KEEP

Co-funded by the European Union

Interactive French lessons during lockdown

I teach **French, History and Geography** in a **vocational high school** in a small town in France.

16
age of pupils on average

500
pupils

26
pupils per class on average
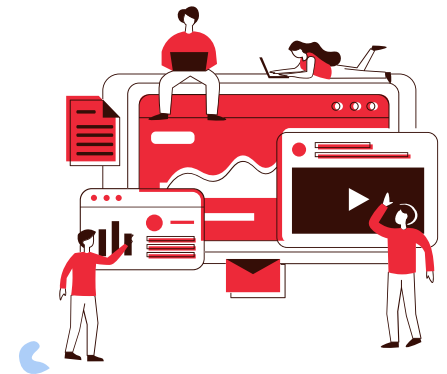
24
classes

Teaching environment

The school has **3 vocational and professional** sections: Hospitality, Personal Services and Business and Sales. More than **75% of the students** come from disadvantaged backgrounds.

Digital tools

Every student has a laptop thanks to the 'Lycée 4.0' regional program.
My school has access to **a digital workspace,** which facilitates communication and provides a space where students **can submit their work.**

Experience with digital tools before Covid-19

I already had an appetite for digital educational tools. **I regularly used digital technology** in my teaching. My students were therefore used to it.
I am a **trainer** for History and Geography teachers. I have followed trainings but I mostly **self train** thanks to online tutorials.

The tool: Genial.ly

Genial.ly is a platform that allows you to create slide shows and interactive courses.The materials can be integrated into the student's notebook.
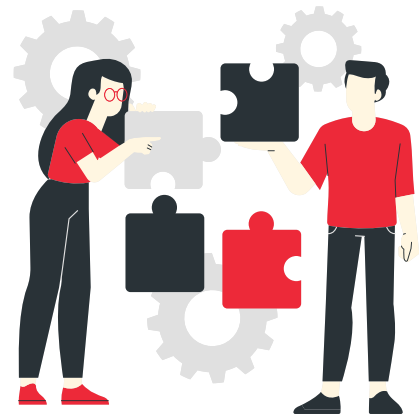
Needs before this teaching practice

The challenge was to transform the materials by making them **interactive.** The instructions also had to **be clear** so that the students could be **autonomous.**

Needs solved

I wanted to **keep in touch** with my students but above all I wanted the materials to be **attractive** and to allow them to learn at their own pace while being guided.

Audience targeted

This practice mixed **individual autonomous work** and online lessons with the **entire class.**
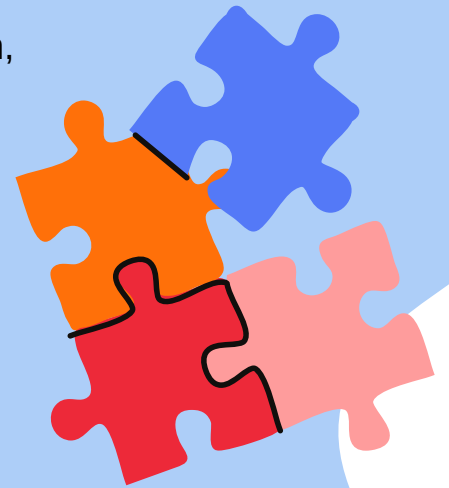
Organisation

The guided class was conducted in several stages. Often, I would choose my own video material or design it and then create the online questionnaire and a course with numerous enriched materials.

To accompany the students, there were **audio recordings** of the questions and summaries. Then, I gave the students 4 days to complete the work. Finally, there was **a video conference** to correct the practice.

The basic supports were the pedagogical binder, the textbook of the ENT in which I integrated enriched supports **(Genial.ly).**

To make sure the students **didn't drop out,** we used the Whatsapp application and called them. We also exchanged one-on-one with students via video conference on WhatsApp.

Practice activity

My first challenge was to **find the right digital medium.** Indeed, to prepare a typical activity, you have to choose a digital medium. Then, I added progressive instructions so that the activity would have a **natural flow;** it would take place in stages. There would be **4 days** between this activity and our class.

During the video conference, we would correct every step of the activity with quizzes and **short interactive exercises.** The goal was to reinforce students' knowledge but also to exchange with them. At the end, I offered **optional additional exercises** to go further.

Thanks to quizzes but also thanks to **small interactive exercises,** the students could correct themselves.
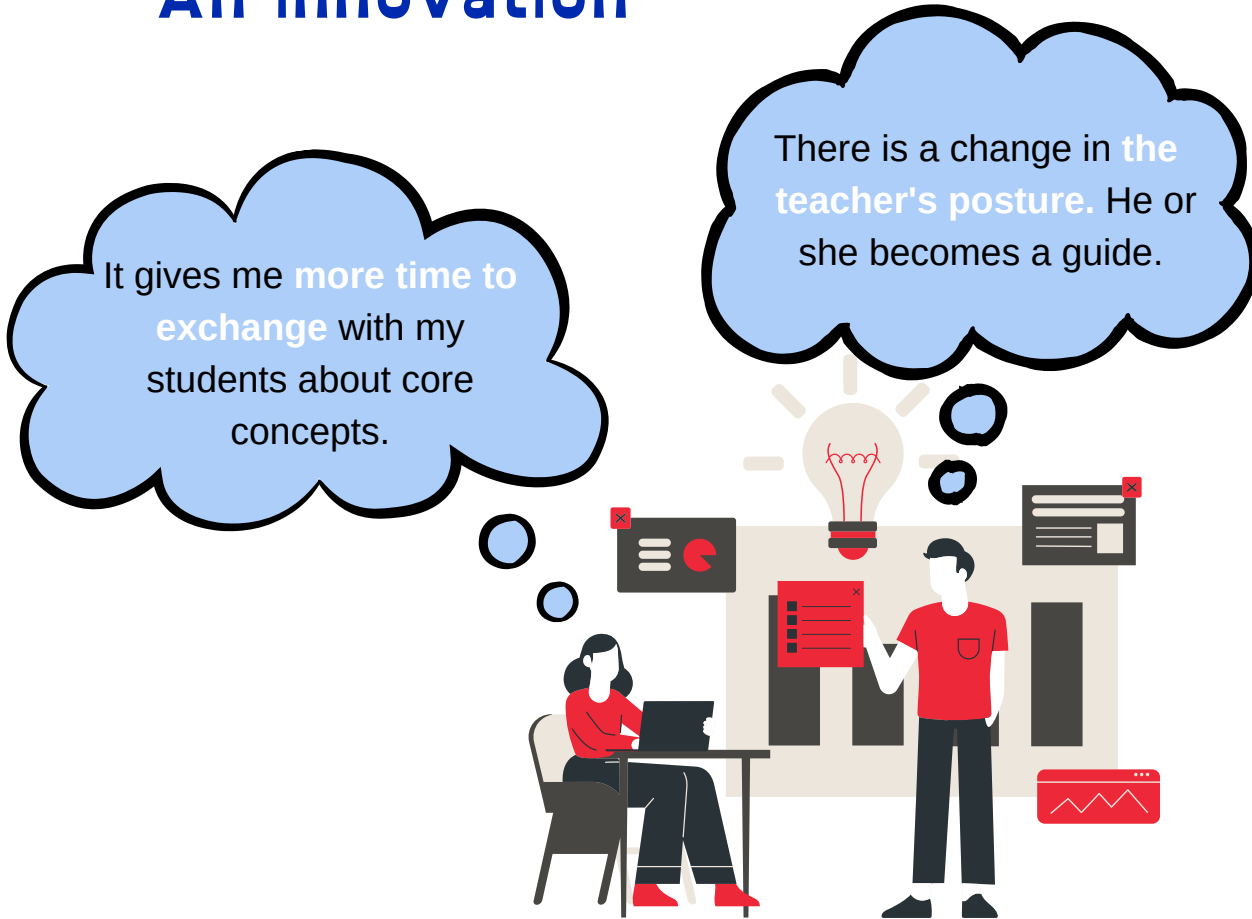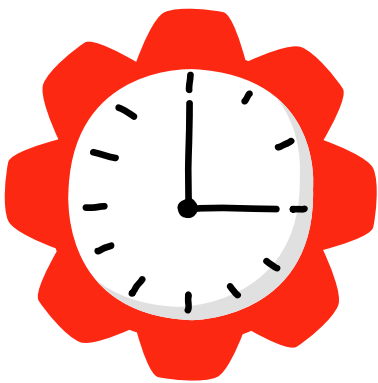
Impact of the tool

An innovation

It gives me **more time to exchange** with my students about core concepts.

There is a change in **the teacher's posture.** He or she becomes a guide.

An efficient practice

- I had a **better connection** with my students.

- Students' **autonomy** has developed.

- Students have acquired **cross-curricular skills.** Indeed, the practice allows them to learn to work differently. This practice must be continued over time to see results.

Keys to success

Have the desire to **get involved.**

Analyse students to see if they are **digitally interested and adapt** if they are not.

Change your practice **little by little** and see if it works.

Benefits

I was able to try a **different way** to approch teaching.

This practice fosters **students' motivation** thanks to the interactive side and the notion of differentiated pathways: a lot of positive feedback.

More **autonomy** from my students.
More personal skills.

+

Ready ?

At first, don't be afraid to fail. As with every innovation, it takes time and patience to master digital teaching.

Resources

Screenshots

Example of an activity from the digital workspace: a pedagogical folder with explanation of a didascalia, comments to listen to and links to other applications such as genial.ly.

1. Dramatis personae : la liste des personnages

- On appelle aussi cette liste et les indications de lieu la **didascalie initiale** ✏️

✏️

RAPPEL ! La didascalie est une note ou un paragraphe, rédigé par l'auteur à l'intention des acteurs ou du metteur en scène, donnant des indications d'action, de jeu ou de mise en scène. *Elle est généralement écrite en italiques*

À écouter !! Explications complémentaires à la diapo !

▶ ⬤───────────────────────── 01:30 🔊 ──────────⬤

PERSONNAGES

LES VISITEURS :
CLAIRE ZAHANASSIAN, NÉE WASCHER, MILLIARDAIRE (ARMENIAN OIL)
SES MARIS VII À IX
LE MAJORDOME
TOBY ET ROBY, MÂCHEURS DE CHEWING-GUM
KOBY ET LOBY, AVEUGLES

LES HÔTES :
ALFRED ILL
MADAME ILL, SA FEMME
SA FILLE
SON FILS
LE MAIRE
LE PASTEUR
LE PROFESSEUR
LE MÉDECIN
LE POLICIER
LE PREMIER, LE DEUXIÈME LE TROISIÈME ET LE QUATRIÈME, HABITANTS DE GÜLLEN
LE PEINTRE
LA PREMIÈRE FEMME

LES AUTRES :
LE CHEF DE GARE
LE CHEF DE TRAIN
LE CONTRÔLEUR
L'HUISSIER

LES GÊNEURS :
LE PREMIER JOURNALISTE
LE DEUXIÈME JOURNALISTE
LE REPORTER RADIO
LE CAMERAMAN

EXTRAIT 1 - UNE VISITE TANT ATTENDUE

> ❗ **Remarque !**
> Ce qui est en jaune surligné normalement doit être joué mais là, pour une meilleure compréhension, je le dirai à voix haute.

Le texte est à lire en même temps que vous écoutez la mise en voix. j'ai ajouté des bruitages pour vous permettre de bien comprendre l'atmosphère de ce 1er extrait

Bonne découverte !

Example of a play extract put into voice with sound effects to help students understand the meaning of the scene. Insertion of a bitmoji for the student to find the teacher.

À écouter !! Mise en voix complète de la scène

▶ ⬤───────────────────────── 00:00 🔊 ──────────⬤

This portrait gives a representation of the teacher's choices which are not our own.
The statements in this portrait are not direct quotations but have been adapted from an interview which took place in 2022.