

CASE STUDY STORY: BELGIUM

The Learning Story

Visiting the Doctor

The teacher

The use of more innovative approaches to teaching were relatively new to this teacher. She was keen to use technologies in the classroom, but uncertain as to how well it would work.

The class

- **Age of students:** 14-16 years
- **Number in class:** 13 students

The lesson/s

- **The subject:** Foreign languages (French)
- **Aims/Objectives:**
  - o To complete and correct a dialogue about visiting the doctor in French.
  - o To learn and perform a dialogue
  - o To record a dialogue and assemble a video
  - o To develop skills in using iMovie and iPads
  - o To evaluate the movies produced by other groups constructively.
- **Over what period of time?** 4 hours over 2 weeks
- **Location of lessons?** In the classroom and adjacent corridor

Resources

Other technology/software:

iPads   iMovie   Blogs   Virtual Learning Environment

This case study provides evidence of

- New assessment procedures
- Effective use of digital tools
- Constructivist pedagogies
- Expressiveness
- Creativity
- Social/collaborative learning

What happened? Teacher and student experiences

Introduction to iMovie
The first lesson was devoted to students learning how to assemble movies and pictures in iMovie, following a 'quick start' guide.

Listening activity
During the second lesson, students watched a film posted on the VLE by their teacher, filled in the gaps in the dialogue and corrected errors. They then planned, as a group, how they would organise the filming of their corrected version for the next lesson. When selecting the groups, the teacher had deliberately mixed stronger and weaker students.

Speaking activity
In the next two lessons, students practised acting out their dialogue before filming their final versions. They then assembled the movies and wrote a correct version of the dialogue. Finally, they watched and evaluated the films created by the other groups in the class.

Teacher's comments (+/-)

- **On improved student motivation**: "I did not think I would accomplish a lot with them in but the way they practised speaking French today is really good…They are often hard to motivate. If you do this with the whole class and make some traditional exercises, they experience it as boring…Doing this in a more creative fashion, I notice that they learn a lot, that they speak and do more."
- **On student attainment**: "I believe the final result will be better, than if I would have let every student do it in front of the whole class…I really believe so."
- **Overall comments**: The teacher was initially apprehensive, but the success of the activity exceeded her expectations, "It was pretty successful. I believe that I

will do this more often…I was shocked it went so well. And you notice that they really want to do well."

Main enablers?

- **Technical support available in the school:** The ICT Co-ordinator is actively involved in supporting iTEC teachers in this school. He provides training and one-to-one support and motivation for teachers and tries to "lower the bar" to make it as easy as possible for more teachers to become involved.
- **Support of the headteacher:** The headteacher is actively involved, supportive of teachers using technology in the classroom, and is keen for the innovation to continue in a self-sustaining way beyond iTEC: "That is what we want to do. We want to develop projects of our own and stimulate them so that there is a more support in our school."
- **School ethos**: The ethos of the school is to focus on technology for learning, not just teaching, "not toys for teachers, but toys for the students to learn" (ICT Co-ordinator). An example of this is in the use of iPads by students rather than IWBs by teachers.

Students' comments (+/-)

- **On the benefits of using technology to practise dialogues**: "When you read a dialogue in a traditional lesson then it does not go that easy, but with the iPad you can try more often and the teacher can correct you more so you learn better."
- **On improved motivation and outcomes:** "My French is not very good, I cannot read and speak it that well. But in this course it went better because I was being filmed. I wanted to do it really well."

Key innovation/s… What is new/different overall ?

Use of technology: The key difference in this class was the use of technology and its impact on the way in which students approached learning. Although the teacher often asked students to do a similar exercise, the use of technology made a noticeable difference to the way they approached it. They were less afraid to make mistakes and more willing to attempt the dialogue because they knew they could redo it as often as necessary: "Students who are less sure of themselves speaking, dare to speak more because they can start over. This way there is no problem making errors…Because they can correct it afterwards."