

Educational technologies: ICT across the curriculum

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University of Mauritius**

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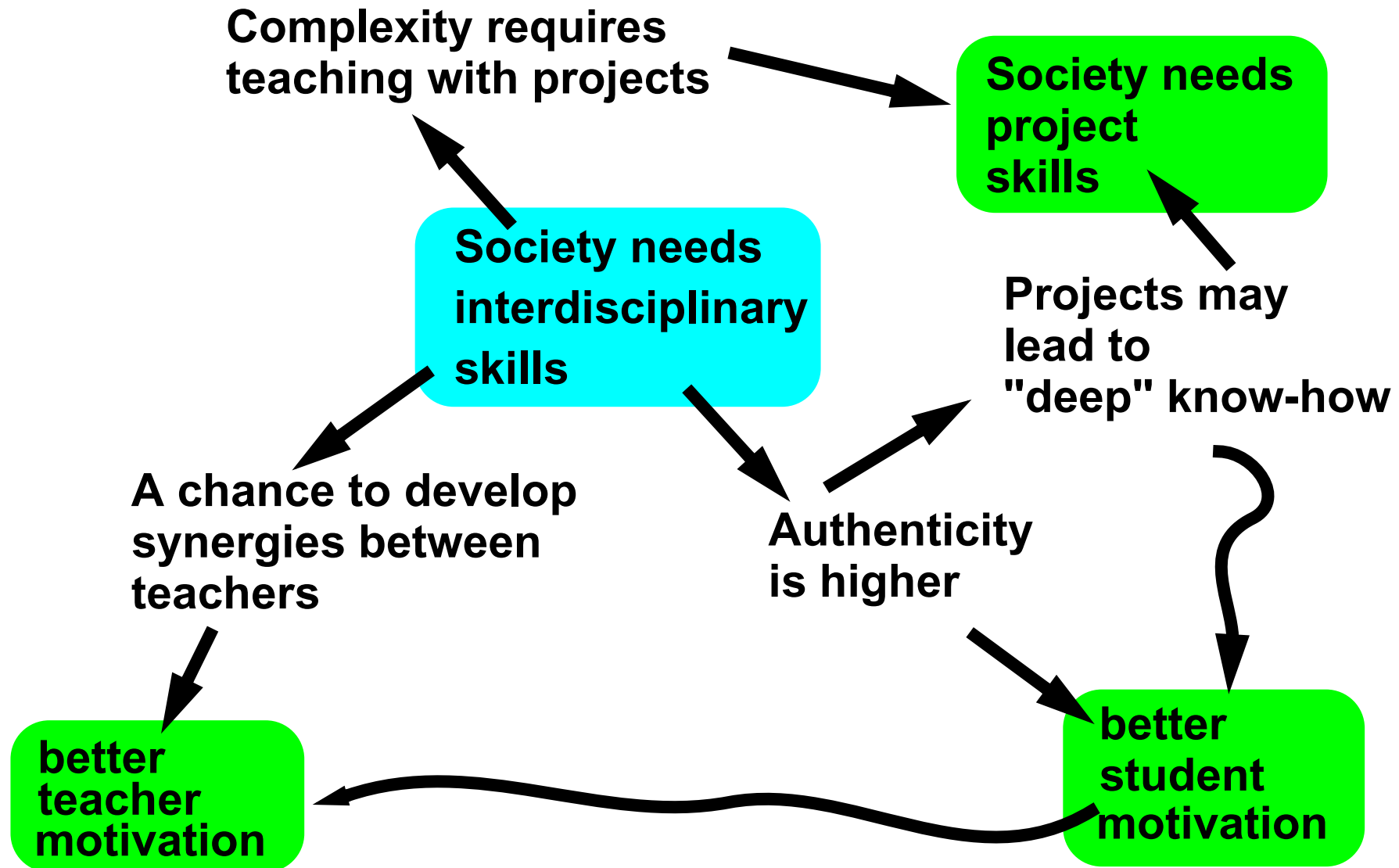
<http://tecfa.unige.ch/tecfa-people/schneider.html>

TECFA

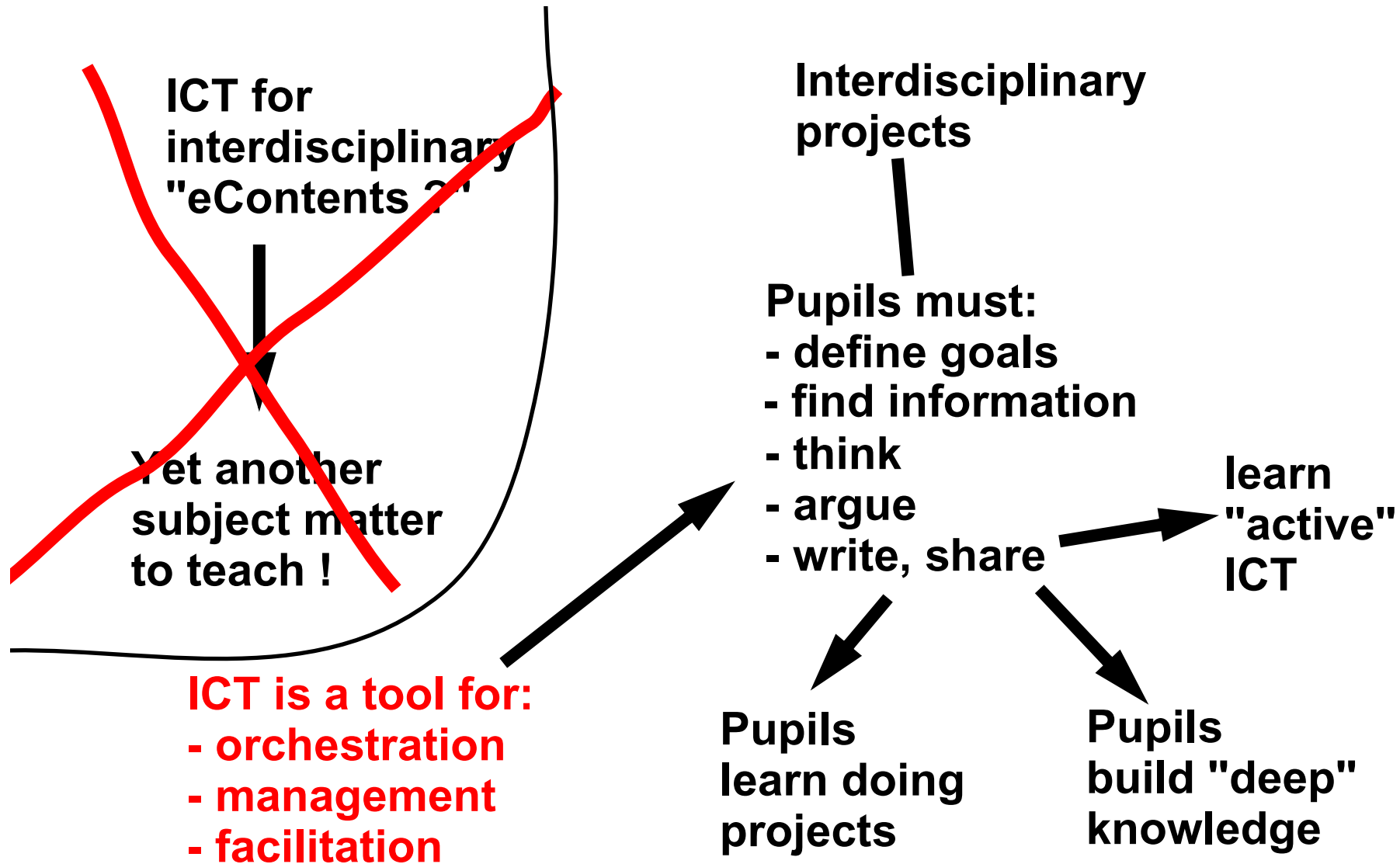
**Faculté de Psychologie et des Sciences de l'Éducation
Université de Genève**

Code: icoolxc-03

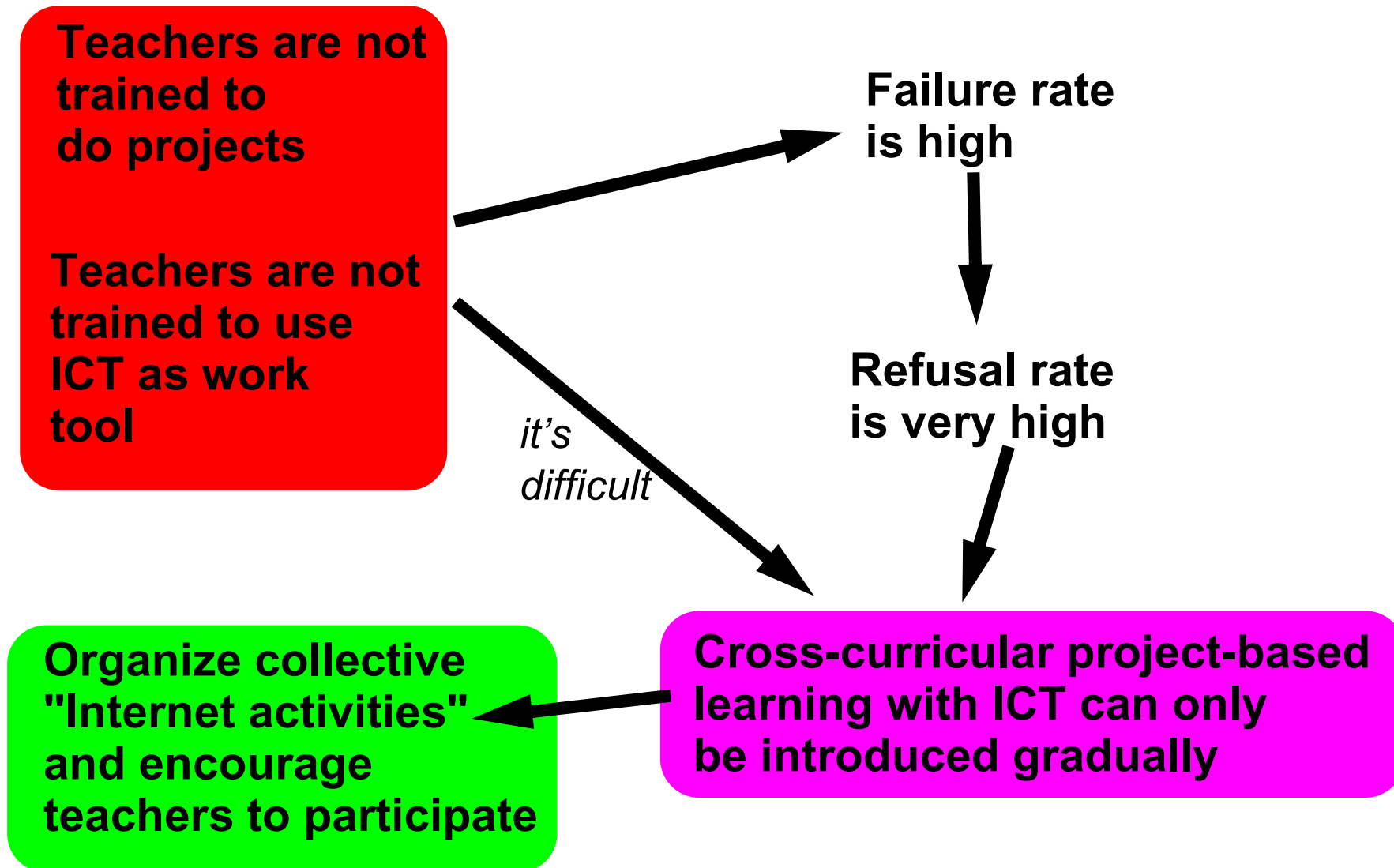
1. Why cross-curricular "stuff" ? A few arguments



2. When does it make sense ?

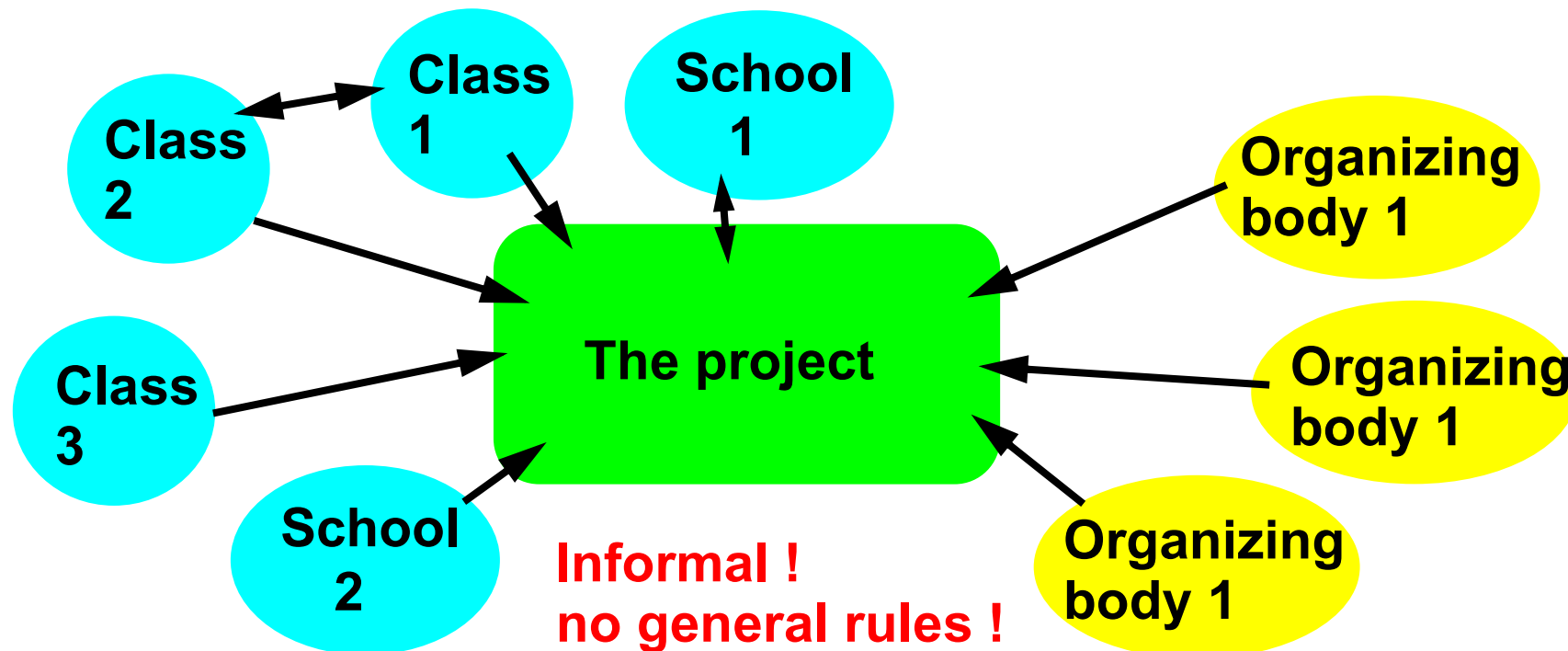


3. There is a problem



4. So what are so called "Collective Internet activities" ?

- "Organized" by some consortium (usually with different stakeholders)
- Often an interdisciplinary topic
- Often a set of various activities & various levels of participation
- Teachers can participate with their class (on their own decision)



5. Case study 1: "Terre des hommes": water

url: <http://tecfaseed.unige.ch/tdh03/>

- **Stakeholders:** NGO, a few teachers, TECFA (my group)
- **Goal:** Work on issues related to “water”

Main activities:

1. **Queries (enquêtes) or react to news (réagir à l’actualité)**
2. **Photo and picture albums (+ comment)**
3. **Make a quiz or do a quiz**
4. **Add links (+ comment)**
5. **Enter a glossary item, a quotation or a poem**
6. **Free discussion**

Teacher-teacher activities:

- **Forums**
- **Scenario definitions (enter a scenario)**

6. Case study 2: "Educapoles"

url: <http://tecfaseed.unige.ch/educapoles/>

- **Stakeholders: NGO, a few teachers, TECFA (my group)**
- **Goal: Follow and interact with a research expedition to the south pole**

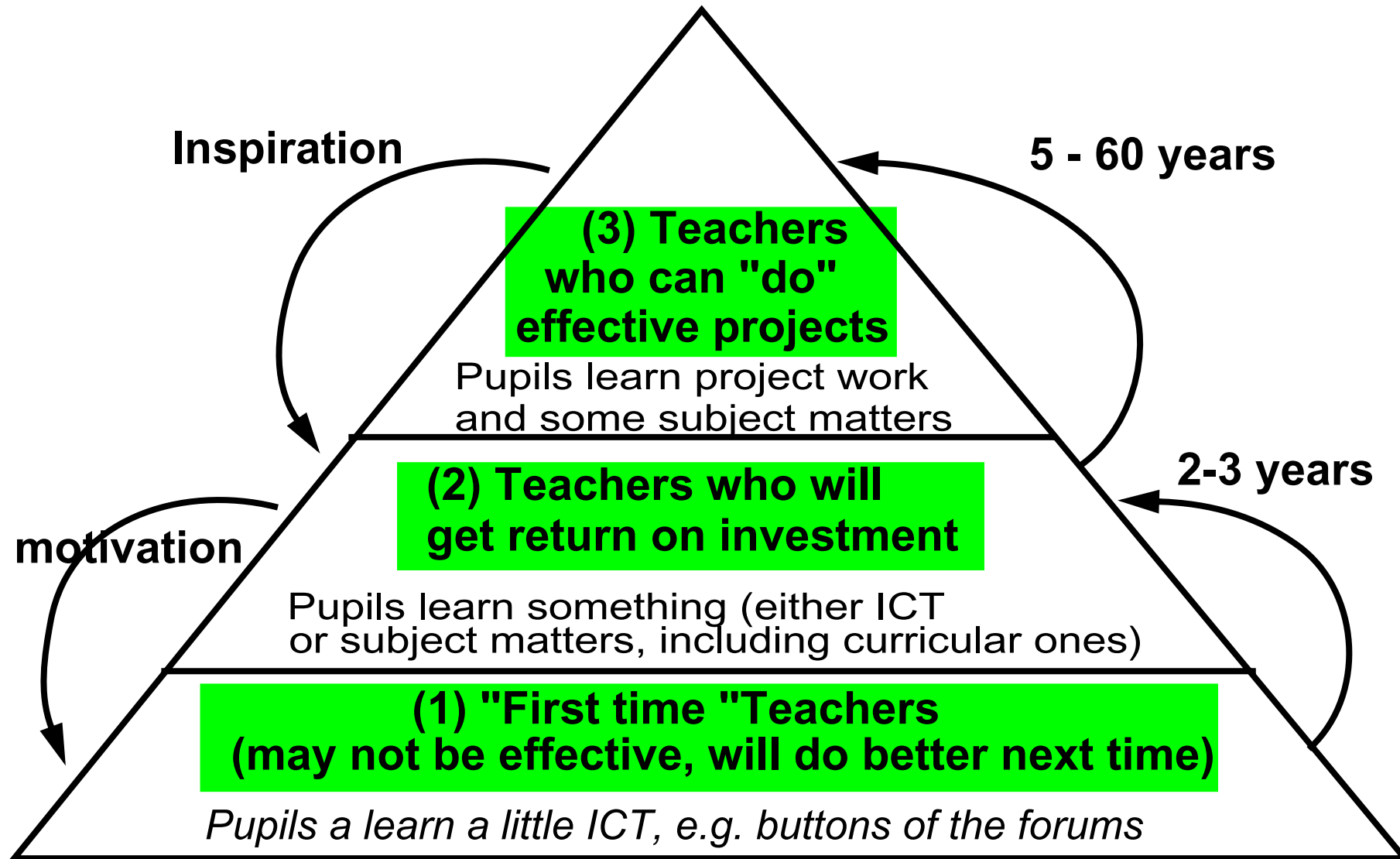
Main activities:

- 1. suggest experiments to relays on the ship (a few pupils)**
- 2. request data**
- 3. ask questions**

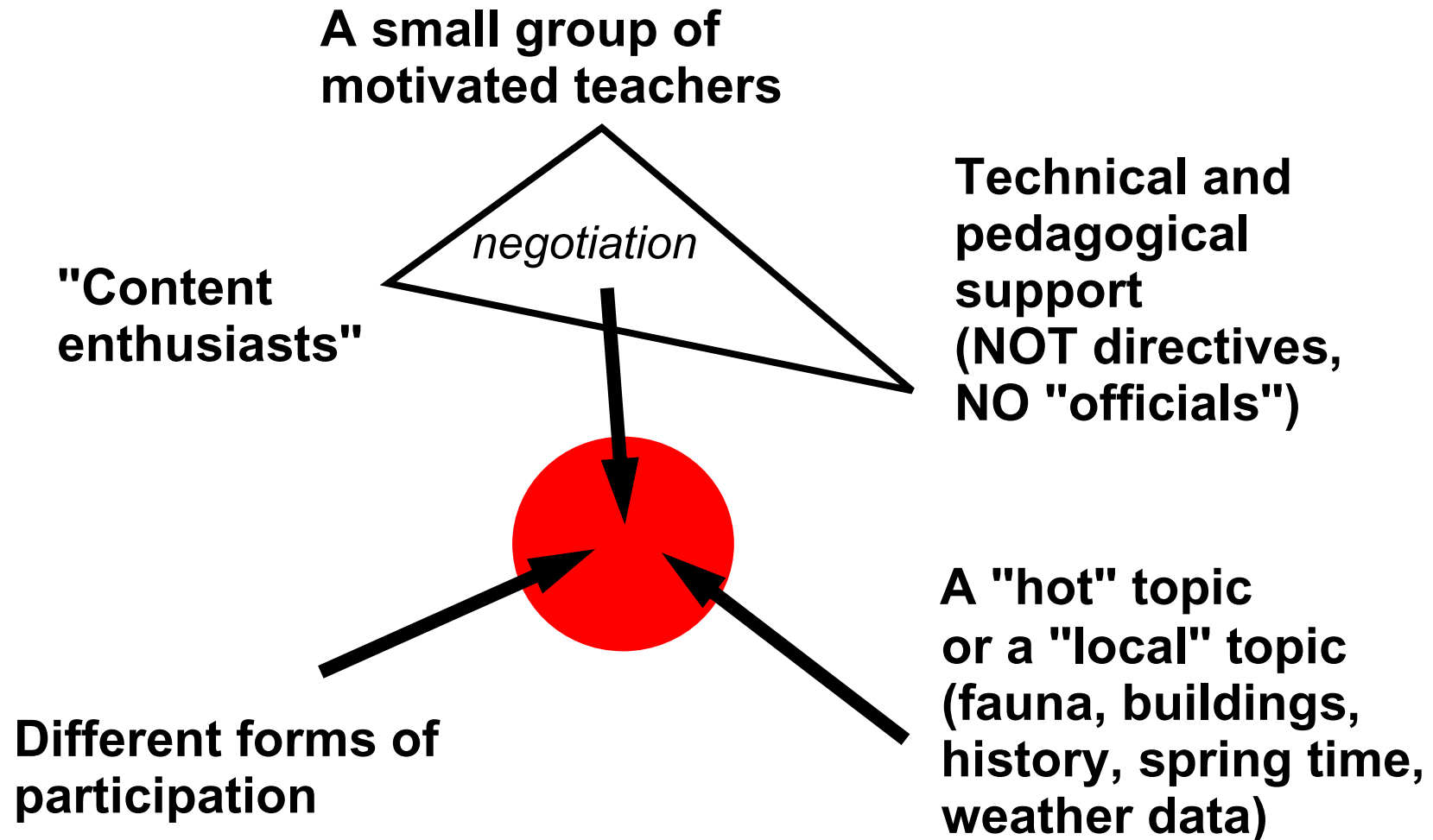
Teacher-teacher activities:

- **Forums**

7. Summary I: Internet activities also educate teachers

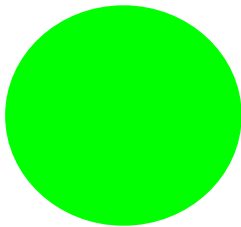


8. Summary II: The model for "Internet activities"



no generalizations please, solutions should emerge in context!

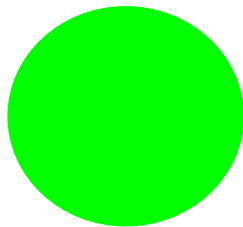
9. Summary III: The realistic short term goals



Make sure that pupils learn how to **work and think** with ICT (not just click buttons)

Make sure that pupils learn to use the keyboard

Familiarize pupils with the idea that they can be **producers** !



Make sure that YOU (teachers) start thinking about "**story-boarding**" & try to have more fun teaching

Produce **more** than you consume

10. So what kind of Infrastructure ?

