QuaMMELOT

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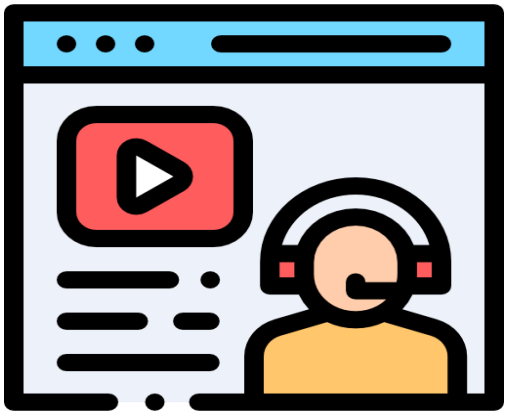
Module 4 “Learning Language”

Regional Directorate for Primary and Secondary Education of Attica

Digital Media (DM) and Language Teaching



AIM

To familiarize learners with the use of Digital Media (DM) and to use them appropriately in accordance with modern L2 teaching / learning methods.

Expected Results

By the end of this sub-module, trainees are expected to:

- be able to use with great ease the technological tools and digital applications that are widely used in language education,
- understand the added value of Digital Media and be able to make use of the opportunities they offer,
- be able to design learning activities by using digital tools in a way that is consistent with modern methods of language teaching and learning.

Use of Digital Media in teaching-learning of L2

-Introduction and definition

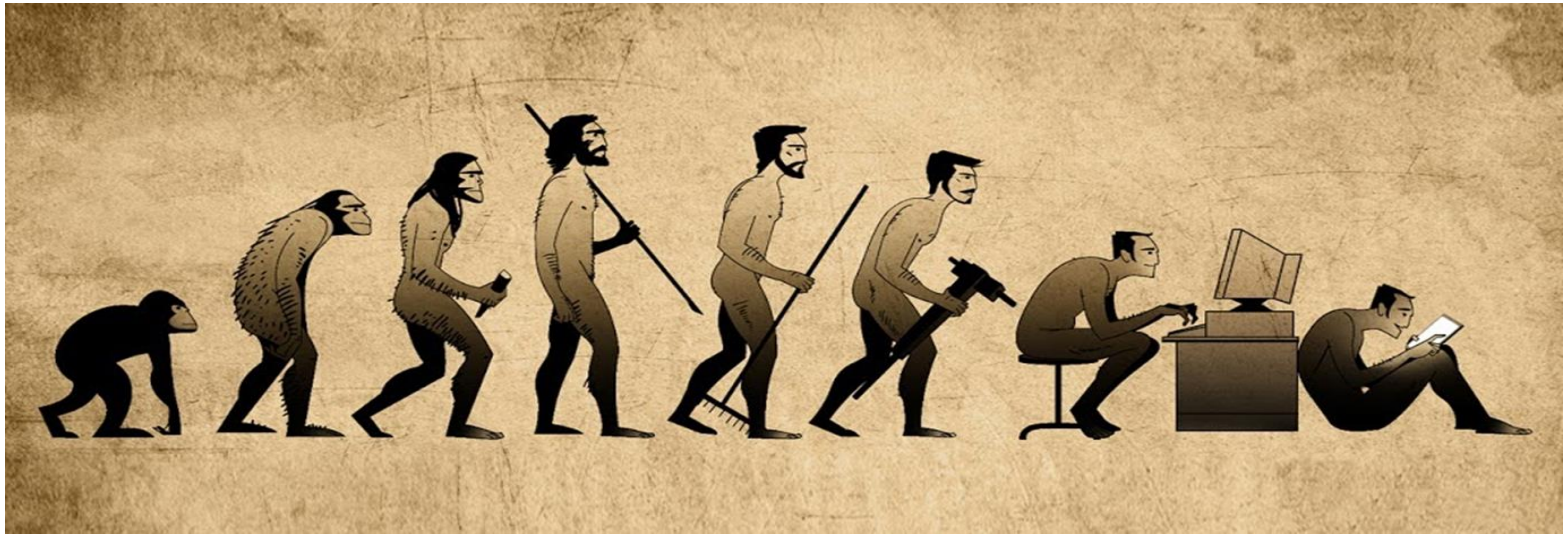
- General principles of use and implementation of Digital Media

- Categories and types of digital tools

- Examples of application of digital tools to foreign language education.

Instead of…Introduction

The images you will see on the following slides give an idea of the "digital invasion" that has taken place in recent years, mainly after the "democratization" of the use of personal computers, the Internet and mobile devices, and the change which they bring to educational processes.



Digital natives vs Digital immigrants

Needs remain the same…
but tools change

The first “foreign” language children learn today is the digital language

The grow up in social media… but are they more social?

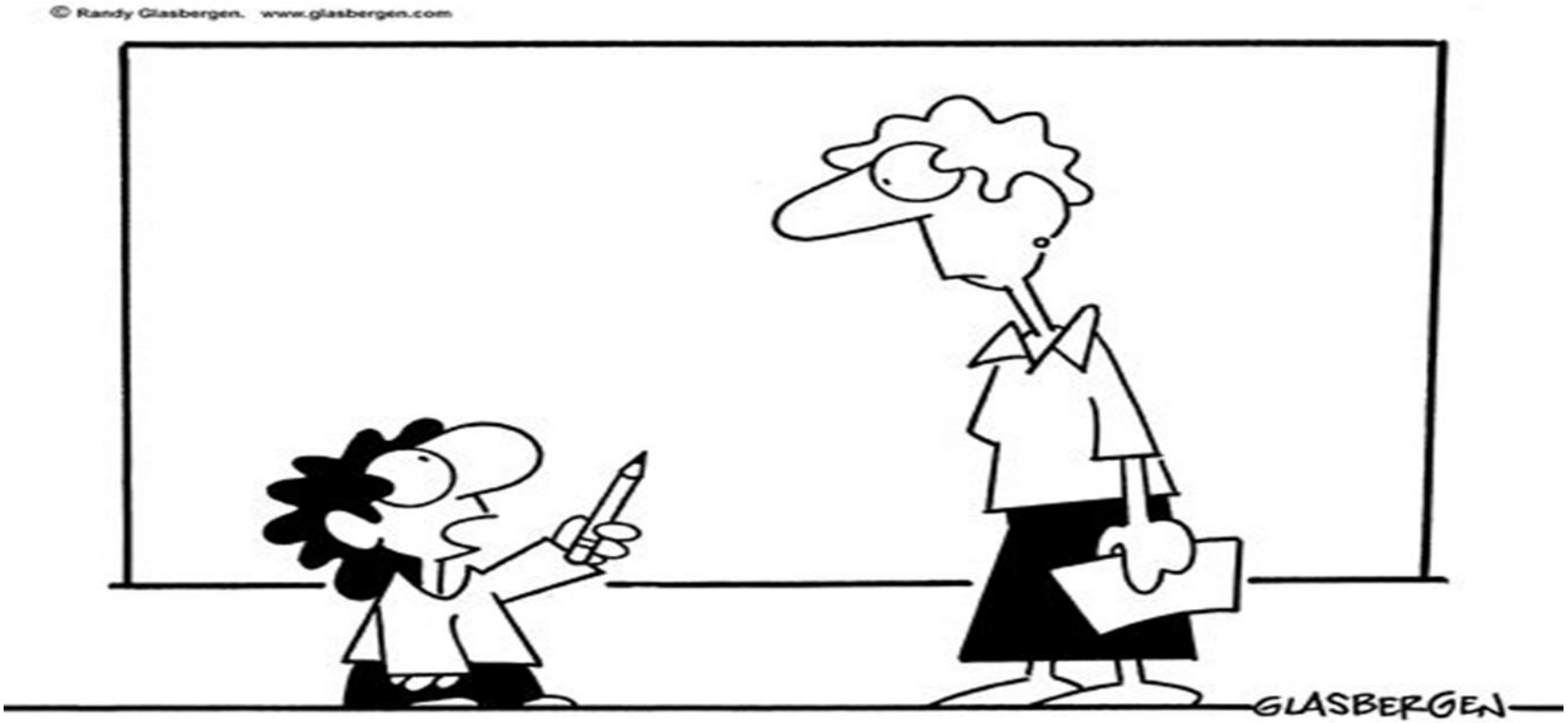
This is certainly a «multitasking» generation…

…so they haven’t learnt how to be …bored

ICT claim all generations…

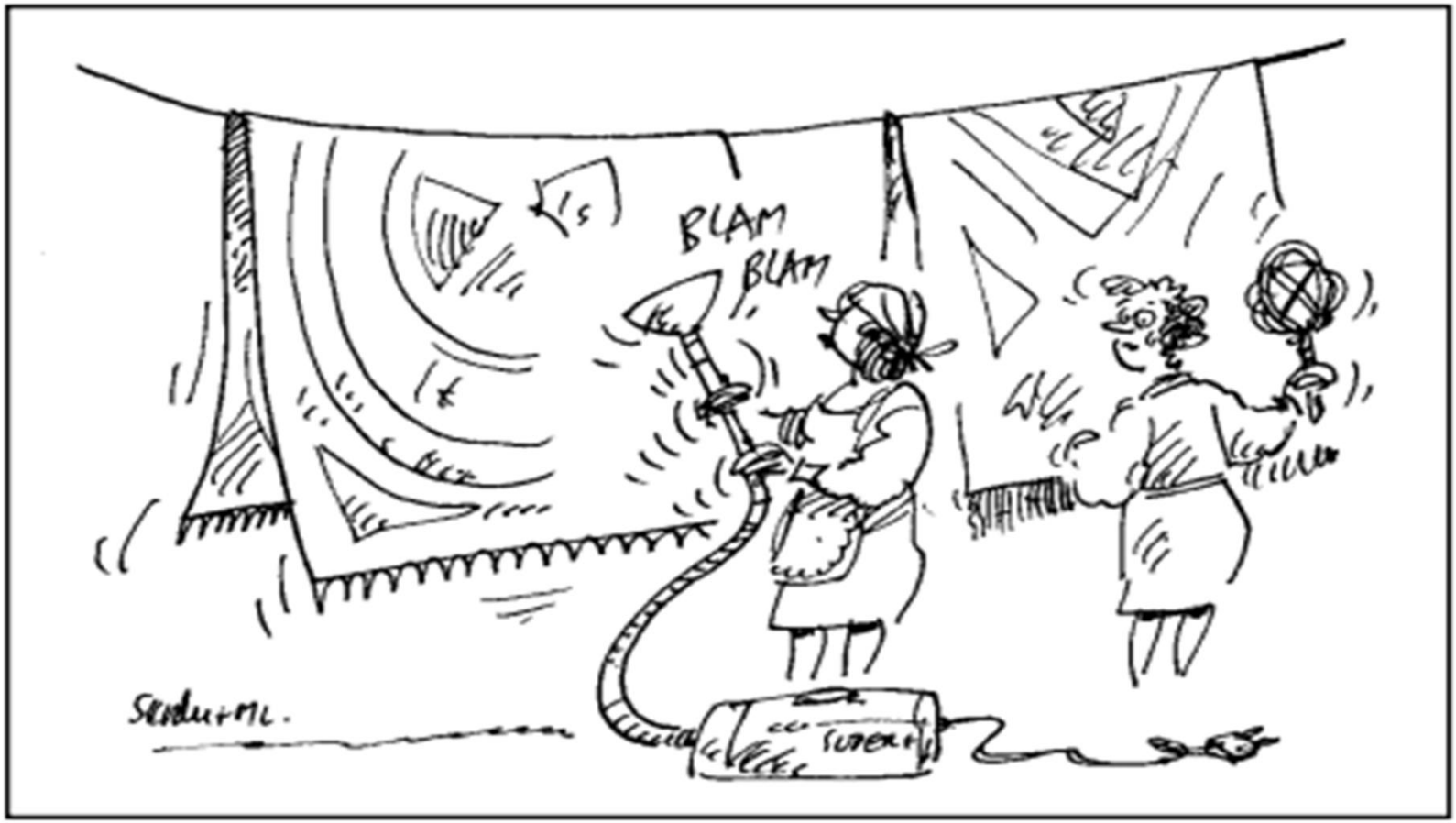
Information “travels” everywhere….

Teachers must “change”, but…



“How do you expect me to write with this?
It doesn’t even have a USB port for a keyboard!”

… it is not enough to use modern tools but…



…he/she must change his/her practices

Digital Media in Language education

General principles of use and implementation of Digital Media

Main reasons for implementing DM in education

- Changing structures in education to improve quality.
- Essential and shared participation of teachers and pupils in the educational process.
- Access to knowledge and training for more people.
- Less included people acquire skills.

Introducing DM in education

In the administration and management of education units (computerization, system of absences, assessment, parents' information etc.)

As an autonomous subject (ICT) (Computer Science, Digital Literacy) for enriching lessons, digital environments specially designed for education)

As a means of communication and cooperation (use of email, forums, videoconferencing, collaborative writing tools, remote learning tools, wiki, blog, etc.)

As an environment of authentic formal and / or informal education (general web pages, non-educational blogs, social networks, Web 2.0 tools)

The 3 basic models of introducing ICT in education

- **Technical**: Great importance in computer technology (IT teaching)
- **Holistic**: Importance in the interdisciplinary and holistic approach to knowledge (Information Technology as a tool for accessing and conquering knowledge)
- **Pragmatic**: Combination of the two mentioned models. (I teach IT - I teach and learn with IT)

The new trend recently created is the "integrated" model where learning takes place "in" the digital world and digital environments, i.e. through authentic use of digital tools that are not necessarily created for educational purposes.

DM and foreign language education

Most digital tools, whether created for education or not, have unlimited potential for language learning. However, we must keep in mind that the use of new teaching tools alone does not produce innovation. At the same time, teaching methods need to be renewed in such a way as to promote student-centered teaching and to develop pupils' skills combining:

- their language communication skills,
- their interpersonal communication skills,
- their personal beliefs,
- the overall approach to life and work,
- their emotional intelligence;
- the basic characteristics of their personality.

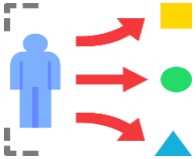
DM and new teacher-student roles (1)

The teacher:

- has the main role in the proper use and implementation of DM in the educational process and it is necessary to have:

- technical knowledge, but also

- pedagogical knowledge



- in order to adapt student-centered approaches by placing the student at the center of the educational process
- not simply transmit knowledge
- become the facilitator and coordinator of the student's path towards knowledge
- select the appropriate digital material based on the course objectives
- make use of the right technological tools for every occasion
- suggest activities that are "meaningful" to pupils
- develop their communication skills.

DM and new teacher-student roles (2)

The student:

- takes an active role in the learning process
- he / she feels personally responsible for the choice and the course of activities
- is engaged in reflection and self-evaluation
- learns to research, analyze, judge, synthesize
- "learns to learn"

How DM help teachers of L2(1)

The use of DM in language learning helps, among other things, the teacher to:

- better schedule his didactic work in “time-space”
- enrich his teaching material in an easier and more efficient way
- seek and exploit authentic multimodal texts tailored to pupil needs
- Suggest authentic activities that promote critical thinking and collaboration

How DM help teachers of L2(2)

- develops student multi-literacies
- focuses more effectively on the communicative approach of language
- centers L2 teaching / learning on the communication skills which require emphasis
- develops students intercultural skills more effectively
- differentiates teaching means more easily
- alternates student assessment methods

How DM help pupils in L2 learning (1)

DM can help in L2 teaching / learning by creating many authentic communication situations in which students need to understand, communicate, act, such as shopping, travel, entertainment, health care, education, etc. .

The use of DM offers, among other things, the following possibilities:

- repetition, consolidation
- one-to-one teaching
- autonomy of learning and self-management of the level of the target language

How DM help pupils in L2 learning (2)

- immediate response and self-correction / self-improvement
- equality and equity
- differentiation in rhythms and learning styles
- alternative forms of assessment
- access to a wide range of different varieties and cultures,
- wider communication and access to people
- eliminating restrictions on access to authentic language use.

Three scenarios in the teaching use of DM

- The guiding didactic scenario
- The exploratory didactic scenario
- The dynamic didactic scenario

According to the training Program for Foreign Languages “The internet in the language lesson” (Chapter 5) http://rcel.enl.uoa.gr/xenesglosses/guide_kef5.htm

The guiding didactic scenario(1)

- In the guiding teaching scenario the student is asked to process texts and exercises based on an educational software that develops a dialogue with him/her (e.g. the Wolkenkratzer educational software for learning German on http://www.lernbuch-zentrum.de)

- Alternatively, the pupil processes texts and educational materials presented in a sequence by the teacher on a training platform (e.g. using the digital educational material creation platform (http://exelearning.net/en) as well as traditional closed-type exercises (multiple choice exercises, correct-choice exercises, etc.) that the teacher produces (for example, with the hot potatoes training software at http://hotpot.uvic.ca.

The guiding didactic scenario (2)

CHARACTERISTICS

- It is based on behavioral aspects of learning
- High degree of guidance by the teacher
- Limited self-management / self-action of the student
- Exercise on structural elements of the language, mainly grammar and vocabulary (automation)
- Development of grammar or vocabulary
- Exercise of oral or written speaking skills.

Due to its limited effectiveness in the development of communication skills, it is recommended as the primary didactic scenario for L2 courses.

The exploratory teaching scenario (1)

The activities proposed to students are (more or less) guided by a software or a worksheet provided by the teacher. Depending on the pupils' language level, their age and previous experience, it is necessary to guide them by identifying specific sources (online or conventional) to avoid disorientation when browsing the Internet or other sources.

The exploratory didactic scenario (2)

An example of using the exploratory scenario is the processing of a text (e.g. from class instruction manualσ), a poster, audio snippet, video or website and the subsequent activation of students through worksheet activities, such as gap filling, putting a series of sentences in the right order, answering open or closed-ended questions.

The exploratory didactic scenario(3)

In the exploratory scenario, more options become available to the learner, as well as a higher degree of self-effort, since he / she is required to process (usually in group work) exercises or activities using the Internet as a multidimensional learning environment for targeted information searching and processing.

The exploratory didactic scenario (4)

CHARACTERISTICS

- It is based on constructivist and socio-cultural views of learning
- Less guidance from the teacher
- Increased degree of self-management / self-action of the student
- Emphasis on communication and cultural elements of language
- Development of multi-literacies

The dynamic didactic scenario (1)

The dynamic teaching scenario is the opposite of the guiding scenario. Here, students take on a particularly creative and active role in producing knowledge. It is advisable to use digital tools from students themselves - not from the teacher - to develop teaching scenarios in which students take an active role. Student action can involve creating a digital presentation (e.g. with a presentation software), multimodal imaging of a thematic field (e.g. with authoring tools presented in the next slides)

The dynamic didactic scenario (2)

In the dynamic scenario, students are asked to work on an thematic issue, to solve a problem by following a series of steps, which mainly define themselves, usually through collaborative teamwork, with a high degree of autonomy in decision-making. Their actions are usually linked to searching and analyzing information (on the Internet or other conventional sources) and to expressing opinions or solutions to a problem. An important point here is the negotiation of knowledge in group collaborative processes. Characteristic of this teaching scenario is also the presentation of the results to the classroom.

The dynamic didactic scenario (3)

A prerequisite for the appropriate implementation of the scenario's potential is to familiarize students with open learning such as work plans, which are an ideal form of learning to implement this learning scenario. This scenario involves a high learning potential, but it also requires proper preparation by students. As self-motivation increases - including digital literacy and autonomous ability to search, critically analyze, and synthesize information - student guidance can be reduced.

The dynamic teaching scenario (4)

CHARACTERISTICS

- It is based on socio-cultural views of learning
- Exploitation of open and collaborative digital environments
- Low level of guidance by the teacher
- High self-management / self-action of the student
- Development of critical thinking skills
- Developing high intellectual abilities and skills.
- Development of multi-literacies.

Self-assessment activity

Correspond sentences in column A with sentences in column B according to what you have learnt in previous sildes:

1. Technical model in ICT introduction	A. Learns inside the digital world
2. The guiding didactic scenario	B. Student
3. Introducing ICT as communication and collaboration means	C. Teacher
4. Introducing ICT as an environment of formal/informal learning	D. Use of open and collaborative learning environments
5. Holistic model of ICT introduction in education	E. Less guidance from the teacher
6. Complete model of ICT introduction in education	F. Blog
7. Must be the guide, facilitator, organizer of the learning process.	G. Teaching of IT
8. Must feel personal responsibility for the choice and progress of activities.	H. Software in exercise production
9. Exploratory didactic scenario	I. Use of IT in cross-disciplinary approach
10. Dynamic didactic scenario	J. Social media

Answers of self-assessment quiz

1	2	3	4	5	6	7	8	9	10
G	H	F	J	I	A	C	B	E	D

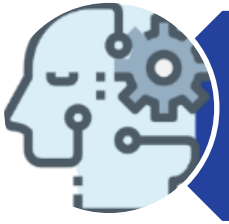
Self Assessment Activity (8)

DM in Language Education

Categories and types of digital tools

Main categorization of digital tools

Classification based on learning theories and their implications:



- Guidance, Teaching and Practice, mainly based on behavioral and cognitive learning theories.

Discovering and Exploring, based mainly on cognitive and constructive learning theories

Expression, Creation, Communication and Collaboration based mainly on learning constructive and socio-cultural learning theories.

Digital tools for guided learning and simple digital sources of information (1)

- Tutorials: Duolingo, Mondlylanguages, Memris, Livemocha, video tutorials, applications "How to ..." etc.
- Drill and Practice: Internet electronic exercises, Hot Potatoes, iSpring, Quizmaker κ.α.

Adapted from the Educational Material for certification on ICT use in B1 level education

Digital tools for guided learning and simple digital sources of information (2)

- Software for the management of multimedia and presentation presentations: presentation software (Power Point, Impress, Prezi etc.) as a supervisory tool and as a new textual item.
- Simple sources of information: search engines, general sources of information such as Wikipedia, special sources of information about foreign languages (e.g. BBC's special language learning website, the British Council's special website for English, TV5Monde for the French, the Goethe Institut for German, etc.).

Adapted from the Educational Material for certification on ICT use in B1 level education

Learning environments through discovery and investigation (1)

- Conceptual mapping: Cmap, Inspiration, etc.
- Simulations:
- False accreditation (eg CD-ROM publishing houses self-learning)
- Authentic simulations (eg educational games like "Mingoville", virtual worlds like "Second Life", virtual tour through GoogleMaps or Google Arts & Culture, special museum virtual tours, etc.)
- Non-educational digital games (eg games with historical content, Minecraft type games in the target language, etc.).

Adapted from the Educational Material for certification on ICT use in B1 level education

Learning environments through discovery and investigation(2)

- Open microcosms: Geogebra, Avakio, Sketchpad (for natural sciences)
- Programming environments: programming languages, Flash, Scratch (for information sciences)
- Adaptation from Educational Material to Acquire
- a certificate on the use of ICT in B1 level education

Adapted from the Educational Material for certification on ICT use in B1 level education

Environments for expression, co-operation and communication

- Tools for general use: office applications (copywriter, presentations, spreadsheets, etc.)
- Personal expression and creativity: painting (e.g. TuxPaint, Revelation Natural Art), comic (e.g. Pixton, Toondoo), poster (e.g. Glogster), multimodal narration (e.g. Storybird), video (e.g. Animoto), image creation and editing (e.g. Gimp) and so on.
- Software and educational communication environments (e.g. email, Skype, social networking (e.g. Facebook, Twetter, etc.), blog
- Other categories

Adapted from the Educational Material for certification on ICT use in B1 level education

Indicative activities for language lessons (1)

- Self-learning and computer-aided exercises from software, CD-Rom or language teaching / learning specialists
- Composition of text and pictures, etc. with a variety of tools
- Web browsing to search for information (e.g. Webquest)
- Exchange emails with peers from another school
- Participate in a modern or asynchronous conversation (chat, forum)

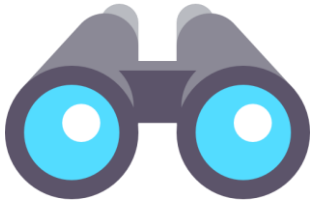
Indicative activities for language lessons(2)

- Participate in social networks and Web sites with Web features 2
- Presentation of project plans using digital presentation tools
- Creating a blog or website for depositing work, information
- Use video conferencing tools to chat with people from other countries
- Collaborative speech production using special digital tools (eg wiki)
- Creative production of written (e.g. Digital storytelling) or oral speech (e.g. podcast)

DM in Language Education

Examples of digital tools in language education :

- Digital guided teaching tools and simple digital information sources
- Learning environments through discovery and exploration
- Digital expression and creativity tools



Digital Tools for Guided Teaching: characteristics

- These are "closed" learning environments that include drills and practice exercises.
- The use of this type of digital tools is mainly offered for practicing vocabulary and grammar
- It is more appropriate for low levels of language skills.
- There are several playful applications that offer many advantages for teaching foreign languages to young learners.
- They allow personalized learning and enhance self-learning.

Digital Tools for Guided learning: Indicative examples

- ENGLISH
  - http://www.hau.gr/?i=learning.el.podcasts-in-english
  - http://ts.sch.gr/repo/online-packages/dim-anglika-d-e/d17/cd/startup.html
  - https://www.youtube.com/channel/UCoEAZNXets3kgOay3ztTc5Q
  - https://www.youtube.com/watch?v=4c6FyuetSVo
- FRENCH
  - https://www.francaisavecpierre.com/imparfait-ou-passe-compose
  - http://www.edu365.cat/primaria/muds/frances/possessifs/avalua/index.htm
  - https://www.education.vic.gov.au/languagesonline/french/sect02/no_1/no_1.htm
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- GERMAN
  - https://www.education.vic.gov.au/languagesonline/german/sect02/no_1/no_1.htm
  - https://www.education.vic.gov.au/languagesonline/german/sect19/no_6/no_6.htm
  - https://deutsch.info/el/grammar
  - http://www.ideutsch.gr/index.php/component/content/article/12-uncategorized/18-downloads

Simple Digital Sources of Information: indicative examples(1)

We can distinguish them in sources of general information (e.g. Wikipedia, online newspaper and magazine publications, news websites, tourist websites, etc.) or educational use (e.g. websites of educational institutions dealing with the teaching of foreigners languages, embassy education websites, websites of public or private bodies created for the teaching of a language, etc.)

Simple Digital Sources of Information: indicative examples (2)

- They allow information to be extracted whether of general interest (e.g. social, cultural, sports, recreational, etc.)or special interest (e.g. tests to prepare for foreign language certification, practice in oral and / or written skills, vocabulary and / or grammar vocabulary exercises, etc.)
- They are offered to use sources when students are looking for information about a subject in the target language when they prepare a job when they want to prepare for taking part in a language certification exam.

Simple digital sources of information: indicative examples

- **Websites of general use**
  - The well-known online encyclopedia Wikipedia available in many languages: www.wikipedia.org
  - Worldwide TV media, newspapers, magazines etc
    - www.cnn.com
    - www.lemonde.fr
    - http://www.faz.net
  - Formal websites of states
    - https://www.australia.gov.au/
    - http://www.international.gouv.qc.ca/fr/accueil
    - https://www.deutschland.de
  - Museum websites
    - www.googleartproject.com
    - https://britishmuseum.withgoogle.com
    - www.louvre.fr

- **Websites for specific use**
  - BBC (http://www.bbc.co.uk/learningenglish)
  - TV5Monde (http://www.tv5monde.com/cms/chaine-francophone/lf/p-26292-Langue-francaise.htm)
  - Goethe Institut (https://www.goethe.de/ins/de/de/kuv/kdu.html)

Learning environments through discovery and exploration: features (1)

- They make teaching less teacher-centered and less instructive.
- They offer self-help options to the student.
- The teacher is very careful and methodical about the course.
- They rely on teaching through work projects

Learning environments through discovery and exploration: features(2)

- They allow personalized learning but through group-cooperative activities.
- They develop students' critical thinking skills.
- They favor interdisciplinary and multi-field approaches.
- They facilitate differentiated teaching and learning.
- They are active in high cognitive processes (analysis, synthesis, conclusions, application of knowledge etc.)

Webquest: Definition

Webquest is "an educational activity where most or all of the information required to solve a problem or to synthesize a cognitive module comes from the Internet.“

(Definition of Bernie Dodge, the term WebQuest)

A web-based exploration may be short-term (1-3 teaching hours) or longer (weeks or months).

Basic characteristics of Webquest(1)

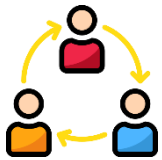
- Most of the information and knowledge comes from the internet. However, conventional sources (books, newspapers, etc.) may also be used.
- The didactic approach is based on the "problem- solving" method and has the characteristics of a "research work“.

  -The pedagogical principles of self-action.

  -Differentiated learning.

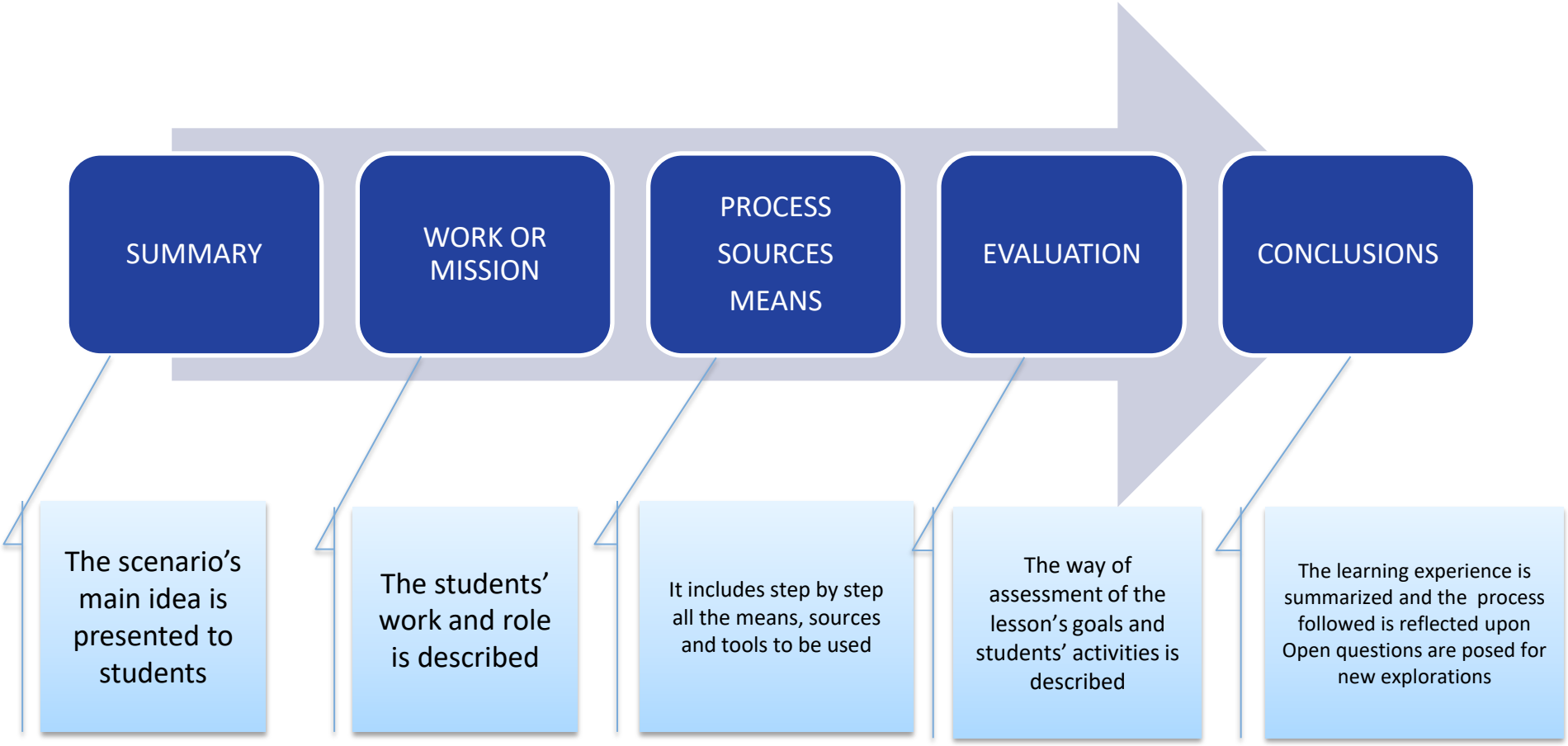
  -Interdisciplinary approach.
- The proposed activities give the impression of an adventure and have "meaning" for students.

Basic characteristics of Webquest(2)



- The teacher has the role of coach and coordinator.
- It supports students' work with an attitude of decreasing guidance.
- Students practice using Internet resources in a critical and reflective way.
- It promotes cooperation and respect for each other's opinion.
- Students work together to solve a problem.
- High cognitive processes (analysis, synthesis, conclusions, knowledge, etc.)
- The digital literacy of participants develops.

Structure and Stages of Creating a Webquest



Introduction

Its purpose is:

-to describe the work plan / scenario

-to set the framework for activity or activities

-to attract the attention of students and to involve them in the process

-to provide important initial information and guidance on how the students investigate the subject and how they share the work they are asked to do

Mission

It describes:

the key question as well as the sub-questions to be answered

the tools that students need to use to achieve their goals

the product that must have been produced by students at the end of the activity

the ways in which they can present the product of their activity.

Process-Sources

Its purpose is:

-to give a detailed description of the process students should follow

-to propose steps to implement the activity

-to describe the working methods (individually or in groups)

-to list resources and resources that can be exploited.

Assessment

Its purpose is to present a framework for the evaluation and assessment of the process followed as well as the final product of the activity.

Conclusions

This phase includes:

- the summary of the learning experience
- the reflection on the process followed
- the problems that have arisen and the solutions that have been given
- open questions for new investigations.

An example of application in language education (1)

We travel abroad: choice, preparation, useful information

Students in groups:

- They choose a travel destination
- They collect travel information for the chosen destination
- They prepare and view the place they chose using presentation software
- They decide (in whole class) on the best destinations than those presented by the teams
- They prepare the travel plan
- They write and send an informative mission to the other school

An example of application in language education(2)

Literature in our life

Students in groups:

- They collect information about different kinds of literature
- They read the summaries of world literature works
- They construct a conceptual map of the types of literature as well as representative works written in the target language and in their mother tongue
- They listen to radio clips and watch TV-related videos on the subject of literature
- They prepare, plan and implement a radio show with their classmates' interviews on the topic
- They post all their material on their class or school blog or blog

Tools of digital expression and creativity(1)

A few words about Web 2.0:

- All digital tools and web applications presented on the following slides are referred to as Web 2 tools.
- The term Web 2.0 is one of the terms that in reality no-one knows what it means but everyone knows or thinks it is good and useful.
- When we talk about using Web 2.0 in the learning process, it gives limitless possibilities and now accommodates almost any of the modern internet tools.

Tools of digital expression and creativity(2)

- A web-based Web 2.0 application allows not only to visit and read a site created by someone else, but to (co) create the content in an interactive way.
- Web 2.0 technology (or better, philosophy) allows information sharing, participation, communication, community-building. On the second level, it provides open access and control by users often free of charge or at low cost. On the third level, it leads to what is called collective intelligence by developing a culture of digital participation and participatory culture.

Web 2.0 indicative tools

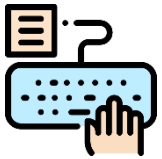
- **Blogs** where owner-users register the main content but all other users interfere by adding comments, chatting, interacting in a variety of ways.
- **Wikis**, such as wikipedia, that offer a group authoring space.
- **Digital content hosting services** such as Youtube, Vimeo, etc. for video or flickr, picasa for images, where the content is created and uploaded to the site by its users.
- **Social media** such as facebook, twitter, piniterest, where all content is also created by networked users.
- **Collaborative tools** for creating and publishing digital content, such as tools to be presented on the following slides.

Advantages of using Web 2.0 in education (1)

- Authentic learning environments (mainly in foreign language education) are created
- The activities proposed to pupils make sense because they are realistic, they fit into real life, they are addressed to the general public
- Enhance pupil participation
- They create enthusiasm and increase student interest
- They provides more opportunities for participation and cooperation
- We achieve increased student response and assimilation of complex concepts

Advantages of using Web 2.0 in education(2)

- Using Web 2.0 applications, students are provided with a variety of learning tools
- Ability to learn better in children with different learning styles (acoustic, visual, kinesthetic)
- Strengthening and facilitating through cooperative activities of communication between the members of a group and between cooperative groups
- Applications are often easier to use and focus on content as opposed to other non-networking tools
- Digital literacy is achieved and enhanced



Indicative examples of digital expression and creativity

Creation of collaborative texts

http://primarypad.com

PrimaryPad is offered for group text writing, group recording of notes, creation of any list (e.g. synonyms of words), brainstorming, confrontation, discussions, exchange of views, etc. As users write text sections, each part is marked in a different color so the editor can easily be distinguished, while the changes are displayed to all at the same time and in real time. Key text formatting capabilities are provided, while authors can chat on a separate chat window.

PrimaryPad

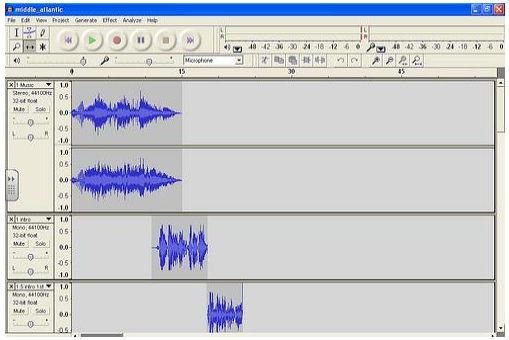
Indicative examples of digital expression and creativity

Creation and Publication of digital sound files

Creation of digital audio files: audacity

Audacity is a free and open-source audio creation and editing application (.MP3 and .WAV files).

Allows recording via an audio input device (e.g. microphone), editing (such as clipping, mixing, sound effects, etc.) in a simple way and extracting them in MP3 format.



To download the application:
https://sourceforge.net/projects/audacity

For a short user guide:
http://www.pi.ac.cy/pi/files/epimorfosi/ekpaid_yliko/Mousic_mesi/udacity_1_3_manual.pdf

Publication of digital audio files(podcast)

Podcast

Podcast is an audio publication application that, thanks to the podcasting service, a user can "upload" the internet and some other users download it and / or listen at any time to different devices (computer, mobile phone, MP3 player etc.).

Publish a podcast

After we record (with our mobile phone or our computer microphone), we process and store our audio file, we can upload it to the internet either on our blog or in a service that receives and transmits podcasts, such as :

https://www.podomatic.com

http://www.podcastalley.com

http://www.blogtalkradio.com

or even on…school internet radio:

http://europeanschoolradio.eu

http://www.voki.com

Application particularly interesting for language lessons that excite students with the ease of use and the fun audio and visual effects it generates: animated and speaking avatars (digital image of faces, animals or things) that speak openly through their mouths.

We can record or upload a ready audio file or even write a text and put the character of the avatar we created to read it.

http://voicethread.com

It is the ideal application to organize an online discussion on an issue in an asynchronous way. The discussion facilitator has the opportunity to present some basic facts about the topic of discussion (through pdf, word, excel, powerpoint, images, etc.) and of course to make an introduction with his / her voice. Then the conversation starts. Each participant can place himself on the subject by recording or filming himself. The discussion continues in this way with the coordinator having overall supervision and being able to intervene. There is no requirement for everyone to be connected at a specific time since discussions are asynchronous. It is more like a thread of views that are not placed through a text but with a more natural and human way, our voice.

VOICETHREAD

Indicative examples of digital expression and creativity

Creation of digital poster

http://bighugelabs.com

Big Huge Labs is an easy-to-use online application that contains many tools for creating educational poster images. It offers the possibility to create among others:

- cover or front page for magazine
- posters of major events in a country
- poster for a book / novel, film, concert etc.
- collage of photos
- monthly calendar with titles and photos
- captions for an image.

http://www.postermywall.com

Postermywall is a free tool for creating digital posters, collages, calendars and cards. It's a pretty simple tool to use, and it provides several templates and backgrounds grouped by category and theme. It allows the user to use images from facebook, and provides free effects, picture frames, clip art, stock photos and fonts. Finally, it is possible to download the poster on the computer or share it on social networks such as facebook, pinterest, tweeter, production of image embedding code on a personal website or sending it by e-mail.

http://edu.glogster.com

- A dynamic online service that allows us to easily upload photos, video text, sound, and more to create an interactive multilingual poster (Glog).
- A useful tool for the teacher who wants to develop learning materials, but especially for students who are asked to create multimodal texts in L2.

Examples of *Glog*

English

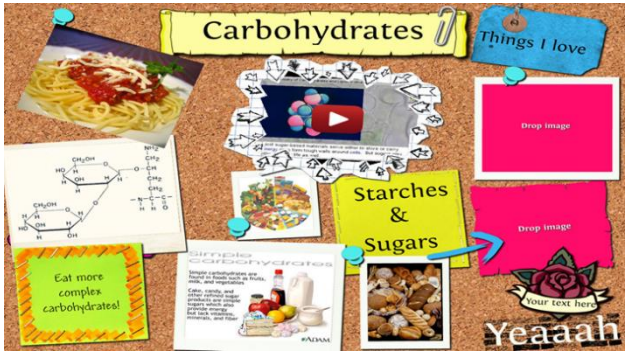
http://edu.glogster.com/glogpedia/?order=updated&discipline=212&subject=213&=glogpedia-navigate-English

French

http://edu.glogster.com/glogpedia/?order=updated&discipline=212&subject=215&=glogpedia-navigate-French

German

http://edu.glogster.com/glogpedia/?order=updated&discipline=212&subject=218&=glogpedia-navigate-German



Indicative examples of digital expression and creativity

Creation of Interactive-Shared Whiteboard

http://padlet.com/

Padlet is an application with a very simple and friendly interface. It allows real-time collaboration and a space to create a "shared" digital wall / painting (or otherwise "web canvas"). We can add text, multimedia (stored on our computer), hyperlinks that show useful educational material, and even pictures that we are currently taking in our camera. The padlet has all the features of a web 2 application.

http://en.linoit.com

Linoit is a web application similar to the previous one (Padlet), which allows the placement of virtual notes - labels on a digital / wall (web canvas).

The user can create, in the simple version, their own notice board with notes and they have the option of emailing, reminding, adding photos, videos and text. Labeling is provided that allow the user to create and manage groups of notes with any keyword they want. In addition, they can create new bulletin boards, make them public, or keep them private, share them with friends, etc.

Indicative examples of digital expression and creativity

Creation of word clouds

http://www.wordle.net

One could say that *wordle* is a game that allows you to make a cloud (or word clouds). It can be used in foreign language classes, especially with young learners. It enables students to print the word clouds they make or upload them to a public gallery.

Cloud computing is the visual representation of the content of a text in the form of a cloud of words in which the most frequently occurring words are larger. In this way, someone who looks at the image can quickly get a summary of the text, with its most important points-words and recognize them.

http://www.tagxedo.com

Another application for creating word-clouds. It allows the user to set the frequency of words, give different shapes to the cloud and save the image in great resolution.

Indicative examples of digital expression and creativity

Creation of concept maps

https://cmap.ihmc.us (1)

- Cmap Tools is probably the most powerful tool to create concept maps. Its environment is simple but offers many possibilities. The program is free and is available for Windows, Linux, OS X and iPad.
- It was developed by the Institute for Human and Machine Cognition (IHMC), aiming to create a network environment for individual and collective development of concept maps.

https://cmap.ihmc.us (2)

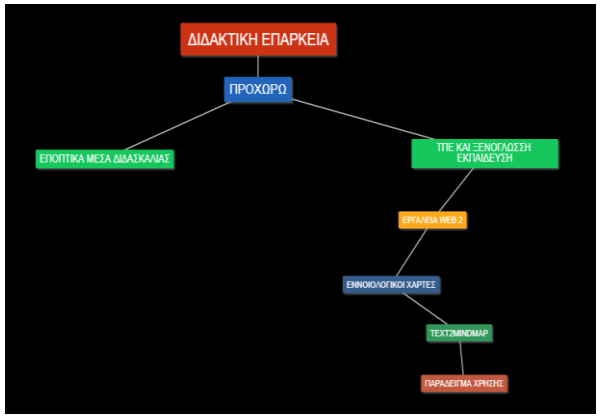
- IHMC CmapTools allows users to construct, navigate, share and comment on conceptu maps. Different versions of the program allow users to build concept maps on their personal computer, iPad, or a web browser, share them on servers (CmapServers and Cmap Cloud) anywhere on the Internet, link their maps to other maps, automatically create web pages out of their concept maps and edit their maps synchronized (simultaneously) with other users on the Internet.
- The software can be downloaded free of charge from CmapTools http://cmap.ihmc.us site

http://www.mindmeister.com

- With mindmeister we can - as with the previous tool - build and share concept maps.
- All common features such as importing images, icons, links, videos, etc. are also provided.
- It offers a very good visual result and the user interface is quite easy to provide.
- It allows concept maps to be extracted in pdf, png, rtf, and so on, even in the free edition.
- The free version allows the user to create only 3 maps.

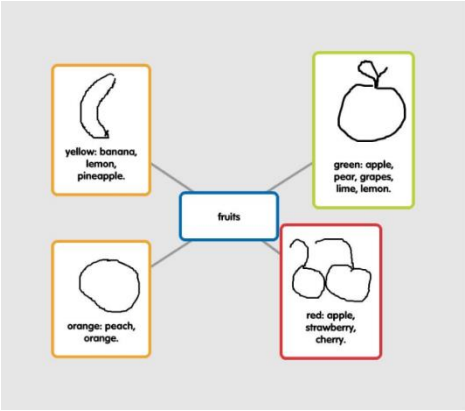
https://tobloef.com/text2mindmap

- *Text2mindmap* is a tool with which we can create concept maps very easily and quickly, even without having to create an account.
- The map we create can be "floating on the screen" depending on how the user moves it, or it can "freeze" to place the nodes (central concepts) at the points the user wants.
- Maps can be saved as jpg image format.



http://popplet.com

Popplet is another tool for organizing ideas that can be used in training to create concept maps and layouts. The interface is extremely simple and can be used by either a computer or a mobile device. Significant features include the sharing of the created maps and their collaborative creation in real time, since each user can invite other users via the service or via e-mail at any time.



https://bubbl.us

- Bubbl.us is perhaps the simplest application for creating concept maps.
- Even account creation is optional.It allows us to save the maps on our computer by exporting it to an image format (png or jpg).
- The free version allows the user to create only 3 concept maps consisting of text only.

bubbl.us
Brainstorming made simple

Indicative examples of digital expression and creativity

Creation of visualized stories

http://spark.adobe.com

Adobe Spark offers the ability to create *Spark Posts* (slides, pictures, announcements, invitations, etc.) intended for hanging on social media or other uses, creating a *Spark Page*, i.e. a sequence including images, videos, text and referring to a subject, and *Spark Videos* (animated videos suitable for lessons, presentations, etc.).

https://storybird.com

Storybird allows users to create stories for illustrated books alone or in collaboration with friends, family, using images from various artists. The user creates an account, searches between his/her preferred artists, picks up the images he/she wants and begins to write a story and share it with others.

The basic account is free of charge, but the additional teacher account option (paid) allows management and assessment of student works.

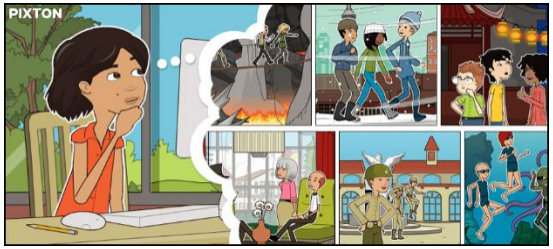
StoryBird

Indicative examples of digital expression and creativity

Comics creation

http://www.pixton.com

- With *pixton* students create almost professional comics.
- They can design characters by giving them expressions, placing them in various spaces, adding texts and sounds.
- It is possible to construct comic co-operatives.
- The final projects can be printed , downloaded and saved to a computer or published on the internet.
- Users can comment on or evaluate comics created by other users.



http://www.toondoo.com

- *ToonDoo* is another comic creation app. Compared to the previous tool (pixton), it may have fewer features but the user interface is easier to use.
- Students can create free accounts (the same as with pixton) for fun, make their comics and then publish them on the ToonDoo website, embed them on existing websites, put them on facebook or to download them as an image on their computer.
- Annotations, a statement of likes and reuse of other users' comics are provided.
- Through a very positive feature «foreign text» we can write in whatever language we want even with special characters (e.g. Greek, French, German etc.)

Indicative examples of digital expression and creativity

Creation of animated presentations

http://www.powtoon.com

- *PownToon* allows the user to create a moving animated presentation or video presentation that combines a little powerpoint, a little comic and several features of Web 2.0 applications.
- Students can use this tool to create a video presentation about a topic in a relatively simple way.
- The logic is that we start with a ready-made, well-designed pattern and on it add extra slides, changing the texts and adding other ready-made designs and images.

- Presentations made with PowToon are accompanied by music from either the prepared musical themes it offers or by uploading any mp3 file from our computer.
- There is the possibility to upload the animated presentation on Youtube or incorporate it to our website or blog.

http://animoto.com (1)

- This application too allows the creation, in a fairly easy and simple way, of a multimedia presentation or a video presentation.
- First we choose one of the dozens of video styles that is provided. Then, we need to incorporate the material into our video: texts, photos, videos. This can be done either by uploading the material from our computer or using what we find on sites such as *facebook, instagram, picasa, flickr, youtube* etc ..

http://animoto.com (2)

- Then we select the musical input with either our own audio files to be uploaded or the ready made music pieces by the application. We can share our creation by sending the link via email, embed it on our website or blog or on sites such as *facebook, twitter, youtube, vimeo, etc*.
- In the free version there is a 30-second limit on each video. With the paid version, we can create 10-minute video with more styles and the ability to download our videos to our computer. There is also the *Animoto for Educators* for which we need to request and expect the company's response

http://goanimate.com (1)

- With this application, students can create cartoons, tell a story, present events, or visualize a role play.
- The user interface is potentially quite complex compared to other similar applications but there are more and more possibilities.

http://goanimate.com (2)

- First we choose one of the available styles of the application. Then we select the background for the scene we create and add our characters by adjusting the posture / pose that we want to display and their movements during the scene. Then we add the heroes' sounds and music as the "carpet" of the film.
- In the free version there are some limitations and a reduced number of available characters. In paid editions there are certainly more choices. There is also a version of GoAnimate available for schools.

Indicative examples of digital expression and creativity

Creation of multimodal “versions”

http://www.myebook.com

My *Ebook* is a service for creating rich multimodal e-books containing text, images and videos on each page. Allows you to create an e-book from scratch or display a PDF in book format. You can import images and videos either from the internet (*Flickr, Facebook, Picasa, Youtube,* etc.) or from your computer or mobile phone. The e-book created can be embedded in a blog or website and sent by e-mail.

http://issuu.com

With *Isuu,* we can create interactive online "publications" from our documents, free, fast and simple. All we need is to upload our files in PDF format. Then we can read them using the handy viewer, and see the pages just like any real form. We can also share our "publications" with other users, integrate them into our site, keep our bookmarks, etc

Indicative examples of digital expression and creativity

Website Creation

(personal website, personal or group blog, co-operative webspace, education platform)

Personal website http://www.weebly.com

- *Weebly* allows individual web site creation in a handy and simple way, thanks to the drag and drop design environment it offers.
- It is also available as *Weebly for education* with which we create our classroom and we can create our students' accounts en masse without having to have an e-mail. In this way, we can have complete control of our students' accounts and their activities, assign jobs, send notes on the course, etc.

Co-operative web-space (1) https://www.pbworks.com/wikis.html

- *Wiki* may be the most successful example of Web 2.0 applications as it is closer to the definition of what Web 2.0 is: a website whose content (co-written) by its own users. The best known is *wikipedia,* an online encyclopedia with millions of entries written by its simple users.
- In the language classes, we can use it to ask students to write a text on a topic, build an online newspaper, prepare and publish a multimodal work in a research project. All this can be done in cooperation with students from other classes, even from other schools, utilizing cultural and social differences.

Co-operative web-space(2)

https://www.pbworks.com/wikis.html

- *Wiki* in *pbworks*, like all wiki, consists of pages. In addition to the pages, the teacher and student files can upload discussions on the wiki content, maintain a calendar of events, etc.
- The teacher has the ability to monitor the progress of the students if, how and when they read and / or participate in the wiki, what exactly they write and / or upload, what they store, etc.

Educational platform
https://www.edmodo.com

Edmodo is a free and secure educational networking platform for teachers, students and parents that works like Social Media Networks. It is one of the world's most popular virtual learning environments, it has been adopted by many public and private educational organizations as it has no financial cost and is also available in Greek. *Edmodo's* graphic environment reminds a lot of *Facebook*, so most users feel instantly familiar with it.

Edmodo

Capabilities

With *Edmodo*, we can transfer all our courses online and move from a classroom to a blended learning model in an environment with many possibilities: classroom creation and class division into sections, forums and a library for each class or section, posting notes and assignments, creating quizzes and polls, online grading and student course control by the teacher and each student's parents, parting of classes, giving praises to students, networking teachers who teach the same subject, etc.

Edmodo

Self-assessment activity

1)Which of the following is considered a guided teaching tool based mainly on behavioral and cognitive learning theories?

A. Video lesson
B. Social Network
C. Wikipedia

2) Which of the following is considered a Drill and Practice environment that does not favor the development of communication skills?

A. Blog
B. Video game
C. Online exercises on the Internet

3)Which of the following categories of tools include multimedia content management and presentation software (Power Point, Impress, Prezi, etc.) when used as teaching tools?

A. In digital guided teaching tools
B. Learning environments through discovery and exploration
C. In the contexts of expression, collaboration and communication

4) Which of the following categories of tools are digital mapping applications when used by students?

A. In digital guided teaching tools
B. Learning environments through discovery and exploration
C. In the contexts of expression, collaboration and communication

5) Which of the following software and tools are part of the expression, collaboration and communication environments?

A. False simulations (e.g. published CD-ROM on self-learning)
B. Authentic simulations (e.g. educational games like "Mingoville", virtual worlds such as "Second Life", virtual tours through Google Maps or Google Arts & Culture, special museum virtual tours, etc.)
C. Software and digital tools such as email, Skype, social networking (e.g. Facebook, Twitter etc.), blogging, etc.

Self-assessment activity

6)Which class of learners mainly favors closed-type learning environments that include Drill and Practice Exercises?

A. Young pupils with low level of language skills

B. Young high-level language learners

C. Older students of high level of linguistics

7)Which of the following would you choose for the website of the Research Center for Language Teaching and Language Evaluation - Rcel (http://rcel.enl.uoa.gr)

A. Website of general interest

B. Website of special interest

C. Social networking site

8)Which of the following is a Webquest?

A. An educational activity where most or all of the information required to solve a problem is given by the teacher to the pupils from the beginning.

B. An educational activity where most of the information required to solve a problem comes from the internet or from other digital environments.

C. An educational activity where most or all of the information required to solve a problem comes from the internet.

9)Which of the following digital applications allow group authoring ?

A. Titanpad

B. Voki

Γ. Popplet

10.Which of the following digital applications allow the creation of comics?

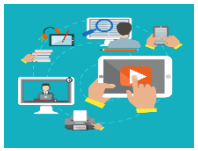
A. Wordle

B. Pixton

Γ. Padlet

Answers to self-assessment activity

1	2	3	4	5	6	7	8	9	10
A	C	A	B	C	A	B	C	A	B



Instead of ….epilogue

It does not matter **what** technology can do for us but **how** we use it to put it in our service and especially in the service of **quality language education.**