

Dublino

6-12 Dicembre 2021

Erasmus + , Europass Teacher Academy

“21st century skills for teachers and students”

I contenuti del corso

europass
**Teacher
Academy**

06/12/2021- Haddington Road, Dublin
21st Century Skills for Teachers and Students



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00 - 10:30	Introduction to the course, school, and Dublin	Communication Critical thinking	New Methods: X-based learning Case Study	Task-based learning	Lesson presentation	Cultural activities
10:30 - 10:45	Break	Break	Break	Break	Break	
10:45 - 12:15	Icebreakers and presentation of participants' schools	Collaboration & Creativity Jigsaw model	Flipped Classroom	Constructive feedback Assessments and Rubrics	Round robin Sharing resources for education	
12:15 - 12:30	Break	Break	Break	Break	Break	
12:30 - 14:00	Introduction to the 21st Century skills Learning Journal & reflective writing	Motivation	Digital Classroom	Lesson planning	Closing ceremony and awarding of certificates	

Further information about the cultural activities are available on each location webpage.

Teacher Trainer: Robert Schwamborn

 teacheracademy.eu

 info@teachertraining.eu

Aspetti culturali e landmarks di Dublino

ject
number 035

1,75
1,60

THINGS TO IN DUBLIN

- Guinness Storehouse
- Chester Beatty Library
- Temple Bar district
- St Stephens Green
- National Botanic Gardens
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- Kilmainham Gaol
- Spire
- Viking Splash tour
- Jameson Whiskey Distillery
- Iveagh Gardens
- Irish Emigration Museum
- Molly Malone
- Dublin Writers Museum
- National Leprechaun Museum
- Phoenix Park
- Trinity College Dublin
- SCIENCE GALLERY
- The Little Museum of Dublin
- LEPRECHAUN MUSEUM



Differenze fra Insegnamento nel 20° secolo e nel 21°, maggiori sfide

WHAT ARE THE BIG DIFFERENCES BETWEEN THE 20TH AND 21ST CENTURY?

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- Both parents are working
 - Gender roles are changing
 - The cold war is over
 - Climate change, Biodiversity decreases, destruction of natural habitats continues
 - Internet
 - Smart phones
 - Social media
 - Knowledge economy
 - Globalisation
 - More intercultural, bilingual
 - Inflation, house prices increase
 - Decline of social welfare and pensions
- Parents have less time for their kids
 - Letting go of gender stereotypes
 - Peace needs to be stabilised
 - Fridays for Future
 - Instant knowledge
 - Live has become faster
 - Shorter attention span
 - External values
 - Inflation of university degrees
 - Skills and competences are more important than knowledge
 - Issues are hidden
 - Language learning more important than ever
 - Financial insecurity
 - Redefining values

Aspettative e obiettivi

EXPECTATIONS



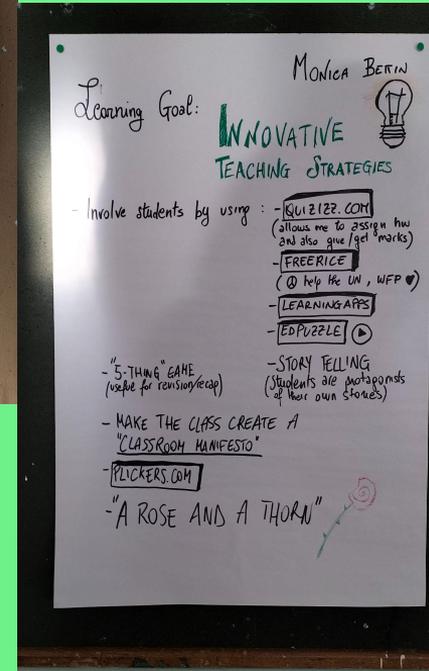
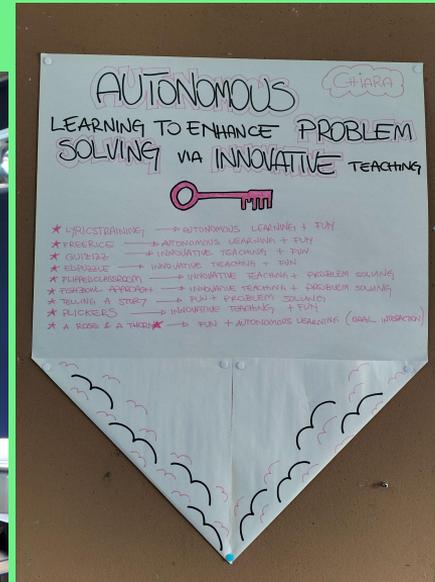
Based on Padlet survey (https://padlet.com/robert_schwamborn/211206)

- Practical approach to teaching
- Engaging activities, Capturing my students attention/curiosity
- Widening my students' attention span
- Discover innovative teaching strategies/methodologies
- New insights/inspiration into methodologies already known/implemented
- Make students feel comfortable and happy at school
- Strategies to evaluate students and to make them evaluate themselves
- Learning from others

Issues

- Lack of consistency studying
- English real life thing vs study subject
- Irregular attendance, lack of motivation
- Issue with class
- Challenges of/with young people
- Student's learned helplessness

I nostri obiettivi di apprendimento



INNOVATIVE TEACHING STRATEGIES

Siti e strumenti utili per una didattica innovativa

Tutte le materie

- 1) <https://freerice.com> utile anche per ed. civica (dona chicchi di riso al UN, WorldFoodProgramme)
- 2) <https://learningapps.org/createApp.php> set differenti di proposte di esercizi interattivi coinvolgenti
- 3) <https://quizlet.com/ie/318756582/ireland-quiz-flash-cards/> per creare test di studio, ripasso
- 4) <https://quizizz.com/join> creare o partecipare a giochi interattivi su argomenti selezionati
- 5) [The Newspaper Clipping Generator - Create your own fun newspaper \(fodey.com\)](https://www.fodey.com/) crea fittizie pagine di quotidiani

Tutte le materie

6) games vari, rivela immagine utile per ARTE

<https://www.classtools.net/reveal/202201-Lj3i85> (<https://classtools.net/>)

7) indovina il luogo (stato, continente) dalle caratteristiche territoriali/architettoniche utile per GEOGRAFIA

(GeoGuessr - Let's explore the world!)

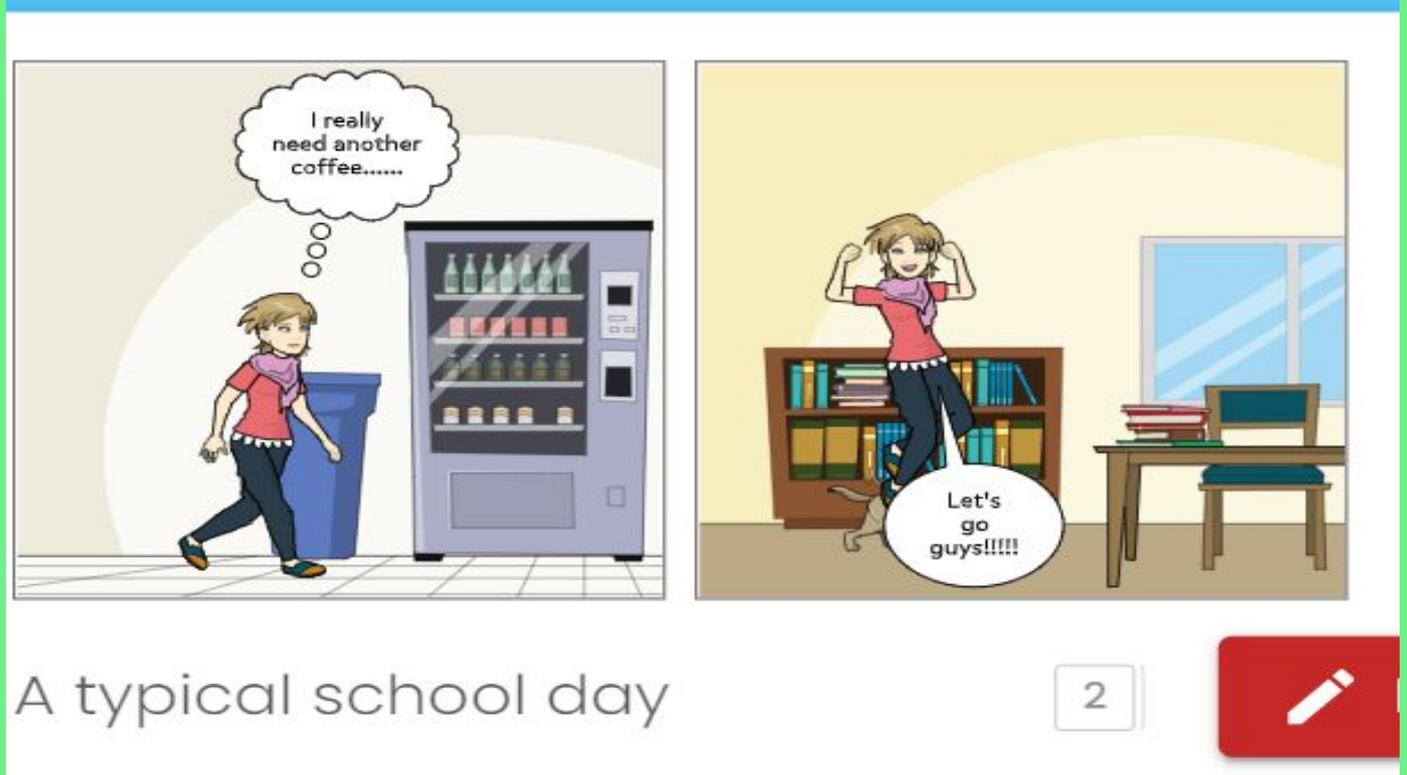
8) <https://edpuzzle.com/discover> creazione di video interattivi con domande da rispondere mentre si guarda

9) app da scaricare nel dispositivo, tramite codice QR il docente riesce a vedere in tempo reale se l'alunno ha risposto in maniera corretta o meno

<https://get.plickers.com/>

Tutte le materie

10) creare fumetti <https://www.pixton.com/>



App specifiche per insegnamento lingue straniere

- a) <https://lyricstraining.com/> video di canzoni interattivi dove bisogna individuare la parola mancante ascoltandola una volta

- b) <https://www.hellotalk.com/> per chattare con persone madrelingua

- c) <https://www.duolingo.com/learn> app per praticare L2

Motivazione come strumento di maggior coinvolgimento degli alunni

Motivation in the Classroom

What factors influence Motivation?

- ▶ Respect (first impression can be crucial)
- ▶ Fun/Humour – Gamification of learning
- ▶ Belonging/Peer pressure
- ▶ Recognition & Rewards
- ▶ Routine and Structure
- ▶ Fear
- ▶ Curiosity
- ▶ Ownership/control
- ▶ Mastery/Challenge (Zone of proximal development by Lev Vygotsky)
- ▶ Delayed gratification
- ▶ Attitude/Having a goal
- ▶ Habit/routine
- ▶ Nutrition/Breakfast
- ▶ Sensory stimulus, hands-on, interactive
- ▶ Variety of tasks and methods (e.g. ICT)
- ▶ Sleep
- ▶ (inherent) Usefulness, Relevance
- ▶ Student-centric Communication/Language
- ▶ Understanding and precise instructions
- ▶ Targeted breaks
- ▶ Lesson material
- ▶ Classroom layout

*Motivazione come strumento di maggior coinvolgimento degli
alunni*

The Fun TheoryThe Fun Theory 1 – Piano Staircase Initiative | Volkswagen

Esperimento svolto a Stoccolma su come incentivare
le persone: il divertimento è risultato essere una
spinta molto forte.

A cosa prestare attenzione per motivare maggiormente gli alunni rendendo le lezioni più avvincenti

Fun

How do you make your classes fun?

- ▶ Smile, positive attitude
- ▶ Scream: Good Morning!
- ▶ Personal anecdotes
- ▶ Self-mockery
- ▶ Gestures, acting
- ▶ Irony
- ▶ Showing videos that are “strange” to them
- ▶ Describe video (e.g. two golden retrievers fighting, saying “two good looking characters are ...”) → Surprise!
- ▶ Exit tickets at the end of the lesson
- ▶ Password to enter the class (e.g. words collected with food)
- ▶ Modelling your voice throughout lessons
- ▶ Kahoot!
- ▶ Students dressing up

Motivare tutti significa anche includere e rendere tutti partecipi

Inclusive classroom scenarios

In pairs, think about solutions

Scenario 5: Syllabus Statement

You are an instructor in a class of about 120 students. During your first lecture, you state Iowa State's syllabus statement for Students with Disabilities:

"Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Notification Letter form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at <https://www.sdr.dso.iastate.edu> Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information."

You overhear one student in the class groan and say "How come they get special treatment? That's so unfair" to the person next to them. Would you address the question of special treatment?

- Discussion, each person has specific needs
- Difference between school and society
- Talk about Inclusion
- Put students in the shoes of those with specific needs/disabled people
- Get a (brave) student to explain their special need to others

Coinvolgere è anche dare feedback costruttivi (Valutazione)

CONSTRUCTIVE FEEDBACK

Rules for constructive feedback

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- ▶ Feedback should be situational, not personal (criticise the action, not the person)
- ▶ Let student's know in advance what they are being evaluated for
- ▶ Avoid preconceptions about the person, be open minded and helpful
- ▶ Be polite and respectful, use kind words; Never use derogatory language
- ▶ Inclusive body language/non-verbal communication
- ▶ Be specific, avoid generalisations (always, ever, etc)
- ▶ Give suggestions how they can improve (try to...)
- ▶ Sandwich method: positive, negative, positive
- ▶ Avoid the word «but», use «and» or «at the same time» instead
- ▶ Aim to include the person, promote ownership
- ▶ For students: Begin sentences with «I» (I felt, I believe, etc) or «What if...»
- ▶ Don't overload on criticism, focus on the main issues, use short sentences
- ▶ Improve Feedback by giving/getting Feedback on Feedback (e.g. Toastmasters)

Teach students
that this is not a
revenge game

“Teachers are
the real
influencers”



Dublin

St Mary's Boys School, Haddington Rd 
info@teacheracademy.eu 