

## PHASE THREE WEBINAR

### "GOOGLE WORKSPACE as a teaching/learning platform " Experiences and use of digital platforms in the classroom

#### **What are your suggestions to convince your colleagues to change their paradigm?**

Schools are the first form of society in which young people find themselves as they grow up. If in the past, schools adopted methods more traditionally linked to a concept of passive learning, today we have the opportunity to change this system, introducing an innovative method aimed at the involvement, or better still, the protagonism of the individual student.

Unfortunately, in our current system students are often too passive, they are considered as empty vessels to be filled with notions and information. The current system does not encourage protagonism and often fails to convey the meaning and importance of what is taught. This turns into more difficulties for both the teachers and the students. We need a new conception of study, which should be a surprising discovery where every student has his place, from the cleverest to the slowest.

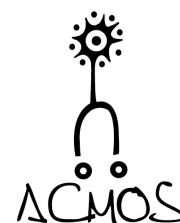
So, it's necessary to change our paradigm because boys and girls are changing, because the world is changing, because cooperative learning, group work, flipped classes are the future.

Maybe Google and internet in general could be the new teacher for knowledge, even if we're not convinced of that, but school is surely the teacher of experience and experience is based on sharing and participation.

#### **What are about you the strengths of Distance Learning?**

Distance Learning, if it is not reduced to mere notion-transmission through a computer, can have the potential of encouraging students' protagonism in the learning process, through for example asynchronous activities.

Certainly, the possibility of facilitating alternative forms of learning which can stimulate even those students who are usually less involved in or attracted by the traditional classroom experience, can be very useful. Distance learning can actually be adapted to the different paces of learning of students: if part of the lessons consists on slides or registrations, students could follow them at the speed they prefer. Those who have difficulty concentrating or acquiring content can therefore try out a method that is more familiar and closer to their way of life.



Moreover, there are other two important strengths: the possibility of using new instruments that are part of the adolescents' world and not interrupting the presence of the school in students' life in these hard times

However, Distance Learning can be effective only if teachers still take personal care of all the students and establish with them a strong relationship.

### **What would you save when this emergency will finish, for the future of Education?**

First of all, it is important to save the profound awareness of the importance of elasticity in the world of education, which is essential to keep up with the times and to face unexpected challenges. A further 'gift' of this period is the rediscovery of the role of the school in society as an integral part of both the productive and social system and the importance of face-to-face teaching and of social interaction in the learning process.

Moreover, it is important to keep in the future the use and consideration of technological devices and social media: they are part of teenagers' life and can better attract their interest and attention.

From the practical point of view, it could be important to save interactive and organizational platforms to increasingly enhance the value of lessons, Jamboard or Miro or similar programs for turning the lesson into a participate lesson where students are protagonists.

### **Can you think to some good practices example to share?**

These are some little suggestions:

- Start lessons with the question "How are you? How do you feel?" in this period is essential. Students can reply with songs, pictures, images to better express their feelings
- Open the camera and look at each other is an important practice, but we cannot force any students in that
- The use of physical space can be done also with distances through the camera: i.e. asking the students to move around but in their rooms or wherever they decide/can follow the lessons at a distance. In this way, the dimension of the physical experience is brought closer to the digital one, literally making the students move
- Try to build activities as interactive as possible, as games or quiz, in order to encourage students to participate
- The use of quizzes or interactive forms of testing after watching videos or films on topics related to the topic, so that pupils can practice active listening and viewing of the content transmitted to them
- Songs, pictures, films, images for learning together

*ACMOS Participants*