Title: "Different strokes for different folks" - Suiting learners' needs through ICT tools

Created by: Catrin Müller, Steve Kallis, Sabine Beyer, Eva Gross (Germany)

Short description: This learning activity targets teacher trainees and focuses on raising awareness of various learner types in the EFL classroom. Using Padlet and TaskCards, trainees practice linguistic structures and create relevant activities, developing a variety of learning arrangements and expanding their teaching repertoire.

Language of instruction: English, adaptable to other languages.

Trainee teaching experience level:
☐Pre-service (no teaching experience)
☒ Early career (0-2 years)
☒ Experienced teachers (3+ years)

Target teaching context:
☐Primary education
☒ Secondary education
☒Higher education
☒ Adult education
☒ Other (please specify)

Learning outcomes:

- Raising trainees' awareness for different types of learners in EFL classroom and how to meet their diverse needs;
- Developing intelligent practice of (new) linguistic structures or application to content that is currently relevant to the trainees.

Teacher competences addressed:

☒ICT integration in language teaching

☐Lesson planning with technology

☐Digital assessment strategies

☐Online teaching methodology

☐Digital materials creation

☐Technology-enhanced classroom management

☐Digital safety and ethics

☒Adaptive teaching with technology

☒Adaptive learning with technology

☐Digital accessibility

☒Digital collaboration tools

Training format:

☒Face-to-face

☒Online synchronous

☒Online asynchronous

☐Blended

☐Self-pace

ICT tools used: Padlet, TaskCards, WheelDecide.

Duration in minutes:

☐ 0-90 minutes (workshop)

☒ Half-day session

☐Full-day session

☐Multiple sessions

Timing:
- 45 minutes for the introduction.
- 45 minutes to try tools and collect their findings on a Taskcard or Padlet.
- 60 minutes to create activities.
- 30 minutes for sharing activities and feedback.
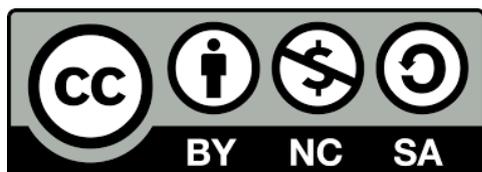

Description of each stage of the activity:
1. Introduction to the "Sprachlernkompetenz" (Kompetenzmodell in den Bildungsstandards für die fortgeführte Fremdsprache, KMK 2012).
2. Round of brainstorming about how these competencies can be trained with the help of the ICT tools.
3. Participants are shown the "ICT/REV INVENTORY" page and the filter function. They are given time (45 min.) to try tools and to collect their findings on TaskCards or Padlet.
4. Then, they are given two options:
    1. **Option A**: Based on your experience, discuss different tools that might be suitable to practise "... (relevant content)" with students in class. Select one and create an exercise. Design (at least) one exercise for YOUR students/classroom.
    For example: "Think of a (grammatical) phenomenon/topic/skill you will deal with next week and you'd like to create an exercise for today."
    2. **Option B:** Make yourselves familiar with the tool … (e.g., LearningApps) and create different exercises that may help different learner types to learn and practise "... (relevant content)" in class. Design (at least) one exercise for YOUR students/classroom.]
5. Finally, they present their results, with the help of a randomizer such as Wheel Decide.

Post-evaluation of the activity: We can consider the activity successful if:
- Trainees get to know a variety of tools/resources;
- Trainees gain experience in working/studying with digital tools in order to appreciate its chance and anticipate challenges/obstacles
- It sparks interaction/cooperation;
- It raises awareness that those tools can enlarge their repertoire of learning arrangements and widen their horizons.

Use of ICT in support of language teaching and learning