

## F021 DH pedagogy

Lots of media and techniques, how are we supposed to deal with them ? The tools we "used" during these four days of summerschool:

- the lecturer/teacher
- the powerpoint (not always very well used)
- the framapad
- the chat of this framapad
- the twitter account
- our own notes (on a computer or on paper)
- the photographs we take of the slides
- the film made of the conferences
- informations on the website
- usb key with articles, informations etc.

The discussion turned around how to use at the best all these tools, are they all usefull, is it usefull to use them together...?

- On what support **preparing the course** // on what support to **give the lesson**/present the course // what to **give away to the students** ?

- - It's a big "waste" of time to have to prepare **several different supports**. But, as Claire Lemerrier says it : it's maybe not such a waste of time because all students are different, and the different supports can "talk to" different students
- - the problem of the **red line** (fil d'Ariane) : not synchronized with your slides / Word preparation document. We are not sure that the students are sensitive to this
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- "**Powerpoint is evil**"...but asked for by the students, and sometimes compromises //

<http://www.wired.com/wired/archive/11.09/ppt2.html> ;

<http://blogs.hbr.org/silverman/2010/04/powerpoint-is-evil-redux.html>

- - bullets points for the structure (but not for the arguments = too salesman-like)
- - images /schemes to comment on
- - images to wake the students up
- - Tricks to "force" students to listen/look at the teacher : a black (or white) slide from time to time :)

- Thinking of **pads** (**Framapad**, piratepad, etc.) as a course support in the class : writing the structure of the course in advance, and the students completing/annotating

- There are some **handbooks for university teachers** UK, Canada "Preparing to teach (totally unthinkable in France to (i) exchange between the teachers, on their methods of teaching (supposed to be too personal) (ii) book on teaching for university teachers

<http://teaching.uchicago.edu/?ctl-archive/course-design-tutorials/preparing-to-teach>

[http://www.google.ch/url?](http://www.google.ch/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&ved=0CCwQFjAA&url=http%3A%2F%2Fsanari-library.info%2Fwp-content%2Fuploads%2Fgravity_forms%2F1-ef40fdce7e01b3ab80b003b7af61a124%2F2012%2F12%2FPreparingToTeach.pdf&ei=bbOUaWdH8G3O8qXgZgP&usg=AFQjCNHOqiNzeFCqmUyhuGuLszUyUFGXug&sig2=NIPS3DzugdHdqIg-ZgXZdA&bvm=bv.48572450.d.ZWU)

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- **Online courses** ? Seminars in place of /before/after the online follow-up ? Students seem not to like the online courses when it's purely online, and they are forced to (!! ) (and marked for) online discussions on different supports (chat, ...etc.), on University tools were the students are not "naturally" found (facebook, twitter ?), so they had to get used to it...