Interactive Geography lessons with videos

I teach **History and Geography** in a rural high school in France.

16
age of pupils
on average

600
pupils

30
pupils per class
on average

24
classes

Teaching environment

I teach in a rural high school. **Both general and technological study pathways** are available in my school.

Digital tools

Every student has a laptop thanks to the "Lycée 4.0" regional program.
My school has access to **a digital workspace,** which facilitates communication and provides a space where students **can submit their work.**
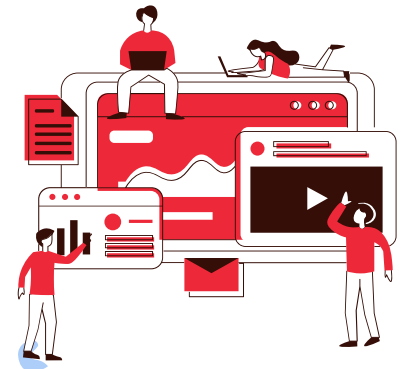
Experience with digital tools before Covid-19

I am a multidisciplinary **digital trainer.** I have followed training sessions but mostly I am self-trained by reading tutorials on the internet. I often **exchange practices** with colleagues who teach the same subjects as I do. **Working in pairs** allows more efficiency, more motivation, but also more resources.

The tool: Educ.ARTE

Educ'ARTE is a free and innovative video on demand service. You can also customize the content: create excerpts or mind maps and annotate the videos.
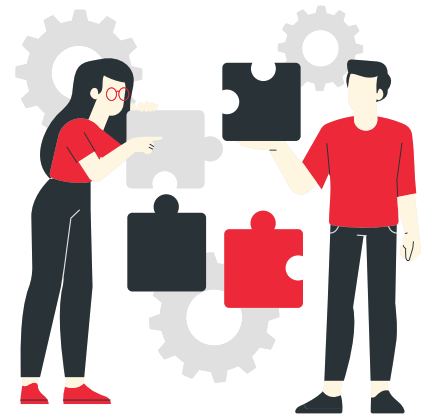
Needs for this teaching practice

The challenge was to continue to provide a **fun and dynamic education** to my students so that I could avoid teaching with pdf files and video conferencing.

Needs solved

I was able to improve students' **autonomy** and assess acquired knowledge during our online sessions, while keeping my lessons **interactive**.

Audience targeted

This activity was aimed at the whole class, but my pupils had to work on their own. They worked **at their own pace.**

Organisation

I decided to plan a videoconference lesson once a week per class in order **not to overload** pupils.

The teaching materials for every lesson were **uploaded on** our digital workspace, and recorded in the students' **digital notebook.** I typed the instructions in their **digital textbook.**

I had to make sure that I followed the curriculum while making the lessons interesting and fun so that my pupils would be **motivated to work autonomously.** To achieve this, I worked with **videos.** These videos could be found on the Educ'ARTE platform or stored online via our digital workspace. Before I started this practice, I had to organise a videoconference with all my classes to **explain how it works.**

Practice activity

The first step was to **take the curriculum** into consideration to find the right video, which should last between **3 and 8 minutes.**

Then, the **day before the lesson,** I wrote in the students' notebooks a **concise** question to make them think. Sometimes I also added **online exercises** -using the LearningApps platform, for example).
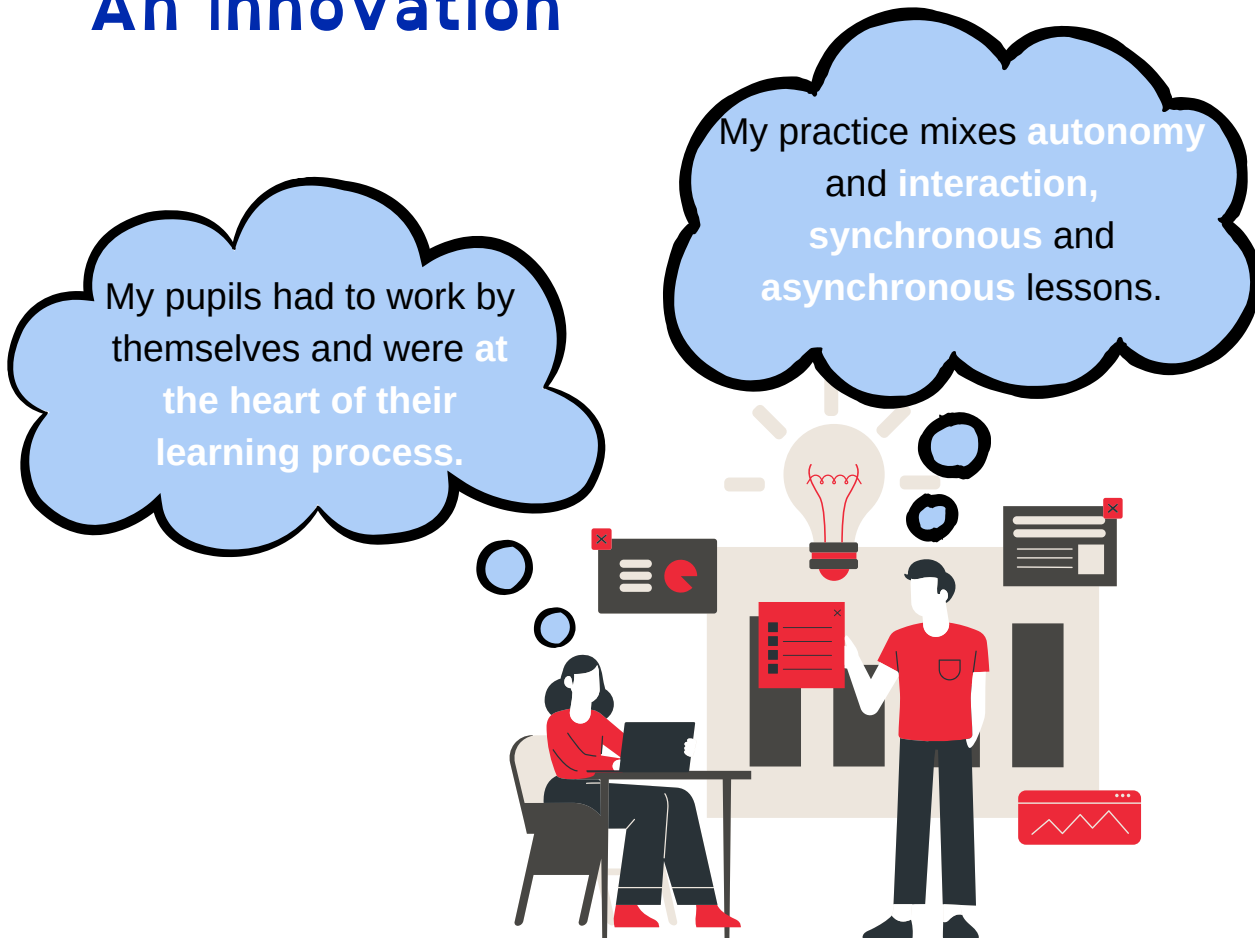
During the **last hour of the week** or at the beginning of the following week, we corrected these activities **during a videocall** with the whole class. Most of the time, my pupils had all the answers, so it was a **good opportunity to exchange.** The date of the videoconference lessons were announced by email and in the notebook.

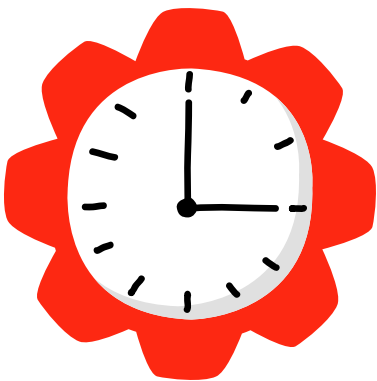The final test was carried out in **synchronous teaching** with "La Quizinière", which is a website to create quizzes.

Impact of the tool

An innovation

My pupils had to work by themselves and were **at the heart of their learning process.**

My practice mixes **autonomy** and **interaction, synchronous** and **asynchronous** lessons.

An efficient practice

- Pupils were more motivated. **2/3 of them** attended my class regularly.
- Students enjoyed **fun activities** and learnt to use **new tools.**
- This practice allows the teacher to **act like a guide.**
- One year later, I could testify that pupils did **not lose their skills.**

Keys to success

Link the resources to the **curriculum.**

Think about **questions and instructions.**

Avoid using **long videos.**

Reach out to **every pupil** during videocalls.

Benefits

Using **different tools** makes classes more dynamic as it **stimulates students' motivation.**

Mutual help between pupils.

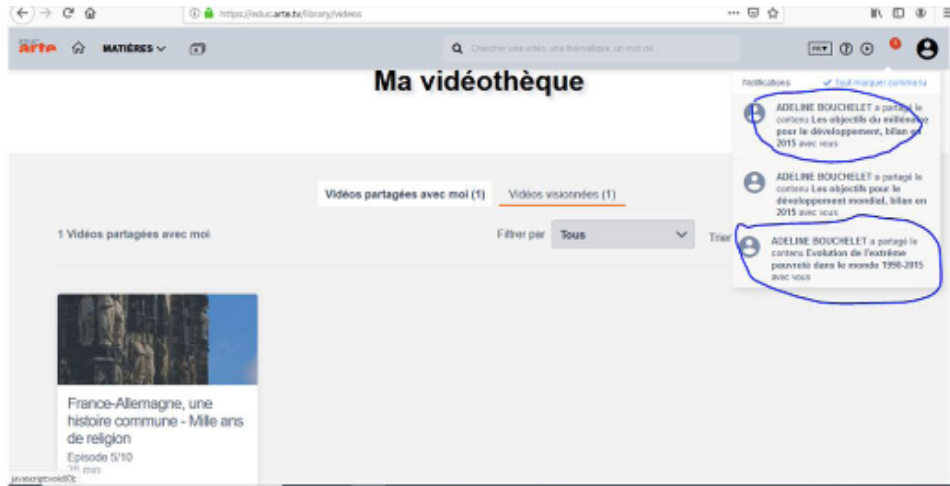Pupils become **more independent,** and learn to **manage their time.**

Ready ?

Put yourself in your pupils' shoes and try to **anticipate their difficulties.** Don't hesitate to **ask for help** during an activity with a digital tool. Your pupils **get to grips with the tools.**
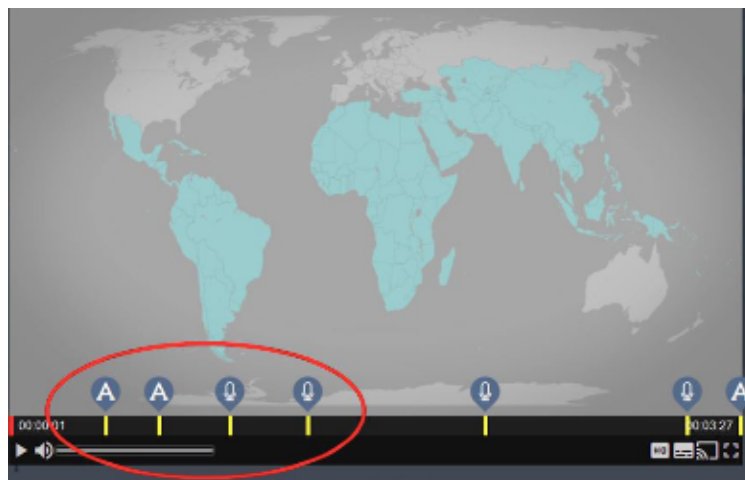
A video from the Educ'ARTE website

The movie clip is sequenced: it automatically pauses and displays an oral or written instruction at key moments.

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.