

Marcadores sociales, organización y seguimiento

Introduction

En esta actividad de desarrollo docente, los participantes trabajan juntos para valorar y evaluar una serie de herramientas de marcadores sociales. Trabajan en grupos para investigar en línea con la utilización de una serie de criterios, y luego comparten sus resultados antes de decidir qué herramienta probar.



Esta actividad se basa en materiales e ideas expuestos por Kevin Westbrook en su presentación “Una estrategia integral para el desarrollo profesional continuo” (“A comprehensive strategy for continuous professional development”).

Referencia de duración del seminario web: 28:29 – 38:17

Duración: de 50 a 60 minutos

Objetivo: Sensibilizar a los participantes sobre una serie de herramientas digitales para ayudarles a organizar y hacer un seguimiento de sus estudios en línea.

Preparation:

- Make copies of the ‘Evaluating tools – criteria’ and the ‘Digital tools’ from the materials section.

Procedure

- Ask participants what they do when they find something interesting online.
- Some teachers may say they read/watch it, and others may say they save it for later.
- Ask participants how they keep track of what they read/view online, and how they find things again if they want to review them.

- Get some suggestions for digital tools if they have any.
- Tell the participants that you would like them to review some digital tools that may help them track their online professional development and keep a record of what they access.
- Put the participants into groups and give each group the evaluation sheet from the materials section.
- Next, give each group a link to one of the tools and ask them to work together, find out how to use it and evaluate it.
- Give them a time limit, so they know how long they have to spend on the evaluation (15 – 30 minutes). Note: Make sure they know that they will need to be able to teach someone else how to use it by the end of the time.
- Once they have finished, put the participants into groups with one person who evaluated each tool. Ask them to share what they learned about each tool.
- Ask the groups to select one of the tools to learn more about. Ask the person who reviewed that tool to show the rest of the group how to use it.
- At the end of the session, ask the participants which of the tools they found most useful and which they will use to record and track their studies.

Materials:

Evaluating tools - criteria

Price: [is it free?]

Function(s): [What can you do with it?]

Usability: [How easy is it to use? And how do you use it?]

Benefits: [How useful will it be?]

Recommendation: [How/Would you recommend teachers use it?]

Digital tools

Tabbles: <https://tabbles.net/>

Zotero: <https://www.zotero.org/>

Raindrop: <https://raindrop.io/>

Evernote: <https://evernote.com/>

OneNote:

<https://www.microsoft.com/en-us/microsoft-365/onenote/digital-note-taking-app>

Feeder: <https://feeder.co/>

FolioSpaces: <https://www.foliospaces.org/>

Additional resources

Digital literacies

Watch a recording of the seventh talk in our World Teachers' Day 2021 celebrations. Join Nicky Hockly talking about Digital Literacies.

<https://www.teachingenglish.org.uk/article/digital-literacies>

English Teaching Talks - Integrating ICT

- In this series of six short videos, Nik Peachey helps us with many important issues about integrating ICT (Information and Communication Technology), including a framework to help think about how we integrate ICT, sources and the motivation for using ICT for our professional development, practical ideas for class to build both language and digital literacies, criteria to help choose the best apps for your learners and guidance on how to plan blended work.

<https://www.teachingenglish.org.uk/article/english-teaching-talks-integrating-ict>

Establishing a culture of CPD

- In this webinar, Lucy Norris gives an overview of the booklets and looks in detail at the structure – A: Analyse, B: Think, C: Try, D: Work together. She discusses some teacher case studies, tries out some activities, and looks at work teachers have produced in reflection and action research activities. She also discusses how teachers can collaborate and use the resources effectively to guide and establish their own culture of CPD.

<https://www.teachingenglish.org.uk/article/teaching-success-establishing-culture-cpd>

Digital literacies: What are they, and why should we care?

- This article gives a definition of digital literacies and explains why they are important in the language classroom.

<https://www.teachingenglish.org.uk/article/digital-literacies-what-are-they-and-why-should-we-care>