The Collaborative Classroom
Teachers as coaches and classrooms as teams

Course Notes and activities

23-25 November 2022

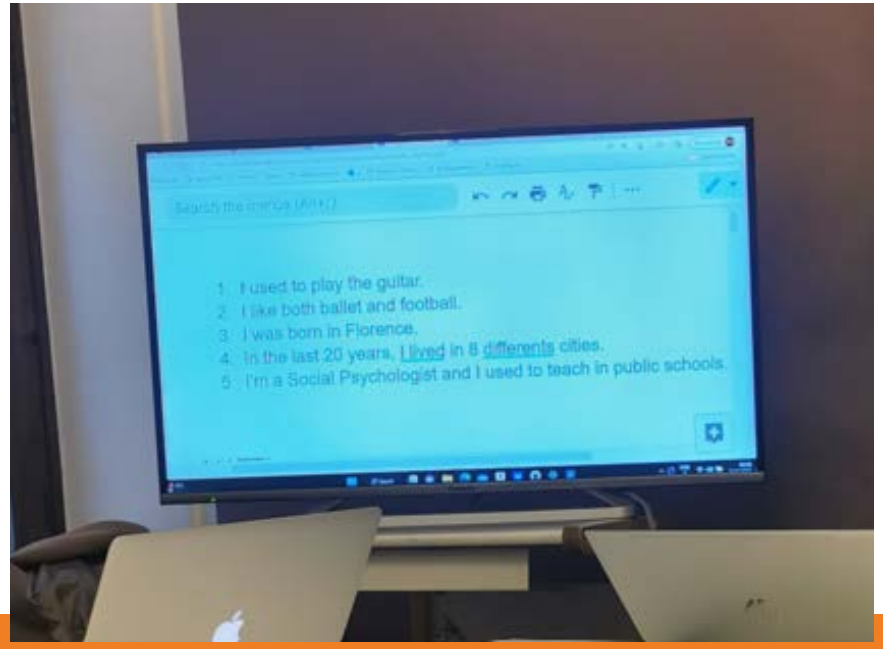
Teachers as coaches …

Classrooms as teams …

Activities

Primer día

-Actividad verdadero/falso:
Escribimos individualmente 3 frases verdaderas y una falsa. Las leímos y teníamos que adivinar cuál era la falsa de cada persona.
Fue un rato muy agradable y divertido para romper el hielo.
-Esta actividad dio la posibilidad de que cada docente se presentara.
-Los docentes expusimos un breve resumen de nuestros colegios (proyectos, programas, carmenta, etc)



SAVE THE LAST WORD

Kerstin Amann

2001

-MENTIMETER:

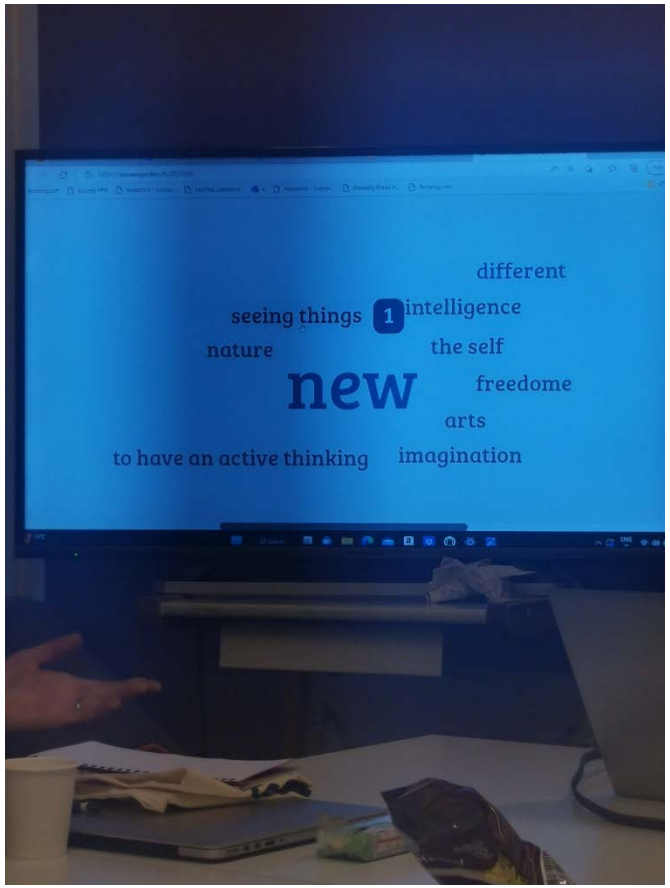
¿Qué tres palabras asocias a **creatividad**?

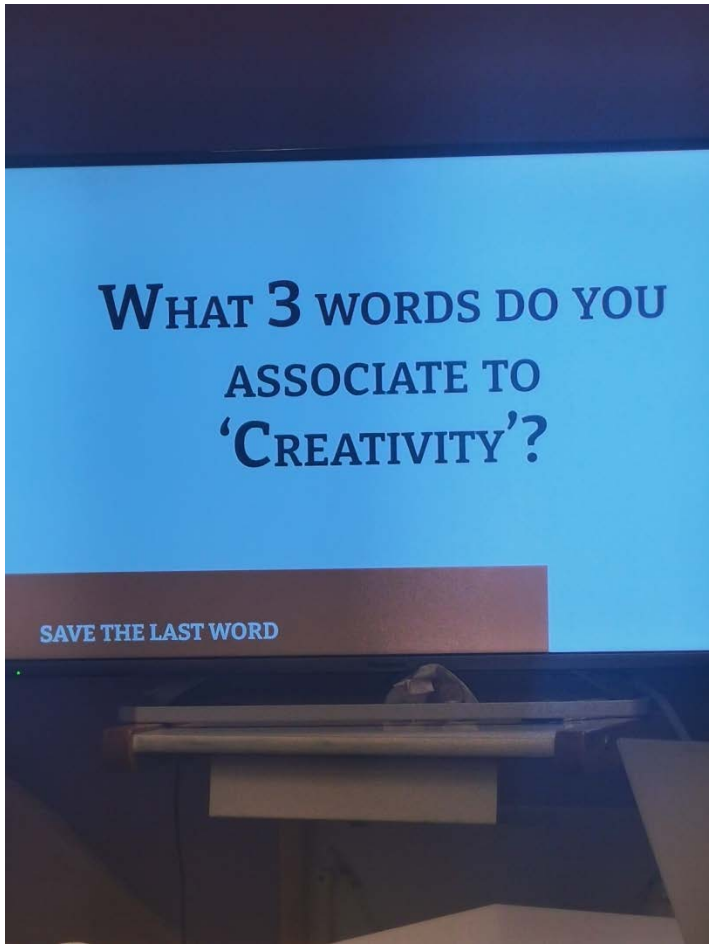
A través de la aplicación salieron las palabras de cada uno. Con la palabra que salió más veces teníamos que adivinar quién la había escrito. Tras dialogar qué persona podría ser, la persona A argumentó el por qué había elegido dicha palabra para definir creatividad = TRABAJO COLABORATIVO EN GRUPO.

Los maestros pueden ser guías para ayudar a los alumn@s a desarrollar la creatividad.

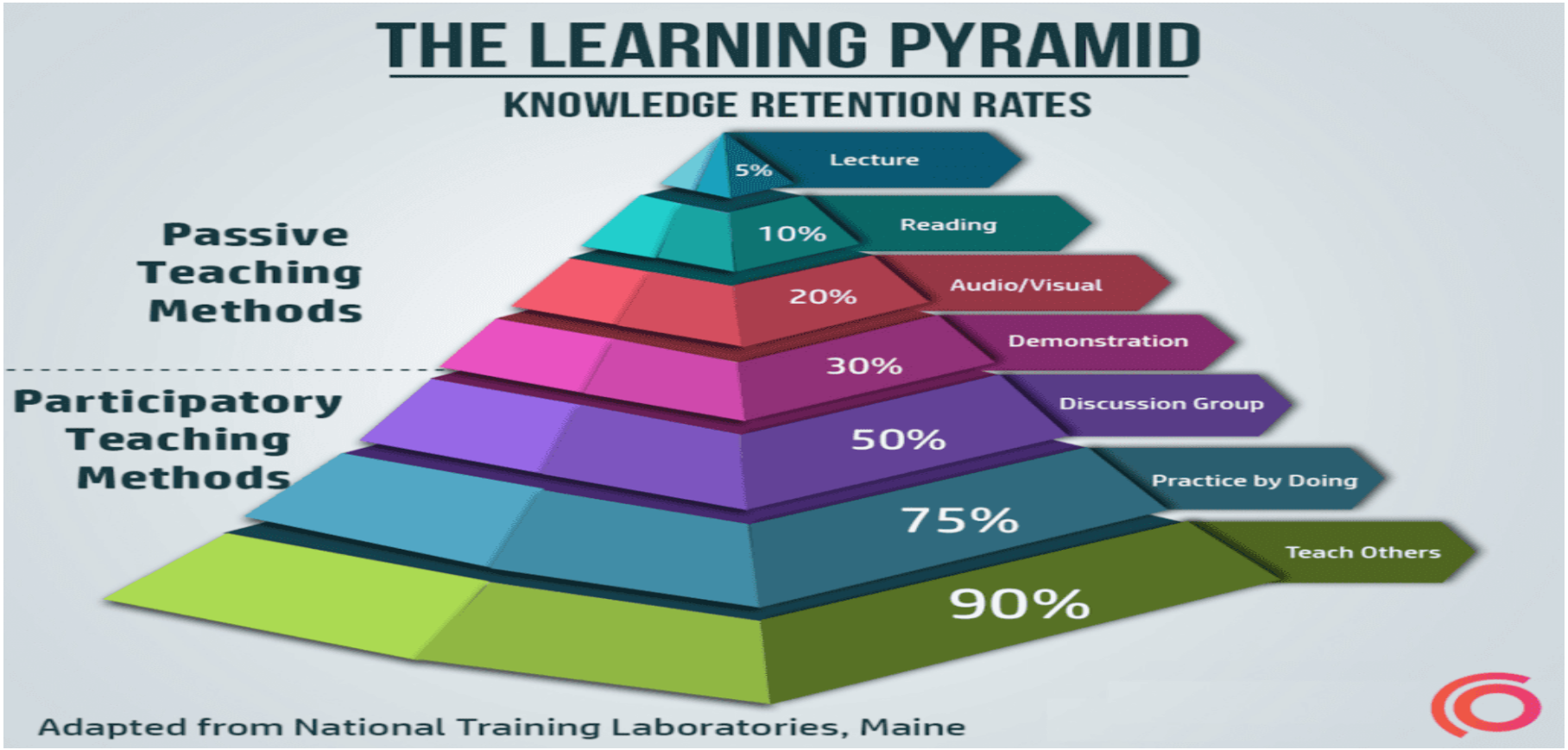
-Teacher Toolkit: Save the Last Word for Me (Elementary) - YouTube

SAVE THE LAST WORD

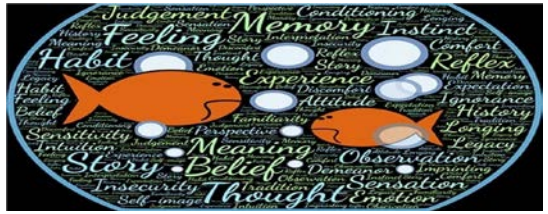




SEGUNDO DÍA:COLLABORATIVE AND COOPERATIVE STRATEGIES



FISHBOWL DEBATE :
Cooperative learning:
APRENDIZAJE COOPERATIVO



Observers check whether speakers **participate** equally, **respect** turns, **involve** others, use **evidence** to support their ideas.

Rubrics can be useful for observers to assess the discussion

-Estrategia de diálogo, adecuada a grupos numerosos, o dos grupos: un grupo que HABLA y un grupo que observa.

-En el centro, sentados los alumnos debaten sobre un tema, una foto, etc durante un tiempo dado.

-Los observadores en silencio se sitúan alrededor, observando el debate y tomando notas.

--Los observadores se centran ó evalúan: las dinámicas del grupo, la comunicación, los contenidos, los errores, la pronunciación, si respetan el turno de palabra pueden dar instrucciones, hacer preguntas, corregir fallos etc.

-´¿Cómo lo organizamos? Los que hablan pueden ser voluntarios, pueden ser los alumn@s que tienen más fluidez oral y los observadores/los que escuchan pueden ser alumnos más tímidos o alumnos con alguna dificultad.

- Es importante conocer que alumnos participan en cada rol.

-WE LEARNING BY DOING (APRENDEMOS HACIENDO)

❖Dialogue strategy, suitable for large groups, too;

❖2 groups: **DISCUSSION** group +**OBSERVERS**

→ People in the discussion group sit in the middle, in the "fishbowl", **debating** during a given time

→ The observers stand around in silence, **watching** the discussion group and **taking notes**

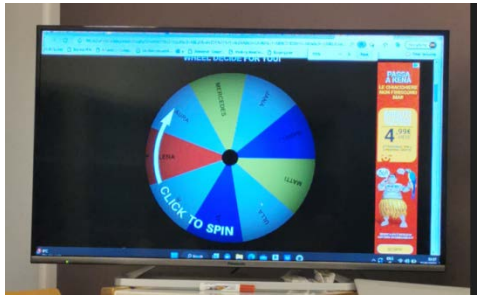
→ The observers **assess group dynamics / communication / contents**

→ Observers + members of the discussion group partner up to **reflect** about communication dynamics / **praise** ideas / share **questions** / correct mistakes / dig deeper into the topics

❖The fishbowl debate helps **developing discussion and peer-evaluation skills**

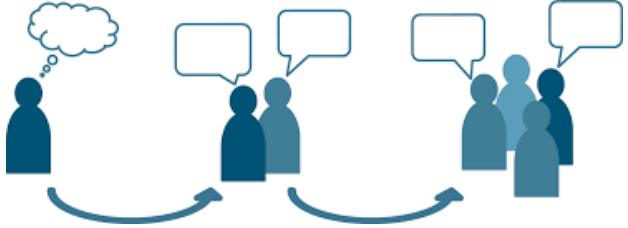
europass

THE FISHBOWL DEBATE: Is school killing creativity?



PARA FORMAR LOS GRUPOS

THINK-PAIR-SHARE (+PADLET)



:Padlet

Ilaria + 4 • 1m

think-pair-SHARE

SHOULD WE "MARK" STUDENTS' KNOWLEDGE? Should we use academic tests for students' knowledge?

We have to test topic, not to detsils,
They are worried about marks
Use differet evaluation how they work in class, if they add smth new, use words, senteces, and emotikons
Some students s

♡ 1 💬 0

Add comment

Only for written tests

♡ 0 💬 0

Add comment

Test papers

Tests are later shown to students to understand what they did wrong and explain how IT should have Been Sone.

♡ 0 💬 0

Add comment

Marks

Without any Marks people might get a bit lady.

♡ 0 💬 0

Add comment

Matti and Isabel

The importance of having a method to identify the level of ability of a particular skill

The importance of recognising students' skills and strengths

The way how you explain a given mark

It's an employer's tool

♡ 2 💬 0

Add comment

Yes, but maybe not with younger students.

♡ 0 💬 0

Add comment

How can motivation students better If They can't know their "level"?

♡ 0 💬 0

Add comment

Stress

Marks shouldnt impose stress on students too much.

♡ 1 💬 0

Add comment

Marks are ok

Marks are ok, nyt they should be explained. The student is different than The Mark.

♡ 0 💬 0

Add comment

Save the last word	The fishbowl debate	Think-pair-share
-collect (not obvious) words about EDUCATION - music, youth culture, eg.: toxic cultures in gaming - “OLD PEOPLE SEXUALITY” - the seasons	-shall we buy software licences or shall we opt for the “cracked” ones? -dilemma: if you were a soldier, would you kill teachers or famous writers? -fish: the ones in favour + the ones against / listeners: the undecided ones - eg.: how to prevent toxic cultures in gaming	- are schools killing creativity? (teacher discussion) - eg.: how to prevent toxic cultures in gaming - dilemma: can you live with less technological devices? - is project work more effective than “academic” teaching?

DILEMMA-BASED LEARNING : APRENDIZAJE BASADO EN DILEMAS:

-Los dilemas pueden ser parte de nuestro contenido para apoyar a nuestros estudiantes para desarrollar las habilidades comunicativas.

- Además se puede usar en valores, en lengua, en historia, etc. Por ejemplo: ¿Por qué los jóvenes no beben en Finlandia? , El uso de los móviles todo el día, el tabaco, etc.

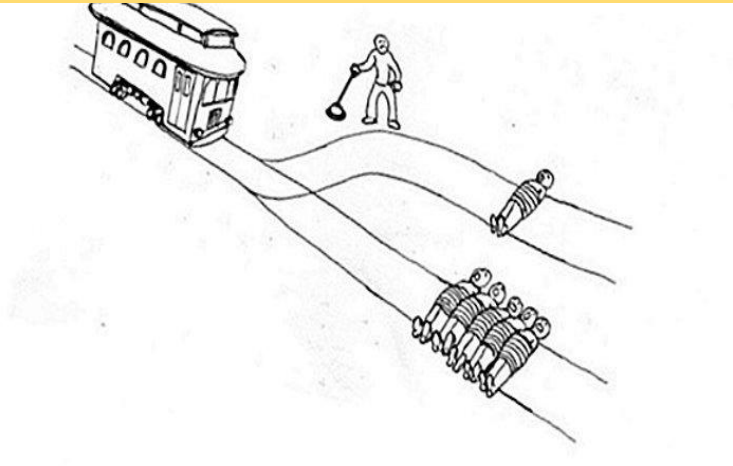
-Permite tener una mente abierta.

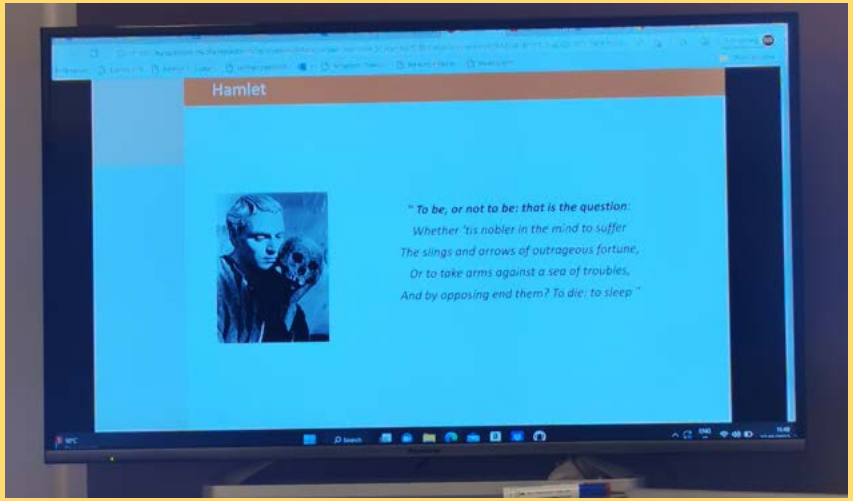
-Flexibilidad.

--Permite la reflexión.

--NO HAY ERROR

NOSOTROS TRABAJAMOS CON LA FRASE : TO BE OR NOT TO BE BY HAMLET.





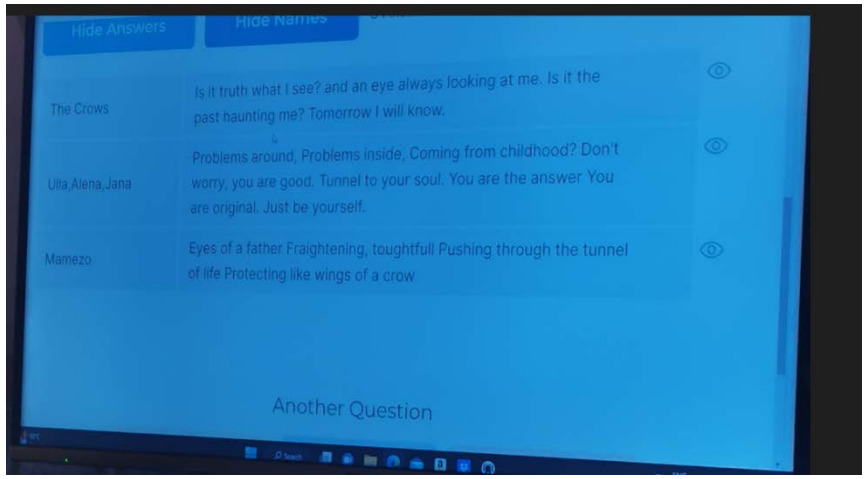
THE VISUAL THINKING STRATEGY and TASK-BASED LEARNING:

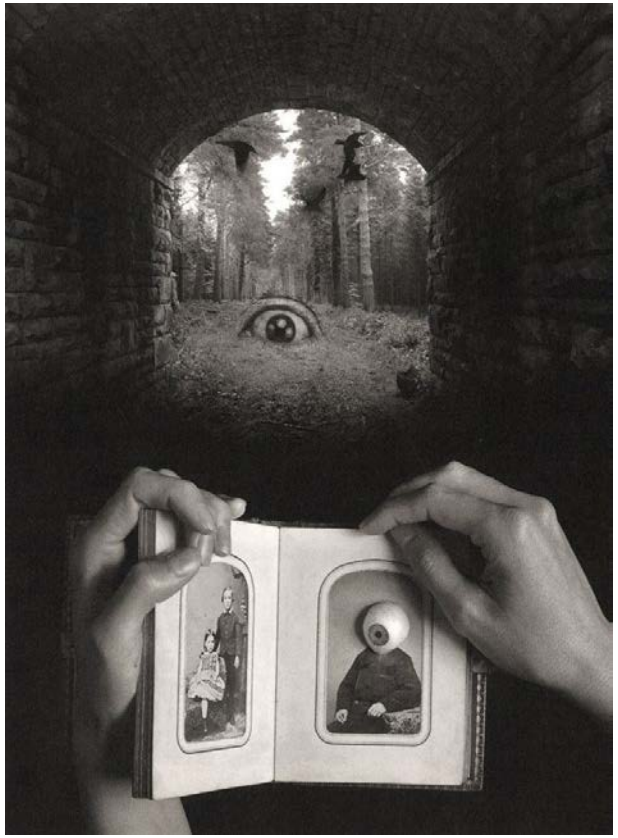
1º ACTIVIDAD INDIVIDUAL TODOS: FOTO

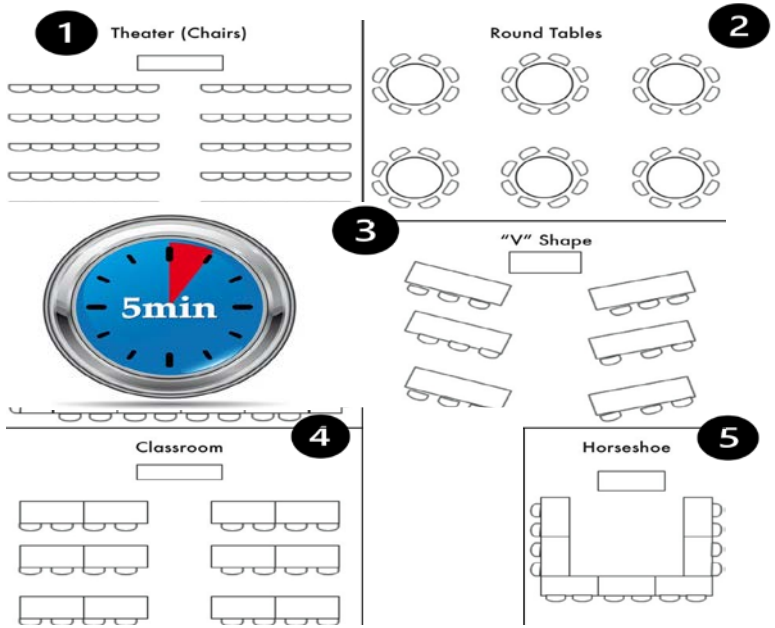
-¿Qué vemos?
-¿Qué podemos sentir?
-¿Qué puede pasar?

-**2º ACTIVIDAD: EN GRUPOS CON SOCRATIVE CREAR UN POEMA**

-







Jigsaw activity

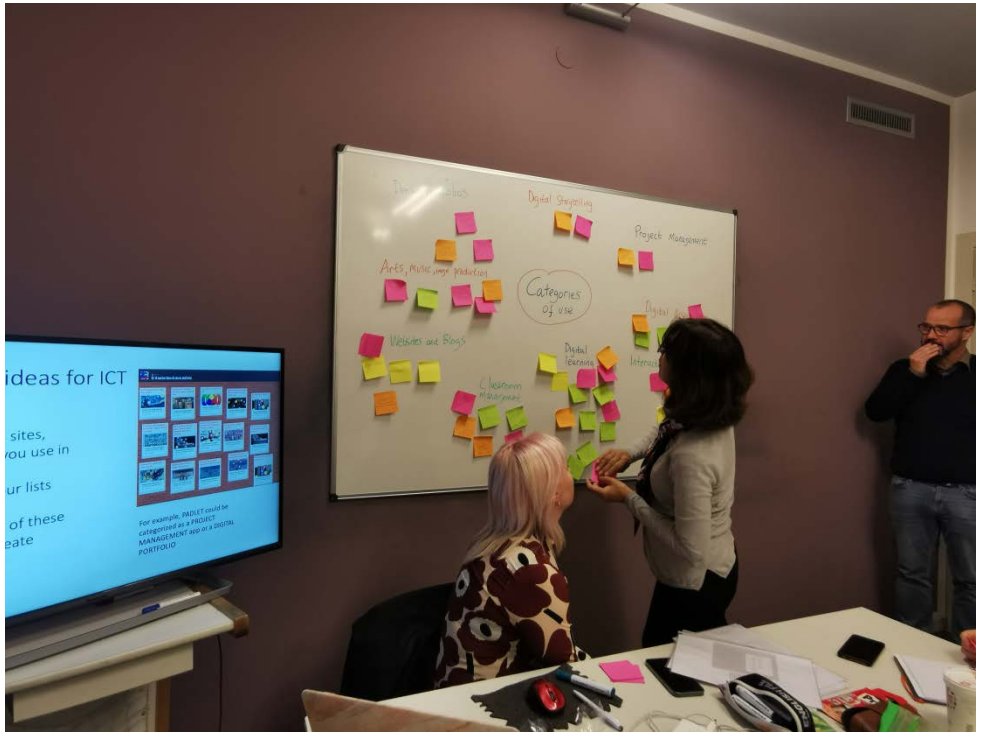
Mira la distribución de la clase que te ha tocado. Tanto los que tienen el rol de Romeo y Julieta debaten sobre:

- Las ventajas.
- Las desventajas.
- Actividades adecuadas a la distribución.
- Posibilidades de colaboración entre alumnos.

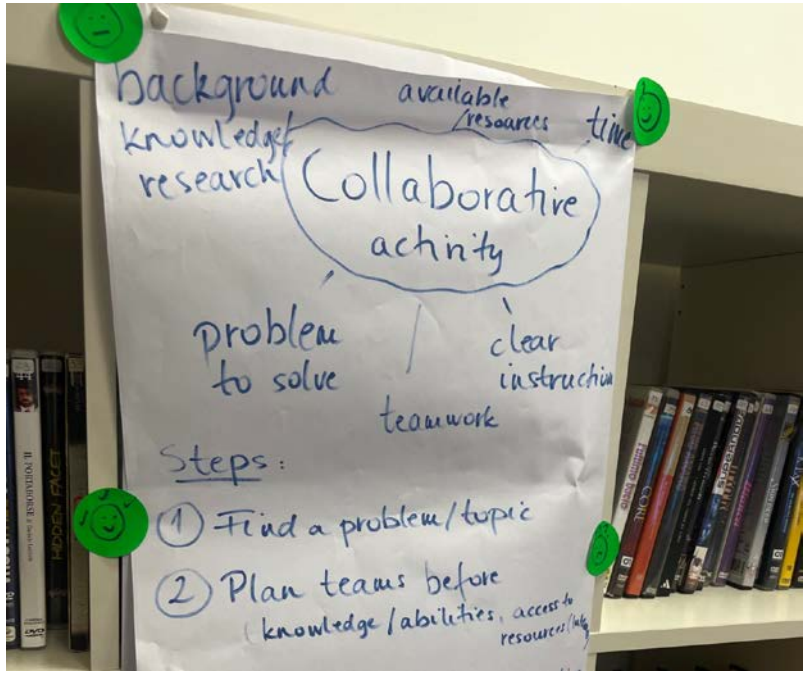
- Cuando el profe dice cambio, Julieta se cambia a otro grupo.
- Julieta escucha las ideas del grupo al que va y explica sus ideas del grupo del que viene.

Brainstorming: Aprendizaje activo

Brainstorming : app ICT

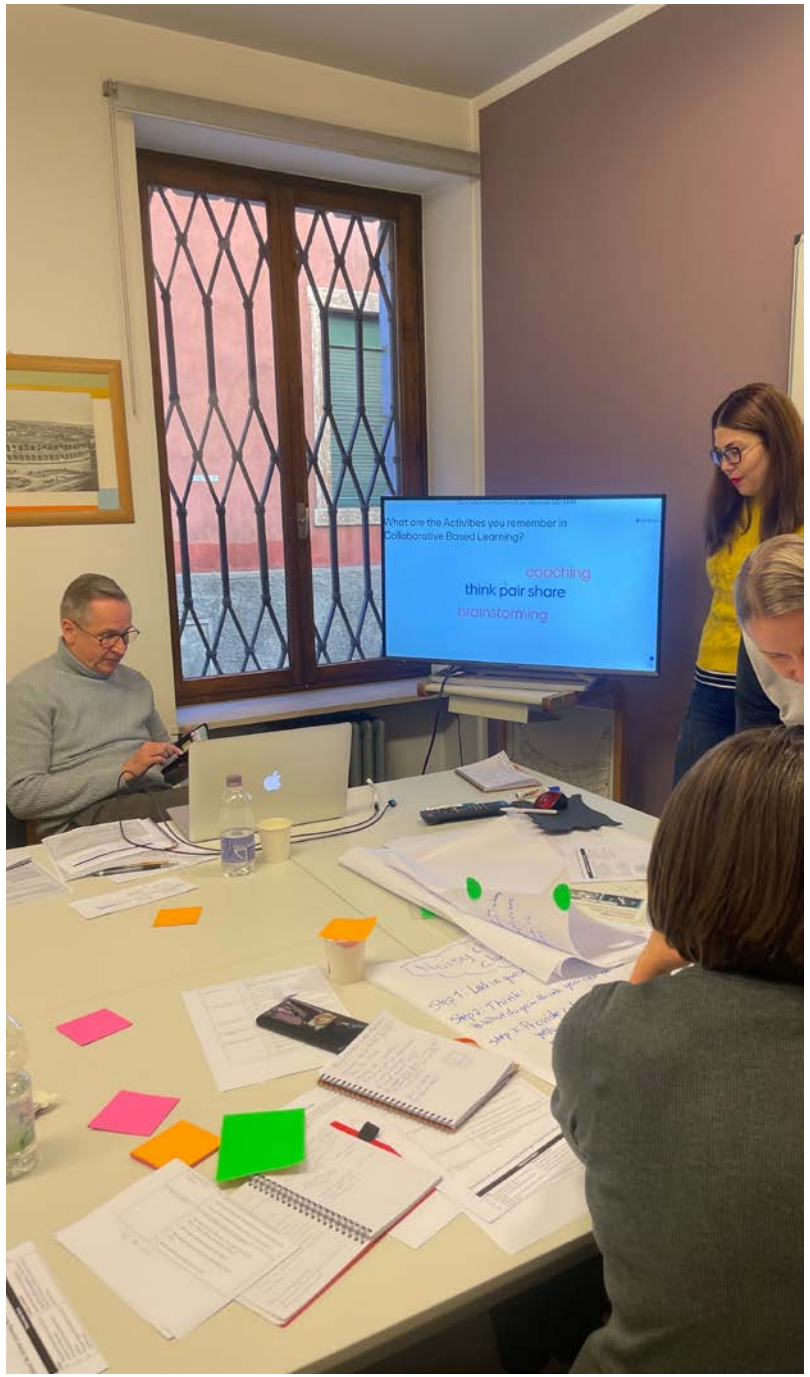


MAPAS CONCEPTUALES:
ACTIVIDAD COLABORATIVA

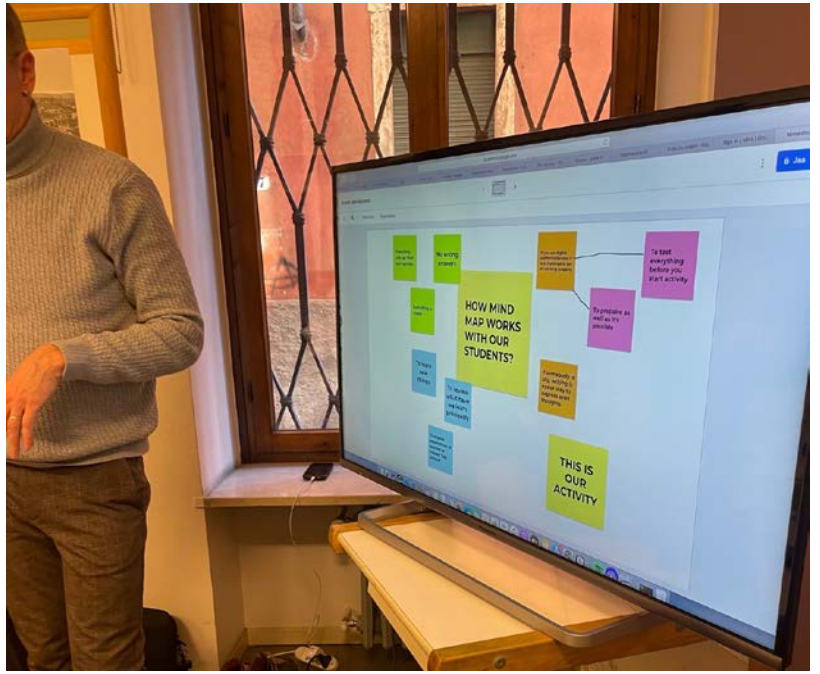

background knowledge
research
available resources
time
Collaborative activity
problem to solve
clear instruction
teamwork
Steps:
1 Find a problem/topic
2 Plan teams before
knowledge/abilities, access to resources

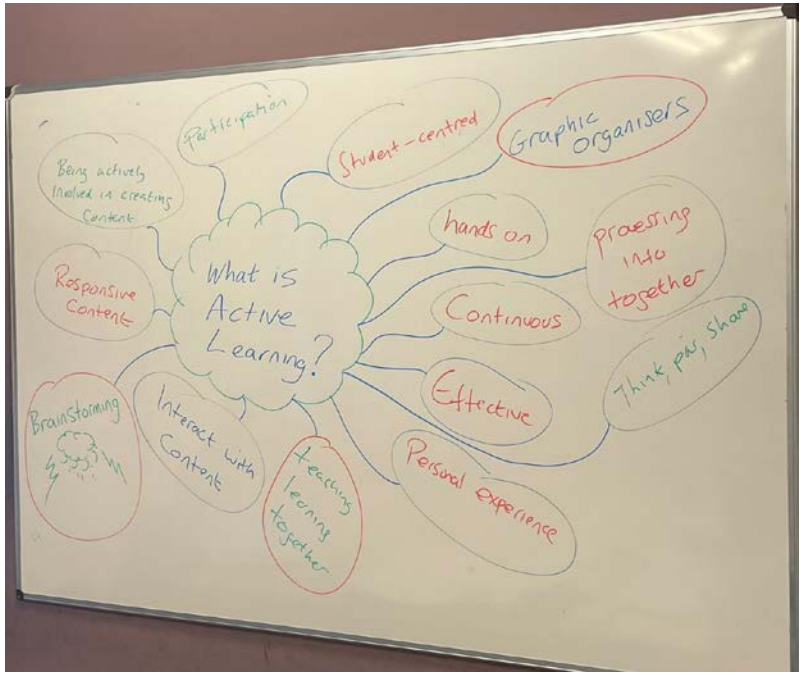

Verona
Largest Variety
Teacher Training
Courses in Europe


Cards/images/
Magazines
Collaborative activity
NOTES!
Music/Games
SHARE IDEAS
PICTURES
CARDS
MAGAZINE

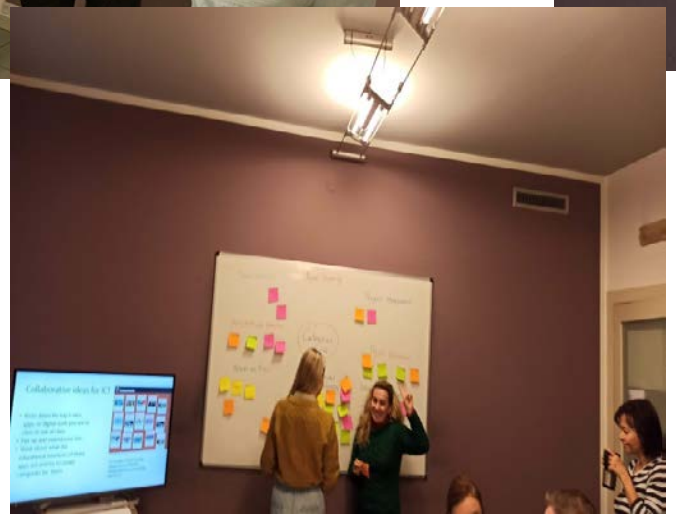

What are the Activities you remember in Collaborative Based Learning?
coaching
think pair share
brainstorming

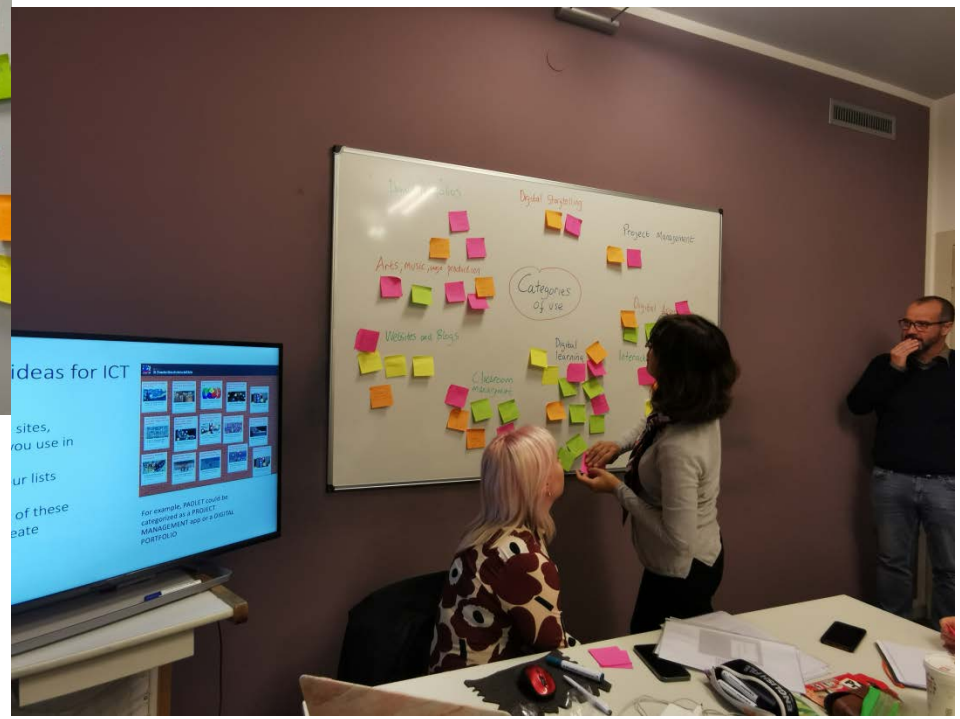

Collaborative activity
Collaborative activity


HOW MIND MAP WORKS WITH OUR STUDENTS?
THIS IS OUR ACTIVITY


What is Active Learning?
Participation
Student-centred
Graphic organisers
Being actively involved in creating content
hands on
processing into together
Responsive Content
Continuous
Think, pair, Share
Effective
Brainstorming
Interact with Content
Personal experience
Teaching learning together

Brainstorming ICT

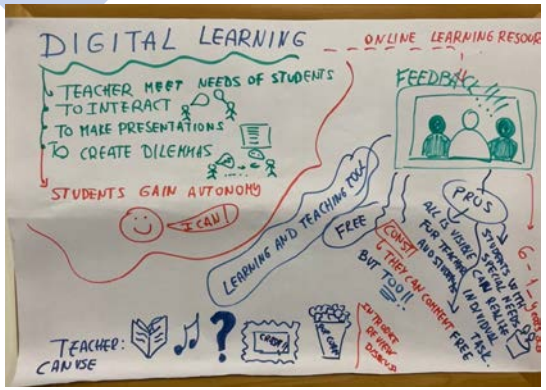




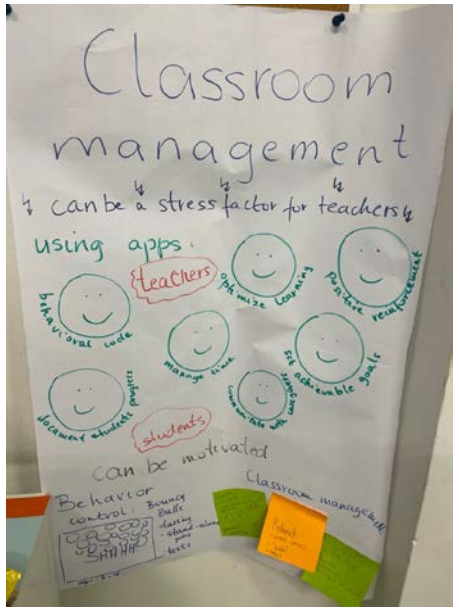
Gallery Walk

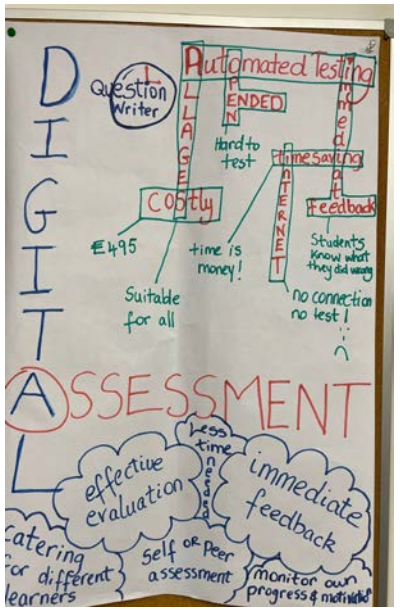
VID_20221124_112233.mp4

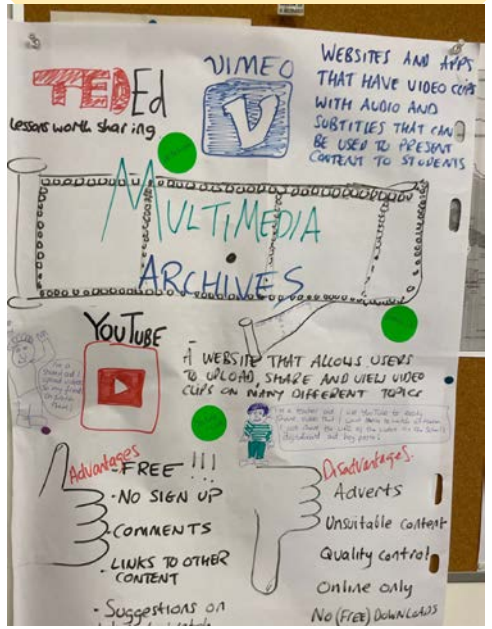
ICT Gallery

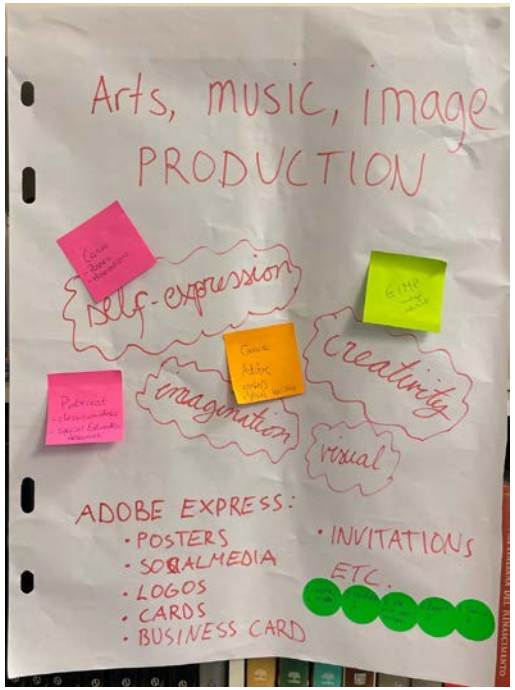

DIGITAL LEARNING
ONLINE LEARNING RESOURCES
TEACHER MEET NEEDS OF STUDENTS
TO INTERACT
TO MAKE PRESENTATIONS
TO CREATE DILEMMAS
STUDENTS GAIN AUTONOMY
FEEDBACK
I CAN!
LEARNING AND TEACHING TOOL
FREE
PROS
CONS!
BUT TOO!!
TEACHER: CAN USE

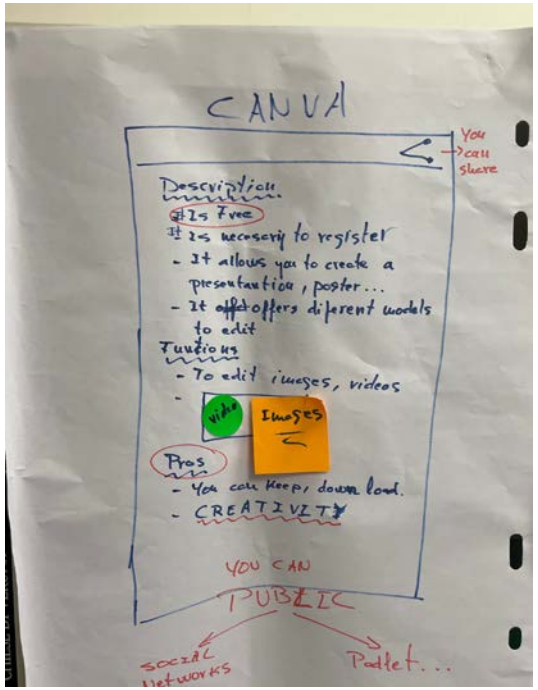

can enhance the e-learning experience
WEBSITES and BLOGS
allows to post material
user-friendly
wix
practising
easily, independently acces information
extra references articles
tutorial videos
Student- learn to take initiative
building blog isn't complicated
Lectures
promote students' extra learning, tech skills
more than 50+ templates

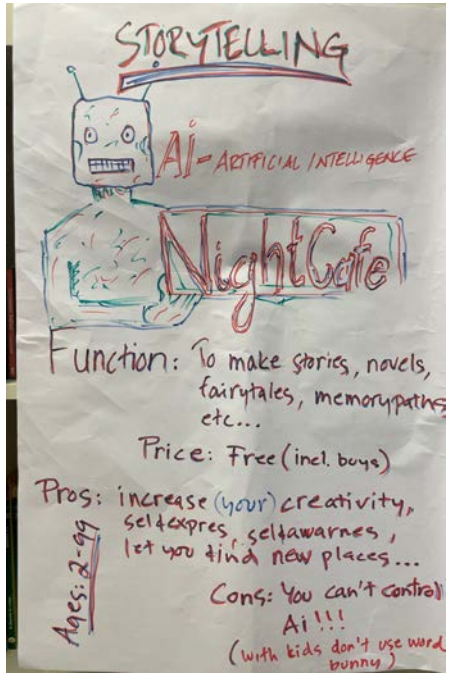

Classroom management
can be a stress factor for teachers
using apps:
Teachers
Optimize Learning
Positive reinforcement
Behavioral code
Manage time
Set achievable goals
Document students progress
students
can be motivated
Classroom management
Behavior control


DIGITAL ASSESSMENT
Question Writer
Automated Testing
OPEN ENDED
CHALLENGE
Hard to test
time saving
INTERNET
Feedback
COSTLY
€495
time is money!
Suitable for all
Students know what they did wrong
no connection no test!
effective evaluation
immediate feedback
less time
self or peer assessment
monitor own progress & motivation
catering for different learners

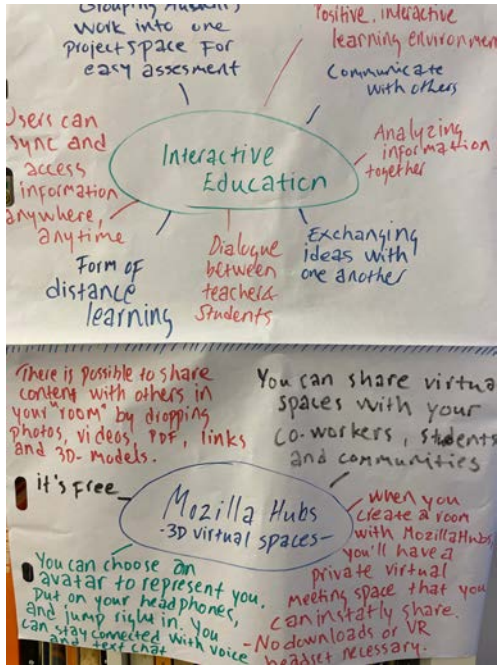

TED Ed
lessons worth sharing
VIMEO
WEBSITES AND APPS THAT HAVE VIDEO CLIPS WITH AUDIO AND SUBTITLES THAT CAN BE USED TO PRESENT CONTENT TO STUDENTS
MULTIMEDIA ARCHIVES
YouTube
A WEBSITE THAT ALLOWS USERS TO UPLOAD, SHARE AND VIEW VIDEO CLIPS ON MANY DIFFERENT TOPICS
Advantages:
FREE !!!
- NO SIGN UP
- COMMENTS
- LINKS TO OTHER CONTENT
- Suggestions on
Disadvantages:
Adverts
Unsuitable content
Quality control
Online only
No (FREE) Downloads

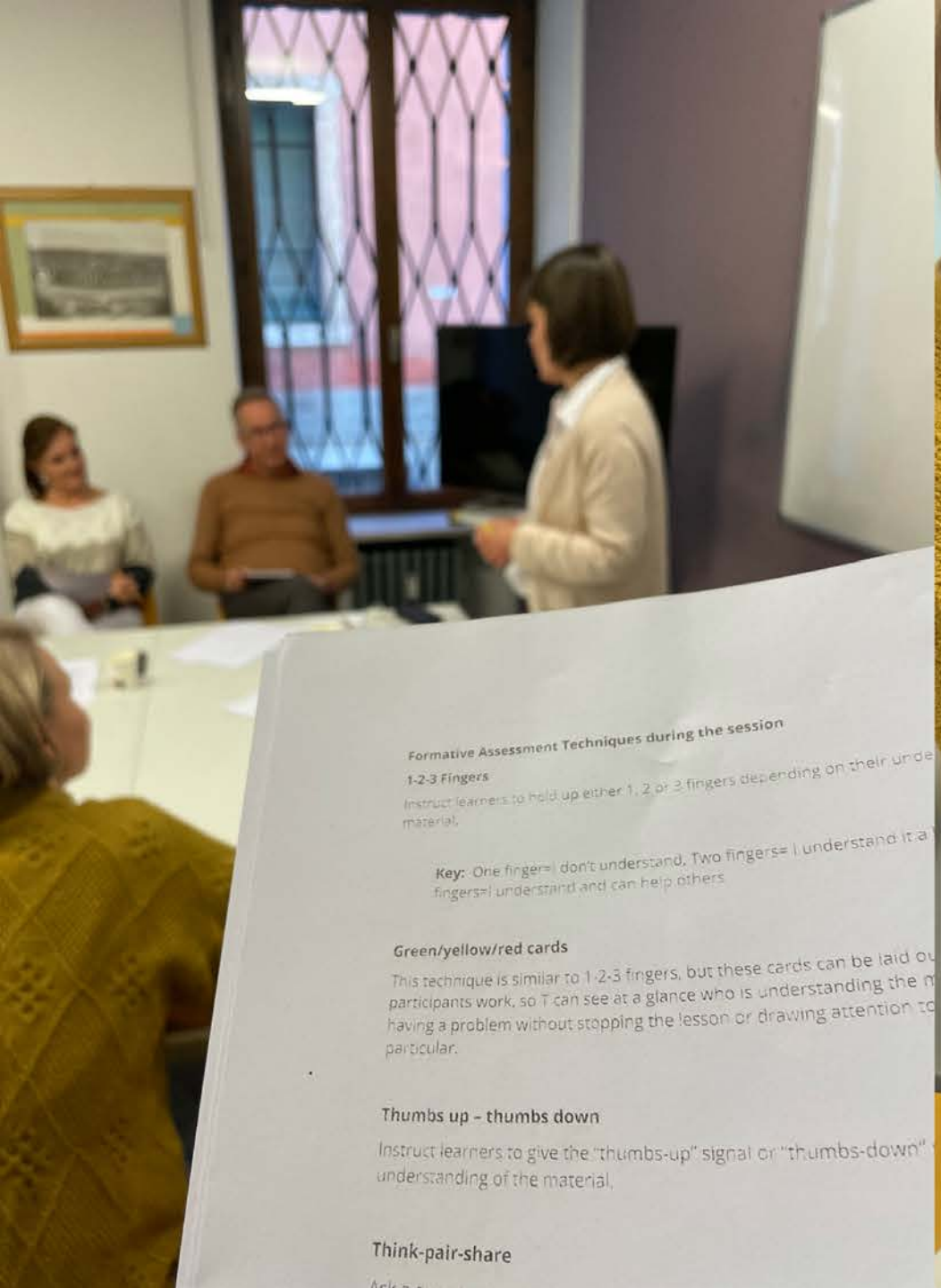

Arts, MUSIC, image PRODUCTION
Self-expression
GIMP
creativity
imagination
visual
ADOBE EXPRESS:
• POSTERS
• SOCIAL MEDIA
• LOGOS
• CARDS
• BUSINESS CARD
• INVITATIONS
ETC.


CANVA
You can share
Description
- It's Free
- It's necessary to register
- It allows you to create a presentation, poster...
- It offers different models to edit
Functions
- To edit images, videos
Video
Images
Pros
- You can keep, download.
- CREATIVITY
YOU CAN
PUBLIC
social networks
Padlet...


STORYTELLING
AI - ARTIFICIAL INTELLIGENCE
NightCafe
Function: To make stories, novels, fairytales, memorypaths etc...
Price: Free (incl. buys)
Pros: increase (your) creativity, self-expres, self-awarnes, let you find new places...
Ages: 2-99
Cons: You can't control AI!!!
(with kids don't use word bunny)


Project Management Systems
assist educators in planning and organising classroom activities in a virtual world.
Google Classroom
Description:
An interactive time-saving portal to share and transmit material to and fro students.
Price: Free for schools using Google Apps for Education
Ages: 4+
Pros: Collaboration of educators with classrooms and other educators.
- real time feedback
- two way learning channel
Cons:
- still not able to integrate with Google Calendar
- no automatic updates yet of students work
- Students aren't able to share to other classrooms

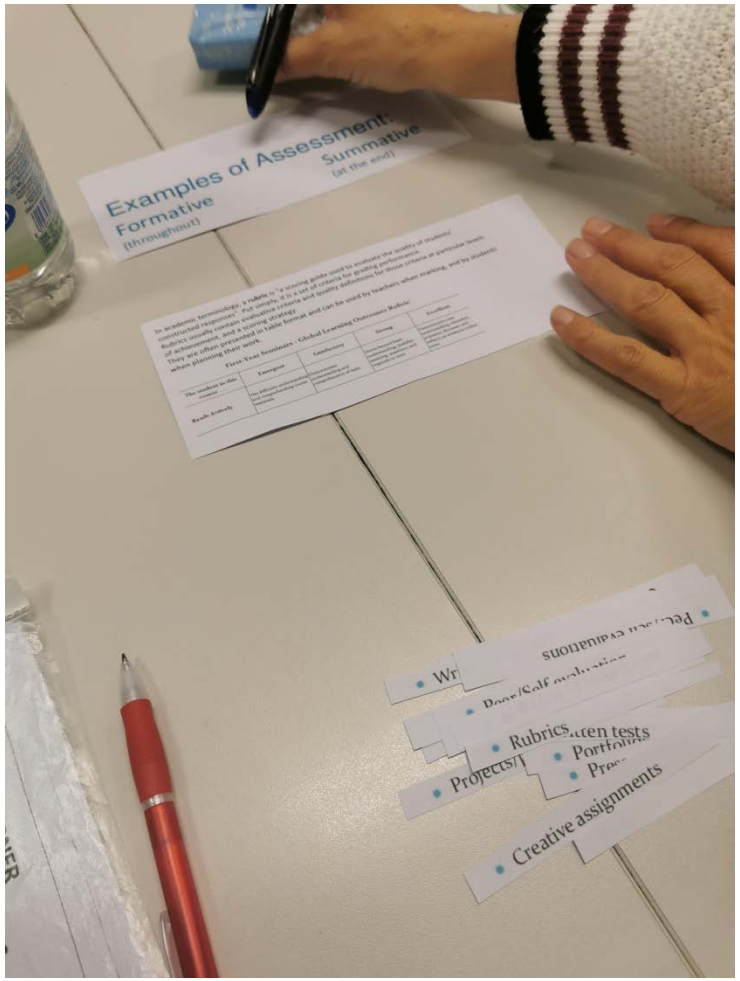

Work into one project space for easy assesment
Positive, interactive learning environment
Communicate with others
Users can sync and access information anywhere, anytime
Interactive Education
Analyzing information together
Form of distance learning
Dialogue between teachers-Students
Exchanging ideas with one another
There is possible to share content with others in your "room" by dropping photos, videos, PDF, links and 3D-models.
You can share virtual spaces with your co-workers, students and communities
it's Free
Mozilla Hubs
-3D virtual spaces-
When you create a room with MozillaHubs you'll have a private virtual meeting space that you can instatly share.
You can choose an avatar to represent you. Put on your headphones, and jump right in. You can stay connected with voice and text chat
-No downloads or VR headset necessary.

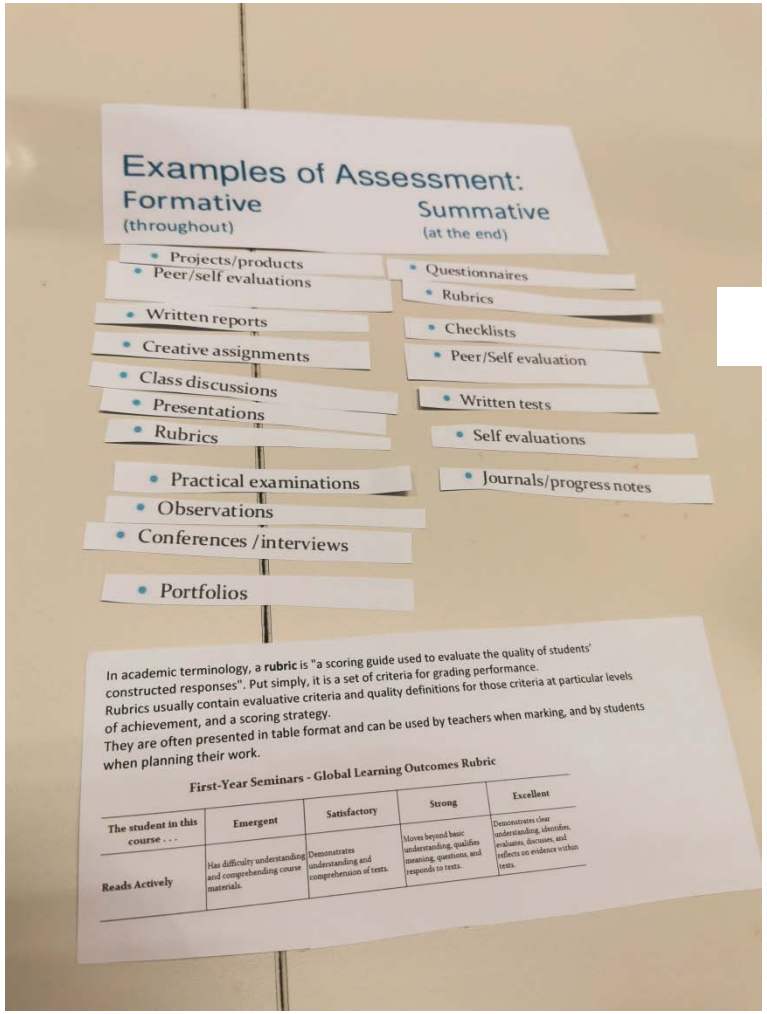


Assessment types

Formative. Summative. Illuminative

EVALUACIÓN





Examples of Assessment:

Formative	Summative
• Rubrics	• Rubrics
• Class discussions	• Written tests
• Checklists	• Creative assignments
• Questionnaires	• Presentations
• Journals/progress notes	• Portfolios
• Self evaluations	• Written reports
• Observations	• Projects/products
• Conferences /interviews	• Practical examinations
• Peer/self evaluations	• Peer/Self evaluation

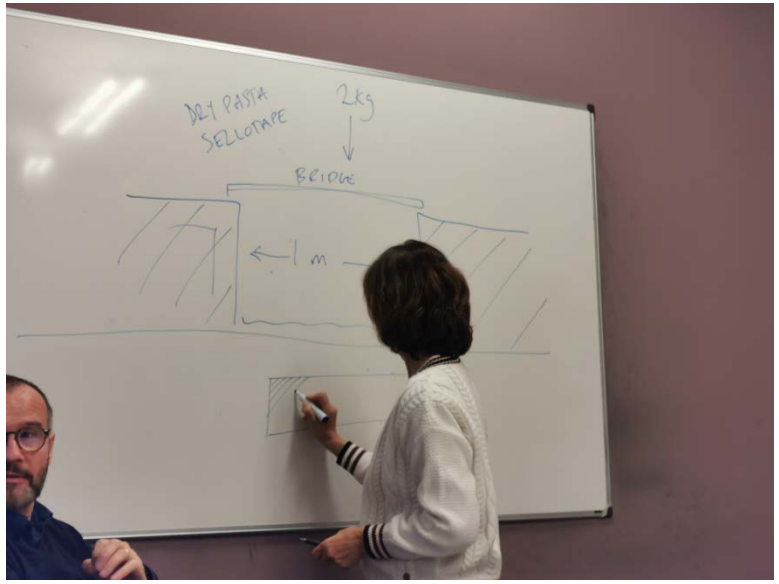
Trabajando con nuestros compañeros: torres de con pasta y nubes.

- **Reglas**

1. Trabajo en equipo.
2. Sólo tienes de material pasta y nubes.
3. Tienes 10 minutos.
4. El objetivo es construir la torre más alta que aguante 1 minuto.

Aprendizaje basado en problemas:

Los estudiantes están animados a resolver una situación en la que hay un problema, que puede ser parte de su mundo , por lo tanto, SE SIENTEN AUTÉNCICOS.
Tienen que describir una posible solución y es colaborativo.




Teacher role
group dynamic
age
level
stage
Collaborative Activity
Main Goal
Materials