

# ACTIVE LEARNING AND INNOVATIVE TEACHING IN FLEXIBLE LEARNING SPACES!

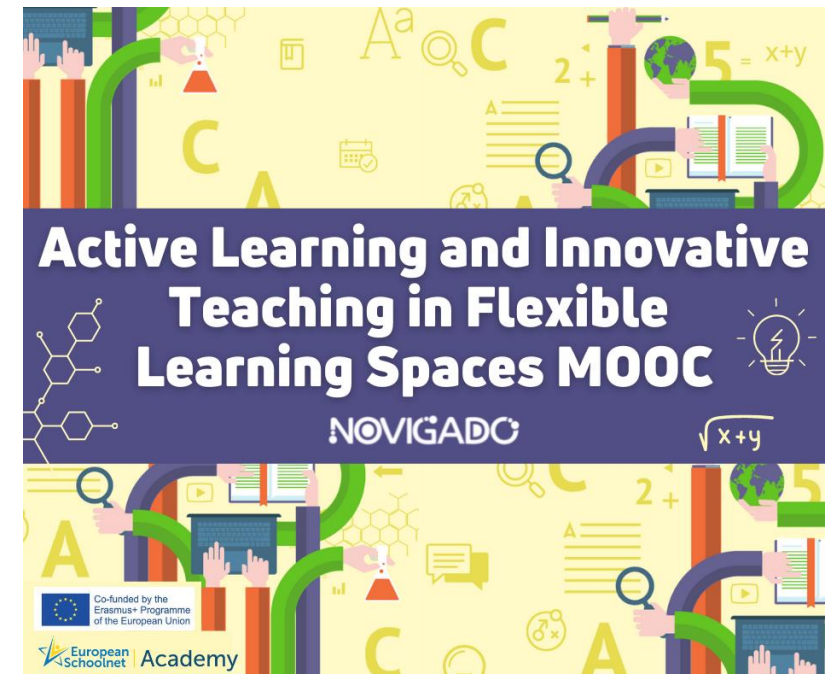
TEACHMEET

Start: Monday 14 February, 17:00 CET

Host: European Schoolnet Academy

## Speakers:

*Emma Abbate, Cora Schochardt, Pedro Pereira, Katerina Glezou, Dilek, Tellioglu, Marija Gaurina, Cristina de Vega Benavides, Patrizia Roma*



# REMINDERS:

- Course deadline: **Wednesday 23 February, 23:59 CET.**
- For technical issues regarding the online scenario tool: [scenario-tool-support@eun.org](mailto:scenario-tool-support@eun.org)
- For peer-review issues: [academy@eun.org](mailto:academy@eun.org)
- The peer –review consists of 3 steps:
  - 1) upload your learning scenario
  - 2) review the work of 3 peers
  - 3) Receive feedback from your peers.

## MEET THE TEACHMEET PRESENTERS!

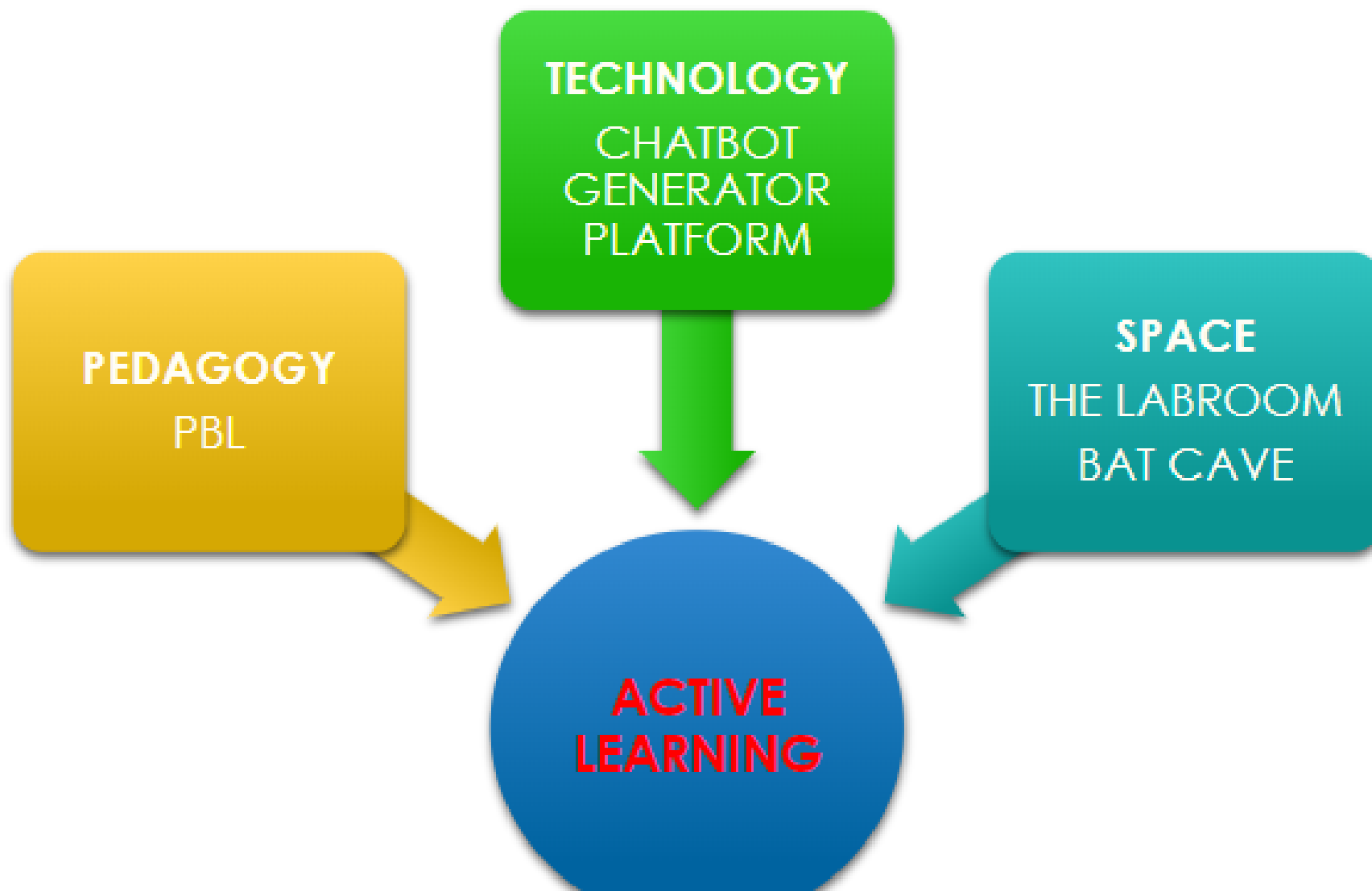


Emma Abbate  
*Italy*

- Latin, Geography and History.
- Scientix Ambassador
- Liceo Scientifico “Armando Diaz”, Caserta
- Adapt your classroom in an Artificial Intelligence Lab: create your own chatbot

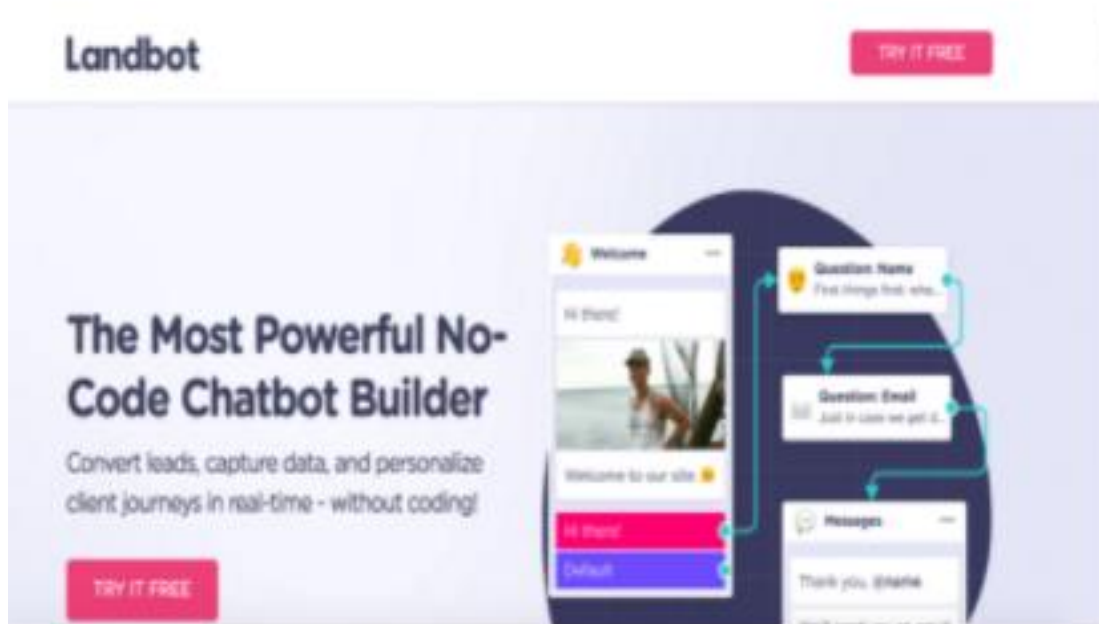


**DRIVING QUESTION:**  
"HOW A CHATBOT COULD  
HELP YOUR CLASSMATES  
TO STUDY AND  
UNDERSTAND THIS TOPIC  
IN A DEEPER WAY?"



# INTERACT & INSTRUCT

- Teacher gives instructions and guidelines on how to use the chatbot platform Landbot.io



TECHNOLOGY: VIDEO TUTORIAL ON  
THE INTERACTIVE BOARD

APPROACH:TEACHER -LED



LEARNING SPACE: THE CAMPFIRE

# EXCHANGE & DISCUSS

- Learners communicate and exchange with peers, in small groups, what part of the subject's topic they need to study in deep. They will base the chatbot conversational flow's transcript on these discussions.

TECHNOLOGY: TOOLS TO BRAINSTORM IDEAS- MIRO

INDEPENDENT LEARNING



LEARNING SPACE  
THE WATERING HOLE 1



# INVESTIGATE & RESEARCH

- Learners perform activities to collect information in order to find answers to the driving question

TEACHER AT SIDE



LEARNING SPACE:  
THE WATERING HOLE 2

TECHNOLOGY: WEBQUEST



# CREATE & PRESENT

- **THE LAB-CAVE:** STUDENTS CREATE THE CHATBOT ON LANDBOT.IO



## BAT CAVE

ELEMENTARY: **B**RING **A** TOY

SECONDARY: **B**RING **A** TALISMAN

STUDENTS PRESENT THEIR CHATBOTS ON WHATSAPP OR FACEBOOK TO DEMONSTRATE WHAT THEY HAVE LEARNED (**LIFE**) AND TO HAVE THEIR PAIRS' FEEDBACK (**PEER EVALUATION**)





## MEET THE TEACHMEET PRESENTERS!



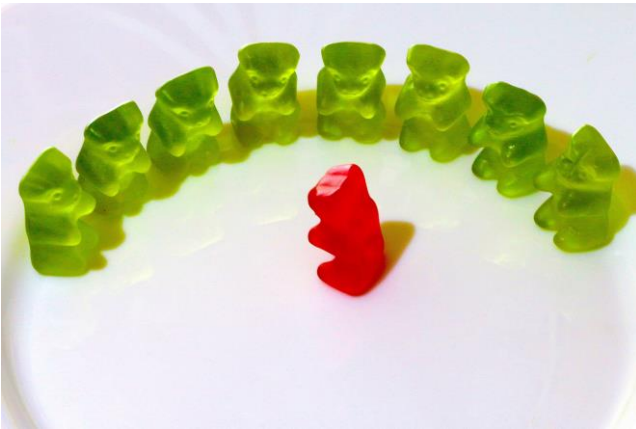
Schochardt, Cora

Germany

- Primary School Teacher
- Primary School in Cologne
- Welcome to a presentation of a scenario that answers the question: **How can all students contribute to a „conversation“ about their weekend activities at the same time?**

# LET'S START!

- A common situation in German Primary Schools on Monday mornings



One engaged active speaker  
time by time

Lots of bored listeners

- The challenge



Integration of all students all  
the time (onsite and at  
home)

Integration of all different  
abilities

# THE TOOL



**FLINGA**SU

[Tools](#) [Activities](#) [Sessions](#) [Join](#)

COLLABORATIVE TOOLS

Select your tool

A cluster of five colored squares (green, blue, orange, red, and yellow) arranged in a non-uniform pattern.

CREATING CONTENT TOGETHER

### Flinga Whiteboard

Flinga whiteboard offers versatile visualization tools for collaborative knowledge building. The entire classroom can simultaneously participate in a new, easy and a fun way.

Create a session

A 2x3 grid of six orange squares.

COLLECTING NEW IDEAS

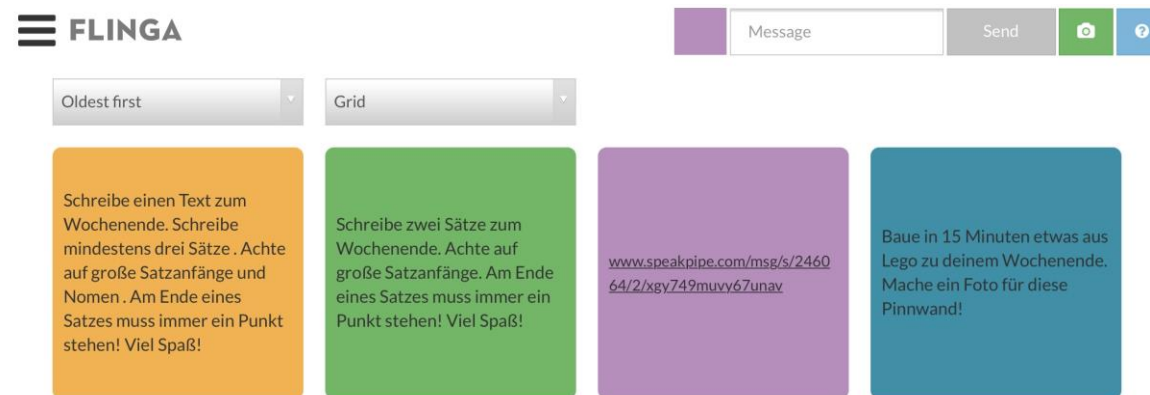
### Flinga Wall

With Flinga Wall it is possible to collect students' comments, questions and answers quickly and easily for all to see.

Create a session

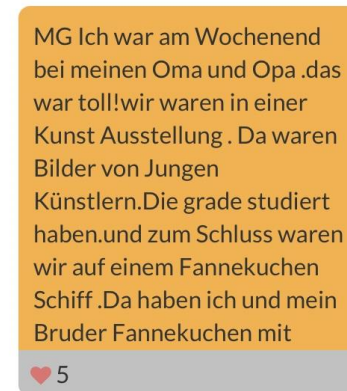
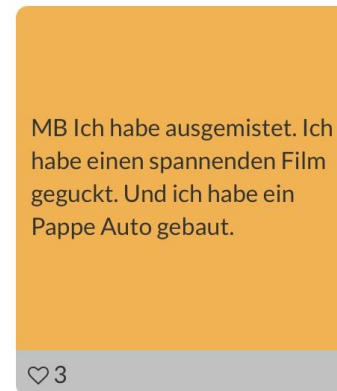
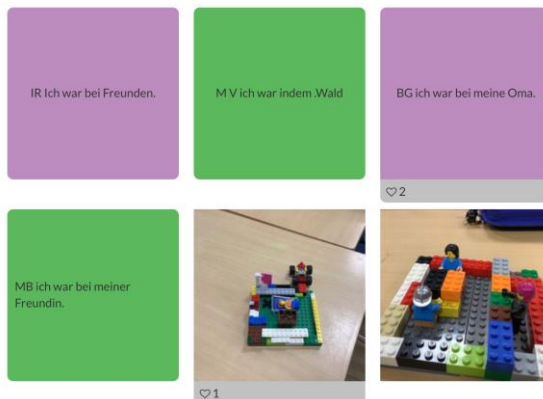
# DIFFERENTIATION

- Four different approaches:
- **Yellow** instruction for keen writers with three advices for orthography
- **Green** instruction for emergent writers with advice for punctuation
- **Purple** instruction (link to spoken instruction [speakpipe.com](http://speakpipe.com)) for students with difficulties in reading
- **Blue** instruction for overcharged Monday morning persons



# OUTCOMES AND FEEDBACK

- All students onsite and at home alike could participate and contribute to the Flinga - wall
- All students played an active part
- All different levels activated the students
- Feedback was provided immediately





## MEET THE TEACHMEET PRESENTERS!



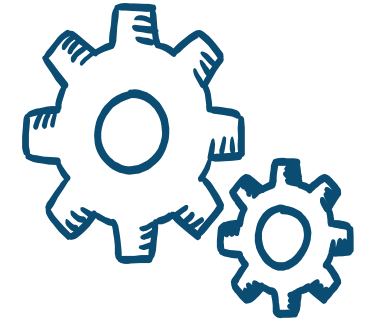
Pedro, PEREIRA  
*Portugal*

- Natural Sciences – 7<sup>th</sup> grade
- Portugal
- A learning community around geologic time

The methodology of learning by research, in a perspective of collaborative construction of knowledge among students was the basis of this experience.

# CHALLENGE(S) TO THE TEACHER!

- How to teach an abstract issue without demotivating students?
- How to get students to 'listen' to each other's work and retain the information?
- How to actively involve students in learning?
- How to include students with different abilities and interests?



**Learning Community**

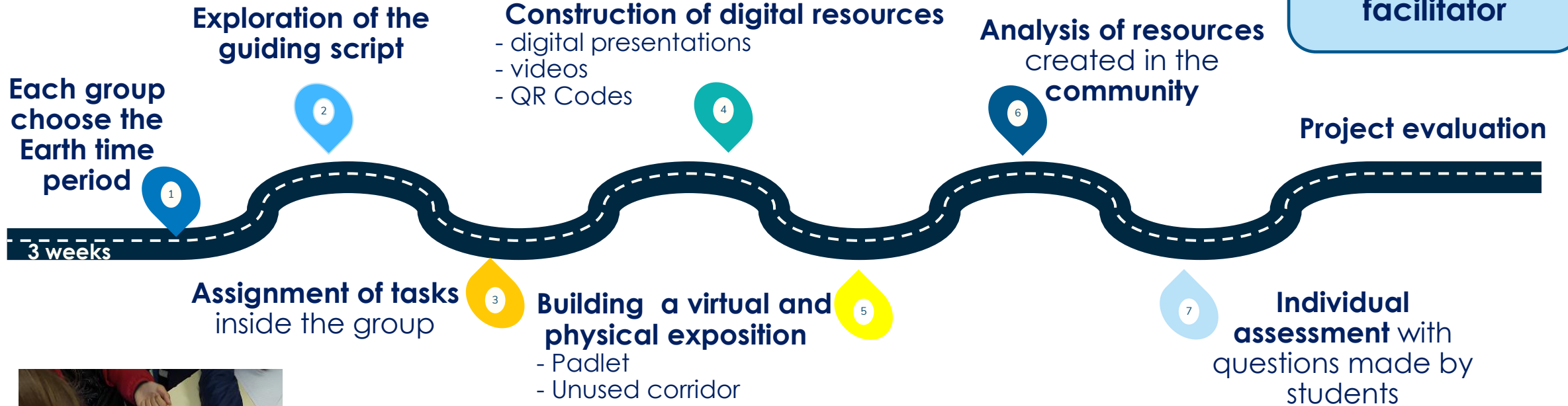
**Team work**



**Learning by research**

**ICT Tools**

# IN A PRATICAL WAY...



# TO FLY HIGHER... LISTENING TO STUDENTS VOICES

- "...very interesting method"
- " ... In the beginning it was difficult because it was the first time, but I liked it"
- "... everyone explored at their own pace"
- "... *I understood it better, because the language was simpler*"
- "... I felt responsible, because the other students grades depended on what I did"
- "...The work guide helped us to focus - what is important to do and when"
- "... We have less work because everyone did a part of it"
- "... It was great to choose the tools we wanted to use (...) the AR tool is fun"



# WHY A LEARNING COMMUNITY?

A learning community allows the sharing of knowledge between individuals and leads to the development of collective knowledge:

- Guarantees all students involvement;
- Co-responsibility for learning;
- An improvement in the students' grades was observed;
- Low rate of students who didn't do the tasks
- Allows peer to peer problem solving (subjects, ICT tools, ...);
- Develops social skills (collaboration, communication, ...)



**Generates mutual gains, among all those who participate!**



## MEET THE TEACHMEET PRESENTERS!



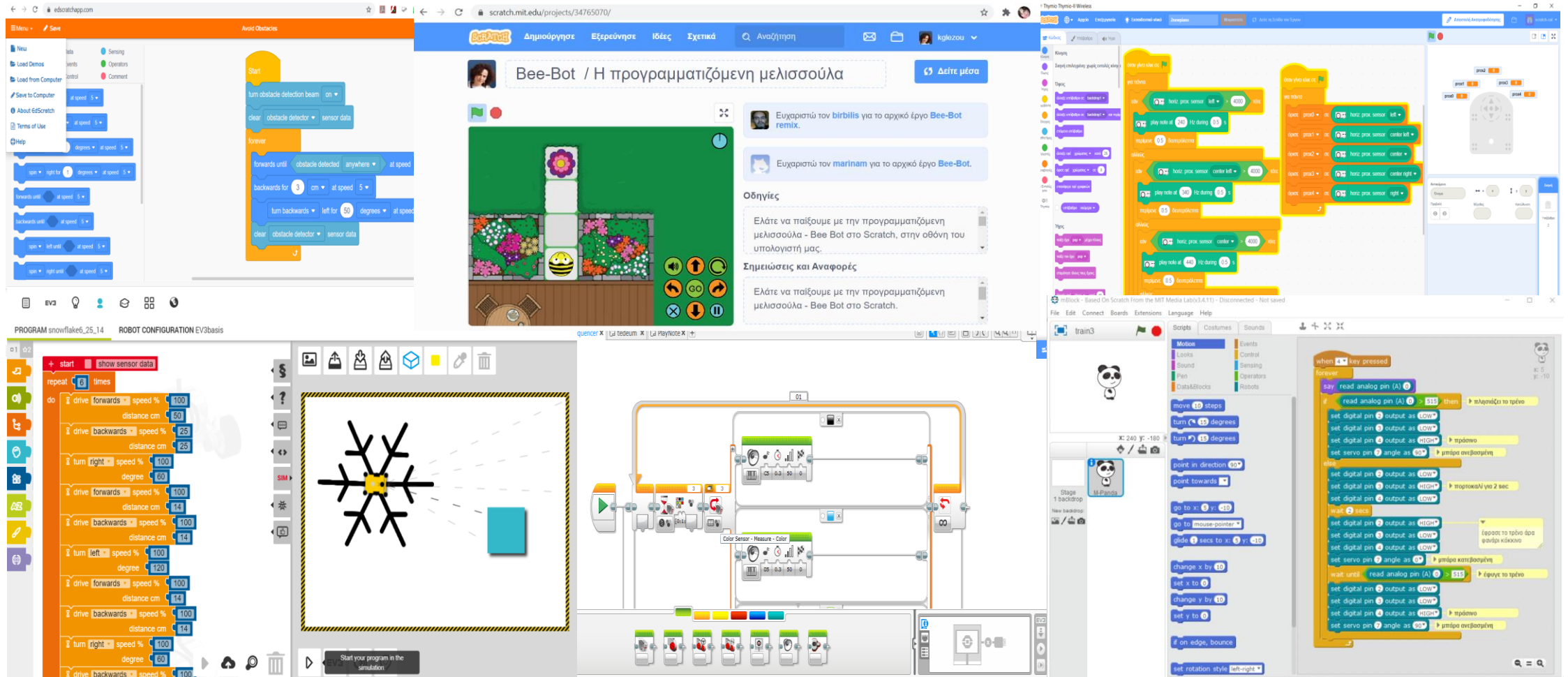
Katerina Glezou  
Greece

- Computer Science / Robotics / ICT / Physics Teacher
- @ Arsakeia Schools Psychikou, Athens, Greece
- My presentation focuses on the implementation of robotics and programming activities designed to foster computational thinking, problem solving and creativity in authentic classroom conditions.

# SLIDE 1



# SLIDE 2



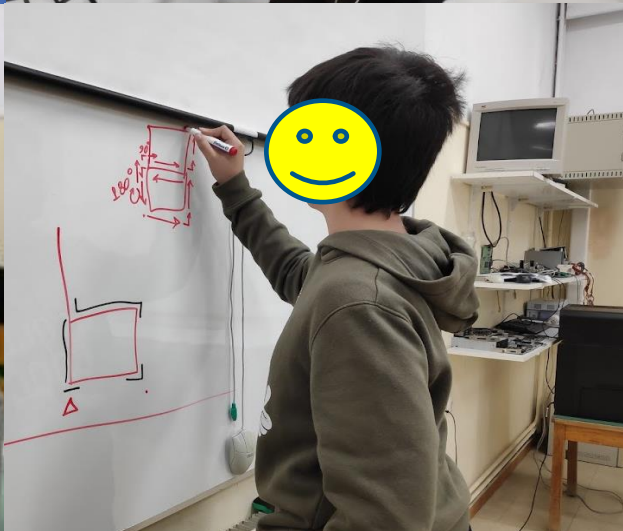
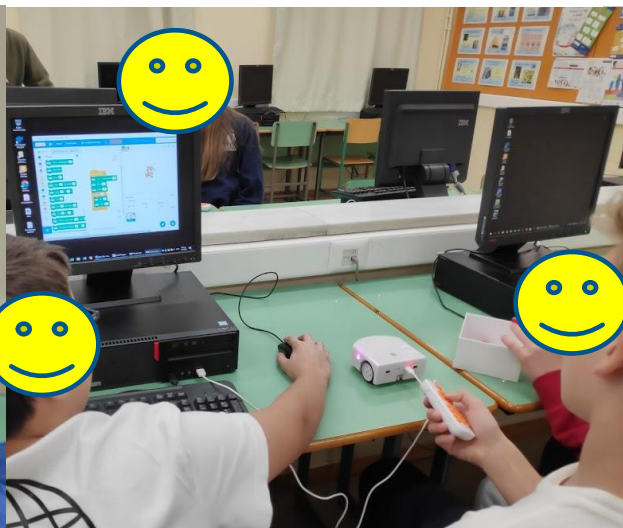
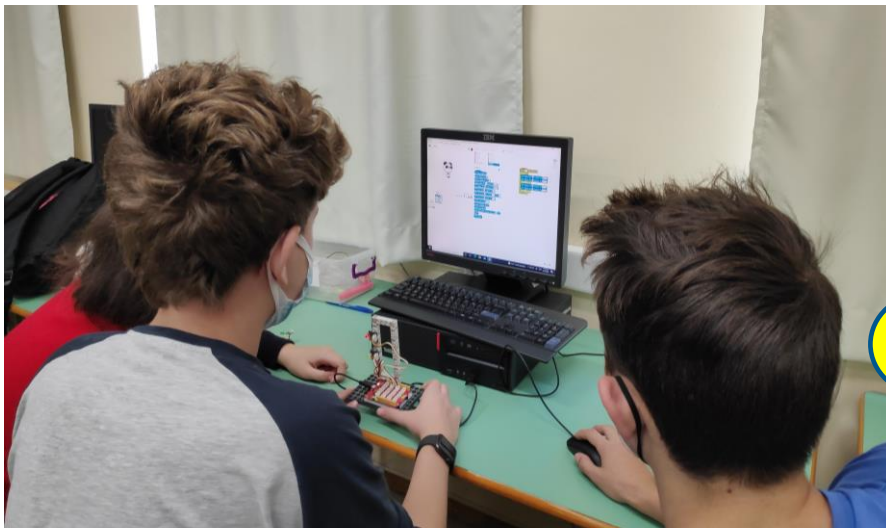
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# SLIDE 3



# SLIDE 4





## MEET THE TEACHMEET PRESENTERS!

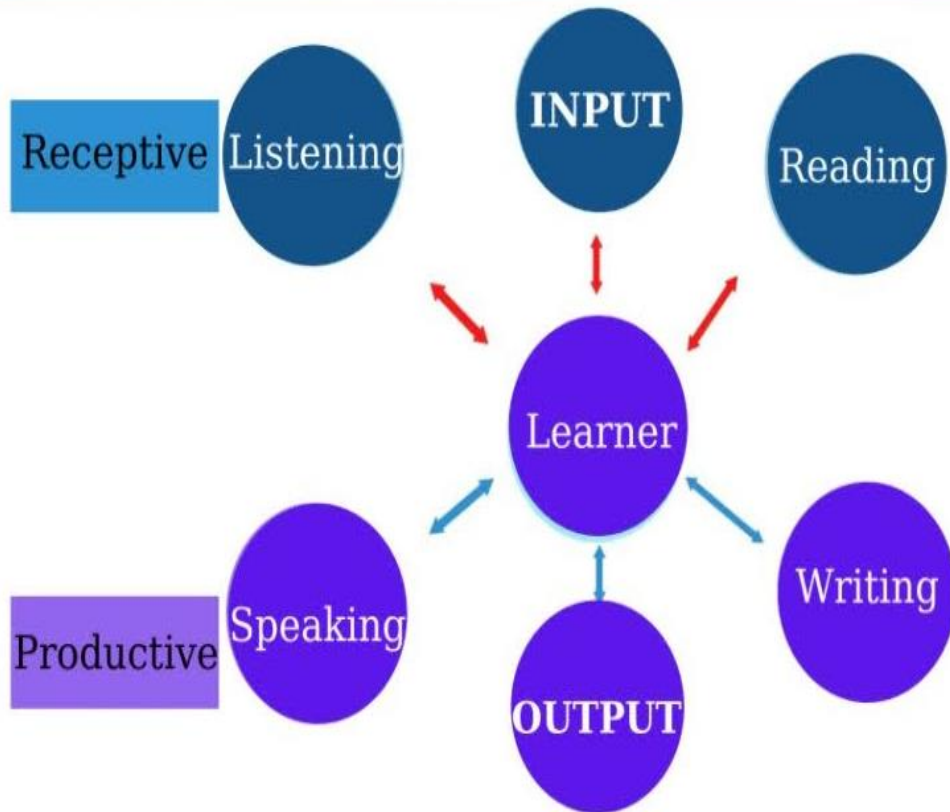


Dilek Tellioğlu

TURKEY

- I am an English Teacher in Turkey in Süleyman Demirel Anatolian High School with teenagers between the ages 14 and 19.
- The students who are preparing for university exam for being English teachers are I am responsible for this year.
- 'CLIL is bi-focused teaching situation in which subject and Language are taught simultaneously'(Marsh 1994:2)

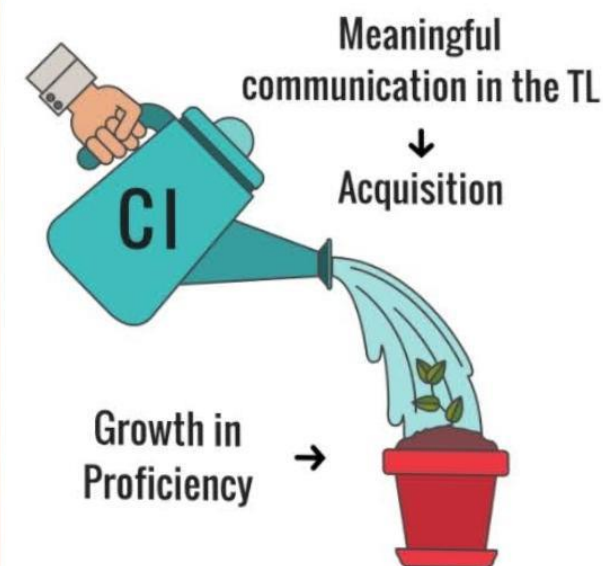
## Input and output (Krashen, 1985)



- The focus of Content Based Learning and Language education is a topic which can be anything from serious scientific topic or a movie to their favourite pop star.
- While learning the subject, they learn by using language. They are trying to learn in a way of mother tongue.
- At this Teaching method, students acquire the targeted language skills and content at the same time using content from academic curriculum such as Geography, Science, Math, Literature for creating meaningful input.
- Content and Language Integrated Learning is a more natural way of learning languages.

	<u>Content based language teaching(CBLT)</u>	<u>Soft CLIL</u>	<u>Hard CLIL</u>	<u>English Medium of instruction (EMI)</u>
Who is the teacher?	language teacher	CLIL Language Teacher (in language courses)	CLIL Area Teacher (in field classes)	SM teacher
What type of language activity is used?	Language training via content	Language training via subjects associated with field courses	Field Course Based Language Education	Very limited attention to language education, importance on SM area
What is the point?	Language teaching	language teaching	SM lesson and some language teaching	SM Course Teaching
What is the content taught?	Subjects independent of curriculum	Parallel issues with language curriculum and field lesson syllabus	Area Course Curriculum and Related Language Topic	field lesson syllabus
Who do they work with?	alone or with other English teachers	English teachers and field lesson with teachers	About the language subject to teach language teachers	Along with the field lesson teachers
How is the assessment?	The language curriculum is assessed	The language curriculum is assessed	The SM lesson (some language subjects) are evaluated	The SM content is evaluated
What is the feedback on?	Language	Language	SM knowledge and skills (sometimes language)	SM information
What kind of info is used?	Language knowledge and skills rather than content	Content information of the field lesson teacher	Language info and related language information (text, word, speaking and writing types, etc.)	SM knowledge and skills
What is the learning theory?	Language is learned with subjects in the context of language	Language to content, content depends on language	Content language, language depends on content	Content is learned independent of language

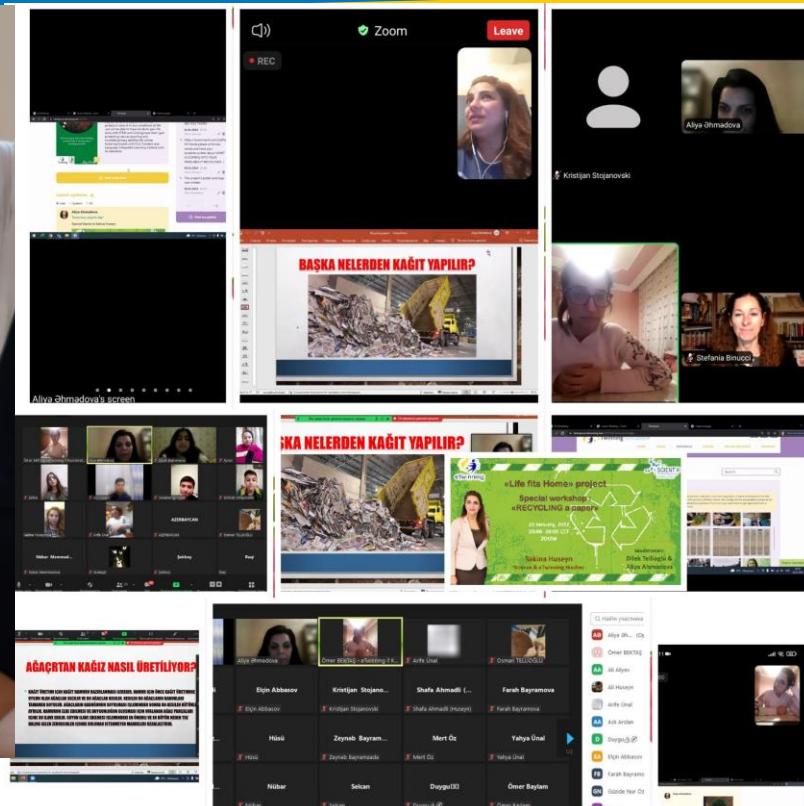
## Comprehensible input



WWW.SPANISHMAMA.COM



Life has never been about finding yourself. Life is always about creating yourself.





## MEET THE TEACHMEET PRESENTERS!



Marija, Gaurina  
*Croatia*

- physics and computer science teacher
- Technical and industrial high school Ruđera Boškovića in Sinj, Croatia
- In this topic it will be presented what is digital storytelling, why and how to be used in form of active learning.

# DIGITAL STORYTELLING AND SLENT VIDEOS AS A ACTIVE LEARNING METHOD

Digital storytelling at its most basic core is the practice of using computer-based tools to tell stories.

The idea is to facilitate that students develop the following skills, through using their digital devices and working together:

- Access complex and abstract concepts of a subject in a more accessible way.
- Learn through creating themselves instead of passively consuming information.
- Learn more about how cooperation simplifies learning new skills.
- Give and receive formative feedback with the purpose of increasing their metacognition.
- Presenting their knowledge with the intention to teach their classmates,

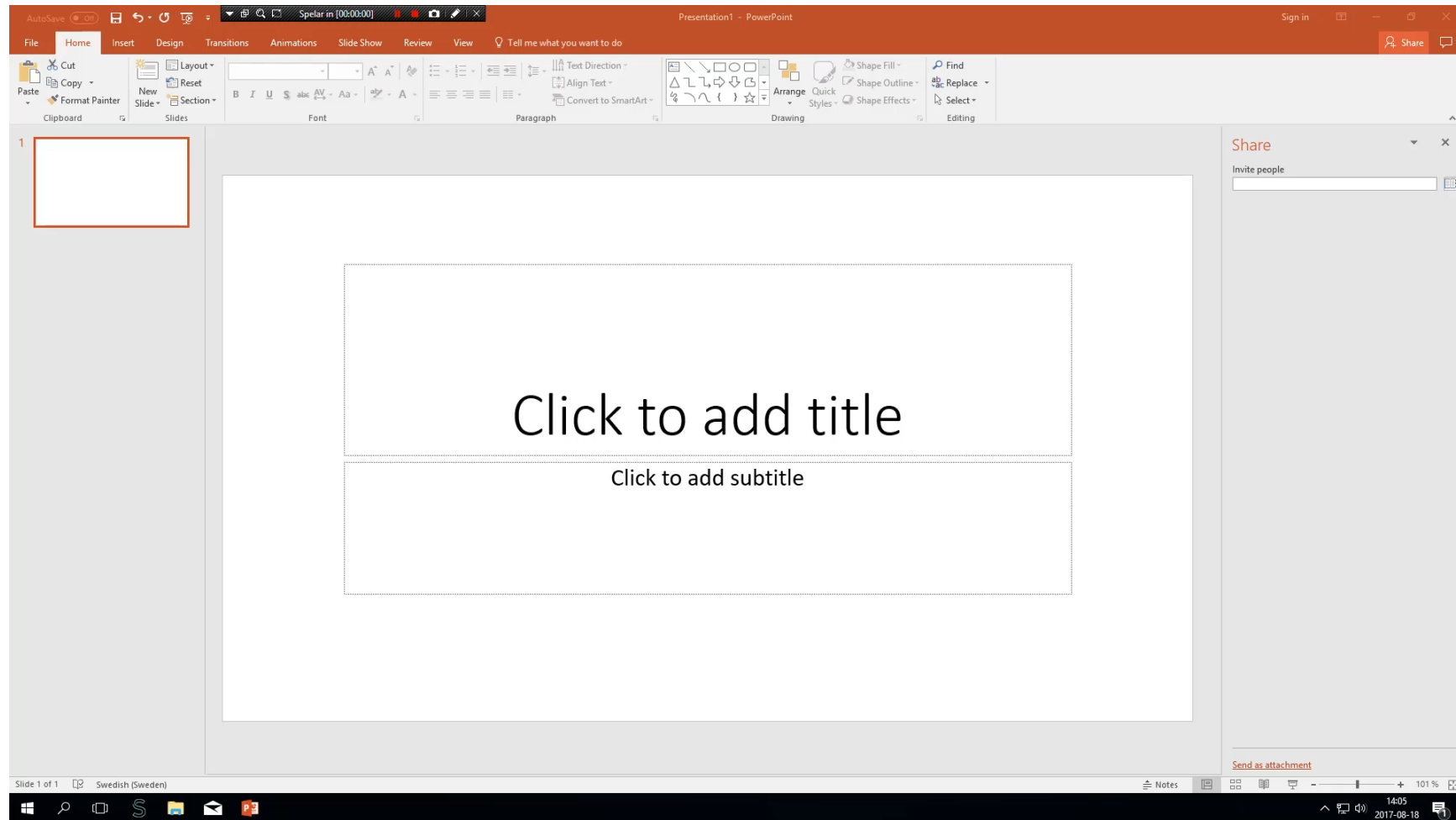
# ACTIVATING STUDENTS USING SILENT VIDEOS

Using their digital devices and working together – make them core of the learning process

The examples of the activities:

- Use the silent video throughout the course
- Use the silent video at the end of the course
- Record your own voice to silent video

Source: <https://education.microsoft.com//>



# SILENT VIDEO



# SOUND VIDEO





## MEET THE TEACHMEET PRESENTERS!



Cristina de Vega Benavides  
@happysonrisateacher  
*Spain*

- I teach primary: Literacy, Social Studies and Arts in English.
- I teach in Medina del Campo, Spain.
- Being proactive will increase the learning process of our students.

# MY SCHOOL----- TAKING ADVANTAGE OF THE BUILDING



# THE CLASS ----- LEARNING ENVIRONMENT



# HANDS-ON IN THE CLASS



## WHERE ELSE...?





## MEET THE TEACHMEET PRESENTERS!



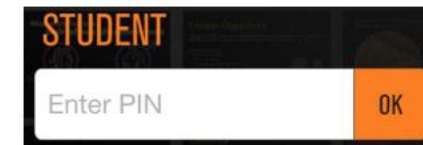
Patrizia Roma  
*Italy*

- Teacher of English at a vocational school
- eTwinning ambassador since 2012, awarded eTwinner
- Tools for Active Learning:  
**Nearpod** - interactive lessons, brainstorming, polls, quizzes, gamification and formative assessment- all in one place

# WHAT THE APP IS ABOUT



Nearpod allows the creation of interactive presentations that students can see and participate through their devices, smartphone or tablet, iOs or Android.



The teacher can control the progression of slides or let students navigate autonomously

# YOUR CHOICES



What  
would  
you like  
to do?

My Library

Store

Join

Create

Reports

Once registered  
you can access  
your dashboard

Help me decide

# A GREAT VARIETY OF CONTENT AND ACTIVITIES

Add content and/or rich media to your lesson



Slides



Slides (classic)



Video



Web Content



Nearpod 3D



Simulation



VR Field Trip



BBC Video



Sway



Slideshow



Audio



PDF Viewer

Add activities to engage with your students



Time To Climb



Open-Ended Question



Matching Pairs



Quiz



Flipgrid



Draw It



Collaborate Board



Poll



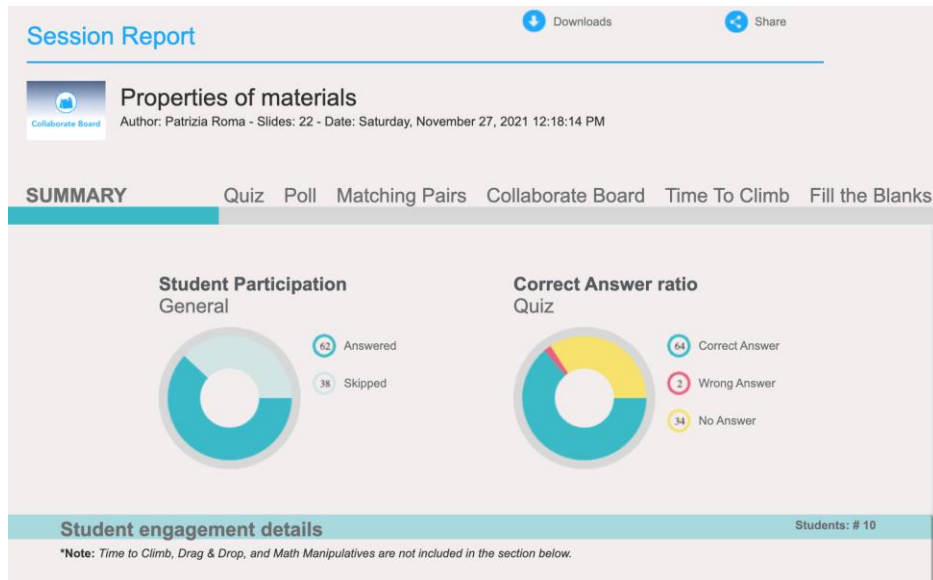
Fill in the Blanks



Memory Test

The presentations can incorporate audio, video, files, quizzes, polls, field trips, simulations, links to web pages....students can interact by playing games, writing on collaborative boards, drawing or answering to questions. They can work at the teacher's or at **THEIR OWN PACE.**

# IMMEDIATE FEEDBACK



With this tool feedback is immediate, results can be seen as a graph and saved in the Reports section

**Materials Science**

Brainstorming: Q1: What is the field of research of Material Science? - Q2: What are the areas of interest of materials scientists? - Q3: What types of materials are studied? Pin your posts with reference to the question you're answering (Q1-Q2-Q3)

Marco  
Q1: the research of material science is the field that occupies the studies about the materials's feature. 2 ❤️

Cinxo markeljano  
Q1 the materials scientists study material composition 1 ❤️

othman ettoussi  
Q1: research of a typically material and component material 1 ❤️

Tatulescu Andrei  
the materials scientists study material composition 1 ❤️

Alessandro Moretti  
Q1: research of materials that are useful for scientific development 1 ❤️

Michele Lucconi  
Q1: the materials scientists study all different types of materials 1 ❤️

Luciano Mirri  
Q1: the research of material science is the field that occupies the studies about components of materials 0 ❤️

Giacomo Simone  
Materials scientists or engineer study all different types of materials. 1 ❤️

**Questions Overall Data**

Question	Rate
Ability to resist surface abrasion, scratching or indentation	5.88%
The ability to return to the original shape after the removal of a force	64.71%
The characteristic of hard materials that easily break	47.06%
The ability of a material to be permanently changed in shape.	47.06%
The ability of a material to resist forces without breaking	23.53%
The ability to be stretched to make a thin wire	58.82%
The ability to be hammered into thin sheets	23.53%
The ability to resist repeated stress cycles and tension.	47.06%

40 Correct Answer  
26 Wrong Answer  
35 No Answer

Possible use in eTwinning: presentations with embedded quizzes, videos, polls or web pages can be seen by all partners simultaneously in a single virtual classroom



# QUESTIONS FOR THE SPEAKERS?



# QUESTIONS FOR THE COURSE?



Thank you for  
joining and good  
luck with the rest of  
the course!

