

Learning about Music from home

I teach **Music** in an **urban school** in Greece.

15

age of pupils
 on average

275

pupils

23

pupils per class
 on average

12

classes

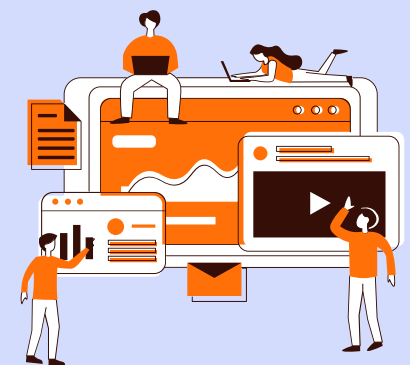


Teaching environment

My students come from middle class families. The school included in classes students with specific learning difficulties, such as dyslexia.

Digital tools

There is a **computer lab** at school. There are a lot of computers available at school.



Experience with digital tools before Covid-19

I knew how to use Moodle, but also the projectors and the computers of my school. I am **trained on Moodle**, and have taught my colleagues how to use it. I also train for B1 and B2 qualifications. I was trained in the use of ICT applications in education for 96 hours. I attended **a lot of seminars** to learn about different tools such as WebEx.



The tools: Eclass and Padlet

<https://eclass.sch.gr>

<https://padlet.com>

Padlet is a virtual *wall* on which you can display and share any kind of documents: texts, images, audio recordings, videos, internet pages.

Eclass is a modern educational platform for students and teachers. It is a secure digital environment for learning, communication and collaboration.



Needs for this teaching practice

I wanted a way to **communicate** with my students. I didn't want to add them on social medias. I also wanted my students to **work with each other and** to be part of their learning process.

Needs solved

I used Eclass to **communicate** and as a channel of **exchange and support**, not just learning. I chose my tools to **develop these skills** and help my students to get involved in their learning development.



Audience targeted

My target group was the **whole class** but I sometimes divided it into small groups.



Organisation

Firstly, I did not want my students to feel pressured during lockdown.

I started by teaching them **how to use Eclass**, and how to send messages with the collaborative tools I had chosen.

When I announced an assignment, I sent a message through these tools to let my students know so they could get to work. I gave them **5-minute exercises** with a deadline they had to respect.

Little by little, my students understood how it worked, I gave them the time they needed and did not rush them.

I created a **blog**, on which I shared my students' activities and I encouraged them to use it.

During our online classes, I encouraged my students to use **collaborative tools**.



Practice activity

I used WebEx to connect synchronously with my students. I opened Padlet. I had **different Padlet walls attributed to different groups of students** as I wanted them to work together. I allowed them to pick their group, I think it makes them more efficient. I let them work on their collaborative presentation for 20 minutes and then, we all got together again. They assessed each other's work **peer to peer**.

On the lessons' Wiki, I used links to put definitions of the words used in a specific song. In fact, I realised that a lot of students **didn't understand what they were singing**. So before singing, we read the lyrics, we broke them down with some words that they knew.

I also used **Hot potatoes** a lot, to create quizzes and other interactive exercises for assessment and evaluation.



Impact of the tool

An innovation

I approached my courses **from different angles, from different perspectives.**

My practice allowed my students to use **different types of resources** to make their presentations.



An efficient practice



- Students developed their **group management** skills.
- Students also learned to **work together and respect each other's work**, and to self-assess and evaluate their work together as well.
- This practice has proven to be effective based on the **positive feedback** from my students. I had **no absenteeism**.

Keys to success



Group work can create a **good dynamic.**

Don't be afraid of trying **new** tools.

Give a lot of thoughts **to the instructions** you give.

Trust your students to assess each other.

Benefits



This practice stimulates **teamwork, oral participation, and observation.**



My students improved their **presentation skills** a lot in a short period of time.



It can be used in a **hybrid setting**, in both synchronous and asynchronous teaching.

Ready ?

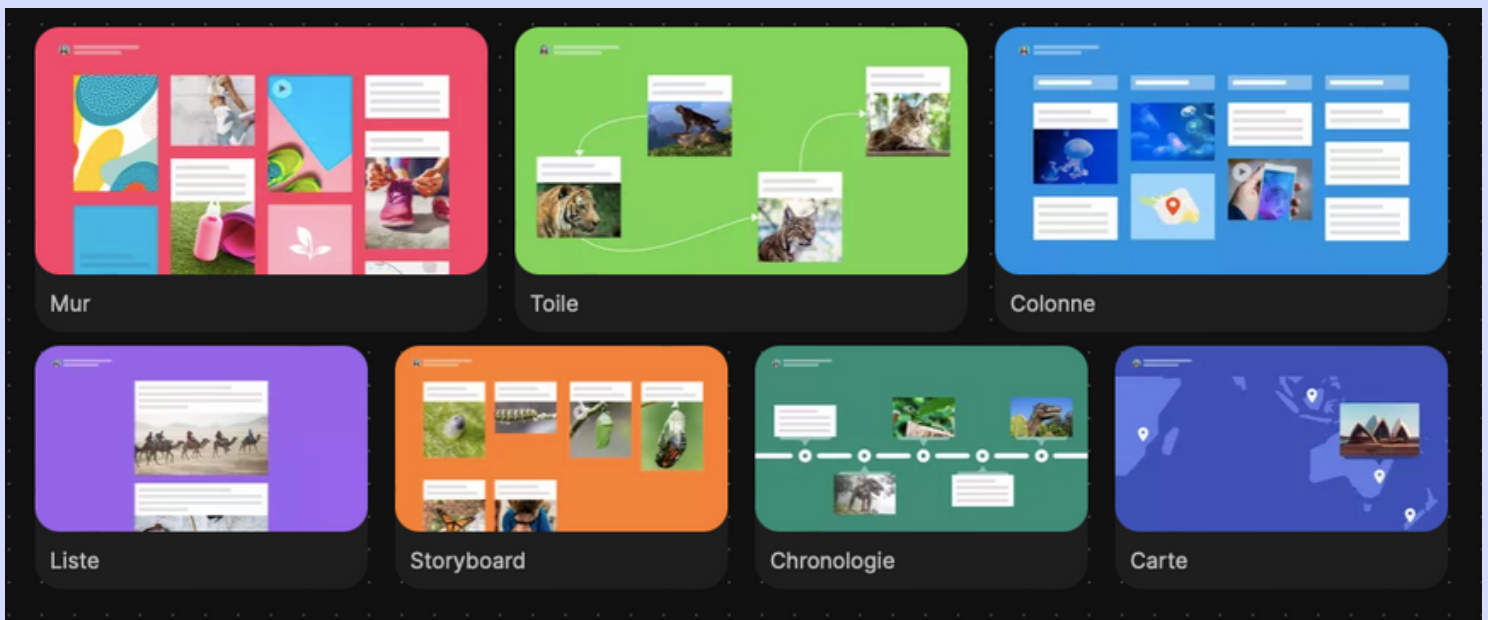
Students know a lot more than we do about digital technologies, so don't be afraid to ask them.



Resources

Screenshot

A Padlet wall



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.