

Learning literature in a different way

I teach **Polish Language and literature** in a **private high school** in a **big city** in the south of Poland.

15

age of pupils
on average

145

pupils

15

pupils per class
on average

11

classes

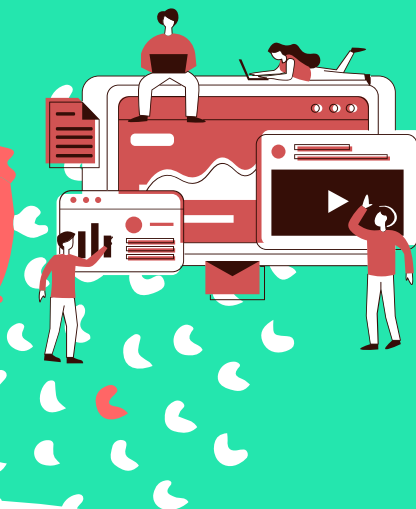


Teaching environment

Some of my students have **disabilities**, often the autistic spectrum. A large part of them comes from educated families.

Digital tools

There are projectors in the classrooms. **Teachers have iPads**. I also have a laptop to work on presentations. I use it sometimes to show my students presentations. **I use songs, and interactive films for lessons**, and show publishing materials.



Experience with digital tools before Covid-19

I had **no distance learning or special technical experience** before the pandemic.

The only experience with digital tools that I had, was to create PowerPoints presentations but now I think that these presentations are already an archaic method.



Explain Everything

<https://explaineverything.com>

It is an application that allows the creation of groups and collaborative projects.

Needs for this new teaching practice

The aim of the practice was to involve students in lessons and to create an **atmosphere of exchange**. Most of all, I wanted them to take an active part in our meetings and to work in groups.



Needs solved

Explain Everything allowed to create **groups of students**. It offers **virtual boards with many features** that can be used to work in groups.



Audience targeted

I worked with the whole class, I often divided students into groups and gave each group a **slightly different task**.

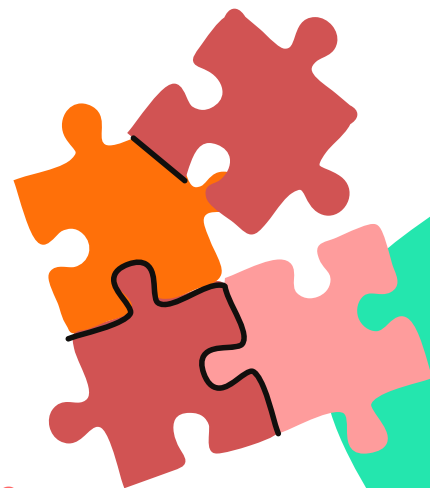


Organisation

I used the flipped classroom method, meaning I asked students to **read some material or watch a video before our online meetings**. I told them what we were about to do so that they could fully participate. Reading texts was the most important part of the preparation. Without knowing the texts, there was no conversation possible.

The aim of my lessons has always been to **study literature in a contemporary context**. You need to find something in those excerpts that will bring present value to young people.

For example, students searched for **advice to give to a hero from the 19th century** on the internet. Or they ran an **Instagram profile for the heroine of a novel**. A successful lesson for me means that I managed to evoke emotions and draw young people into the discussion. These are attractive activities for students, but they require them to really read the book and **catch something interesting**, intriguing, something that will be understood in such a compact form as a meme.



Practice activity

For my classes, I prepared several boards with different problems, one for each group of students. There were, for example, **pictures, links to music tracks, thematic videos recorded by me with instructions**, and hints for searching. Then, during the online lessons, my students worked in groups. Although they could not see each other, **they could talk freely**. I went into each virtual room, listened to what was said and looked at their boards. They added their ideas to the presentation. **I tried to be a moderator** and follow their progress.

The criteria for evaluation did not change much, but I paid much less attention to them. For example, I used Kahoot. **I sent them topics of essays with a recorded discussion** in the form of a video, and students sent back their work. I also assessed oral statements. I prepared a **list of issues in the application** that students developed and then each randomly selected a question for themselves to answer.



Impact of the practice

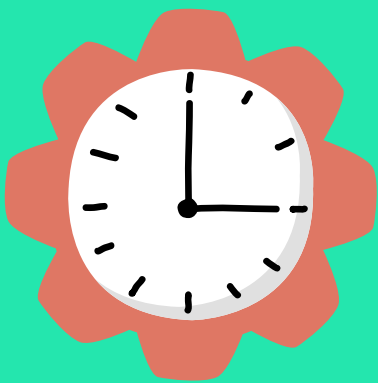
An innovation

Using Explain Everything is quite **intuitive and comfortable** for students.

Although students could not see each other, they could talk freely and I could **moderate and follow** their progress.



An efficient practice



- Students were able to look at the lesson material in **an unusual way**. This made the class more engaging for them.
- They **improved their creativity**.
- Group works allowed **a lot of brainstorming** and led students to think differently.

Keys to success

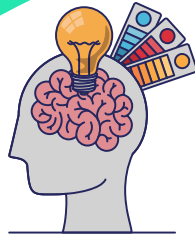
Make your students
brainstorm together.

Have a **fresh look** on your
curriculum and the texts you use.

Create a space for students to
express their creativity.



Benefits



More **creativity** from students.

More engagement in their learning process.



Better understanding of the **text meaning.**

Ready ?

Give your students time to work on their own on the
application. They need more time than you think to do the
appropriate tasks.



Resources

Screenshots

Example of tasks hidden under QR codes (LearningApps and Wordwall games)

Poniżej kilka zadań ukrytych pod kodami qr , przygotowanych w aplikacjach learningapps i wordwall.

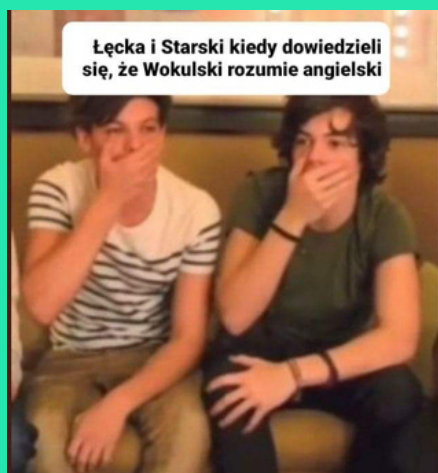


4. Nauczyciel wyświetla za pomocą rzutnika koło fortuny z motywami z „Lalki”, przygotowane za pomocą aplikacji wordwall.

<https://wordwall.net/pl/resource/11223206/polski/motywy-w-lalce-boleslawa-prusa>

Każdy uczeń kręci kołem i losuje motyw, na temat którego przygotowuje wypowiedź ustną, nagrałą w aplikacji Clips i odeśle nauczycielowi po omówieniu całości lektury.

Example of the memes showing school reading interpretation



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.