

# The outcome from using PADLET as a digital learning tool

Sussi Lauridsen & Hanne Skov

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## 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.

## Contact information

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## References:

- Thielke Huff, M. & Cruz, L. (2013) Bridging Gaps and Creates Spaces Health Education in the New Millenium, The International HETL Review. Special Issue, pp. 46-59.
- Lave, J., & Wenger, E. (1991) Situated learning: Legitimate peripheral participation. Cambridge Mass.: Cambridge University Press.
- <https://da.padlet.com/>

## 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:

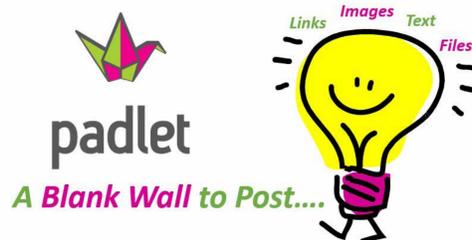
Using a didactic tool as Padlet increased the student's activity and this method gave them an opportunity to share knowledge and in this way work collaborative.



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