



TALKWALL IN REMOTE TEACHING



### Why this is important for you as a teacher

In situations where remote teaching is necessary Talkwall can function as a supportive tool for video conferences. Talkwall can serve as a common point of reference for both the teacher and the students.

Clear structures and leadership are particularly important in remote teaching. Creating guidelines or rules for talk and dialogues can be helpful.

It can also be useful to set goals for what to achieve with the dialogue.



### Why did we develop Talkwall?

Talkwall.uio.no is a tool developed at the University in Oslo. It is based on micro-blogging and visualization of conversations, and can help students to have better dialogues in the classroom.

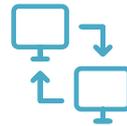
With the help of Talkwall, a teacher can formulate a question or challenge before the students, individually or in groups, contribute messages to a common "wall" (e.g. on a big screen or via a projector).

These messages can be arranged interactively and ideas can be visualized.

Hashtags (#) and a short message format (maximum 140 characters) help to promote important learning strategies, such as summarizing information and identifying key concepts.



## Using Talkwall when the participants are at different locations!



Talkwall is a tool developed to support learning through exploratory talk. Exploratory talk is characterized by everyone contributing views, opinions and reasons. In Talkwall, microblogs (short messages) are shared on a common wall.

Using Talkwall to promote exploratory talk in remote teaching requires some preparation.

You can use Talkwall as a tool for both whole-class teaching and/or smaller groups in synchronous video-conferencing platforms (e.g., Zoom, Teams, Google Meet). If you are using Talkwall for remote teaching in smaller groups, the groups should be organized before the lesson starts. The groups can participate in Talkwall by using the same nickname and in this way share a wall.

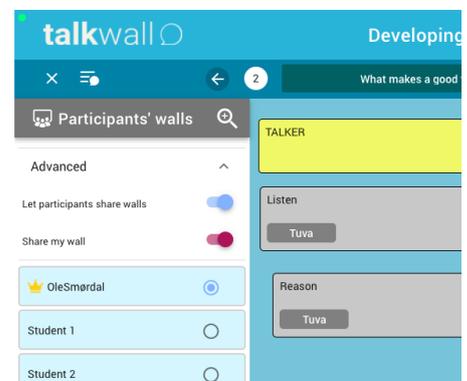
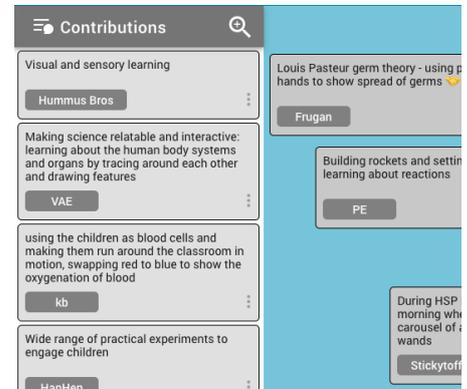
You can also switch between groups and whole-class interactions in the video-conferencing platform. The teacher has access to both his or her own board and the students' boards, and can choose to display the board being discussed. This can be combined by switching between whole-class interactions and groups in the video-conferencing platform.





## Tips to get started

- Teachers log in first. Talkwall offers authentication through EduGAIN (select Feide), Google and Facebook. All talkwalls are stored and the class can re-open and continue working on a talkwall at a later time. You create new talkwalls on your dashboard.
- The teacher formulates a question or task. This is shown at the top of the screen to everyone participating.
- The students participate by using a nickname and a pin-code. Each student or group have their own wall.
- Select the big plus-button to enter a contribution. The contribution is added to the thread on the left. Everyone can see each other's contributions there.
- If you want to build on, elaborate or edit a contribution, select the edit-icon in the menu of the contribution
- Each student or group can select contributions from the thread and arrange them on their wall.
- The teacher can access the students' boards by using the participant-icon in the left panel. This feature is effective if the teacher wants to have the participants take turns presenting their walls.
- The teachers can choose to share his or her own wall or the student walls. This feature allows anyone to view and contribute on the teacher's wall or on their fellow students' walls using their individual screens.



### Talkwall in videoconferences

In a videoconference for the whole class the teacher starts by organizing the students into groups.

Explain the task and have the students join Talkwall using the pin-code and a group-name.

Smaller groups discuss over video, (e.g., breakout rooms in Zoom). The contributions the groups agree on are written in Talkwall.

At a set time the groups present what they have come up with. The whole class can be involved in discussing the group contributions.

All the students in the class can use and build on what the other participants have written.



### Who is behind?

The [DiDiAC project](#) is funded by the Research Council of Norway and is a collaboration between the University of Oslo and the University of Cambridge.

The project has integrated the use of a microblogging tool, Talkwall, and resources from [Thinking Together](#), which is based on many years of practical research in the classroom.

Talkwall.uio.no offers login for teachers through EduGAIN (select Feide), Google and Facebook. Students connect using a pin-code.

Talkwall is operated by the University in Oslo.



### Further recommendations

[This video](#) explains the basics of Talkwall.

You can read more about organizing dialogues in [whole-class interactions](#) and how you as a teacher can achieve effective group work.

You will find more information on dialogic teaching and learning and the research behind Talkwall on [Talkwall.uio.no](http://Talkwall.uio.no).