

Bridging digital education and philosophy

I teach **Greek Philology-Literature and Philosophy** in a **rural school** in Greece.

16

age of pupils
on average

15

pupils

5

pupils per class
on average

3

classes

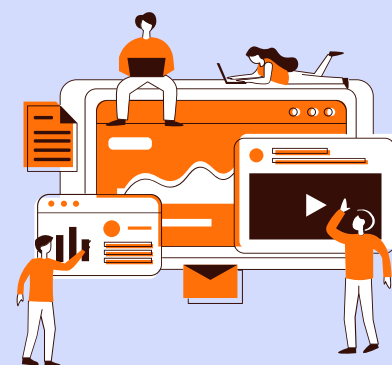


Teaching environment

My students come from **diverse socio-economic** backgrounds. The trip from their school to their homes is through steep roads. Four out of my fifteen pupils had **special needs**.

Digital tools

The school had **enough laptops** for every teacher and facilitated their work from home. Other tools were available thanks to the **National School Network Moodle**.



Experience with digital tools before Covid-19

I am a qualified trainer for Philologist's discipline after 350 hours of training in ICT applications in education. I **was familiar with Moodle** when lockdown hit although I occasionally used the eclass and e-me platforms.

The tool: e-me

<https://e-me.edu.gr>

The e-me Digital Education Platform is a modern, collaborative platform for students and teachers. Designed to support learning activities, it provides the school community with a secure digital workspace.



Needs for this teaching practice

I wanted to **be organised** and find a way to **motivate my students**. I wanted to find **a playful way of teaching**. I also wanted a place to **gather and adapt our materials**.

Needs solved

E-me was the platform that solved my needs. It allowed me to **integrate resources from other digital tools** in one place.



Audience targeted

My target group was the **whole class** though students had to work on their own asynchronously.

Organisation

The asynchronous part was the most important part for me. Students had to be able to work on their own. E-me is a platform more suitable for primary than secondary education. However, it allowed me to **integrate resources** that I already had such as crosswords, for example. I thought it was better than spending hours online looking for materials I was not used to use.



The new curriculums are quite flexible and contain different kinds of resources that I can use but the **textbook timelines** are still the same. I have to stick to it and to the exams that are part of the textbooks. .



Practice activity

E-me covered the asynchronous part of my lesson. Students used it to chat and work collaboratively on different tasks that were assigned to them. They also **could find guidelines** regarding their work.



They worked on different projects together **using collaborative tools**. They could, for example, work on a presentation with Google slides. It was very easy for me to divide the work and to see their progress. The difficulty was to evaluate them. In my class, I did not really have enough students to form up teams but students **could still look at each other's work to develop soft skills**.

After this preparation, we switched to a synchronous class and, collaboratively, **drafted a presentation**. All students contributed. Their work could be found on e-me after the class.

Impact of the practice

An innovation



An efficient practice



- The alternative resources **motivated my students** and kept them engaged.
- My students **improved their collaborative skills**.
- During lockdown, **the attendance rate remained high**.

Keys to success

Assess the **added value** of each tool for each subject.

Focus on **two or three tools available** on the platform.

Make your **instructions clear**.



Benefits



My students have learnt how to use **collaborative tools**.



They got better at **preparing and giving presentations**.



They learnt to be **autonomous in their projects**.

Ready ?

Start modestly. Don't try to use the tool to its full potential from the start: **take your time and explore**.



Resources

Screenshots

e-me home screen



Example of a multiple-choice task



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.