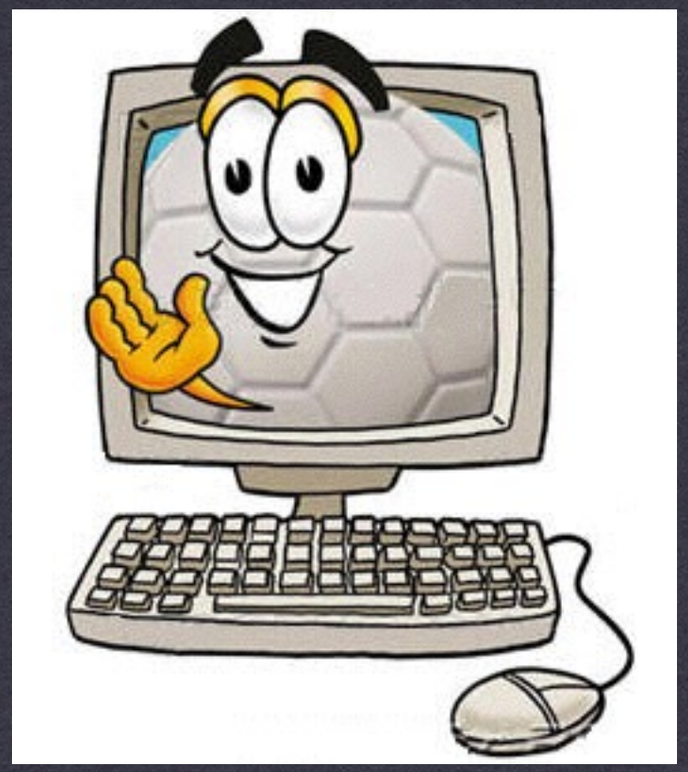


ASSESSING DIGITAL TEACHING AIDS

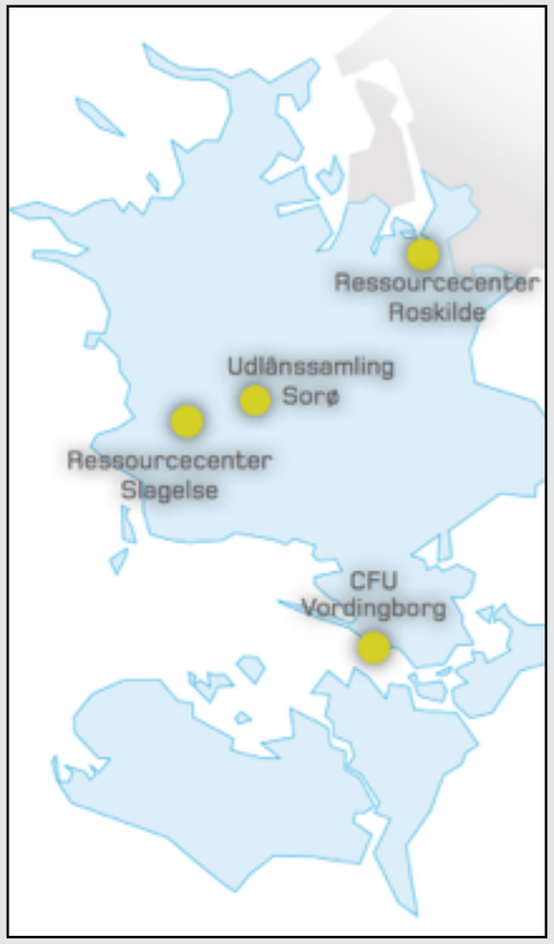
ULLA KROGSGAARD 72481959 UKR@PHA.DK

PÆDAGOGISK KONSULENT FOR FREMMEDSPROG, CFU ABSALON

Hvad er CFU?

Vi tilbyder

- Udlån og vejledning i læremidler analoge/digitale
- Faglig, pædagogisk sparring og inspiration
- Kurser og faglige netværk
- Tværfaglige projekter og pædagogisk udvikling



FILM & TV
CFU
CENTRE FOR
UNDERVISNINGSMIDLER
DANMARK

Nyhedsmail fra CFU
- hvis du vil vide mere...

mit
CFU
Lån
Ideer
Overblik
på samme site

ABSALON
CENTER FOR
UNDERVISNINGSMIDLER
ABSALON

About myself

Ulla Krogsgaard
ukr@ucsj.dk
+45 72481959

- Educational Advisor of modern languages and internationalization
- Master of foreign language education
- Teacher in the Danish primary / secondary school (6-16 years) for 29,5 years

Todays' plan

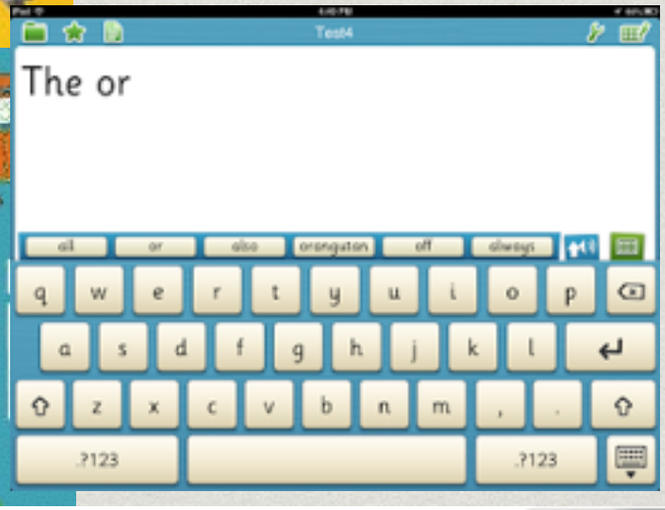
- Dialogue teaching ressources - why?
- Analysis of two digital topics
- Criteria for assessing digital ressources
- Your own assessment of digital topics
- Evluation

CHECK IN

Take off - touch down

Take off if you

- speak 3 or more languages
- have been teaching before
- prefer to teach the youngest kids
- prefer to teach the older kids
- think you will use a lot of digital stuff teaching
- have an idea of what is good or bad teaching material
- like the food here in Vordingborg
- look forward to the next holidays



Who are you?

- Name
- Year of studying
- Subjects

1.

todaysmeet.com/digital

2.

Digital ressources - why?

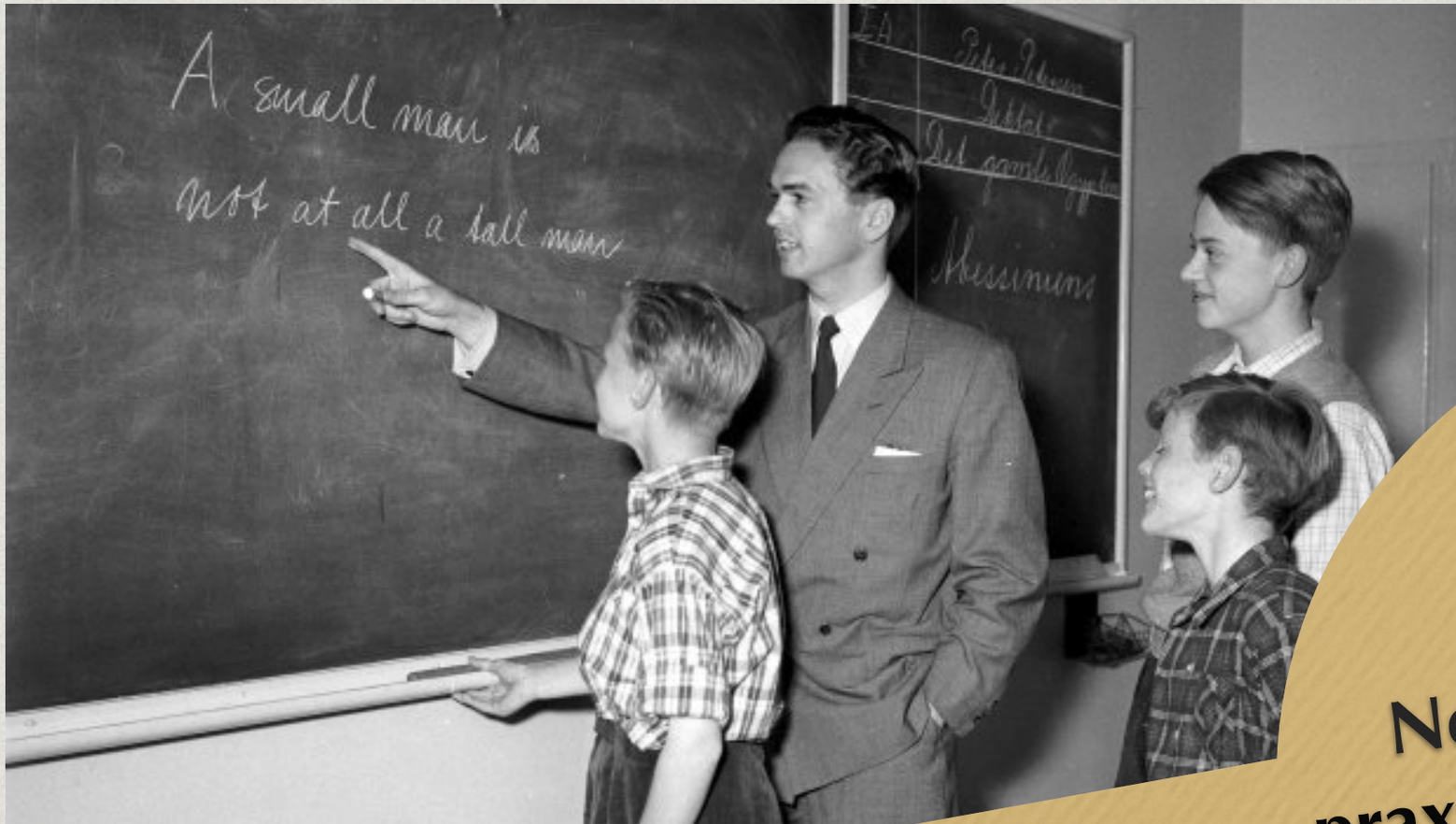
Digital optimism

‘Mer
ti
re
unde

UVM 2017

More ICT in teaching is going to create a stronger folkeskole. The digital tools for learning must be used pedagogically and didactically in order to increase every child’s learning.
UVM 2017

være med
lkeskole.
endes
bytte af



No technology changes praxis. Only the didactic use of it does!

In analyzing and assessing teaching ressources you also develop

- professionel language
- professionel teaching and learning

Perspectives on language learning - FFM

Functional communicative perspective

- Language is a tool for communication
- Mistakes are part of language acquisition

Communicative goals

- Listening, reading, speaking, writing

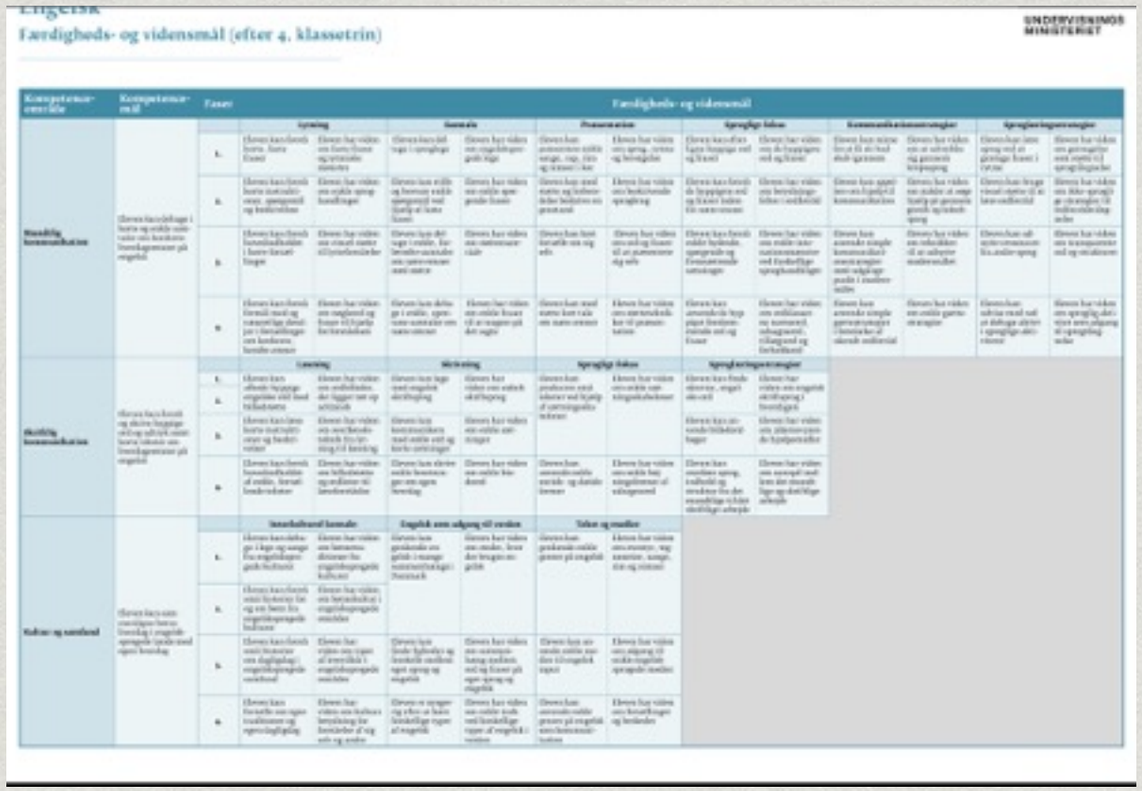
Learning strategies

- Communication strategies
- Acquisition strategies

The international dimension

- Interculturel contact
- English - access to the world
- Text and media

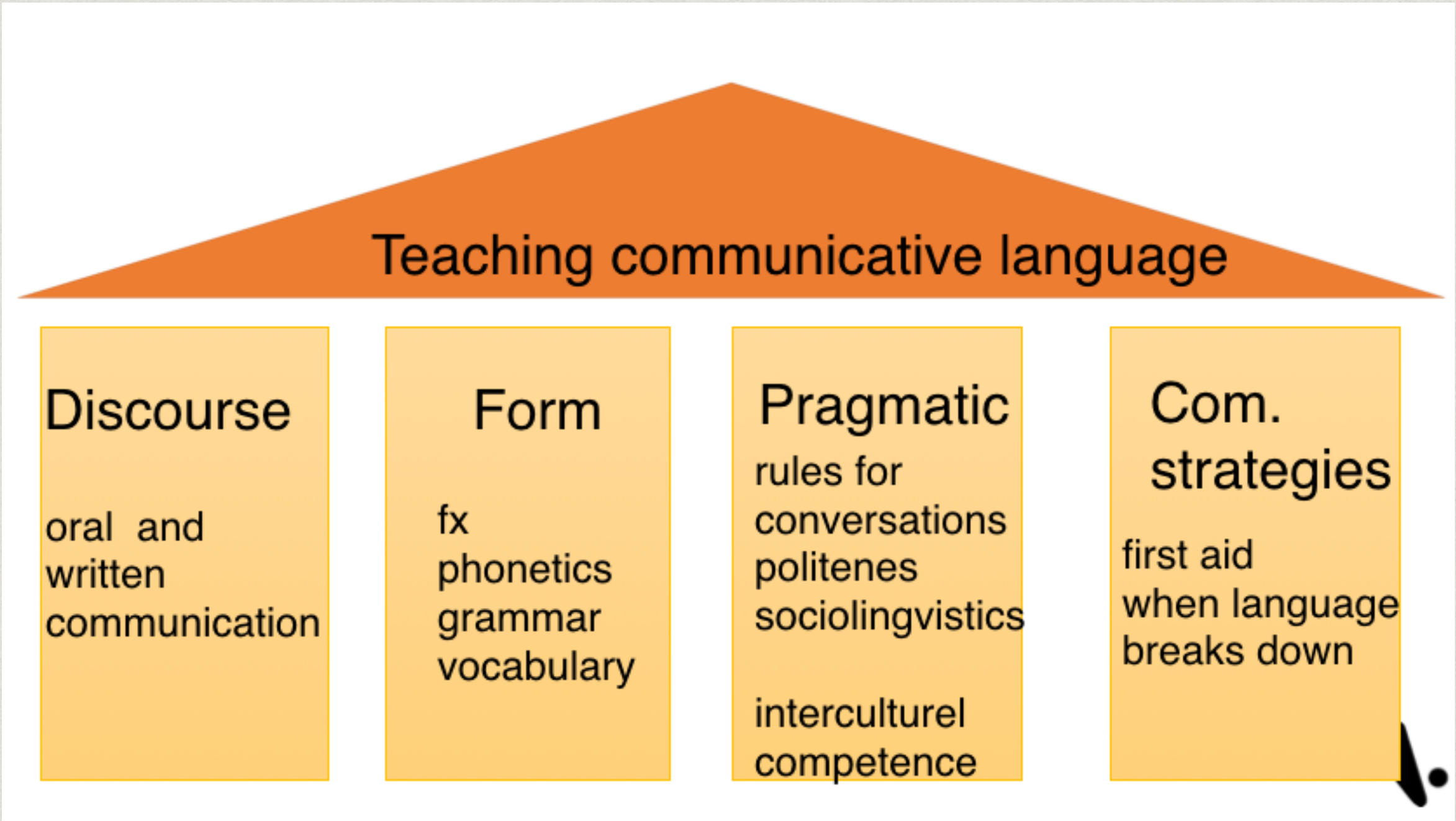
UVM: Forenklede Fælles Mål 2014
Birgit Henriksen et al,
Fagdidaktik i sprogfag
Frydenlund 2015


Engelsk
Færdigheds- og vidensmål (efter 4. klassetrin)
UNDERVISNINGS MINISTERIET

The Functional Communicative Approach

- The students need to be able to communicate orally and in writing.
- To communicate means that you also have a knowledge of language forms (grammar, phonetics, vocabulary etc.).
- There are rules how you act in different contexts.
- These rules vary from language to language.

Michael Canale 1983

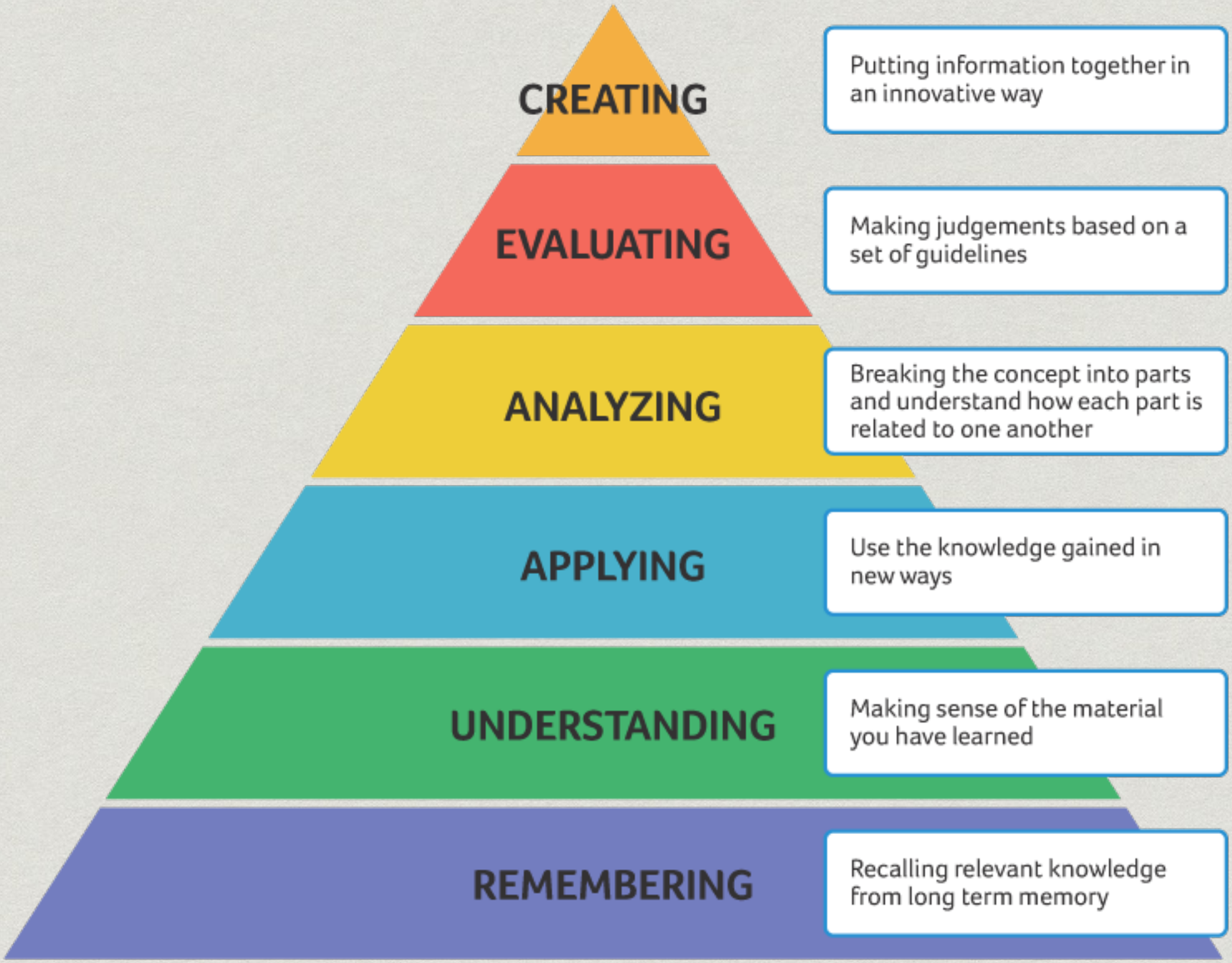


Læringsyn - FFM

Important elements in language acquisition

- to experience authentic texts (books, films, exercises etc)
- language is not only found in the classroom
- activity, search and investigation
- collaboration and interaction
- acquisition of knowledge and methods
- communication and production
- grammar and vocabulary in context
- adapted challenges
  - English as lingua franca

Bloom's taxonomy



What are **digital** teaching ressources?

Semantic resources

- texts
- animations
- computer games
- films

meaning but no didactics

Didactic resources

- digital games for learning
- web portals
- lesson plans

underline certain pedagogical aspects

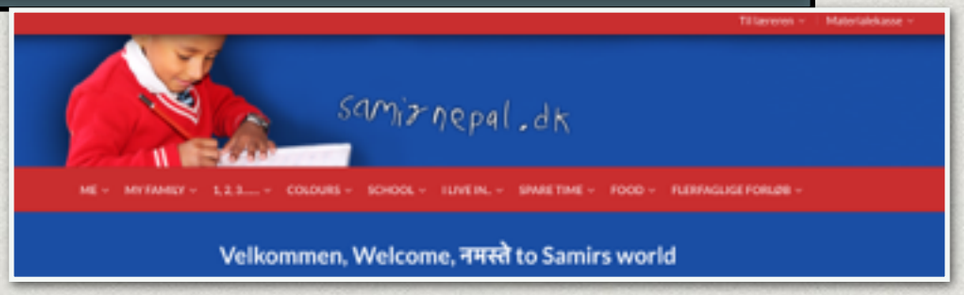
Functional resources

- text and picture editing
- screen shooting

facilitate or make learning possible

didactic resources

web portals

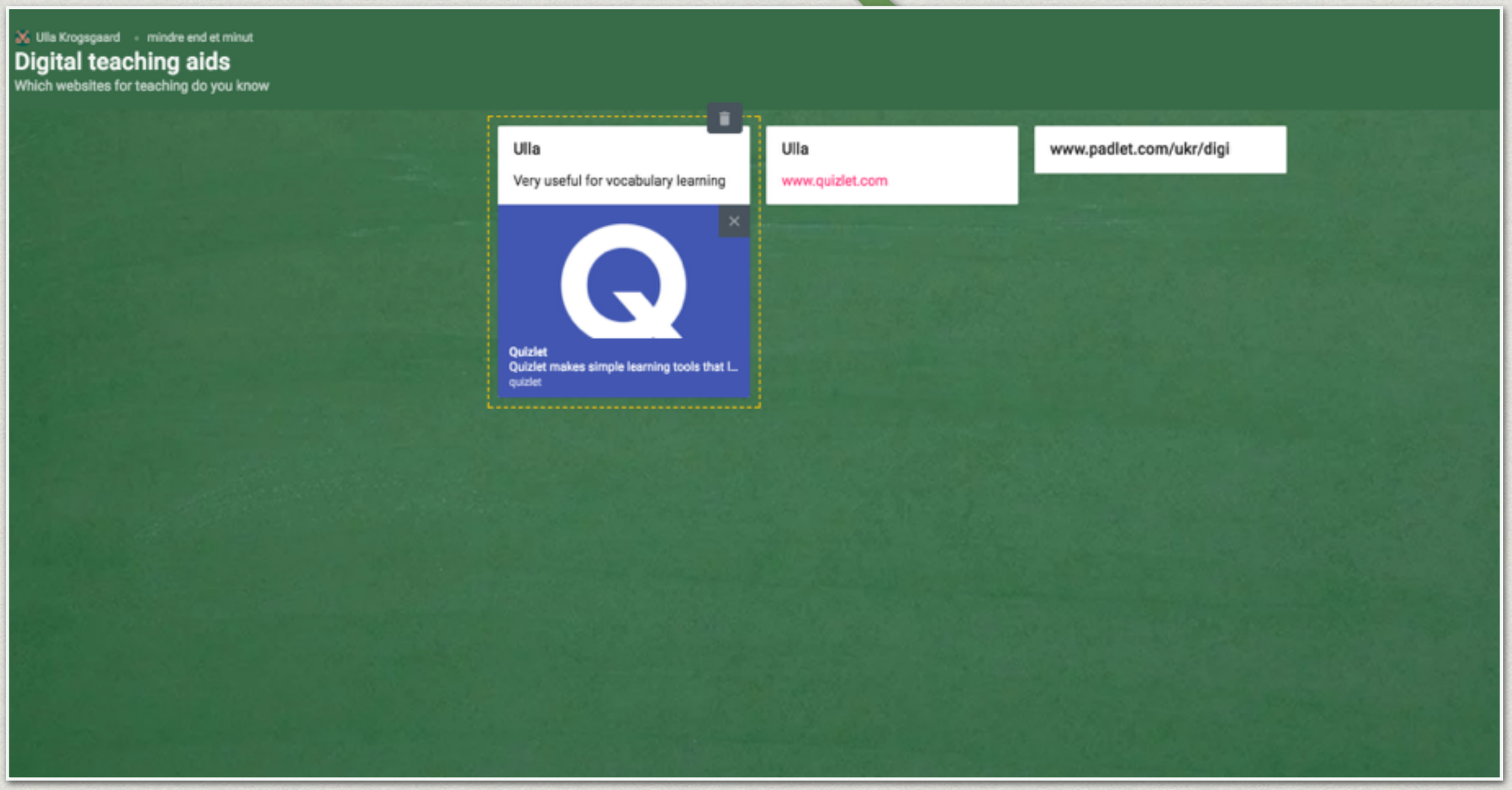


semantic resources

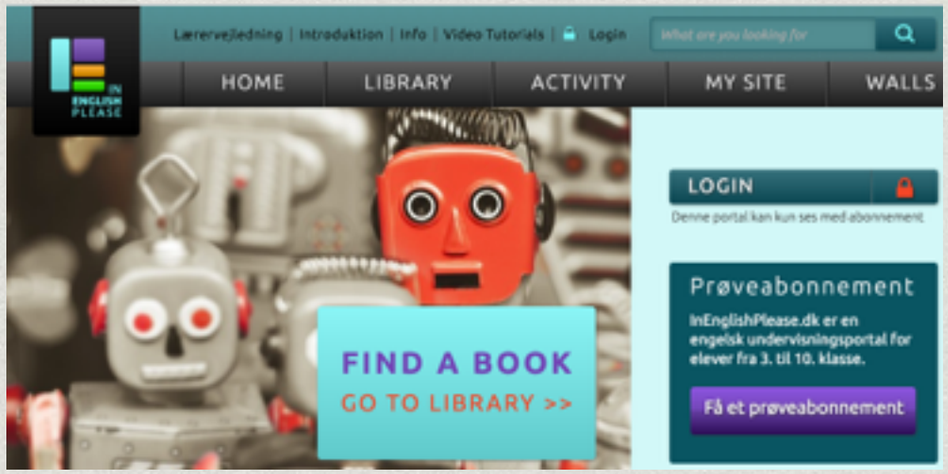
functional resources

production

www.padlet.com/ukr/digi



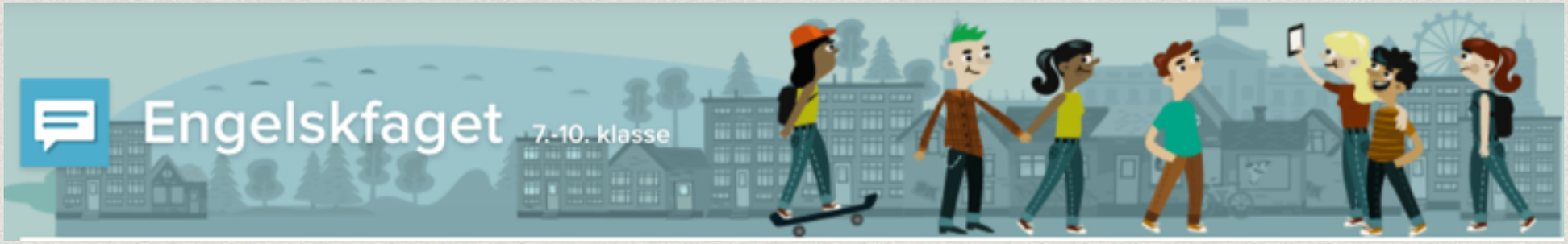
Web portals


Lærervejledning | Introduktion | Info | Video Tutorials | Login
HOME
LIBRARY
ACTIVITY
MY SITE
WALLS
LOGIN
Denne portal kan kun ses med abonnement
Prøveabonnement
InEnglishPlease.dk er en engelsk undervisningsportal for elever fra 3. til 10. klasse.
Få et prøveabonnement
FIND A BOOK
GO TO LIBRARY >>

TEACHER
TOPICS
GLOBAL ISSUES
MY OWN DICTIONARY
GRAMMAR
TOOLBOX

samirnepal.dk
Velkommen, Welcome, नमस्ते to Samirs world
Gratis materiale til engelsk i indskolingen samt syv flerfaglige opgaver.
Til læreren, se mere her
Se hvad der er skrevet på Emu og i Folkeskolen.

ENGELSK 7.-10. KLASSE
Home
Topics
Culture
Language
Resources
Library
Teacher
Friend or Foe
Travels
Youth Culture
Firsts
Heroes
Independent topics
7th grade topics
FRIEND OR FOE
CIVIL WAR TO CIVIL RIGHTS
CANADA AND THE ARCTIC
SOUTHERN AFRICA
WAR ON TERROR


Engelskfaget
7.-10. klasse

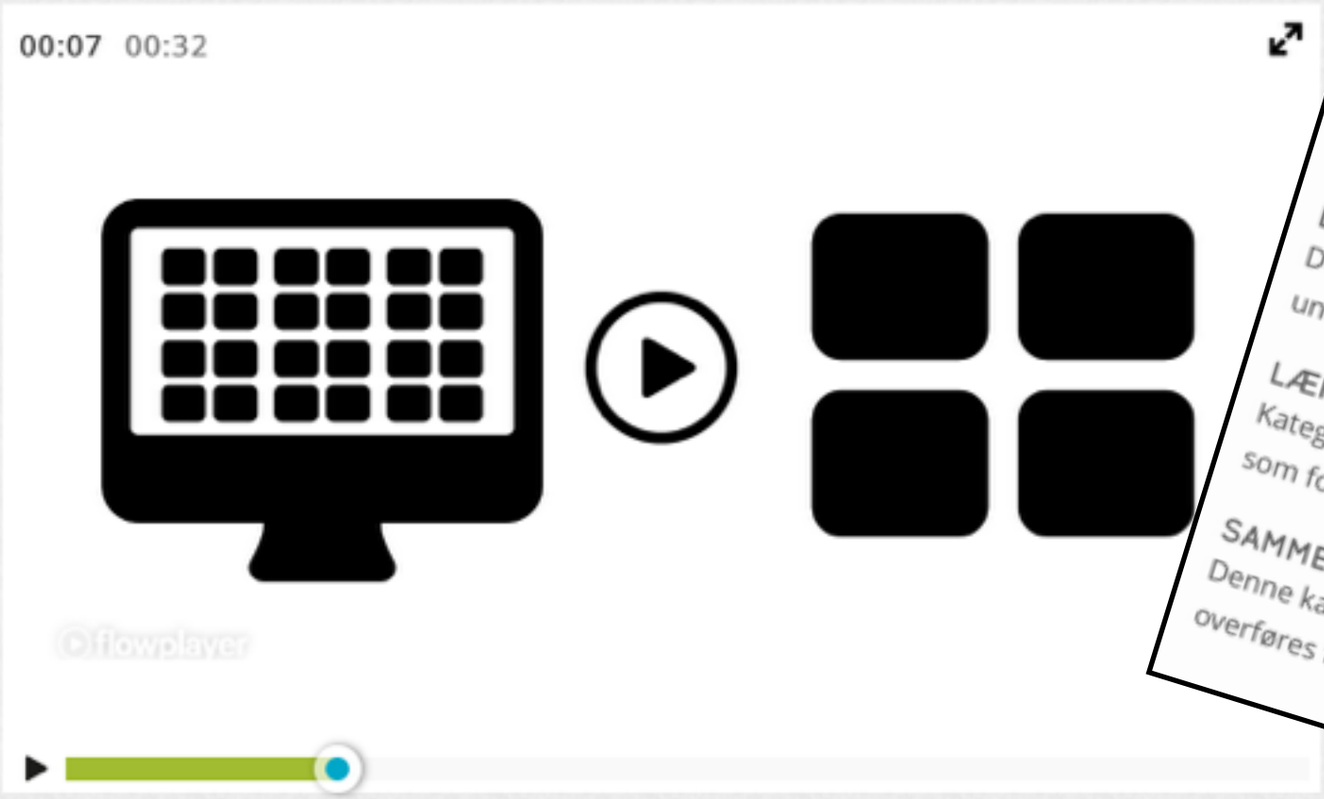
Assessing digital teaching resources

vurdigi.dk

kortlink.dk/d5ea

FORLØB

Et forløb beskæftiger sig med et afgrænset fagligt indhold. Digitale forløb findes på portaler, men kan også forekomme som isolerede enheder på nettet. Et forløb kan eksempelvis omhandle brøkregning i 5. klasse eller digte i danskundervisningen.



Når du skal vurdere et forløb ved hjælp af Vurdigi, skal du forholde dig til forløbets indholdskvalitet, brugervenlighed, differentiering, læringsudbytte og sammenhæng.

INDHOLDSKVALITET
Denne kategori beskæftiger sig med kvaliteten og legitimiteten af forløbet i forhold til gældende læreplaner samt faglige og pædagogiske standarder for indhold i undervisningen.

BRUGERVENLIGHED
Denne kategori spørger ind til forløbets design, og i hvilken grad du og dine elever let og naturligt finder rundt i forløbet.

DIFFERENTIERING
Denne kategori undersøger, i hvilken grad forløbet understøtter undervisningsdifferentiering.

LÆRINGSUDBYTTE
Kategorien undersøger kvaliteten og omfanget af læringsudbyttet, som forløbet lægger op til.

SAMMENHÆNG
Denne kategori spørger ind til, i hvor høj grad dine produktioner kan overføres til andre systemer eller programmer.

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Assessing digital lesson plans

userbility

learning outcome

differentiating

integration/ link

quality of content

What did they mean? 2 min with your neighbor.

Clio

Userbility?

Engelskfaget

7.-10. klasse

Forløb | Emner | Aktiviteter | Ressourcer | Søg

Interaktive forløb

Undervisningsforløb

Årsplaner

VELKOMMEN

Ulla Krogsgaard
CFU Sjælland
30302 dages adgang tilbage.

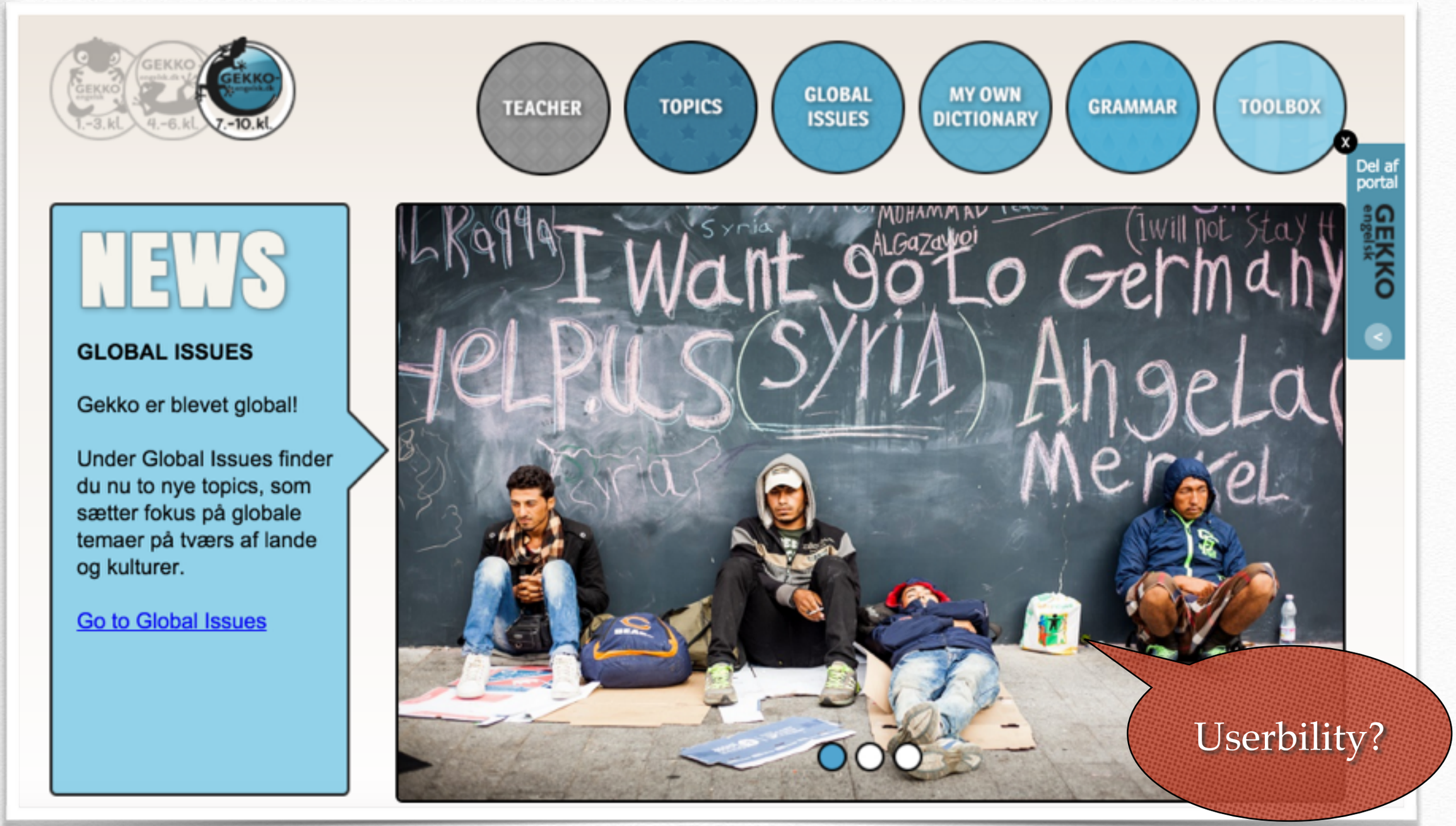
Closed for Business

Joseph works hard at his bakery to deliver bread to a 'White' hotel, but he is

clioonline.dk/engelskfaget/udskoling/forloeb/interaktive-forloeb/

Gekko

http://udskoling.gekko-engelsk.dk/landing



Userbility?

Clio

Userbility?

Back to unit plans

1 • Hip-Hop Culture
10 min

2 • Getting Started
20 min

3 • Introduction
20 min

4 • What Does It Mean?
5 min

5 • The Beginning of Hip-Hop
20 min

6 • The Four Elements

Hip-Hop Culture

Assign Unit Plan

Introduktion | Til læreren | Fælles Mål | Forfattere

Hip-hop tag.

Gekko

Userbility?

TEACHER | TOPICS | GLOBAL ISSUES | MY OWN DICTIONARY | GRAMMAR | TOOLBOX

GRAFFITI - ART OR VANDALISM?

- GOALS
- PART 1 — What is graffiti?
- PART 2 — NYC - The birthplace of graffiti
- PART 3 — Taki 183 and Banksy
- PROJECT — Team speech
- EVALUATION

Goals

GLOSSARY

Goals | Form teams

IS GRAFFITI ART OR VANDALISM?

Art in every shape, size and form has always been topic for debate. Graffiti is no exception. In this unit you are going to look at the history of graffiti and meet the (in)famous graffiti artists Taki 183 and Banksy, who in each their own way express themselves by writing on public walls. You are going to hear what people say about graffiti and why they like or dislike it. Your goal is to collect arguments and prepare for a team speech in which you must argue either in favor or against graffiti.

© Charlotte Nielsine Bøcher

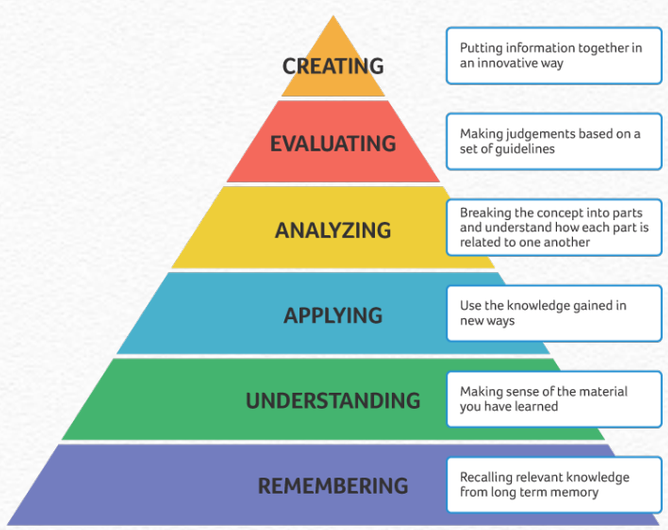
You are going to learn...

- to understand who says what in a news report
- to use words and slang used by graffiti writes
- to make a timeline with text and images
- to make a presentation of a graffiti artist
- (in the project:) to give an argumentative speech.

Clio

Goals written for the students

quality of content



Hip-hop is more than just a music genre – it is a lifestyle. This unit plan is about the origin of hip-hop and the culture that came with it.

You probably know Jay Z and Kanye West, but do you know Africa Bambataa, Kool Herc or Grandmaster Flash, who paved the way for the hip-hop genre and culture?

Read about the history of hip-hop, listen to hip-hop lyrics, write your own song, come up with a signature dance move, create tags, and design your very own hip-hop crew.

◎ Learning goals

These are the learning goals for the unit plan. Use the sliders to show what you can do now, and what you would like to be able to do when you have completed the unit plan.

I can listen to and understand details in authentic texts.

Where I am now — Cannot / Can

Where I want to be — Cannot / Can

I can read and understand details in a text.

Where I am now — Cannot / Can

Where I want to be — Cannot / Can

I can use text templates to write my own texts.

Where I am now — Cannot / Can

Where I want to be — Cannot / Can

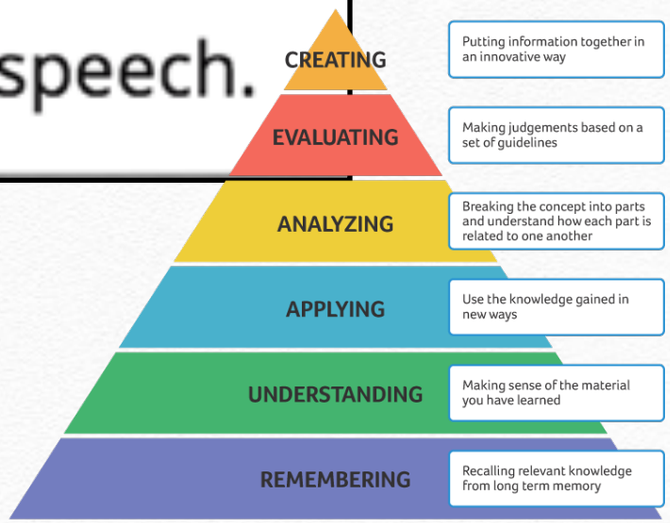
Gekko

very explicit goals, good for evaluation

Goals written for the students

You are going to learn...

- to understand who says what in a news report
- to use words and slang used by graffiti writes
- to make a timeline with text and images
- to make a presentation of a graffiti artist
- (in the project:) to give an argumentative speech.



quality of content

Formål og proces

Formålet med forløbet er at udvikle lytte-, læse- og talefærdigheder med udgangspunkt i temaet hiphop. Temaet er genkendeligt for eleverne, så de har mulighed for at inddrage egen livsverden, men forløbet har samtidig en historisk vinkel, som er ny for eleverne. Formålet er desuden at give eleverne indblik i og forståelse af hiphopkultur som en amerikansk institution, således at forløbet i sig selv bliver et kulturmøde.

Eleverne møder i forløbet forskellige sociale varianter af talt engelsk, idet de ser et nyhedsindslag, en instruktionsvideo, en dokumentar og et filmklip. De svarer efterfølgende på støttespørgsmål for at sikre, at de har fået de vigtigste detaljer i teksterne med.

Igennem hele forløbet anvendes forskellige samtalestrukturer, der sikrer, at alle elever er aktive og hver især har mulighed for at bidrage i diskussionerne. Der tages i samtalerne udgangspunkt i egne interesser og holdninger samt læst stof, så de har de bedst mulige forudsætninger for at tage del i samtalerne.

Forløbet handler i høj grad også om at turde udfolde sig både mundtligt, skriftligt, kropsligt og kreativt som led i det tværgående tema "Innovation og entreprenørskab". Eleverne skal skrive og delvist fremføre raptekster, lave breakdancemoves og tegne graffitiskitser. De skal dermed eksperimentere med sproget inden for nye rammer og bruge deres fantasi for at løse opgaverne

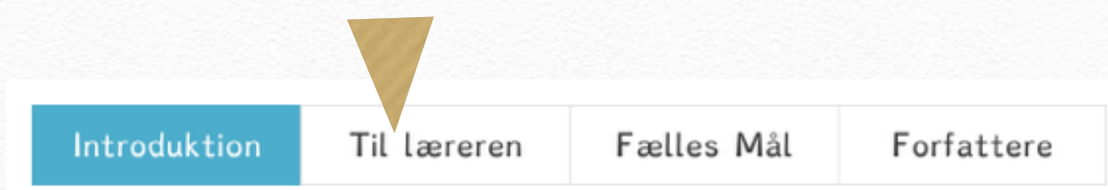
Organisering

Selvom hip-hop er mere end musik, er det særligt denne del, eleverne har et forudgående kendskab til. For at bringe deres interesser i spil kan hver lektion indledes med, at 1-2 elever spiller deres favorithiphopnummer og fortæller, hvorfor de har valgt nummeret. Det er også med til at sætte en ramme for undervisningens tema. Det er dog ikke en del af det estimerede tidsforbrug.

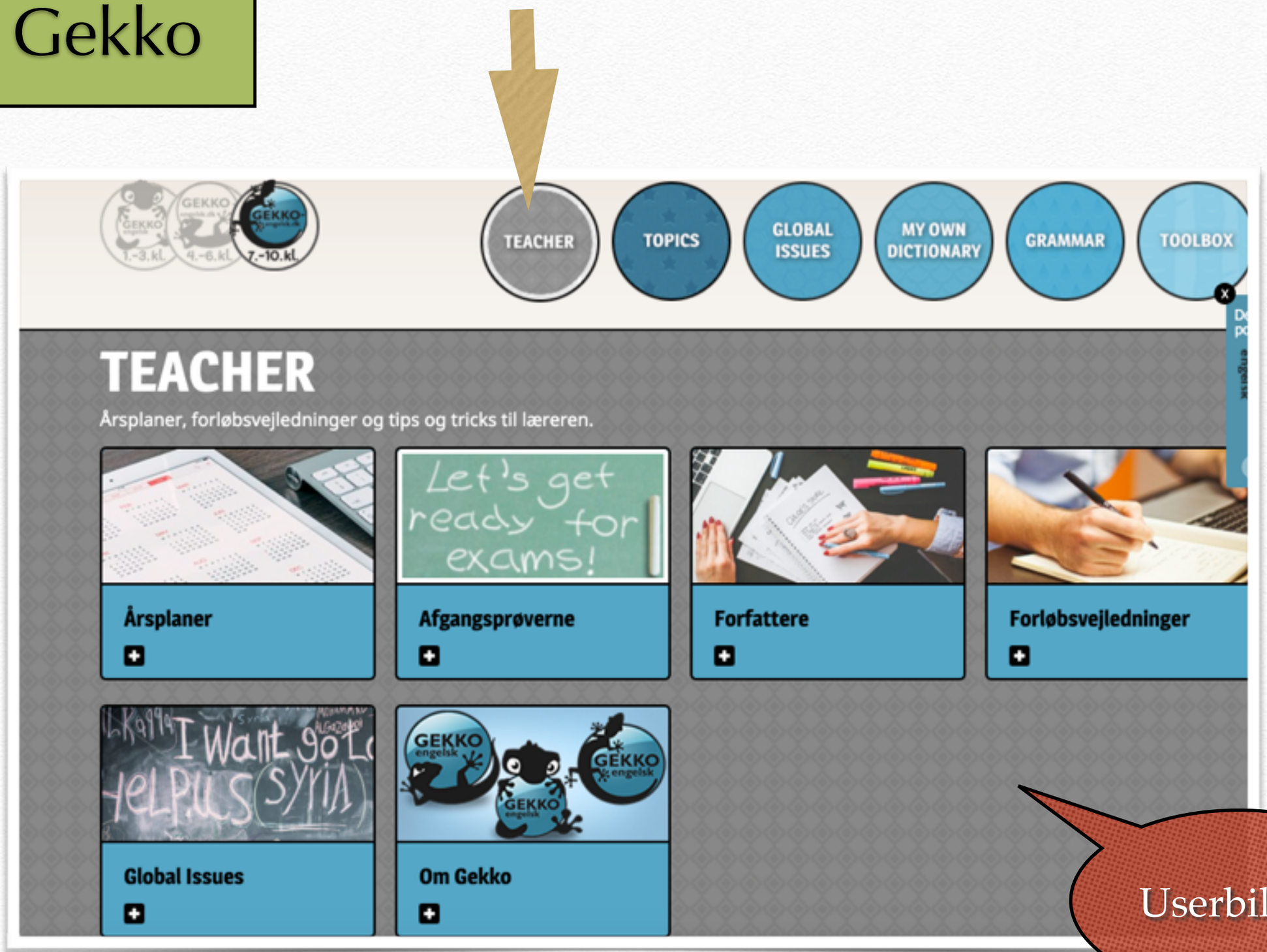
Goals and background for teachers

Userbility?

Clio



Gekko



Userbility?

Clio

Differentiating texts

other gangs, and the the Black Spades expanded their turf rapidly. The Black Spades became the biggest gang in New York, and, in 1973, gang violence rates in the city were higher than ever.

elements: DJing, breakdance, and the aerosol art form graffiti. Afrika Bambaataa named the 'Hip Hop'. A phrase commonly used MCs at the time.

tuja66, 2012. Oleksandr Moroz, 2013. Kitch Bain, 2012. jackmicro, 2013.

The New Beginning

Two events changed the faith of warlord Kevin Donavan and the Black Spades. First of all, Kevin won an essay contest – the prize was a trip to Africa. Witnessing the social and economical struggle in Africa had a huge impact on Kevin. And after seeing the historical film *Zulu*, Kevin was convinced that he could change the ways of the gangs and make them focus on urban survival instead of crime and violence.

Afrika Bambaataa and the Zulu Nation

Under the leadership of Kevin Donavan, or Afrika Bambaataa as he now called himself, the Black Spades faded away. A new movement called the Zulu Nation arose from within the gang. The Zulu Nation would promote parties and b-boy battles, sending the message of 'Peace, Unity, Love and Having Fun'.

Master of Records

Kevin got into collecting records long before he became a gang member. When he changed his name to Afrika Bambaataa, he became known as the Master of Records, due to his massive record collection and his ability to mix many different genres of music into his

Did you know

that the film *Zulu* that contributed to Bambaataa's epiphany is about English soldiers fighting the African tribe people the Zulu?

LET

SVÆR

d

Læseguide

Differentiating texts

Gekko

Wall and Piece

(0,9 normalsider)

Photo: http://newell-news.blogspot.dk/

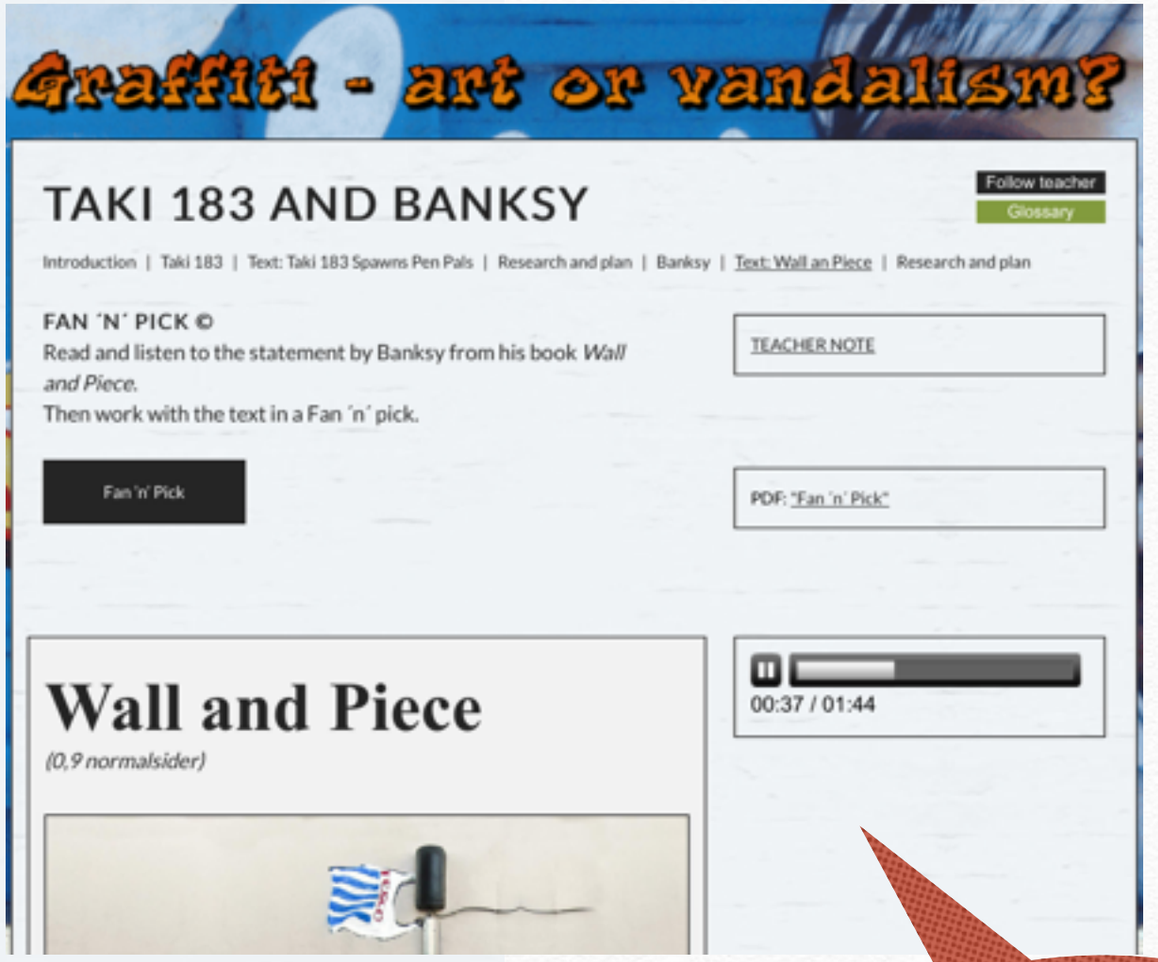
"I'm going to speak my mind , so this won't take very long.

Graffiti is not the lowest form of art. Despite having to creep about at night and lie to your mum it's actually the most honest art form available. There is no elitism or hype , it exhibits on some of the best walls a town has to offer, and nobody is put off by the price of admission .

A wall has always been the best place to publish your work.

The people who run our cities don't understand graffiti because they

00:30 / 01:44



Differentiating?

Clio

Digital learning

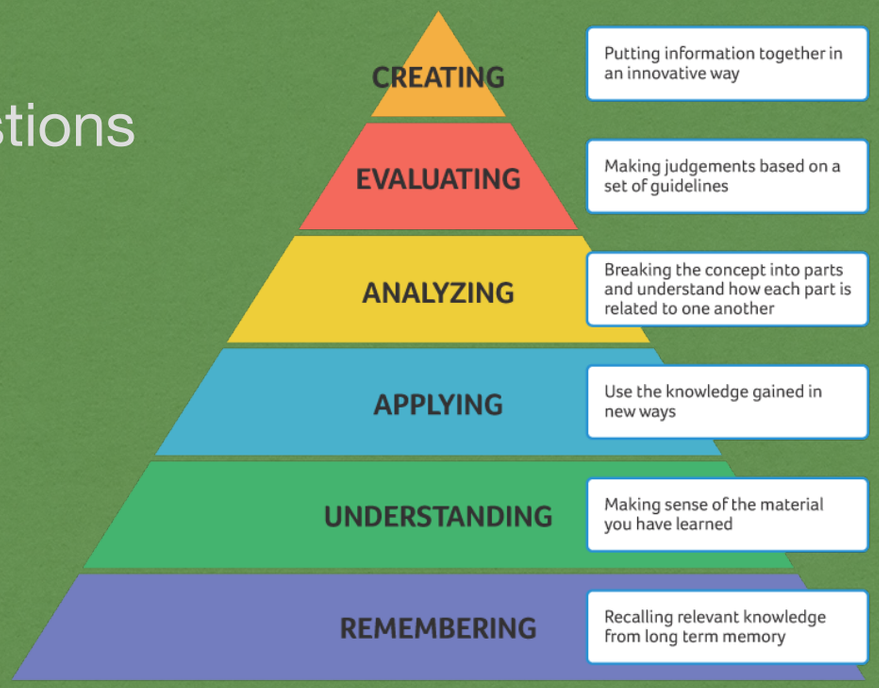
link / integration?

sammenhæng?

www.engelskfaget.dk - tasks

in all 42 interactive topics, I looked through 20:

- reading
- answering questions
- writing genres
- presentations
- discussions
- hot chair
- mindmaps
- playing games
- matching



working digitally :

- websites
- prezi.com
- mindmeister.com
- toondo.com
- people.plotr.com

Gekko

Digital learning

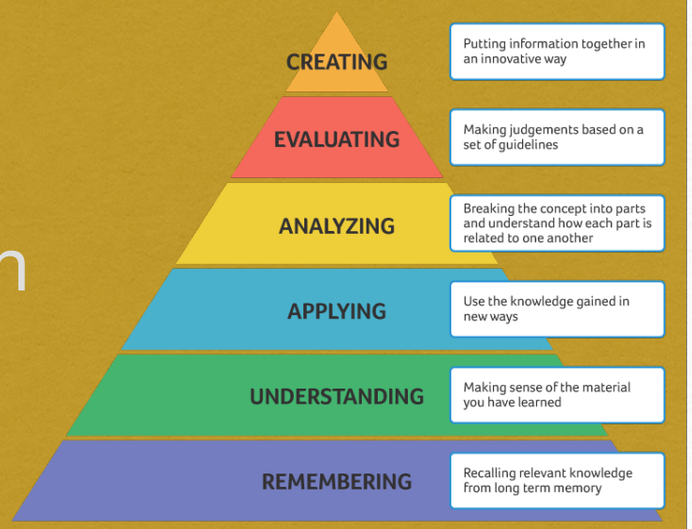
link/
integration?

sammenhæng?

gekko-engelsk.dk - tasks

Every topic ends up with a digital project. (13 topics in all)

- Blog - fx *blogster*
- Writing - *Thinglink, Pixton. BookCreator*
- Making a timeline - Timetoast
- Shortfilm - *WeVideo*
- Radio show - *Foundation*
- Roleplay - produced as a film - Foundation
- Website - *Wix*
- Make a time capsule - *analogue :)*



For student and teacher

Gekko

University College SJÆLLAND

Gekko

Evaluation

quality of content?

INDEX

GOAL

PART 1
What is graffiti?

PART 2
NYC - The birthplace of graffiti

PART 3
Taki 183 and Banksy

PROJECT
Team speech

PROJECT

Follow teacher
Glossary

Team speech | STEP 1: Brainstorm | STEP 2: Plan your speech | STEP 3: Write your speech | STEP 4 & 5: Practice and give your speech

TEAM SPEECH

In teams
You are going to prepare, write, and give a team speech titled: Graffiti - Art or Vandalism. Decide in class which teams should take a positive stand towards graffiti, and which should take a negative stand.

You are going to need the following from your text work.

- Timeline of the history of graffiti
- Outlines for Taki 183 and Banksy

TEACHER NOTE
Del klassen så halvdelen af teamene er pro graffiti og den anden halvdel er con. Du kan evt. trække lod, som man gør ved de nationale 'debating competitions' i USA.

learning outcome?

© Charlotte Nielsine Bøcher

Læringsmål

Præsentation (9. klasse/F2) Eleven kan give sammenhængende fremstillinger på basis af indhentede informationer /Eleven har viden om at søge og strukturere information	Eleven kan, sammen med sit team, holde en argumenterende tale, hvori hun/de argumenterer for eller imod graffiti.

Læringsmålet kan evalueres i projektet

Clio

Evaluering

quality of content?

learning outcome?

Evaluate

Discuss

1. Talk about the following questions using the method below:
   a. What does hip-hop mean to you?
   b. How did hip-hop originate?
   c. How are rap lyrics usually built?
   d. Can you describe the different elements of hip-hop?
   e. Can you describe your memorable hip-hop moments?
   f. Are you inspired by hip-hop culture? In what way?

Diskussionscirkel

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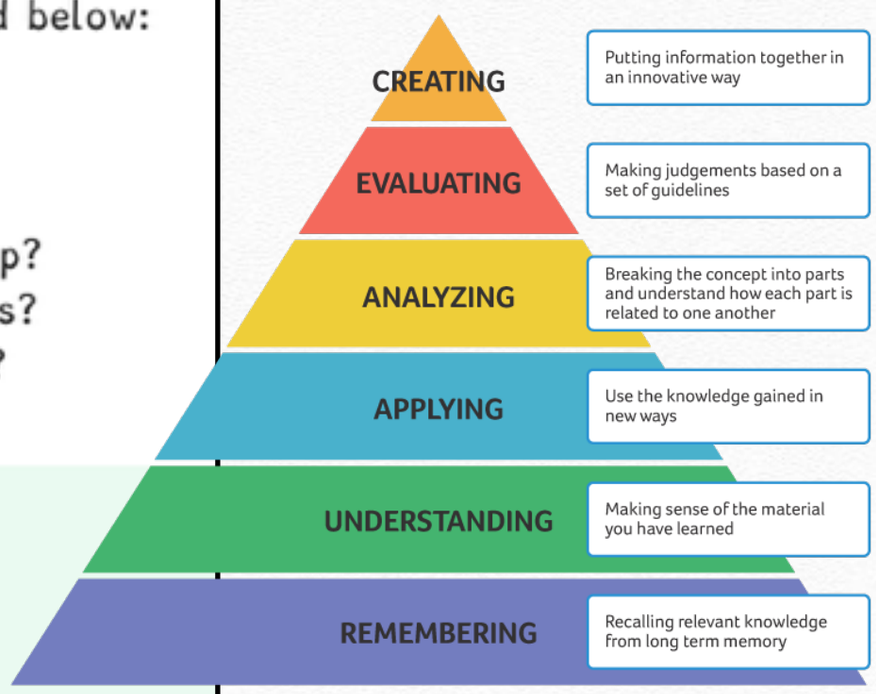
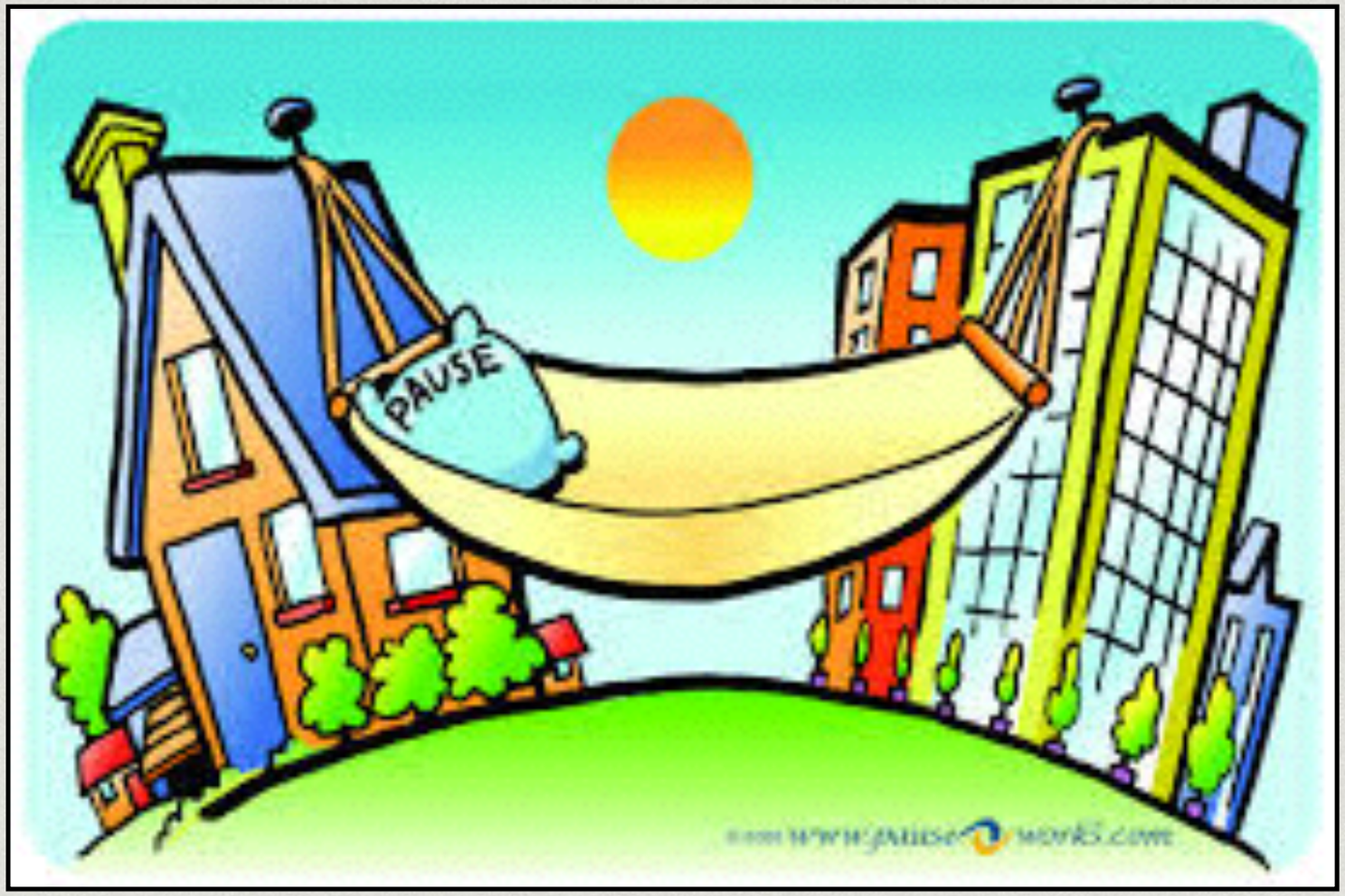


FFM engelsk
Kompetencemål kultur og samfund:

- **Intercultural contact**
  (*spontanous cultural meetings)*
- **English - access to the world**
  (international projects)

These goals are not fulfilled by neither of the web portals.

Break 15 minutes



Coming up: own assessments

vurdigi.dk

VURDIGI

CFU CENTRE FOR UNDERVISNINGSMIDLER DANMARK

FORSIDE VEJLEDNINGER OM VURDIGI CFU LOGIN

VURDIGI HJÆLPER DIG, NÅR DU SKAL VURDERE KVALITETEN AF FORSKELLIGE DIGITALE LÆREMIDLER

Log ind for at starte

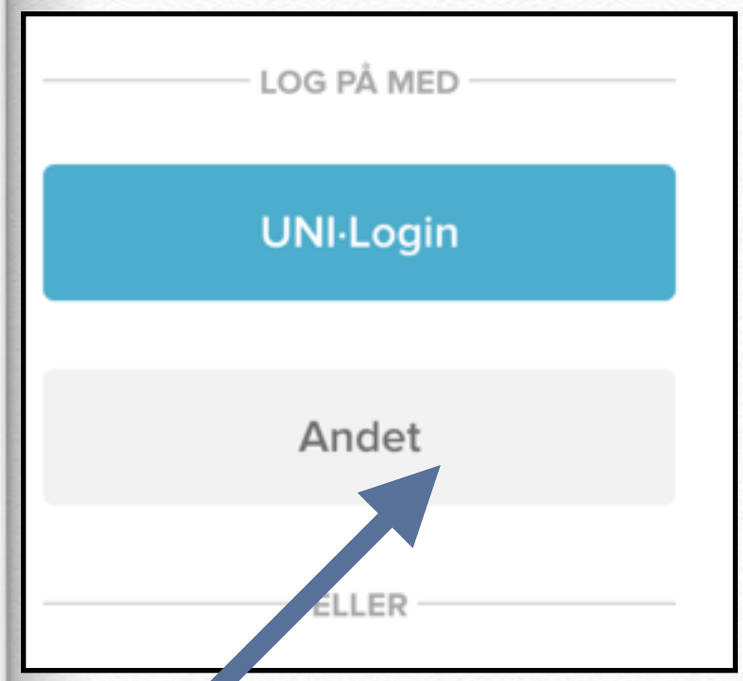
Webinarer i Vurdigi. Læs mere...

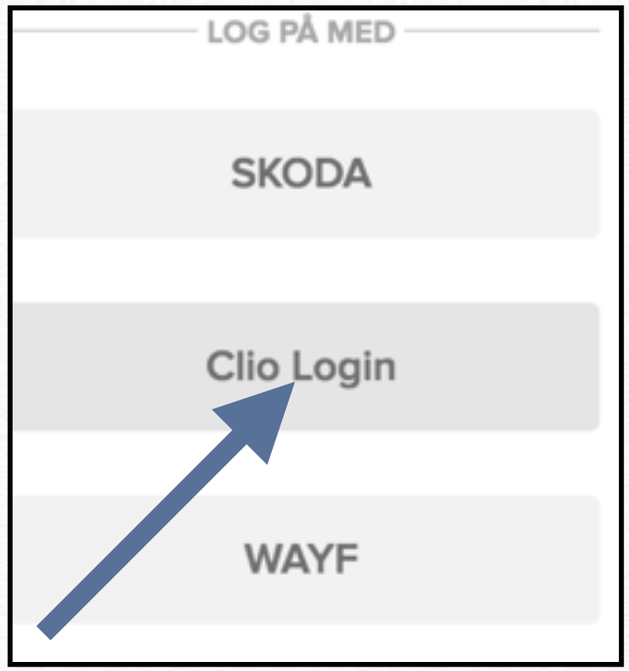
SÅDAN VURDERER DU ET DIGITALT LÆREMIDDEL

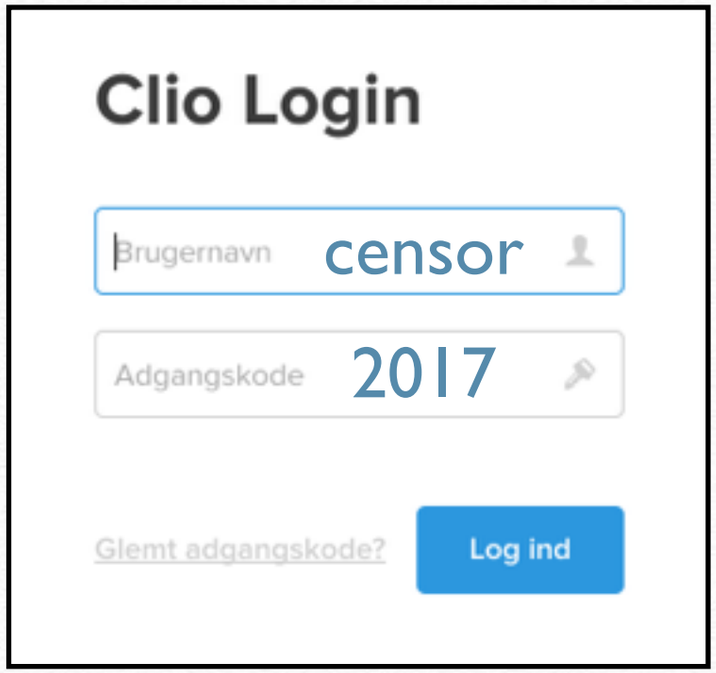
Create (almost) the whole cake

Find 4 other students with different perspectives

http://www.clioonline.dk/engelskfaget/udskoling







Choose ‘Traditions’

INDHOLDSKVALITET
Denne kategori beskæftiger sig med kvaliteten og legitimiteten af forløbet i forhold til gældende læreplaner samt faglige og pædagogiske standarder for indhold i undervisningen.

BRUGERVENLIGHED
Denne kategori spørger ind til forløbets design, og i hvilken grad du og dine elever let og naturligt finder rundt i forløbet.

DIFFERENTIERING
Denne kategori undersøger, i hvilken grad forløbet understøtter undervisningsdifferentiering.

LÆRINGSUDBYTTE
Kategorien undersøger kvaliteten og omfanget af læringsudbyttet, som forløbet lægger op til.

SAMMENHÆNG
Denne kategori spørger ind til, i hvor høj grad dine produktioner kan overføres til andre systemer eller programmer.

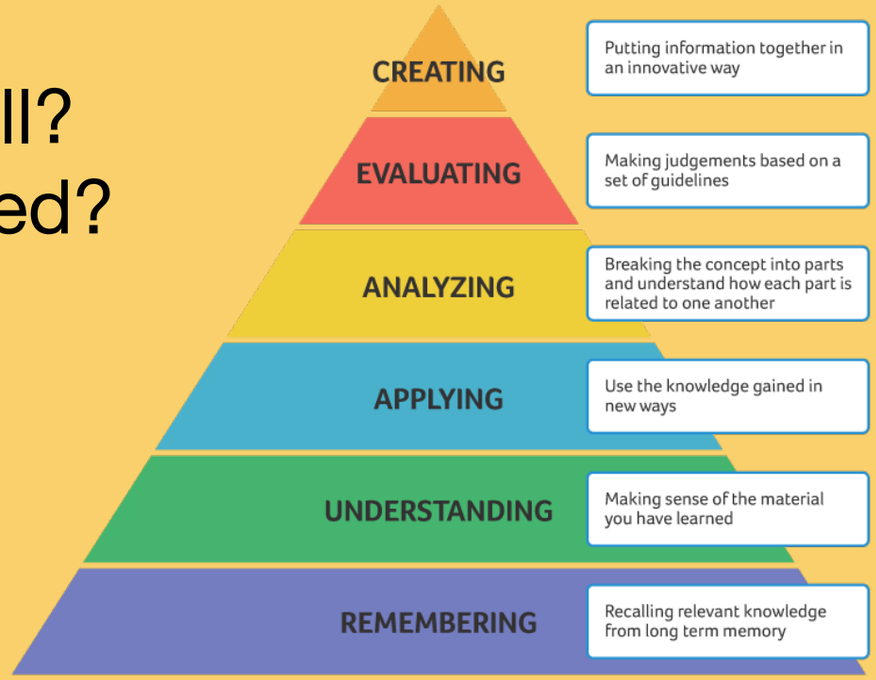
vurdigi.dk

Brug dit UNI-login

Summary

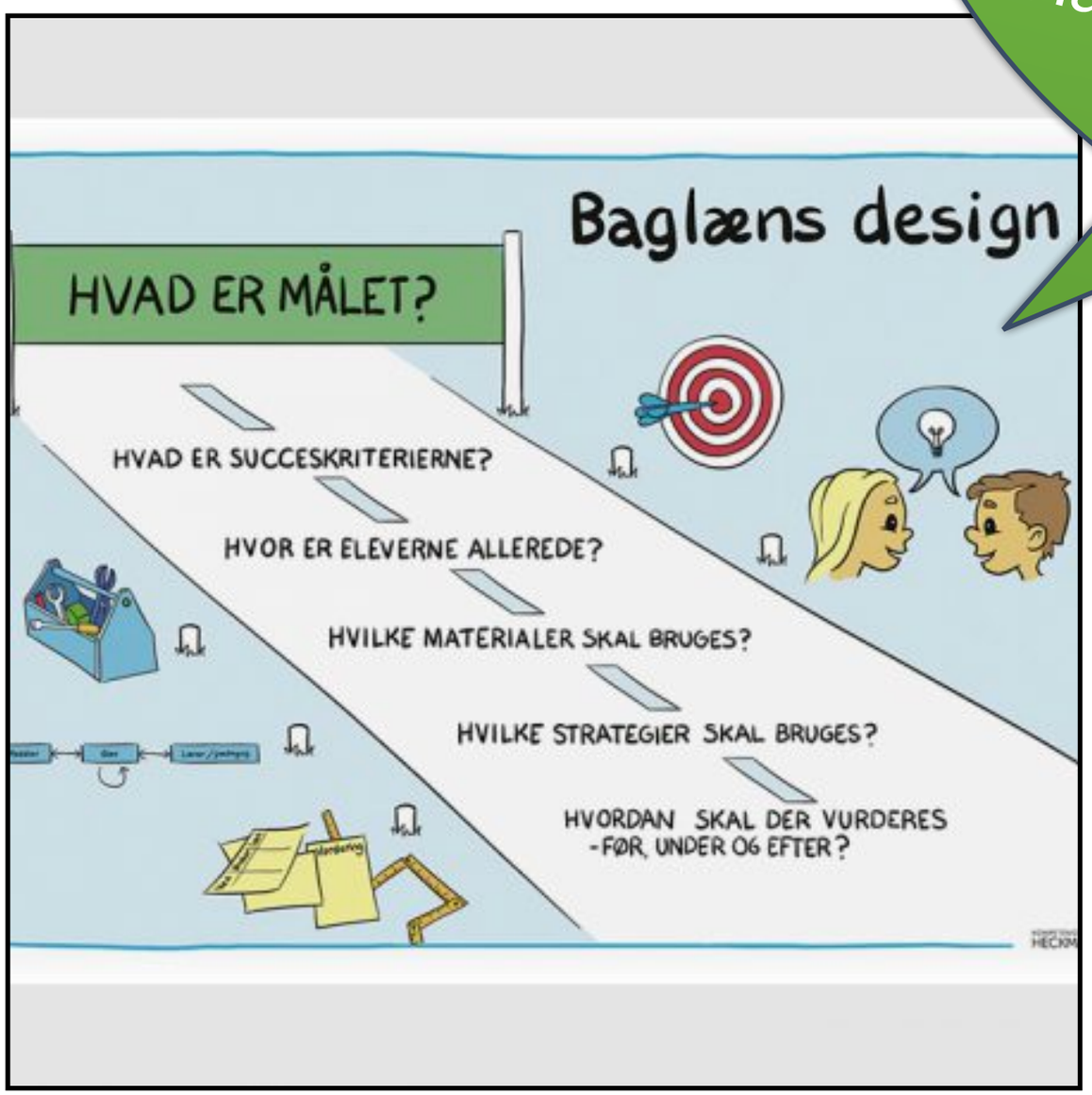
- Indholdskvalitet
  -> fagsyn, sprogsyn
- Sammenhæng
- Differentiering
- Læringsudbytte
- Brugervenlighed

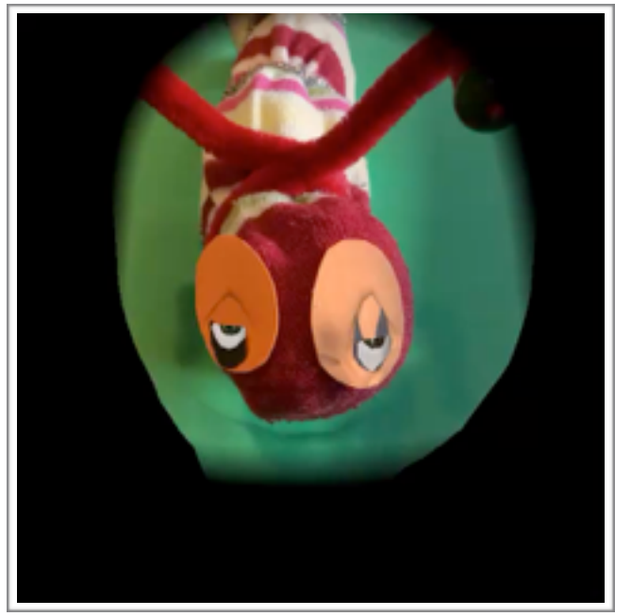
- which aspects function well?
- what needs to be re-planned?



Diskussion:

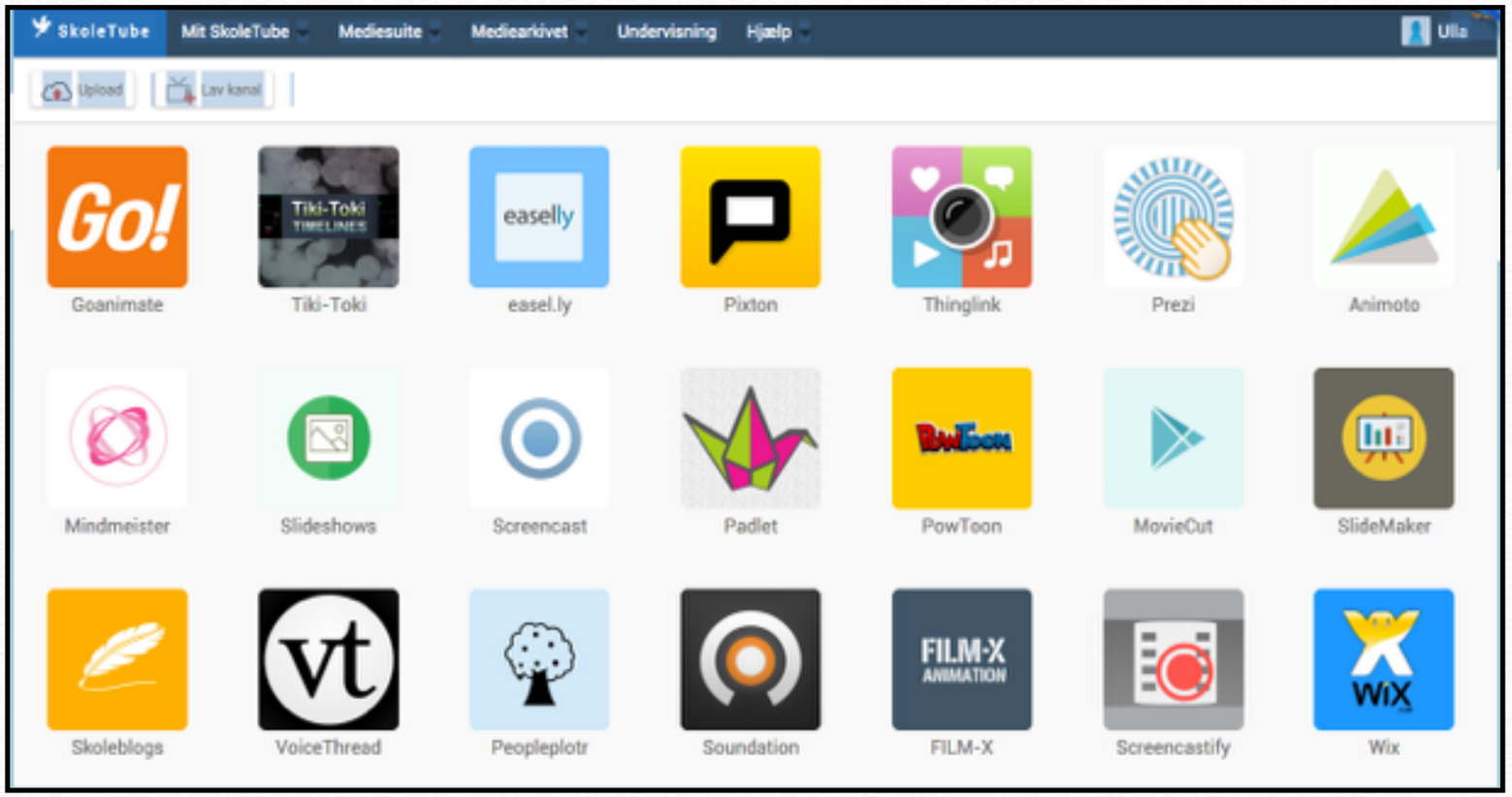
- Hvilken læring? Hvilken målsætning?
- Hvorfor digitale medier/portal?
- Hvad tilbyder mediet, som en bog/blyant ikke kan? Hvor skal der støttes?
- Har alle trin behov for en portal?



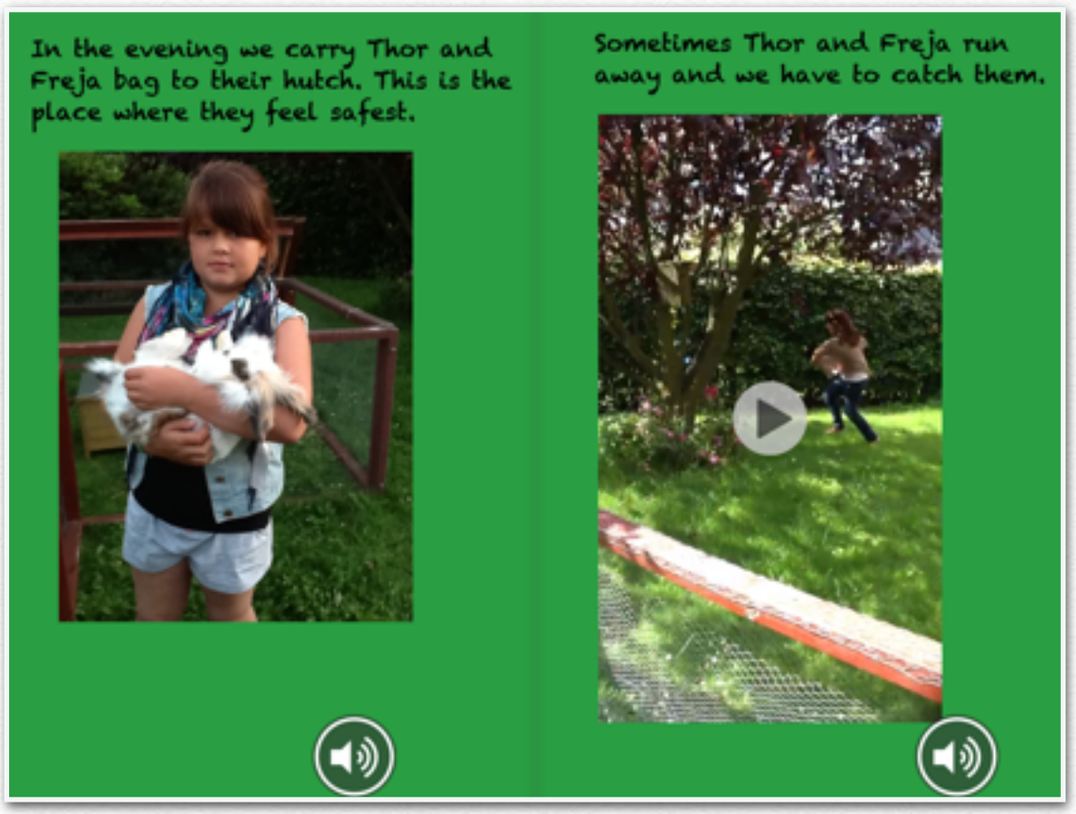


University College SJÆLLAND

www.skoletube.dk

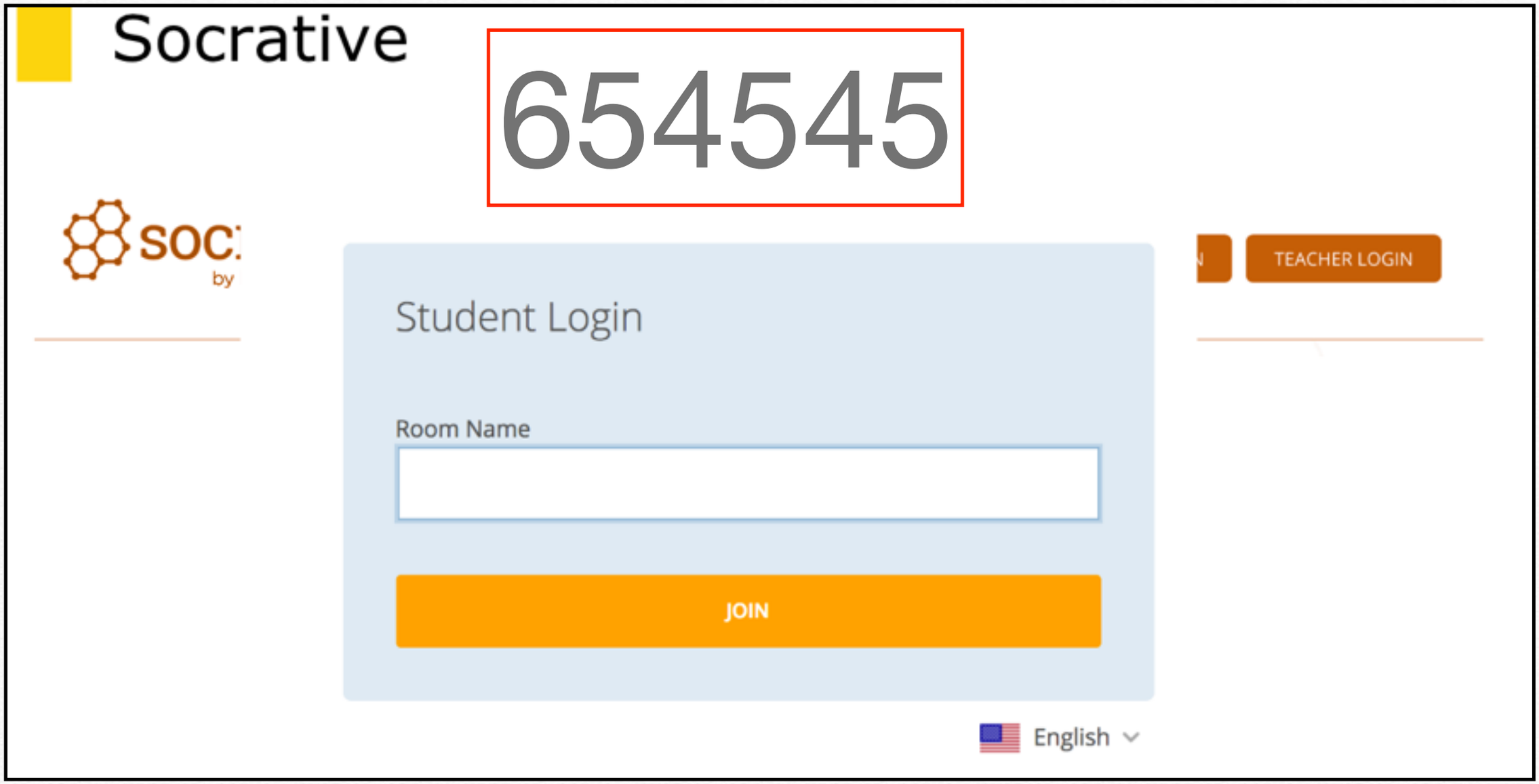


Bookcreator



Quick evaluation

www.socrative.com



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