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Povratna informacija in uporaba spletnega orodja padlet v času učenja na daljavo

V prispevku so predstavljeni primeri uporabe spletnega orodja Padlet od 1. do 6. razreda v času učenja na daljavo pri različnih predmetnih področjih: matematiki, knjižnično-informacijskih znanjih, angleščini, izbirnem predmetu računalništvo. Spletno orodje se je izkazalo kot učinkovito, saj je na eni strani prijazno za uporabo, na drugi strani pa omogoča prenos formativnih elementov v digitalno okolje. Z njegovo uporabo smo spremljali napredek otroka, preverjali predznanje, zbirali dokaze učenja, ustvarili pogoje za sodelovanje in s pomočjo učencev oblikovali povratno informacijo. Povratna informacija v spletnem okolju je dobila drugačen pomen, delovala je kot motivacijsko sredstvo in izhodišče za nadaljnje delo. Usmerjena je bila v razmislek in izboljšavo. Učitelj jo je lahko uporabil kot dokaz za napredek, za nadaljnjo spodbudo in za nadgradnjo spletnih izzivov. Učenje na daljavo je pokazalo, da je proces učenja v digitalnem okolju drugačen in se mora prilagoditi okoliščinam. Potrebno je izbrati varno okolje in ponuditi spletna orodja, ki omogočajo dvosmerno komunikacijo in vnašanje formativnih elementov v digitalno okolje. Povratna informacija in spremljanje dela učencev sta toliko pomembnejša, saj so zaradi drugačnih okoliščin razlike v učenju in znanju lahko zelo velike. Tudi spletno šolsko okolje mora vključevati učence, omogočiti diferenciacijo in individualizacijo ter razvijati digitalne kompetence, ki so v sodobnem času dobrodošle.

Ključne besede: povratna informacija, spremljanje napredka, učenje na daljavo, Padlet

Feedback Using the Online Tool Padlet During Distance Learning

The paper presents examples of the use of the online tool Padlet from 1st to 6th grade during distance learning in various subjects: mathematics, library and information skills, English, and the elective subject computer science. The online tool Padlet has proven to be effective, as it is user-friendly on the one hand, and on the other hand allows the transfer of formative elements into the digital environment. Using the online tool Padlet, we monitored the child's progress, checked prior knowledge, collected evidence of learning, created conditions for participation and designed feedback with the help of students. The feedback in the online environment took on a different meaning, acting as a motivational tool. It was focused on reflection and improvement. The teacher was able to use the feedback as evidence for progress, for further encouragement, and for upgrading online challenges. Distance learning has shown that the learning process in the digital environment is different and needs to be adapted according to circumstances. It is necessary to choose a secure environment and offer online tools that allow two-way communication and the introduction of formative elements into the digital environment. Feedback and monitoring of students' work are even more important, as differences in learning and knowledge can be very large due to different circumstances. The online school environment must also include students, enable differentiation and individualisation, and develop digital competencies that are welcome in modern times.

Key words: feedback, monitoring progress, distance learning, Padlet