

Session K 03:

Sharing templates for lesson plans in the educational
microblogging tool Talkwall

Ingvill Rasmussen and Ole Smørdal

Digitalised Dialogues Across the Curriculum (DiDiAC)



UiO • **University of Oslo**



**UNIVERSITY OF
CAMBRIDGE**



The Research Council
of Norway

Educational microblogging with Talkwall





Digitalised Dialogues Across the Curriculum (DiDiAC)

A design-based research project (DBR) project that combines two sets of resources developed to facilitate students participation in productive dialogues



UNIVERSITY OF
CAMBRIDGE



UiO • Universitetet i Oslo



The Research Council
of Norway

thinking together

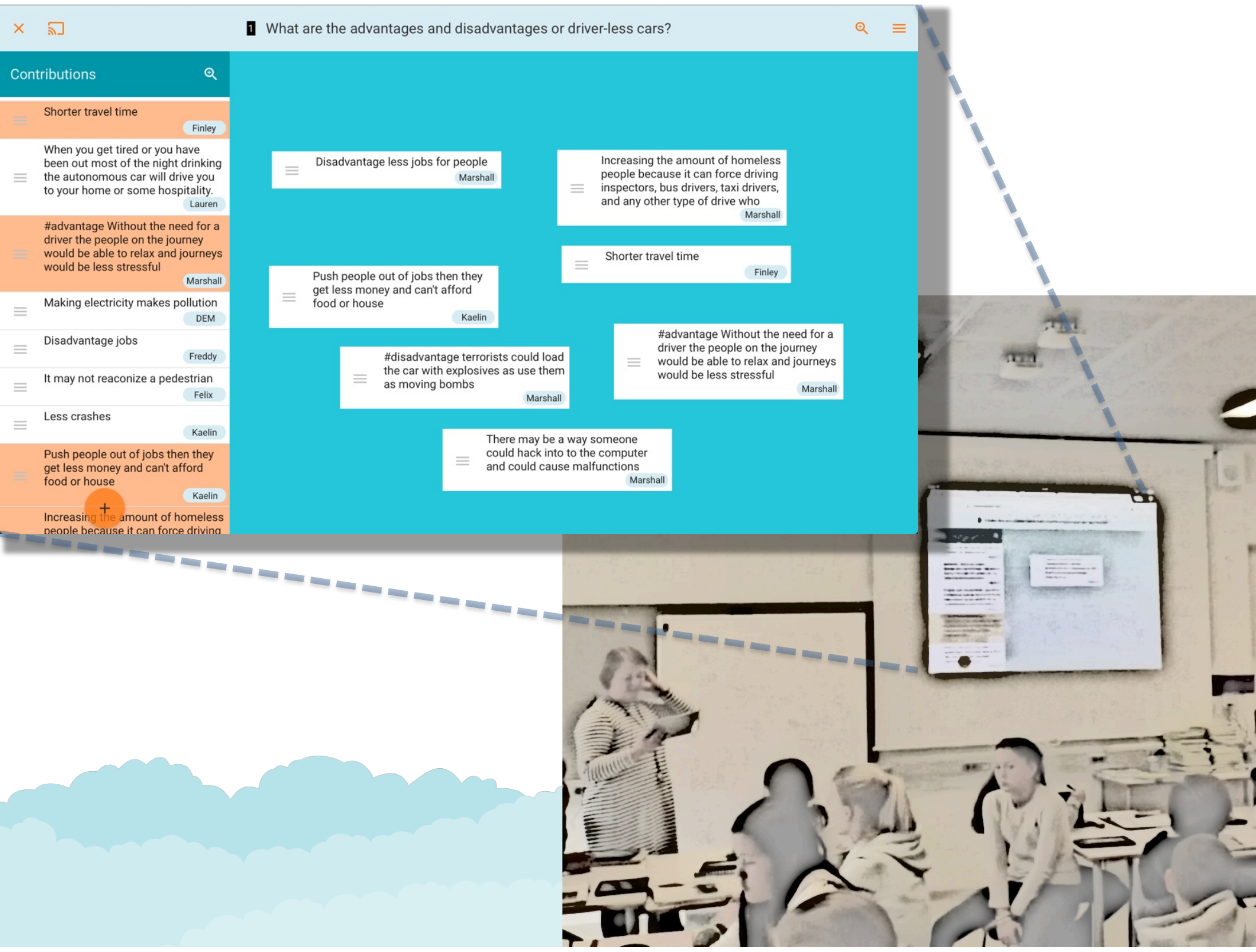


Using Talkwall to 'Think Together'

DiDiAC investigates:

- The potential to enhance existing/promote new forms of classroom dialogue and provide a visualisation of 'interthinking'
- how microblog-supported dialogue contributes to the development of a dialogic classroom culture
- skills that need to be attained for students to master digitalised communicative contexts, and how teachers can support this

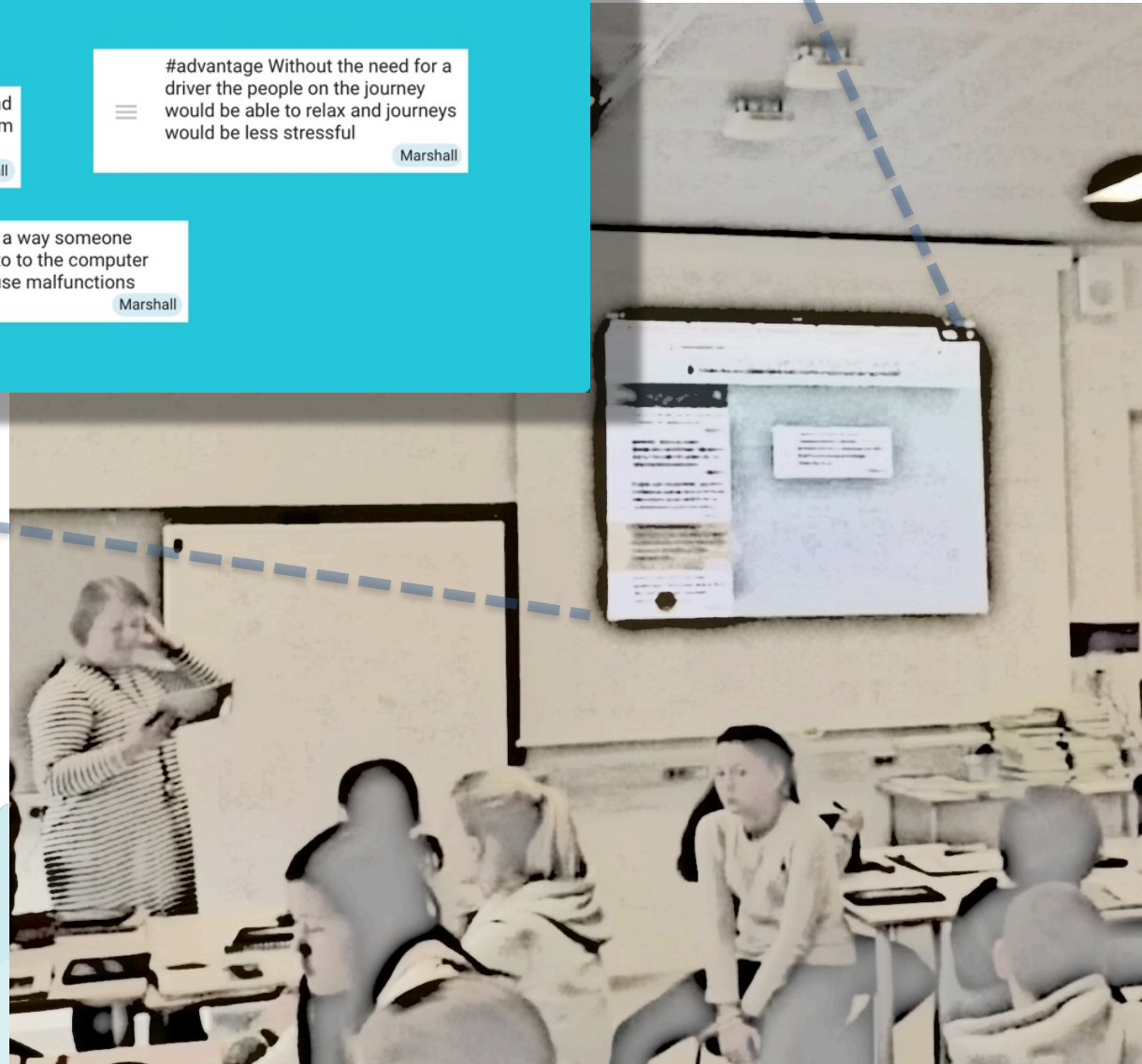




1 What are the advantages and disadvantages of driver-less cars?

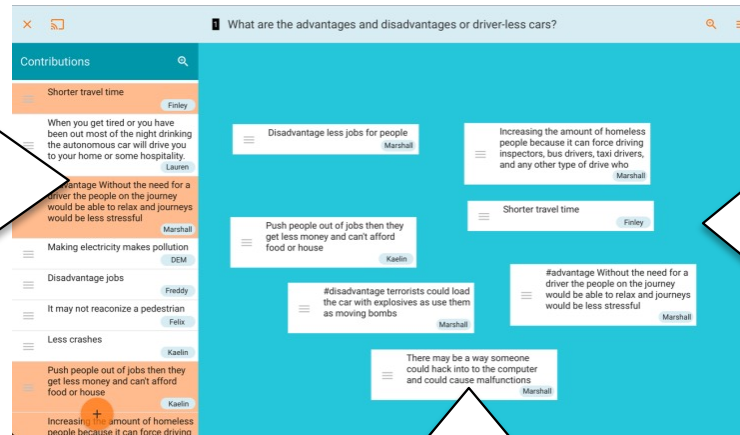
- ## Contributions
- Shorter travel time
Finley
 - When you get tired or you have been out most of the night drinking the autonomous car will drive you to your home or some hospitality.
Lauren
 - #advantage Without the need for a driver the people on the journey would be able to relax and journeys would be less stressful
Marshall
 - Making electricity makes pollution
DEM
 - Disadvantage jobs
Freddy
 - It may not recognize a pedestrian
Felix
 - Less crashes
Kaelin
 - Push people out of jobs then they get less money and can't afford food or house
Kaelin
 - Increasing the amount of homeless people because it can force driving

- Disadvantage less jobs for people
Marshall
- Increasing the amount of homeless people because it can force driving inspectors, bus drivers, taxi drivers, and any other type of drive who
Marshall
- Shorter travel time
Finley
- Push people out of jobs then they get less money and can't afford food or house
Kaelin
- #disadvantage terrorists could load the car with explosives as use them as moving bombs
Marshall
- #advantage Without the need for a driver the people on the journey would be able to relax and journeys would be less stressful
Marshall
- There may be a way someone could hack into to the computer and could cause malfunctions
Marshall



Design concepts

Feed Mutual awareness of ideas



Wall A spatially organized surface (one per group)

Contribution A digital representation of an idea (a microblog)

Design concepts

Space for the teacher
participants' walls

Space for the teacher
tasks

The screenshot shows a digital workspace interface. At the top, a light blue header bar contains a search icon and a menu icon on the right, and a close icon on the left. Below the header, the main workspace is divided into two main sections. On the left, a teal sidebar titled 'Participants' walls' lists participants: Ole (selected with a green dot), Marshall Aleksa, Finley, Lauren, Lilys group, Kaelin, Marshall, DEM, Freddy, and Felix. The main workspace has a light blue background and contains several white rectangular cards with text and icons. The cards are arranged in a grid-like fashion. The top card is titled 'What are the advantages and disadvantages of driver-less cars?' and contains the text 'Disadvantage less jobs for people' by Marshall. Below it is a card titled 'Push people out of jobs then they get less money and can't afford food or house' by Kaelin. To the right of these is a card titled 'Increasing the people because inspectors, b and any other'. Below that is a card titled 'Shorter travel'. At the bottom left is a card titled '#disadvantage terrorists could load the car with explosives as use them as moving bombs' by Marshall. At the bottom right is a card titled 'There may be a way someone could hack into to the computer and could cause malfunctions' by Marshall. On the right side of the workspace, there is a teal sidebar titled 'Participant with PIN' which contains a search icon and a menu icon. Below this sidebar is a white card titled 'What are the advantages and disadvantages of driver-less cars?' and another card titled 'Find the 3 best points. Find arguments.'. At the bottom right, there is a light blue sidebar titled 'Task name' which contains a search icon and a menu icon. Below this sidebar is a white card titled 'What are the advantages and disadvantages of driver-less cars?'. At the bottom right, there is a light blue sidebar titled 'Background' which contains four icons: a white square, a white square with a blue border, a white square with a blue border and a blue dot, and a white square with a blue border and a blue plus sign. Below these icons is an orange button labeled 'SAVE'.

1 What are the advantages and disadvantages of driver-less cars?

Participants' walls

- ☒ Ole
- ☐ Marshall Aleksa
- ☐ Finley
- ☐ Lauren
- ☐ Lilys group
- ☐ Kaelin
- ☐ Marshall
- ☐ DEM
- ☐ Freddy
- ☐ Felix

Disadvantage less jobs for people

Push people out of jobs then they get less money and can't afford food or house

#disadvantage terrorists could load the car with explosives as use them as moving bombs

There may be a way someone could hack into to the computer and could cause malfunctions

Increasing the people because inspectors, b and any other

Shorter travel

Participant with PIN

What are the advantages and disadvantages of driver-less cars?

Find the 3 best points. Find arguments.

Task name

What are the advantages and disadvantages of driver-less cars?

Background

SAVE

Demonstration of basic features



Join in a live demo

go to talkwall.uio.no

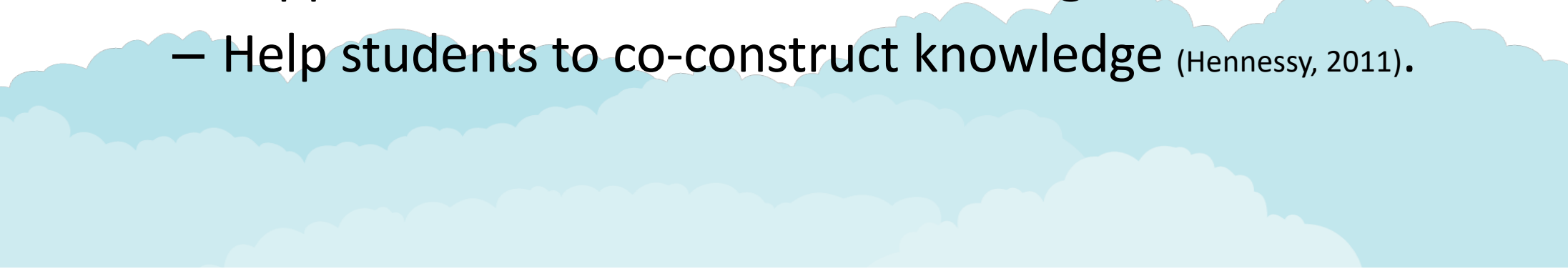
Join with a nickname and PIN 8545



Emerging 'standards' for digital tools

Contemporary technologies, such as microblogging can be integrated into, and are potentially transformative of, pedagogical practices that develop the 'complex competencies' today's students need.

Why? Because it can...

- Facilitate engagement (Beauchamp & Hillier, 2014)
 - Support visualisation of 'interthinking' (Gillen et al., 2007)
 - Help students to co-construct knowledge (Hennessy, 2011).
- 

Co-design with teachers



Why design based research?

- Making resources that are useful
 - Loops of feedback and redesign
- “Creating what has yet to be created” – new practices
- Messy but it is possible to be systematic and transparent in the analytic work
- Empowering teachers to orchestrate innovative learning experiences among children in their everyday educational contexts by rehearsing future practices with emerging technology
- Align with the ecology of the classroom



eduGain authentication



talkw
sharing explorer

Supporting classroom dialogue using technology

[JOIN](#)

Log in

Select authentication method

-  FEIDE Authentication
-  Google Authentication



Login to Dataporten

Username

Password

[LOGIN](#)

[Student support](#) | [Activate student account](#) | [Staff support](#)



University Information Services / Raven

Raven

Login

User-id:

Password:

☐ override login options for this session?

[Cancel](#) [Login](#)

[Help](#) [Forgotten your password?](#)

The web resource you requested requires you to identify yourself ([Help - why am I seeing this?](#)). This resource calls itself 'the Raven/Shibboleth authentication server' and is provided by the website [asis.raven.cam.ac.uk](#). You should only proceed if you are happy to be identified to this site.

Always quit your web browser when you have finished accessing services that require authentication. Do not disclose your password to anyone. Please report attempts to obtain your password in unusual circumstances. Raven necessarily uses cookies to manage your authentication ([privacy policy](#) and [cookie policy](#)).

See [help on Raven accounts](#) if you want to change the password you use to log in to Raven, if your password isn't working, or if you don't have a Raven account but need one.

Self-service password recovery from UIS

You can now reset your UIS Password using a token sent via email or text message. To configure this feature, log into the UIS Password Management app and follow the 'Configure' link under 'Self-service password recovery'.



香港大學
THE UNIVERSITY OF HONG KONG

Please login with your HKU Portal UID (User Identification) and PIN (Personal Identification Number).

UID

PIN

☐ Accept the Acceptance Use Policy

[Forgot your password?](#)
[Need Help?](#)
[Security Tips](#)
[Privacy](#)

[Login](#)

 HELSINGIN
UNIVERSITY OF HELSINKI

[Suomeksi](#) | [På svenska](#)

Logging into the service Dataporten UNINETT

Username

Password

[LOGIN](#)

☐ Redisplay the page on accepting the disclosure of your information

You can renew your forgotten or expired password by using a designated [web tool](#).
[More information about login services.](#)

'Twitter' cards

The screenshot displays the Talkwall application interface. At the top, a blue header bar contains the 'talkwall' logo, the text 'New version of Talkwall', and several utility icons (search, key, funnel, edit, share). Below the header, a dark green bar shows a notification '1' and the text 'What is new?'. On the left, a sidebar menu includes 'Contributions' with a search icon, and a section titled 'Contributions with external content' featuring a dropdown arrow and the name 'OleSmørdal'. The main content area shows a card titled 'Contributions with external content' which includes a photo of a classroom, the title 'Education - Wikipedia', a brief description, a URL, and the name 'OleSmørdal' at the bottom. A large white arrow points from a text box on the right towards the card. At the bottom left, there is an orange button with a white plus sign.

talkwall

New version of Talkwall

1 What is new?

Contributions

Contributions with external content

OleSmørdal

Contributions with external content

Education - Wikipedia

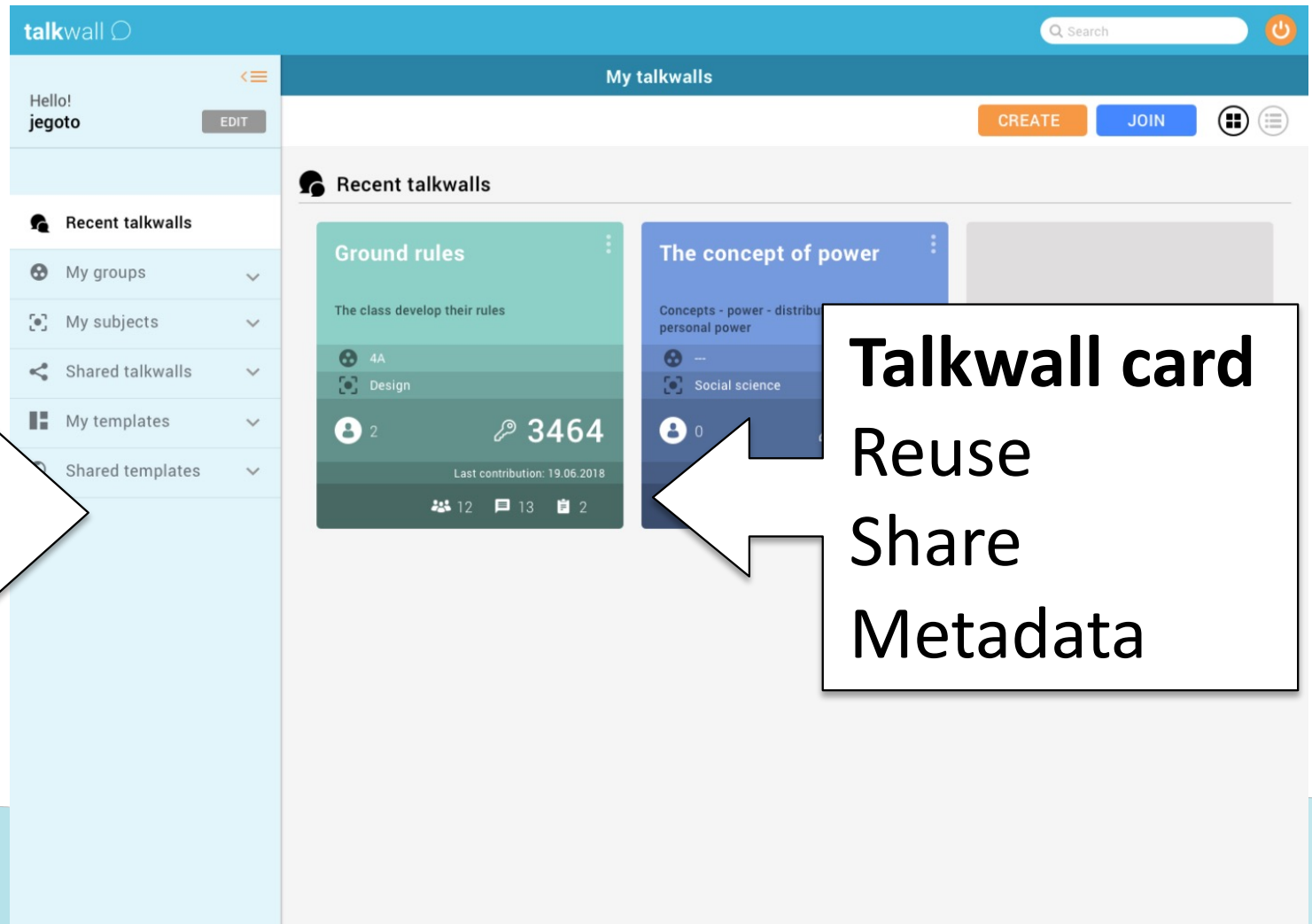
Education is the process of facilitating learning, or the acquisition ...

<https://en.wikipedia.org/wiki/Education>

OleSmørdal

Web sources
Inquiry
Arguments
Cases

Dashboard & templates



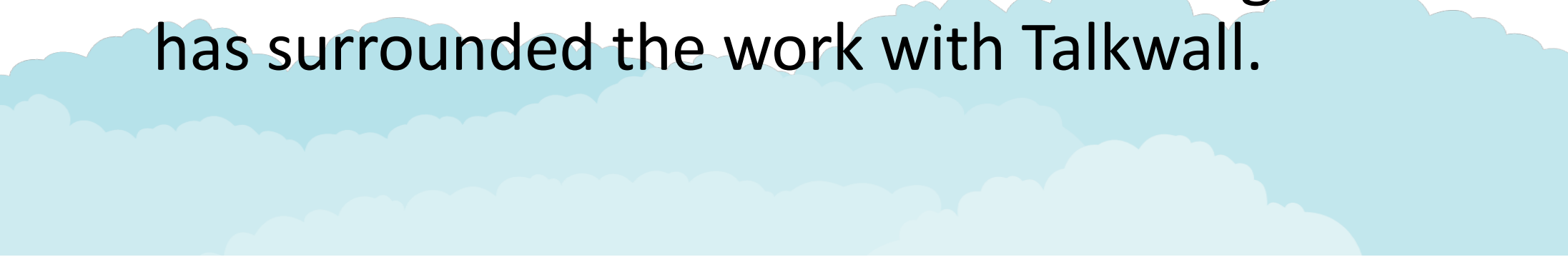
Templates
Personal
School
OER portal

Talkwall card
Reuse
Share
Metadata

Demonstration of sharing features



Teacher development

- The increasing competence and confidence with the use of Talkwall technology for whole class and group activity;
 - The development and integration of ground rules for talk in the research classrooms;
 - The detailed focus on learning intentions, linked to talk for learning, in lesson planning;
 - And the inventive and creative teaching that has surrounded the work with Talkwall.
- 

Next steps

The screenshot shows a digital workspace interface for a collaborative project. At the top, a navigation bar includes a menu icon, a search bar, a 100% zoom level, and the title "Tennis Court Oath / Johann Gutenberg, Man of the Millennium". On the left, a sidebar contains a notification bell, a grid of icons (G, T1, T2, +2), and a list of participants: Kristoffer Lundberg, Elin Wytler, and Camille Dorival. The main workspace features several text boxes and images. A large white box in the center contains the text: "His method for making type is considered to have included a type metal alloy and a hand mould for casting type." Below this, a smaller white box displays an "Anonymous portrait of Gutenberg dated 1440, Gutenberg Museum". Other text boxes include "European output of books printed with movable types fr Gutenberg to 1800." and "In Europe output of books printed with movable types fr Gutenberg to 1800.". A bottom bar shows a "Show participants" button and a URL: "https://www.ahdictionary.com/word/search.html?q=Gutenberg,+Johann&submit.x=0&submit.y=0".

Tennis Court Oath / Johann Gutenberg, Man of the Millennium

KL Share

100%

KL

Share

Kristoffer Lundberg

Elin Wytler

Camille Dorival

His method for making type is considered to have included a type metal alloy and a hand mould for casting type.

Isaiah Lundberg

Anonymous portrait of Gutenberg dated 1440, Gutenberg Museum

Kristoffer Lundberg

Johann Gutenberg, Man of the Millennium

https://www.ahdictionary.com/word/search.html?q=Gutenberg,+Johann&submit.x=0&submit.y=0

Isaiah Lundberg

Show participants

[Learn more](#)





talkwall

sharing exploratory talks

JOIN

DASHBOARD

Want to know more?



More information

- Smørðal, O., Rasmussen, I. & Major, L. (2021). Supporting classroom dialogue through developing the Talkwall microblogging tool: considering emerging concepts that bridge theory, practice and design. *Nordic Journal of Digital Literacy*, volume 16
- Rødnes, K. A., Rasmussen, I.; Omland, M. & Cook, V. (2021). Who has power? An investigation of how one teacher led her class towards understanding an academic concept through talking and microblogging. *Teaching and Teacher Education: An International Journal of Research and Studies*, volume 98
- Cook, V., Major, L., Warwick, P. & Vrikki, M. (2020). Developing collaborative creativity through microblogging: A material-dialogic approach. *Thinking Skills and Creativity*, volume 37
- Frøytlog, J. I. J. & Rasmussen, I. (2020). The distribution and productivity of whole-class dialogues: exploring the potential of microblogging. *International Journal of Educational Research*, volume 99
- Omland, M. & Rødnes, K. A. (2020). Building agency through technology-aided dialogic teaching. *Learning, Culture and Social Interaction*, volume 26
- Vrikki, M., Warwick, P. & Rødnes, K. A. Developing a frame for action with digital technology through extending teacher noticing. *Teacher development*
- Warwick, P., Cook, V., Vrikki, M., Major, L. & Rasmussen, I. (2020). Realising 'dialogic intentions' when working with a microblogging tool in secondary school classrooms. *Learning, Culture and Social Interaction*, volume 24
- Cook, V., Warwick, P., Vrikki, M., Major, L. & Wegerif, R. (2019) Developing material-dialogic space in geography learning and teaching: combining a dialogic pedagogy with the use of a microblogging tool. *Thinking Skills and Creativity*, volume 31
- Mercer, N., Hennesy, S. & Warwick, P. (2019). Dialogue, Thinking Together and Digital Technology in the Classroom: Some Educational Implications of a Continuing Line of Inquiry. *International Journal of Educational Research*, volume 97
- Major, L.; Warwick, P.; Rasmussen, I.; Ludvigsen, S. & Cook, V. (2018). Classroom dialogue and digital technologies: A scoping review. *Education and Information Technologies*, volume 23
- Rødnes, K. A. (2018). "Jeg hører på den hver dag, jeg". En 10. klasses arbeid med litterære virkemidler og rapptekster gjennom mikroblogging og samtaler. *Norsklæreren*, 42(4)
- Rasmussen, I., & Hagen, Å. (2015) Facilitating students' individual and collective knowledge construction through microblogs. *International Journal of Educational Research*, volume 72