The outcome from using PADLET as a digital learning tool

Sussi Lauridsen & Hanne Skov
Metropolitan University College, Occupational Therapy Program

Background:
The students often criticize the introductions in the OT-program for being too general. We wanted to test new methods to conduct the introduction, and implemented a digital learning tool (Padlet) to enhance student's collaborative skills and constructive interactions.

We used Padlet as a didactic tool based on the student's needs, and assumed it would enhance the student's motivations to interact in the introduction.

Educational theory:
Inspired by Lave & Wenger (1991); Learning is now generally accepted as a social activity and constructive interactions with lecturer and peers.

Pedagogy approach:
Padlet is shown in the classroom by a projector, and works like a sheet of paper, where students can put images, videos, documents, text from any device. During the session the lecturer comment or answer the student's posts.

Evaluation:
Using Padlet the students experienced greater opportunity to enter the dialogue and by using their comments at a starting point, they got answer to their questions about the course.

Using Padlet the introduction was experienced relevant by the students and on their grounds.

Application to Education and/or practice:
Using a didactic tool as Padlet increased the student's activity and this method gave them an opportunity to share knowledge and in this way work collaborative.

Contact information
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References:
• https://da.padlet.com/
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