

# ProPic studyweek

Please write your impressions of the visit to Sweden

**TOBIAS RUHTENBERG** SEP 11, 2018 01:37PM

## Bookcreator - 12/09/2018

Roberto Requena Larizbeascoa

Bookcreator is a very useful tool for teachers to create lessons and resources for students.

As Tobias explained, it can even filter images so the teachers would only get CC (Creative Commons) pictures, for example, avoiding copyright issues if they decide to use and publish those images.

I focused on using the e-book creation tool as a student. I made some drawings of my cat and used Google Translate to translate a couple of phrases into Swedish so the recording application included in the program would listen to my pronunciation and I would see if it understands me or not. Good news, it did understand me. So, even I got the wrong Swedish word for *play* (*spela*) as a physical activity (I got the word used for "playing instruments") from Google Translate, my speech was understandable both by the machine and by people, in this case, Richard, who understood what I said in Swedish and played the teacher's role telling me that the word for *play* that I got from Google Translate wasn't the most suitable one and then suggested a better one so I could improve my vocabulary (*leka*).

\*Even when using technology, I think human interaction is key for some students. In my case, Richard's advise had greater impact than a recorded lesson.

I'm more interested in how students can take advantage of the application by creating original material with the help of the teacher. Teachers already know the language they are teaching, so Bookcreator would be very useful in flipped class sessions where the students get material created by the teacher (or not) so they would know what to do beforehand and start their tasks as soon as they enter the class. Once started, the teacher would be there to help them create what they want always using the target language, something similar to what we observed in Per Selin's class on Tuesday.

My work as Svenska student:

<https://read.bookcreator.com/9quvi8N9xAMQjIz9HshS9F00>

[o162/f1ZKPr7xRxOqWwiSftMh1Q](https://read.bookcreator.com/o162/f1ZKPr7xRxOqWwiSftMh1Q)

### Book Creator - the simple way to create beautiful ebooks - Book Creator app

Book Creator is a simple tool to create ebooks on iPad, Chromebooks and on the web. Create a book and publish it to Apple's iBooks Store, or share it online with our built-in ePub reader. You can also share your book as a PDF and print it.

BOOK CREATOR APP



## Marie B. DAY 3

After a short insight on methods concerning the flipped classroom and the possibilities it offers, we were introduced to assisting technologies, that help with self evaluation and self reflection. Both the Swivl robot and its complementary software help to film ongoing lessons without distraction. Afterwards, we were introduced to a very helpful software for creating interactive ebooks, which is the perfect tool for our group project. As we have only restricted access to apple devices, we are not able to use iBookAuthor as effectively. That is why we will profit a great deal from being introduced to bookcreator.com.

## Marie B. DAY 1

After our warm welcome to the University of Boras, we gained insight on the Swedish approach to Action Research in Education, which we were introduced to by Lille Langelotz. It showed the importance of CPD and how educators are learners themselves. She described, how AR is a process of Planning, Doing, observing, reflecting, questioning etc. It made me think about why CPD is important and that it is good to always develop teaching in order to keep up with new media and new methods.

## english class

- every student has their own iMac, which I find very impressive
- they don't have any bags with them in the classroom
- use lockers for all their stuff
- they use the iMac every day in every class, which is very good considering that they have to use one in their future job
- using google classroom is a great way to communicate and keep track of student work
- sharing documents in google docs or being able to comment and correct them
- all the data is kept in a cloud, so students never lose their documents and or their work (no excuses) --> even if they forget or don't have their mac they can work on their mobile

## Visit Class 8 (English)

Students were working on their own, didn't need that much help, knew what to do in that Task

Class is organised with Google Classroom, which is amazing, nothing gets lost and can it can be looked at it at anytime, but only the teacher can look at the final results

Parents are invited through a platform so they are connected with the teachers

Integration of digital tools into the lessons, students working with Mac Books/Chrome Books, also using them at home to work on the tasks and homework

Students are trained to work with MacBooks/Chrome Books and Phones, so they will be prepared for their future working life

Exams are taken with digital tools, written on the computers

## English Class - 11/09/2018

Roberto Requena

Today students worked on their advertisement projects using Macbook, Pages and Google Classroom.

\*Work not to be published.

They entered the class and went to their seats as they are used to in order to receive the instructions. As the teacher explained, he tries to implement a certain routine so the students won't feel anxious about changes in the class. I've

been told the same in my internship in EF (Education First) so even beginners would know what to do with simple instructions as "groups of 3" or "page 186".

These circumstances made the classroom quiet, unlike in Spain, and more goal driven. The students seemed to be focused only in their task and occasionally in Whatsapp or Facebook in order to exchange ideas with their mates or find examples or Facebook advertisement to improve their own work.

The teacher worked as a facilitator of information or troubleshooter when required, not the center of the class. Even I felt a little bored by the lack of gestures, I understand the role of the teacher is to facilitate learning, not entertain. That means the students work because they have to or they want to, not to get the attention or approval of the teacher or some other "authority" or parents.

I shouldn't say there is segregation in the Swedish school system, but there is an economic difference between the students attending different schools.

## Marie B. DAY 2 School visit (Sandgårdskolan)

- Students only worked on laptops, needed no other equipment
- pupils were allowed to listen to music while working (headphones)
- platforms used: PingPong, Google Classroom for peer assessment and teacher assessments - and also to invite parents into the process.
- tools: laptops and tablet PCs used for voice recording, text production, filming, etc.
- pupils take the laptops home and use them for homework etc.
- students were very fluent in english and unafraid to use the language in order to communicate with us
- pupils are prepared for their end exams (digital form)

## Visit to an english class

1. Sistema de enseñanza b-learning completamente integrado. (B-learning system totally integrated to physical classroom)
2. Respeta el ritmo de avance de los estudiantes. (Respect for the learning velocity of each student)
3. La escuela facilita a los alumnos las herramientas necesarias (Mac, Chromebook). (School provides different tools for the students -they don't have to buy a computer-.
4. Instalaciones de calidad (classroom have everything necessary to learning through digital tools).

5. I felt in a technology or mass media class, I think student learn the language unconscious. Seemly the english is not the target, is the vehicle.

## Imma

Today's class mechanics were pretty similar to what I am used to doing in the school I teach in (it's a private school, so the students have a laptop per person as well). What was a bit different was the way the teacher gave the instructions and the duration of the lesson - here it was less than an hour, whereas mine last for 2 hours, with a small break in between. As for the instructions, he gave them for the whole lesson in the beginning, and then he didn't give any more. He was simply monitoring the students. Instructions in Spain tend to be shorter and divided into small steps - once they have finished doing the first task, then the teacher proceeds with the next instructions and so on (we only project long questions). I feel like the way the Swedish teacher did it may be more respectful with each student's pace, as they don't have to wait for the others nor rush their work. Another

difference might be the teacher-student interaction. The teacher gave the instructions without asking questions or adding context (besides picking up that they had started the task in the previous lesson). In Spain, teachers like to start lessons asking personal questions and doing a small warm up activity, and instructions tend to be more of a question-answer guided conversation that catches the student's attention. The relationship with the teacher also seemed to be more authoritative as well here. For example, I noticed the teacher didn't appreciate the jokes a student included in his work, even though they weren't offensive and displayed a rather high level of language on the student's part. He then told us that the context (academic) wasn't appropriate for jokes nor slang. In Spain, he would have been praised for his wit. Overall, I enjoyed the fact that the students were independent and self-sufficient, but I also felt like the relationship with them was a bit colder than what I am used to. ICT-wise, it was very satisfying, but as I said, I work in a school that also works that way, so that's why I don't look at as something new anymore.

\*\*\*\*\*