MOTIVATING AND ACTIVATING STUDENTS: ACTIVATING LEARNING METHODS AND TIC

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THE POWER OF TEACHING

- Teaching is related to human evolution and prosperity. It has always been the key to pass down knowledge from generation to generation, initially in the form of collective wisdom and, gradually, as the world became more omplicated, in Schooling Institutes and in more detailed, analytic ways, following the need for specialisation. Admittedly, it is widely accepted nowadays that education trends are dynamic in nature.

FORMS OF TEACHING

- **teacher-centered teaching**

- *student-centered teaching*

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

TEACHER-CENTERED TEACHING

- Historically examining forms of teaching, it is only natural to encounter ***teacher-centered teaching*** for most years since the first university in Europe was established around 1200 AD.

- The teacher was considered the ***master***, the ***scholar***, the ***illuminati***, who had acquired knowledge and by hearing their lectures students were expected to learn.

TEACHER-CENTERED TEACHING PROS

- The classroom remains orderly.

- Students are quiet.

- You retain full control of the classroom and its activities.

- The teacher is an effective model of the **target language.**

- The teacher is an important source of information on how the learners are doing.

Teacher-Centered Teaching Cons

- Students don't learn to collaborate with other students.
- Student don't use their communication skills.
- This type of instruction can be boring for students.
- Teacher-centered education doesn't allow students to express themselve and direct their own learning.
- Students don't outgrow their dependency on the supervising instructors and teachers.
- Teacher-Centered Instruction doesn't empower learner's autonomous study-skills and subsequently lifelong learning skills.
- Teacher-centered learning most often doesn't address the importance of open inquiry.

TEACHER-CENTERED LESSONS USUALLY INVOLVE:

- Lectures (a large part of the lesson)
- Audio-Visual stimuli, sellected by the teacher
- One to one teacher-student interraction in the form of questions
- Testing (absolutely controlled by the teacher and delivered by the student)
- Frontal teaching (desks arranged to view a board and the teacher)

TEACHER-CENTERED LESSONS

Note!!

Innovative techniques were and still are used by teachers in the above teaching style (such as brainstorming, spidergrams, authentic reading extracts, quizzes/competitions and awards), however the main characteristic still remain, since the lesson is well-prepared, strictly driven and managed by the teacher.

TEACHER-CENTERED APPROCHES

- To realise the power of teacher-centered approches in western educational systems, and how they might have been influenced by other cultures, it might be of some worth to mention an anecdotal information concerning the Japanese educational system of the previous century. It says that students were not allowed to ask their teacher any question before the copmletion of four years of studies.

FORMS OF TEACHING

- *teacher-centered teaching*

- **student-centered teaching**

STUDENT-CENTERED TEACHING

- In the last 50 years approximately, we can discern a transition to *student-centered teaching*, in which the learner plays a more *active part* in the learning process. Many elements of applied methodology are common in both types of teaching, however, some demand a closer inspection since they lead to what we could easily call revolutionary methods.

STUDENT-CENTERED LESSONS USUALLY INVOLVE:

- Less lecturing and more brainstorming
- Audio-Visual stimuli, collected with student participation (them bringing in material their interest or choosing from a wide variety offered by the teacher)
- Pair-work or group work
- Testing of increasing difficulty, so as to give a sense of attainment to all students or esting or assessment of pair/group-work
- Self-evaluation/Portfolios
- Puzzles and games
- School clubs
- Diverse space management to facilitate co-operation

COMPUTER AND INTERNET IN TEACHING PROCESSING

From the above method, many have sprung recently and some are considered very innovative, since the use of computers and the vast information one can find on the Internet have made some changes indispensable.

COMPUTER AND INTERNET IN TEACHING PROCESSING

Trendy teaching methods are based on the natural instinct of curiosity humans have as well as the fact that human knowledge is nowadays stored in bulk, and is available at the click of a button. As senior executives of search engines have repeatedly made it explicit,

"We know everything. What we need is not simply people with strong memory and receiting skills but people with imagination and critical thinking who can make wise choices".

New Teaching Methods

- *Learning-by-doing*

- *Real world-learning*

- *Storyboard learning*

- *Thematic weeks*

LEARNING-BY-DOING

it involves projects with theory following, role-playing etc

REAL WORLD-LEARNING

the motive for learning comes from current matters eg.the news or the community. Hence, teaching outside the classroom in open nature, or visiting specific places and then using the collected by students data as a basis for an in-class lesson become core in this method

Storyboard Learning

ideal for subjects which call memorisation or/and need visualisation of highly conceptual ideas
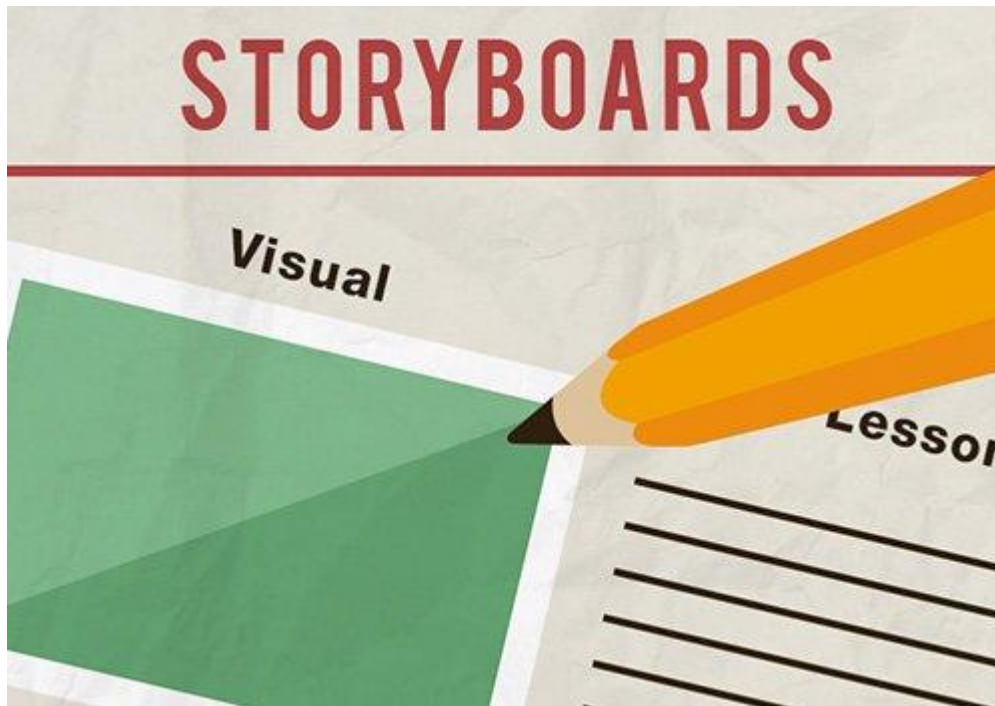
THEMATIC WEEKS

This is the most innovative and promising method, for which there are high expectations from the educational community, it seems to fit the general need of humanity for immediate action to given circumstances and is already tried experimenatally in Finnish schools. The idea is that the stimuli for teaching comes from the real world, the school board decides on the themes of the school weeks and all the subjects are adapted to it.

THEMATIC WEEKS - EXAMPLE

For example if the theme of the week is "water/the rivers and lakes of our town,, mathematics/chemistry/physics will be centered on that, language lessons might concentrate on poetry or any form of writing referring to a river, arts and crafts will follow the same pattern etc. It seems that the invironment around us, the *real world,* the interests which relate school to life have come in the limelights. It sounds fair for the young generations who need stronger motives to "be life long- learners,, and produce knowledge. An open-minded attitude seems to be of utmost importance.

CONCLUSION

A last approach to teaching methods should include low-tech and hi-tech learning, which describes classes with no/few or many digital tools. The former refers mainly to writing instead of using a keyboard, with the advantadge of better spelling learning but also the focus on the topic and the disadvantadge of restriction of tools. The latter contributes to better retention, active participation of students to the learning process and practice of collaboration skills while it has the drawbacks of distraction from the studies, over reliance to technology, addiction and high cost.

Conclusion

- All in all, it is made clear from the above presentation that, while teaching has long been a means of passing down knowledge, it is more and more aiming at the production of knowledge based on the individual, diverse needs and skills of the learner, who is seen as an active participant and shaper of what, how and why something is to be learnt.
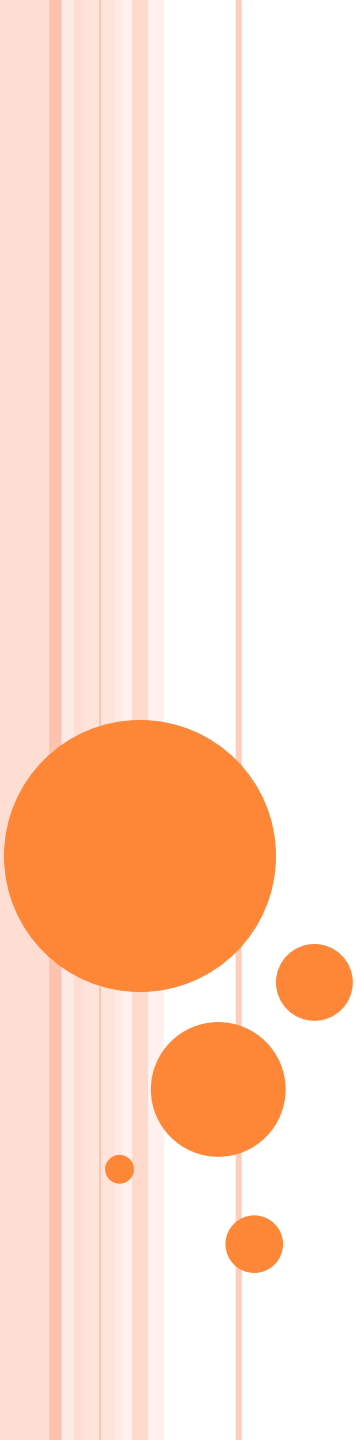
Children know how to learn in more ways than we know how to teach them.
Ronald Edmunds (1991)

SCUOLA SECONDARIA DI PRIMO GRADO
« G. BIANCO – G. PASCOLI» –FASANO (BR) ITALY

Motivating and Activating Students: Activating Learning Methods and TIC

http://www.biancopascoli.edu.it/

In our school we normally use TIC to improve our teaching and most of all finding new strategies for learning.

Our school last year won an important prize to improve teaching and learning by the use of technology. The National School Ministry financed all Italian schools (PSDN) to buy new tablets, laptops, IWBs, and in particular to enhance the use of digital devices by teachers.

We use the Interactive White Board during lessons to catch students' attention and in particular to help the weakest ones, who, by the use of images, colours and E-book can follow lessons easily and can feel integrated.
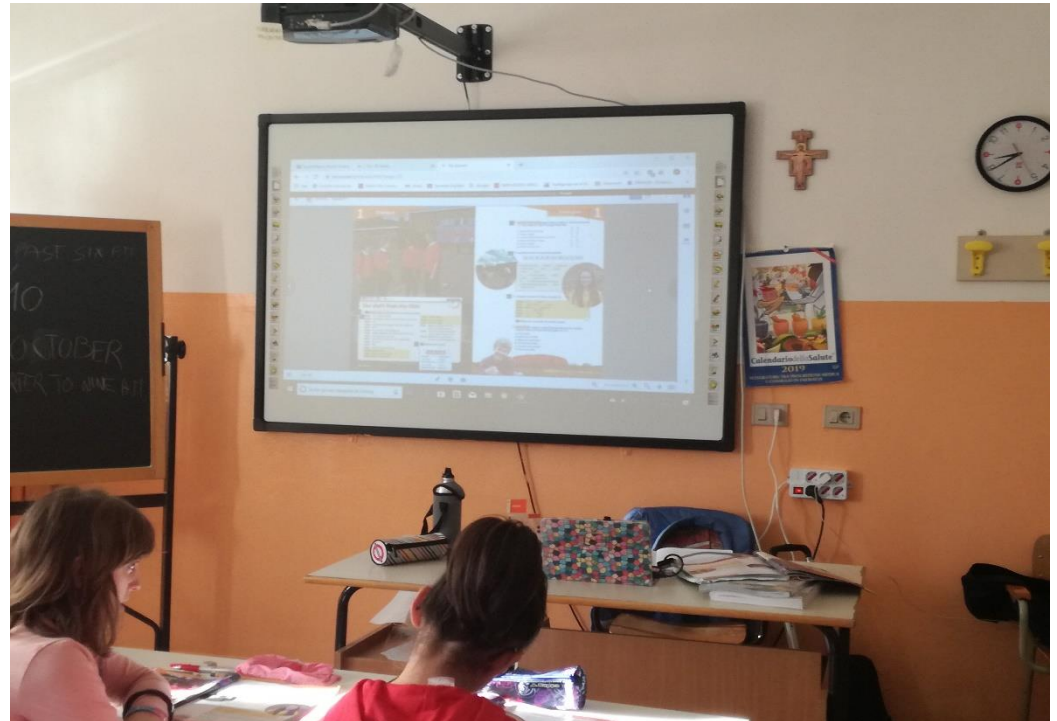
We use Digital Books: students can read them on their tablets or laptops, can practise even at home and feel more motivated to do exercises, video activities and listening practises.
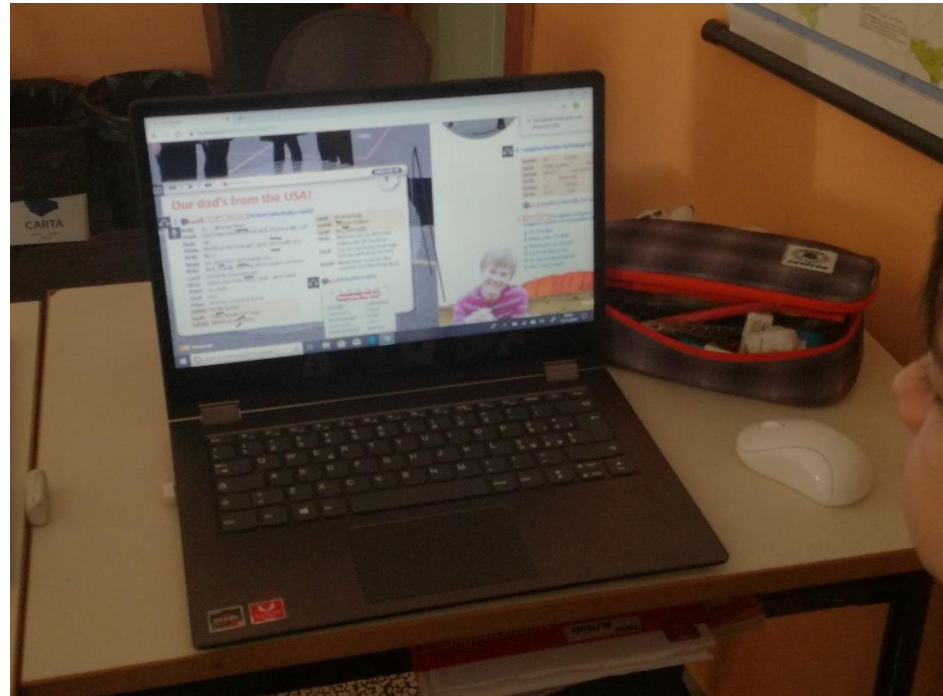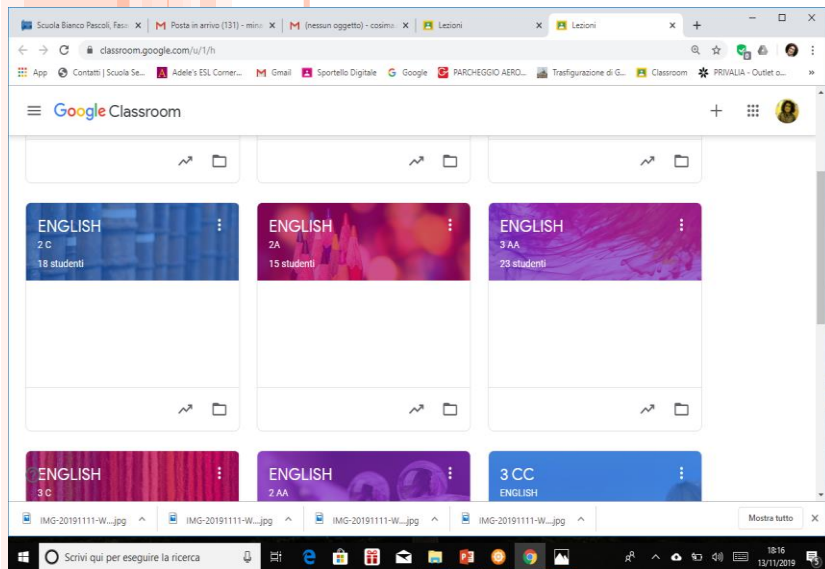
We use several apps and research engines to create interactive lessons or ask students to prepare group-works, to build some activities and be protagonists during lessons: **GOOGLE CLASSROOM (google suites), KAHOOT, WORDWALL, FLIPPITY, PADLET, PREZI, THINGLINK, STORY JUMPER ETC.**
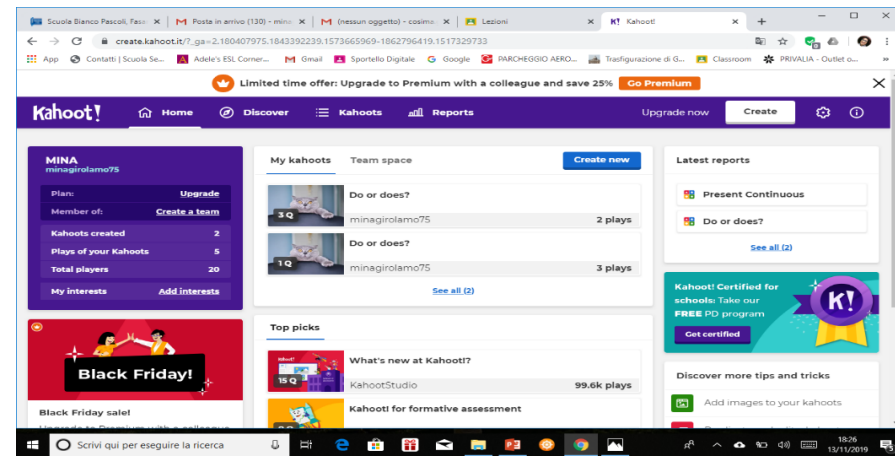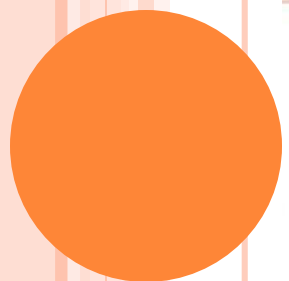
In our school there is also a class named 3.0: students don't use books but ipads, headphones, speakers and do all activities and exercises on their devices both in class and at home. Most of all teachers use collaborative methods, and activities. In this kind of class, desks, table and all the furniture is adapted to reach this goal: improve learning for native digital students.

We often use BYOD method: Bring Your Own Device. Students bring at school from home their laptops, ipads, tablets and follow lessons and do some researches activities, or group activities on their devices.