

Polish lessons with an online board

I teach **Polish language** in a **secondary Art school** in a **medium-sized city in Poland**.

15

age of pupils
on average

120

pupils

6-20

pupils per group
on average

7

classes

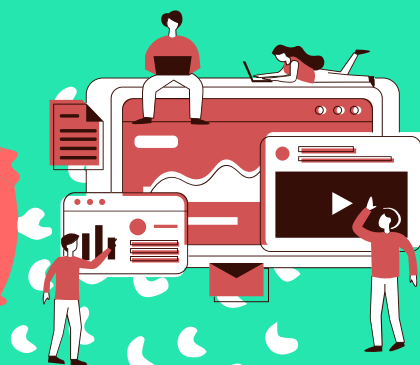


Teaching environment

There are no **integration classes** in my school. The school is not under the authority of the local government but under the **Centre for Art Education**.

Digital tools

The quality of the internet at school was poor, so teachers often **conducted lessons with their own equipment**, and Internet connection. There were not many digital tools at the disposal of teachers and students.



Experience with digital tools before Covid-19

I had **no experience with digital tools**. There were no trainings. No ICT tools were used among the teachers at my school.

Wakelet

<https://wakelet.com/>

Wakelet collection of free teaching material is a way to organise the material on a given topic.

Needs for this new teaching practice

It was important to **keep contact** with my students, for them to be active, and for me to "see" their motivation.

I also **needed a whiteboard**, one on which everyone could add something.

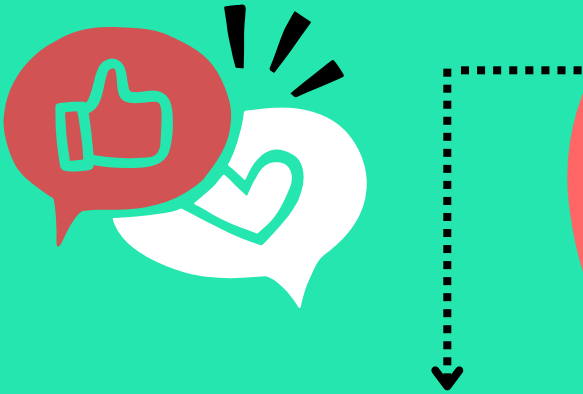
Needs solved

The **jamboard**, a Google tool, implemented in Wakelet (the basic app I used), provided me with the basic **discussion material** for Polish language tasks. It became an **active board** shared with my students.



Audience targeted

It targeted **the whole classes** but I sometimes worked with a **group of students** who needed to work on a lesson, complete a test...



Organisation

Wakelet was chosen so that students **could participate** in the online lesson. I discovered it thanks to the training by the **Wiosna Edukacji (Spring of Education)** group. I tested the solution and I could see how other course participants used it to introduce themselves.

At the beginning of my course, I also **made a survey** among my students about what they knew, what tools they were used to, what tools other teachers used, what they liked, and what they would like to use. I used all this information **to adapt my lesson to the needs of my students**.

Presentations on Wakelet mainly used Google tools, jamboard, Google docs and presentations, as well as the Canva website. **The students had to get used to the possibilities of these tools**, i.e. their interactivity, they had to be well prepared for our online lessons.



Practice activity

Lessons were usually organised **synchronously**. Before the lesson, students were asked to **look for information on a topic**, to read a school text or parts of it.

Interactive boards which I prepared were devoted to **discussing school readings, literary periods** in connection with Art with a description, a picture, a link to someone else's speech, and the students liked this. They were encouraged to create their own ways of expressions, e.g. poems or other artistic creations.

After the lesson or cycle of lessons on one topic there was a **summary discussion and a proposal for written work**. During pandemic I also changed the way I assessed my students to be better **adapted to online work**.

Sometimes I divided the class into groups to **motivate students** that needed a boost.

After the meeting, students could keep working asynchronously.



Impact of the practice

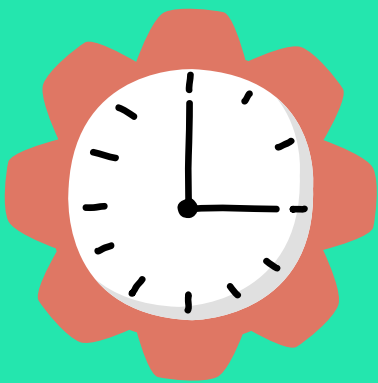
An innovation

My practice showed to my students that I could bring them **something new**.

It made my students **curious and more active**.



An efficient practice



- Thanks to the Wakelet lessons, my students' **knowledge and thoughts process** were consolidated.
- They had a **collection of reading studies** at hand before any revision or exam.
- To this day, **I am still using the teaching materials** that I developed during lockdown, and I still create new boards.

Keys to success

Willingness to **devote time**.

Courage, **do not give up** when students do not commit.

Develop your **own database**.

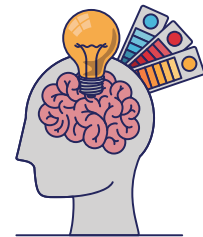


Benefits



My students learnt **to create a course** with me and to elaborate from a given resource.

My students could develop their **critical thinking**.



Every student **had access to the works** made by the others.

Ready ?

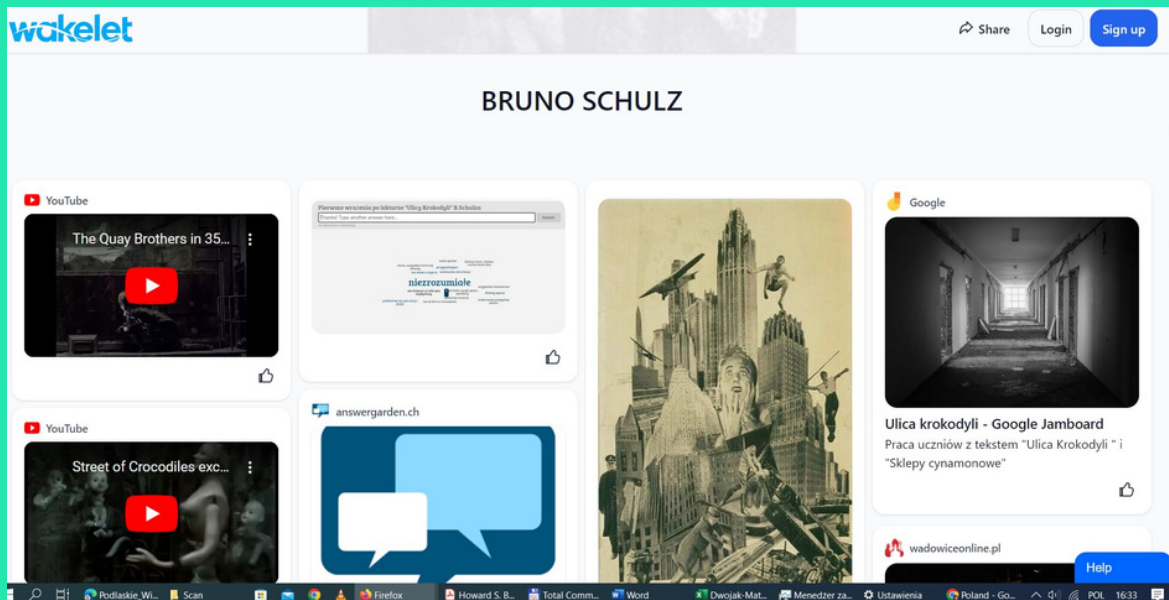
An effective method, but very demanding on the teacher. Try to work with other teachers, gather resources and split the workloa.



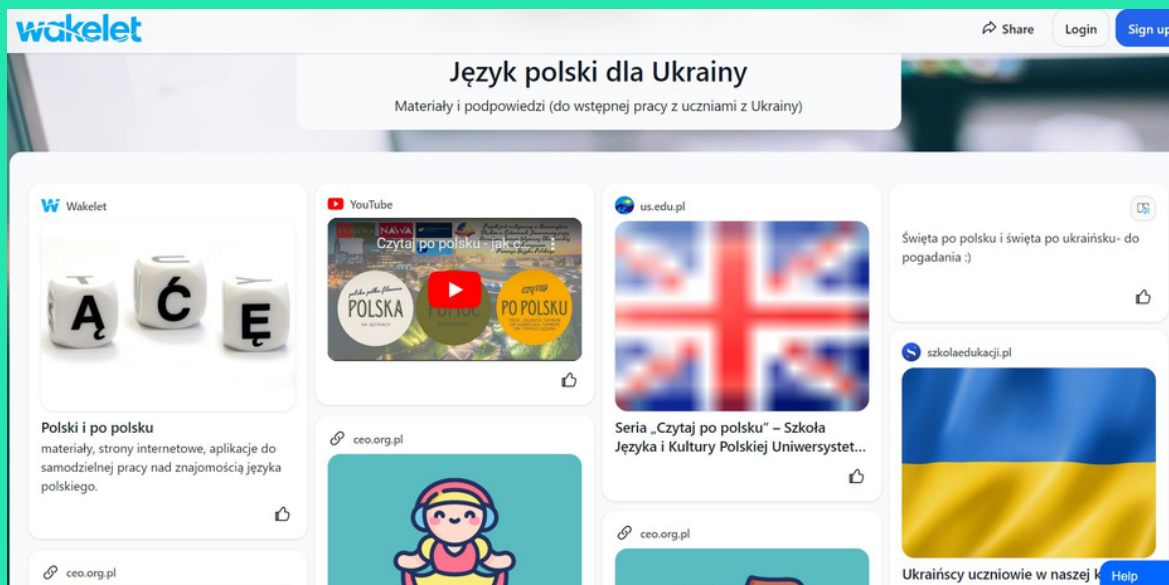
Resources

Screenshots

Example of educational materials prepared on Bruno Schulz with Wakelet



Example of a collection on Ukraine with Wakelet



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.