KEEP

Co-funded by the European Union

Creating customised tools for Dutch lessons

I teach **Dutch** in an **urban Dutch-speaking school** in Brussels.

16
age of pupils on average

650
pupils

20
pupils per class on average

30
classes

Teaching environment

There is a real **mix of students.** I can't put a figure on it, but I think the majority of our students speak another language at home. Our school is in Brussels, which is **predominantly French-speaking.**

Digital tools

The school has Smartschool, a digital school platform designed to support **collaboration between schools, teachers, pupils and parents**. Teachers and students know how to use the platform.

Experience with digital tools before Covid-19

I used **BookWidgets,** a platform for online exercises. I also **often used Kahoot** in class before Covid. I made a lot of PowerPoints too, but I think BookWidgets and Kahoot **gave me the most significant experience** in the digital field.

PowerPoint voice-over

Within the framework of a digital learning path, I made structured PowerPoints with voice-over, to explain language lessons and guide students in their learning process.

Needs for this teaching practice

In literature, we study **abstracts of texts that are quite complex** and students had to work by themselves. **I needed a way to help them** without live lessons which were discouraged by my school.

Needs solved

I reworked **my existing PowerPoints by adding voice-over**, so students could look at them whenever they wanted and **at their own pace.**
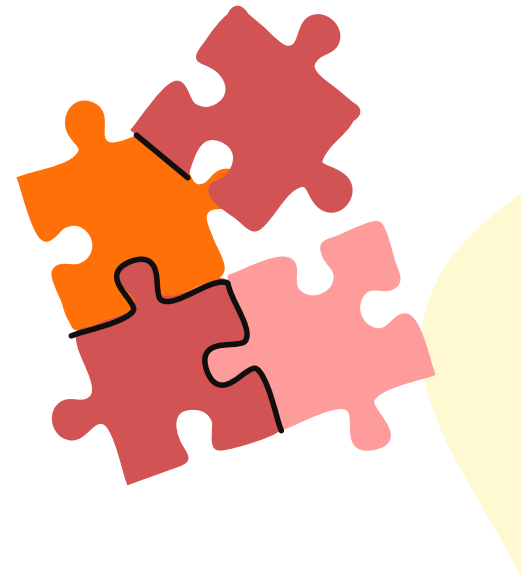
Audience targeted

All my students from all my classes. I teach **from the 4th until the 6th year of secondary education** in general education.

Organisation

I had to **change the way I planned** my lessons, since I had more preparation work to do before a lesson. I **had to check and give feedback** afterwards. It took more work outside the class schedule and less during.
I had to **record myself** explaining the lesson over my PowerPoint presentation before the class, so that students could be able **to study autonomously**.
I sometimes used old presentations, but most of the time, because I had to divide a lesson in small parts to fit the digital learning path, **I just made new ones.**

PowerPoint presentation mode allows you get all kinds of tools, so you can also **add your webcam in a small box,** so that students can see you -I sometimes did that-, but you also had, for example, **a marker to underline things** or a pencil to take some notes.

Practice activity

When I recorded myself, I acted a bit like during a real lesson. For instance, I had **a Dutch poem displayed** on PowerPoint. I analysed that poem and gave explanations on the content such **as stylistic figures, or the structure of the text**, and so on.
Then, students had to analyse the next poem by themselves at home.
After that, I collected all their work.
For the next lesson, I created a new PowerPoint, added voice-over to provide **the answer key.** I also showcased extracts from students' work. For example, I said, 'Oh and Rosa had found a very clever stylistic figure here'. I tried to **incorporate personal feedback** in the recorded PowerPoints.
If students wanted to reach me, they used the Smartschool chat. **The chat was open for the whole lesson hour** but I rarely got questions.
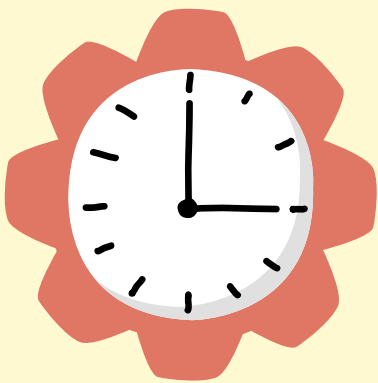
Impact of the practice

An innovation

Pupils can **play the presentation again**, unlike in live sessions.

It fostered students' **autonomy** and **motivation.**

An efficient practice

- Most students found the PowerPoint with voice-over useful, especially for literature because the lesson was thus **clearly explained.** And the incorporation in the digital learning paths allowed structure.

- The PowerPoints are still available and the students **still use them for their exams or to catch up when they are ill.**

Keys to success

Get prepared well beforehand.

Divide each lesson into logical subparts.

Explain the lesson **clearly**, like you do in class.

Think about your timing.
Avoid long presentations.

Benefits

Students understand **the goals of the lessons** better.

The **lesson plan is the same** during synchronous teaching, only the teaching method changes.

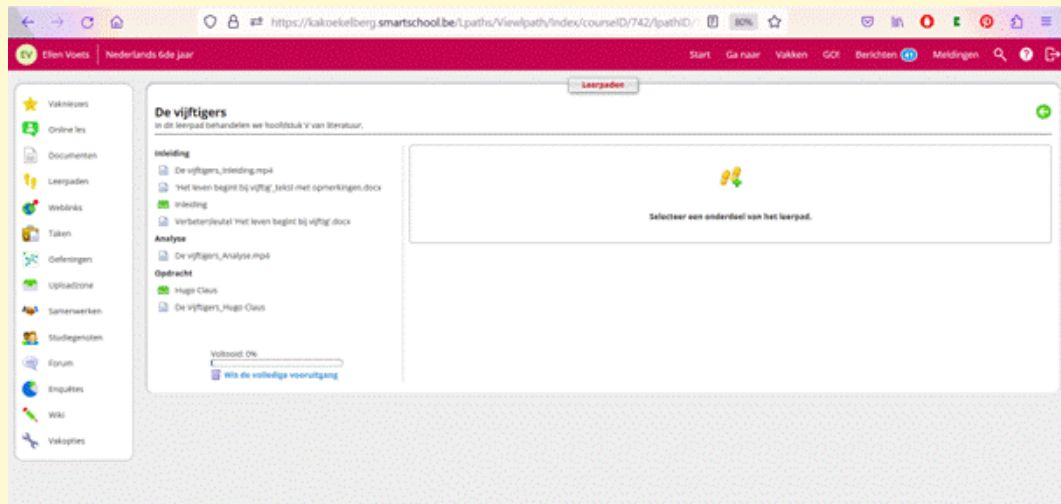**+** Students are motivated to keep **involved in this autonomous learning process.**

Ready ?

I think it is important to listen to your pupils and monitor their well-being. That's how we found out that live lessons were exhausting for them, and we tried to reduce them as much as possible and find alternatives.
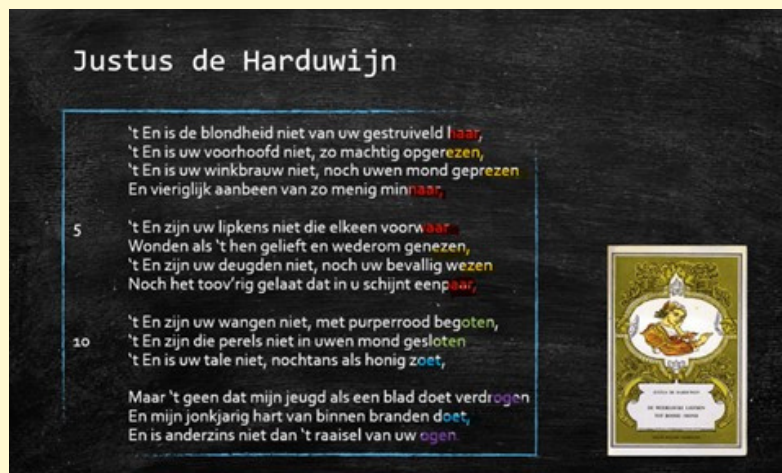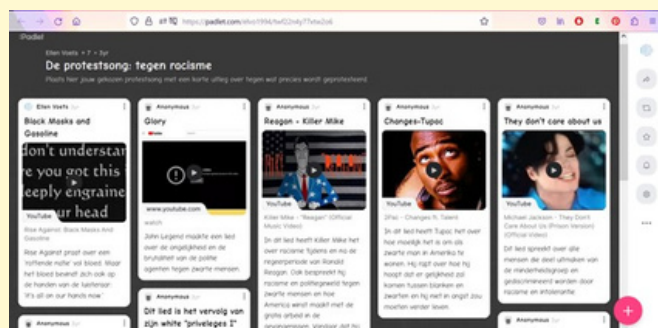
Resources

Screenshots

Example of a training path

Example of an analysed poem

Example of a Padlet

This portrait gives a representation of the teacher's choices which are not our own.
The statements in this portrait are not direct quotations but have been adapted from an interview which took place in 2022.