

IKT I KLASSEROMMET

Didafran1 - time 6

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Grunnleggende ferdigheter for grunnskolen

- Å kunne uttrykke seg muntlig
- Å kunne uttrykke seg skriftlig
- Å kunne lese
- Å kunne regne
- **Å kunne bruke digitale verktøy**

http://www.utdanningsdirektoratet.no/templates/udir/TM_GrunnleggendeFerdigheter.aspx?id=2098&visning=5

À disposition dans les écoles

ORDINATEURS PORTABLES

SMARTBOARD

POWERPOINT

TRAITEMENT DE TEXTE

SALLES INFORMATIQUES

PROJECTEURS VIDÉOS

IT'S LEARNING

INTERNET

...



Hvordan ville dere bruke IKT i klasserommet?

Digital kompetanse

Digital kompetanse er ferdigheter, kunnskaper, kreativitet og holdninger som alle trenger for å kunne bruke digitale medier for læring og mestring i kunnskapssamfunnet.

ITU. (2005). *Digital skole hver dag – Om helhetlig utvikling av digital kompetanse i grunnopplæringen.*

[http://zalo.itu.no/ITU/filearchive/Digital skole hver dag.pdf.](http://zalo.itu.no/ITU/filearchive/Digital%20skole%20hver%20dag.pdf)

Dimensjoner i den digitale kompetansen

- **Dimensjon 1:** Ferdigheter i bruk av IKT
- **Dimensjon 2 :** IKT brukt i ulike fagområder
- **Dimensjon 3 :** Læringsstrategier. Meta-kognitive evner.
- **Dimensjon 4 :** Kulturell kompetanse, digital dannelse

[http://www.itu.no/digital kompetanse/index.html](http://www.itu.no/digital_kompetanse/index.html)

Nivå i den digitale kompetansen ^{1/3}

- **Practical or primary level**
- **Critical or secondary level**
- **Conceptual or tertiary level**

Coco, M. (2008)

Nivå i den digitale kompetansen ^{2/3}

- **Practical or primary level:** the mastery of the computing equipments and the diverse software used and the ability to adapt to new tools ;
- **Critical or secondary level:** the ability to research, manage and use the information available on the internet, as well as the ability to produce information, text on a creative and ethical way.

Coco, M. (2008)

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Nivå i den digitale kompetansen ^{3/3}

- **Conceptual or tertiary level** : the understanding of the synergy existing between the use of ICT and the environment they are introduced in, the progressive transformation of the use of the ICT by the environment of application and vice-versa, the resulting education (*apprentissages* in French) and the reinvestment of this education into the design of new tools. Working forms are modified; the relationship between peers and the development of identity are affected, as well as the relationship to the learning object. This level implies a holistic approach to ICT and learning.

Coco, M. (2008)

Donnez votre avis

- Exercices structuraux en ligne: grammaire, vocabulaire, etc.
- Présentation de cours sur PowerPoint : ex. un cours de grammaire.
- Recherche d'information en ligne pour un projet

D'autres activités possibles...

Dans quel(s) objectif(s)?

- Écoute/visionnage de musique ou vidéo sur <http://www.youtube.com/> , <http://www.dailymotion.com/>, etc.
- Le Roman photo: <http://www.ecoles-du-jura.ch/eped/romphoto/rominfo.htm> v/ bruk av den gratis programvaren *Photo Story 3.0*
- *Visionnage de bandes-annonces de films:* <http://www.allocine.fr/>

- Présentation PowerPoint d'élèves
Quel(s) objectif(s)? Qui évalue?
- Plateformes de gestion de l'apprentissage:
 - Dépôts de devoirs pour évaluation?
 - Lectures de consignes?
 - Clavardage avec les natifs?
 - Simulations globales?
 - Jeux de rôles?
 - Espace créatif?

Exemples d'activiés Web 2.0.

Formation de réseaux sociaux et d'échange/construction d'information

- **Wiki:** exemple conçu par un étudiant:
<http://hthengs.wordpress.com/2008/03/05/undervisningsopplegg-med-bruk-av-wiki-databaser-%e2%80%93-internettanarki-versus-hierarkisk-struktur/>
- Facebook: Pensumlist: http://itdl.org/journal/jan_09/article02.htm
Rechercher des exemples sur Google avec des mots-clé comme Facebook, language classroom, ou encore language leaning, p practices
- Blogue: http://jaltcall.org/journal/articles/1_1_Pinkman.pdf
- Twitter: très peu d'exemples. Pensum:
<http://www.frenchteachers.org/technology/Twitter.pdf>

Et vous?