ICL 2017 Workshop

TITLE:

Using an innovative tool to help teachers integrate and use ICT effectively in their teaching practice

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Objectives:

This workshop aims at: 1) enabling participants to reflect on and become aware of their e-learning culture and the impact it has on their teaching practice; 2) allowing to demonstrate and facilitate participants' understanding regarding where the pedagogical added value of technology is, and; 3) boosting some change in their teaching or their intentions to integrating ICT in their practice.

Main topics:

- Becoming aware of own e-learning culture and of its impact on intended or actual ICT integration in teaching and learning activities
- How to identify the functions of ICT that appear to be present in an ICT activity, and which function to favour in a specific pedagogical situation.
- The 7 indicators of pedagogical added value and how to identify them in a given ICT activity.
- How to identify the potential that an ICT activity or resource seems to have to bring learners more skills and knowledge than an activity carried out with a pencil and a sheet of paper, or a paper document that students have to complete.
- Generating great ICT activities and enhancing interactivity and learning by integrating indicators of pedagogical added value.

Target Group:

This workshop is addressed to university professors, teachers' trainers, teachers, and student teachers or anyone else attending the ICL conference that is interested in the topic. Participants are invited to bring a teaching syllabus of a course or an outline for an instructional activity into which they would like to integrate ICT; and (optional) their laptop.

Background knowledge expected of the participants:

No specialized previous knowledge is expected.

Workshop Activities:

- Interactive presentation of the IntersTICES model (Peraya & Viens, 2005) that proposes an instructional design-type perspective. The model encompasses three major interrelated dimensions intertwined through a pedagogical engineering approach. IntersTICES is utilized to illustrate how to support innovative use and integration of ICT to address the needs of participants' course⁄students

- Exploration of some scenarios, activities, tools or techno-pedagogical resources to help participants familiarize themselves with and identify the indicators of pedagogical added value that appear to be present, and to what degree. (This selection was made keeping in mind that participants would like to use them later in a specific situation in education)

- Participants can explore and choose other resources or activities.

- After going through at least 2 videos and 2 other activities (or resources) each group choose one of them to analyze it in greater depth in order to question the presence of the *7 functions of ICT* and the *7 indicators of the pedagogical added value of technology*, taking into account a situation of education they know. They will then be able to generate an improved version of the ICT activity chosen, based on modifications suggested by their prior analyses.

- Sharing the experience with the other groups: Each group is then asked to: 1) present their analysis of the activity; 2) present the suggestions for modifications or improvements they made aiming at enhancing the pedagogical added value, and 3) imagine the impact that these modifications may have on the pedagogical added value of the ICT activity and on their students' learning.

Participants are asked to work in groups of two in order to discuss their choices.

The Presenter:

Genny Villa holds a doctorate in Psychopedagogy and Andragogy from University of Montreal, Canada. She is a Curriculum/Instructional Design and Innovative Pedagogical Consultant with 35 years of experience in teaching, professional development and training in culturally-diverse and multidisciplinary settings. She specializes and excels in designing and implementing interactive methodologies to help professionals from diverse backgrounds to acquire and apply pedagogical strategies to improve their teaching and facilitate students' learning. She developed and implemented a highly effective training intervention –The IntersTICES-Type Activity- aiming at empowering and training teachers to respond to the increasing demands regarding the integration of ICT in innovative teaching practice, with an emphasis on their e-learning culture, the pedagogical added value of technology, problem solving and higher order thinking skills.