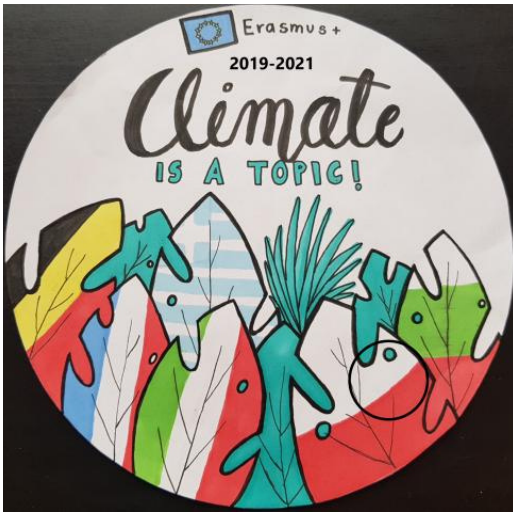

Open Teaching Strategy and its application in shaping social and civic attitudes among students, 11-16 years old, including those with special educational needs

Project: „Climate is a topic!!!"
2019-1-PL01-KA229-064863
Erasmus+
Cooperation for innovation and the exchange of good practices
KA229 - School Exchange Partnerships

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This e-book is based on the training of teachers of the project participants

MAIN OBJECTIVE

This course aims to equip participants with the needed knowledge about the open teaching strategy and its application in shaping social and civic attitudes among students, 11-16 years old, including those with special educational needs.

Thanks to this training you will:
- Get acquainted with the key elements and growing trends related to open teaching strategy
- Learn about the role of student and teacher in open teaching strategy
- Learn concrete learning activities to support students to develop social and civic attitudes
- Learn how to engage students and motivate them to act
- Learn how to lead and deliver experiential workshops, simulation activities and interactive projects to foster students social and civic attitudes, entrepreneurial mindsets and leadership characters
- Exchange good practices and discuss challenges, especially regarding the work with students with special educational needs.

I. What is the Open Teaching Strategy?

Open teaching strategy is high level plan whose main goal is to motivate students to learn and act jointly through the use of activating methods, free and open access to sources.

Open teaching strategy aims to allow pupils self-determined, independent and interest-guided learning. It has been also focused on collaborative study and social learning.

Open teaching strategy is open for all: For all students (also, for those with the special, different educational needs), for all teachers.

This strategy guaranties variety of working methods, open access to new TIC technologies and tools. It`s a crucial part of the Global education.

This is the new concept of education covering new organisation of education based, first of all, on the responsible communication between the teacher and the student. In fact, the teacher becomes student`s guide but on a partnership basis. In this strategy which refers often to the constructivism pedagogical theory, particularly to Piaget`s and Wygototsky`s conceptions,

learning is treated as a process for which the student becomes responsible according to his / her predispositions, interests and level of development.

Actually, we can distinguish three development directions in the open teaching strategy:
Methodical - teaching enabling differentiation along predispositions, pace and learning style of the student
Didactic - students can decide on the level of learning
Educational - students decide (partly) about their work (completed tasks)

Generally, this characteristic shows us, that this new role of student and teacher is crucial in the learning process. The teaching process should be understood as an amalgam, consisting of motivation, discovery, acquisition of knowledge, responsibility and relationship between teacher and student.

So, turning to the rest of this reflexion, the role of a student in the open teaching strategy is primordial:
He / she plays a prime role!:
Plans, selects and carries out, to a large extent, the learning stages decides independently about the area and subject of learning, in the case of completely open teaching.
On the other hand, the teacher:
- By allowing the child freedom of action, he learns about his needs, interests, abilities and skills.

- Accepts the autonomy of students, their way of understanding phenomena and approaches to solving issues and simultaneously acts as a guide and then an inspirer, creates an atmosphere that encourages students to act and engage in the learning process
- Teaches how to ask questions and how to treat possible errors as an indispensable part of the learning process

It can be said that it is a great challenge for a teacher! He needs:
- Great organizational effort in the process of individualizing teaching in accordance with the students' needs
- Continuing self-education
- Skilful assessment of students' achievements

What are the key benefits of this strategy?
The student develops at his own pace
The student develops his independence
The student learns and uses various forms of performing the planned work
The student develops his social competences, learns to cooperate with others

How can we apply an open teaching strategy?

Of course, by using appropriate forms and methods of work, such as:

1. Weekly plan
2. Didactic station method
3. Interest clubs
4. Workshops
5. Non-school forms of teaching
6. Interdisciplinary projects

In our project: "Climate is a topic!", The Erasmus+ program, all these forms was used.

First, the project was interdisciplinary: in order to understand the climatic phenomena taking place today, it was necessary to reach for knowledge from natural, social and economic sciences in different languages.

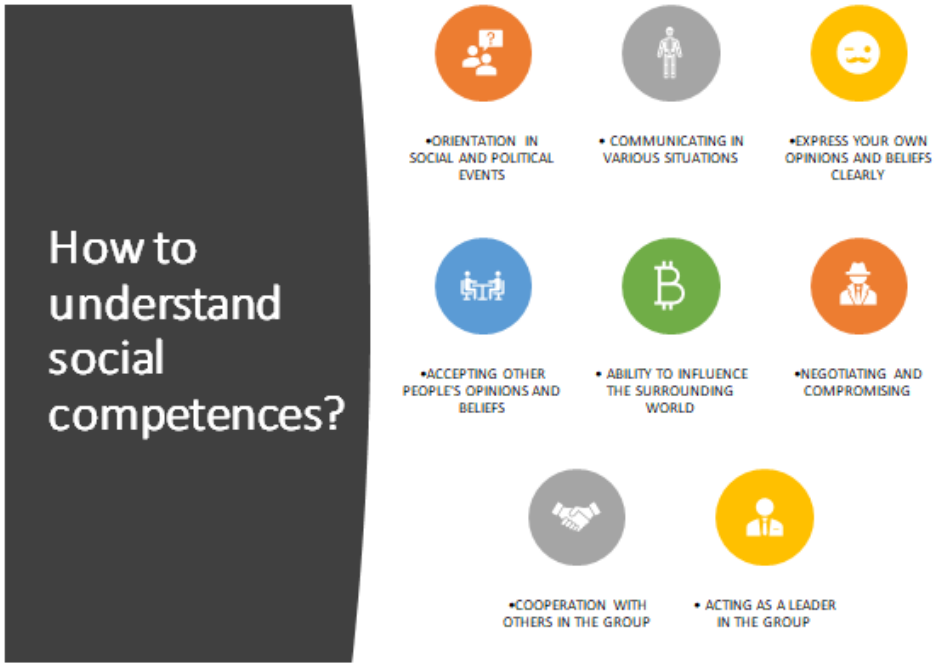
Next, our students were carry out various tasks during the Erasmus club, workshops, meetings in partner schools.

Then, the forms: Weekly plan and didactic station method, which differentiate the level of tasks depending on the predispositions and capabilities of the student, were necessary in the implementation of activities. If we add to the above activating teaching methods, our project was prove to be a success in achieving the main objective: extend social and civic competences in the area of climate protection, and English language.

II. Open Teaching Strategy in shaping social and civic attitudes

What do we mean by social and civic competences?

These are personal, interpersonal and intercultural competences covering the full range of behaviors preparing people for effective and constructive participation in social and professional life.



Skills

- Ability to engage effectively with other people in public activities

- Ability to show solidarity and interest in solving problems facing local and wider communities

- Constructive participation in the activities of local and neighborhood communities

- Participation in decision-making processes at all levels, from local, through national to European

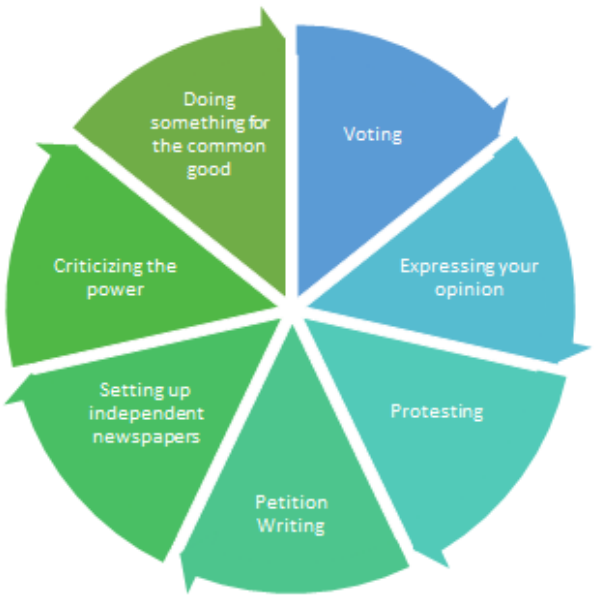
Knowledge

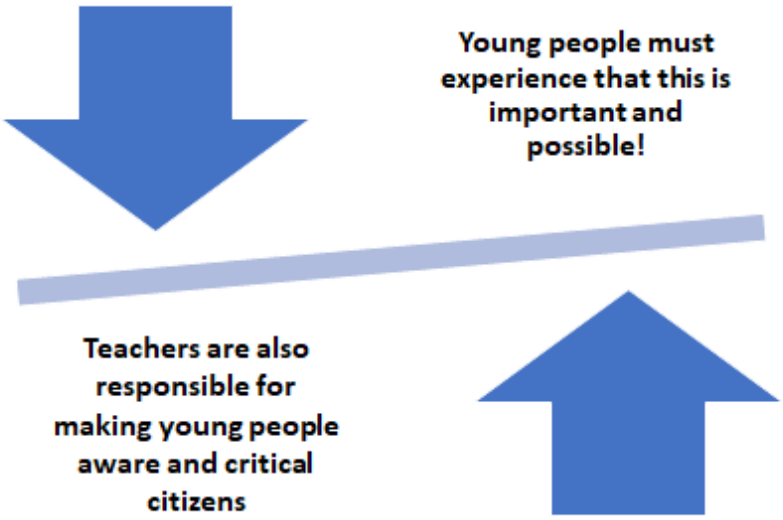
- Knowledge of the concepts of justice, equality, citizenship and human rights
- Knowledge of historical events
- Understanding the goals, values and policies of social and political movements
- Knowledge of EU structures

Attitudes

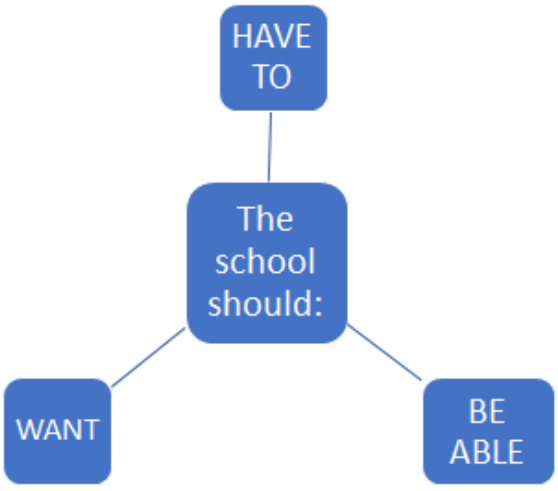
- Respect for human rights
- Belonging to a local, national, European or global community
- Willingness to constructive participation in social and civic life

Civic competences concern the activities of:





What conditions must be met for a school to become a civic education space?



1. Shaping social and civic attitudes applies to all students, including those with special educational needs

2. The obligation to shape social and civic attitudes belongs to all teachers

3. Global education – acquiring knowledge, understanding the causes and effects, personal commitment and conscious action

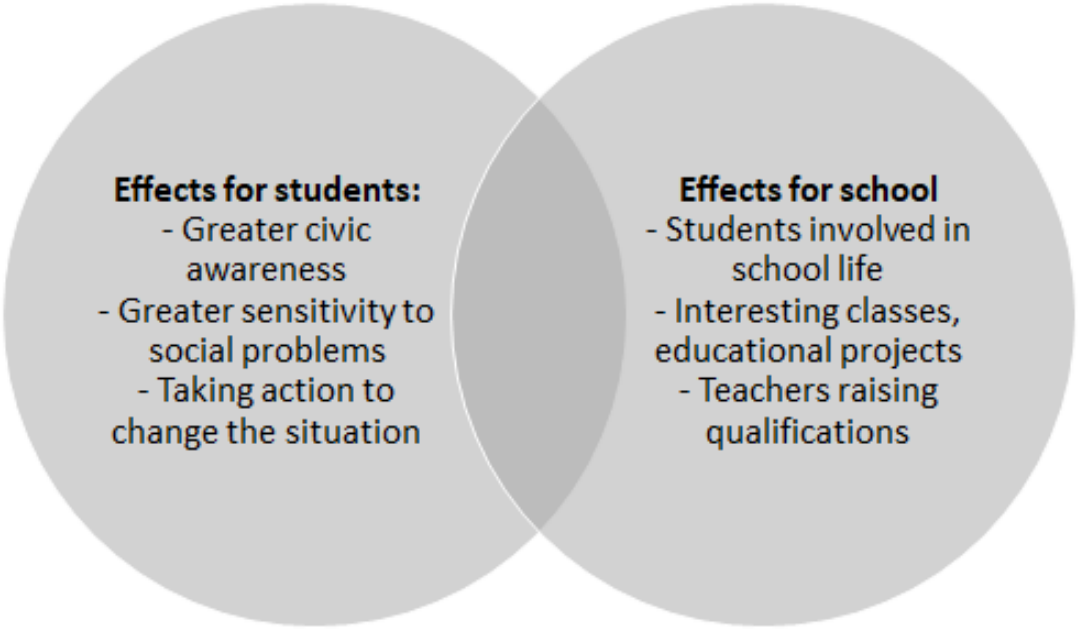
4. Working methods: Weekly plan, teaching station method, free work, project, workshop, circles

5. The use of new technologies and ICT tools to shape and express social and civic attitudes

What values are emphasized in Open Teaching Strategy?

Responsibility
Social justice
Respect for the other person, otherness
Solidarity
Active participation
Dignity - sensitivity to human rights
Understanding, tolerance
Partnership, equality

What are the effects of training civic competences in accordance with the Open Teaching Strategy?



III. Open Teaching Strategy: Individualization of teaching methods and techniques during the lesson

What is individualized method of teaching?
In a typical classroom, you'll find students who are reading above their grade level and others who are behind. You might find that some learn best by working with other kids, while others prefer working alone. And some students need special help along the way to fill in areas where they struggle.

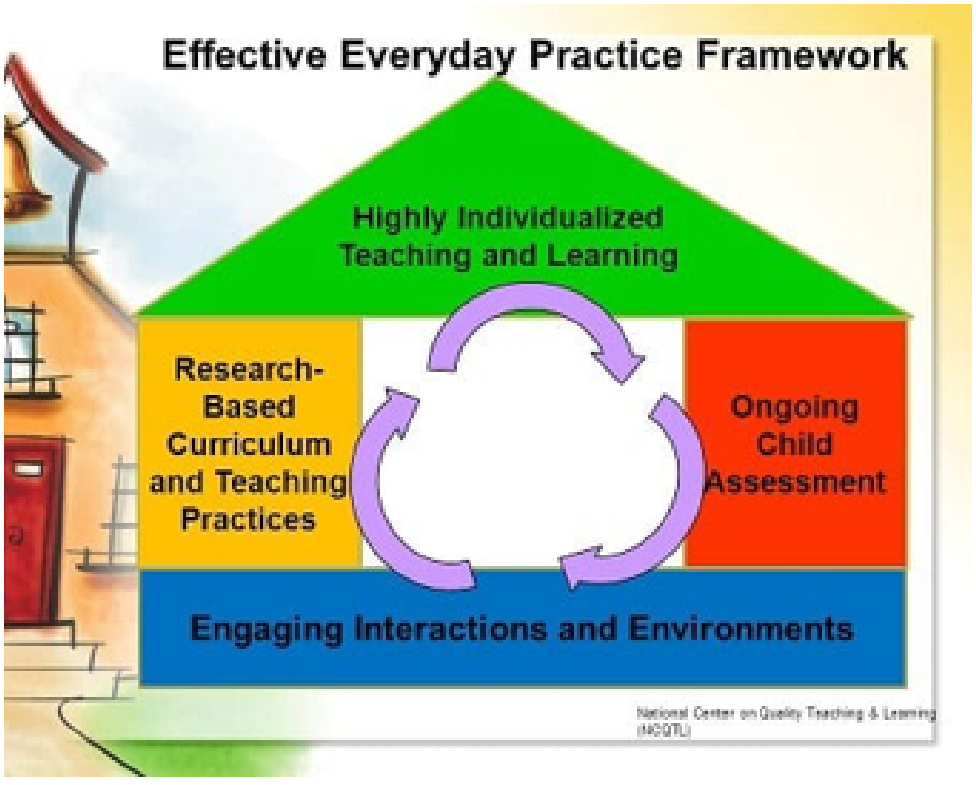
The best teachers reach all their students by giving the whole class a great experience. But they change up the material a bit for each student, so every one learns at their own pace.

Individualized instruction starts with the needs of the one student. Here's what you need to know about both approaches.

Differentiated Instruction
Flexible groups are at the heart of differentiated instruction. The same students are not in the same group for every activity or assignment. Each student is moved around according to her abilities. Teachers design their lessons around the needs of each group.

For example, one group might write a paragraph after listening to a reading, while another group puts on a skit. A third group might create a poster or an art project to show what they've learned. Students may read books on topics that are closely matched to their reading levels

Teacher-Centered Methods of Instruction
Direct Instruction (Low Tech)
Flipped Classrooms (High Tech)
Kinesthetic Learning (Low Tech)
Differentiated Instruction (Low Tech)
Inquiry-based Learning (High Tech)
Expeditionary Learning (High Tech)
Personalized Learning (High Tech)
Game-based Learning (High Tech)



What are examples of teaching techniques?

1. Visualization

Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world.

Examples include using the interactive whiteboard to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.

2. Cooperative learning

Encourage students of mixed abilities to work together by promoting small group or whole class activities. Through verbally expressing their ideas and responding to others your students will develop their self confidence, as well as enhance their communication and critical thinking skills which are vital throughout life

3. Inquiry-based instruction

Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners.

Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

Inquiries can be science or math-based such as ‘why does my shadow change size?’ or ‘is the sum of two odd numbers always an even number?’. However, they can also be subjective and encourage students to express their unique views, e.g. ‘do poems have to rhyme?’ or ‘should all students wear uniform?’.

4. Differentiation

Differentiate your teaching by allocating tasks based on students' abilities, to ensure no one gets left behind.

Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

This can involve handing out worksheets that vary in complexity to different groups of students or setting up a range of workstations around the classroom which contain an assortment of tasks for students to choose from.

5. Technology in the classroom

Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.

Interactive whiteboards or mobile devices can be used to display images and videos, which helps students visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging

6. Behaviour management

Implementing an effective behavior management strategy is crucial to gain your students respect and ensure students have an equal chance of reaching their full potential.

Noisy, disruptive classrooms do no encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both you and your students.

Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behavior with the top student receiving a prize at the end of the week. ‘Golden time’ can also work for students of all ages, with a choice of various mactivities such as games or no homework in reward for their hard work.

7. Professional development

Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.

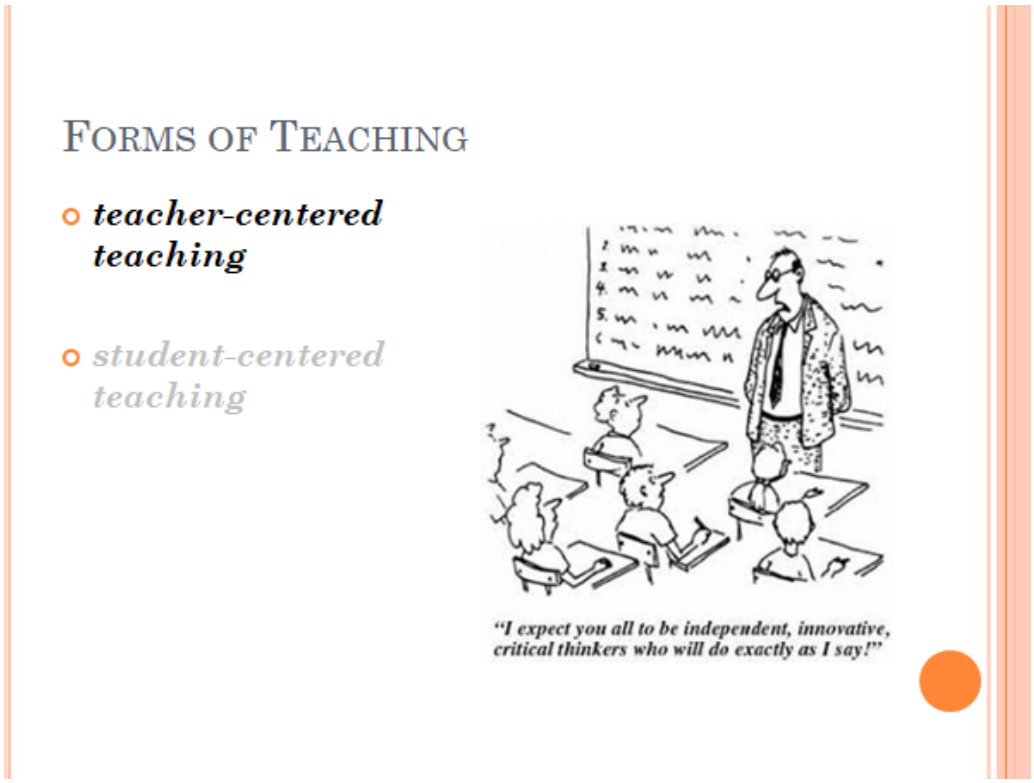
With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics. It's also a great excuse to get out of the classroom and work alongside other teachers just like you!

Sessions can include learning about new educational technologies, online safety training, advice on how to use your teaching assistant(s) and much more.

Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students' varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.

IV. Open Teaching Stretegy: Teacher as a guide

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.



1.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.

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

2. 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.
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

3. Teacher-Centered Lessons

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.

4. 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.

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.

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.

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.

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.

V. Power of Positive Thinking

Negative thinking is like a giant wall. It closes you in, keeps you from accomplishing goals, and blocks you from moving forward in life—whether it be learning, growing, or obtaining happiness. In the same way, negative thinking can hold a student back from his or her true potential.

Parents can play a huge role in teaching their children how to think positive. In turn, those same parents can have a front-row seat to witness the amazing transformations that happen when students simply begin to believe in themselves.

Be an example

Model a positive, encouraging attitude in all that you say, do, and believe. Optimism is contagious. Positive thinking tends to breed positive results, and if your child sees positive results from your attitude, he or she is more likely to want to experience the same positive results. Show how optimism creates an ideal environment for happiness and how positivity influences the success rate of any goal you may have. Sometimes seeing is believing, and there's no better model to show it than you.

Create a positive learning space for your student

What better way to inspire optimism than ensuring that hopefulness is all around? As you create a home classroom bulletin board planner or decorate your child's home workspace, pepper in some positive quotes to keep motivation high.

Another fun idea is to try this crafting activity that turns positive quotes into kitchen fridge magnets. A positive environment can do wonders for eliminating negativity and encouraging healthy thoughts as your student tackles new learning challenges and opportunities.

Help your student visualize a positive outcome from every scenario before starting

It's important to regularly plan goals with your student, and when doing so, clearly set the stage for what success looks like.

How will it feel to accomplish the goal?

What will the reward be?

What does it mean to be successful? And why does it matter?

Answering all of these questions can get your student excited about working toward the goal and will remind him or her of the positive outcomes to look forward to.

Eliminate negative verbiage from your student's dialogue

When you hear your student say: "I can't do it," take a step back.
Bring this negative verbiage to your students` attention.
Dive deeper into the meaning behind it.
Ask questions:
„Why can't you do it?"
„What's holding you back?"
„How can I help?"
„What do you need to be able to do it?"
From there, lay out a plan to remove those barriers. Show your student that you are in this together, and together you can come up with a plan to turn "I can't" into "**We can."**

Help your student change negative thinking patterns

As you bring negative words and thoughts to the attention of your student, make sure you're encouraging him or her to replace the negativity with positivity.
This popular method is a form of cognitive behavioral therapy, which is designed to change people's thinking or behavioral patterns that are linked to certain difficulties.
In this case the concept is simple: when you have a negative thought or reaction, notice it and replace it with a positive one. The more this occurs, the more positive your student's thoughts, words, and actions will be.

Play the role of your student's biggest fan

As a parent or Learning Coach, your influence makes a big difference in your student's levels of self-confidence. Your belief in your student can help him or her learn this sense of confidence and self-acceptance. Consider trying some of these self-acceptance activities to make your child aware of his or her unique strengths and weaknesses. In turn, your student can begin thinking positively, developing self-esteem, and celebrating his or her identity.

The Power of Choice

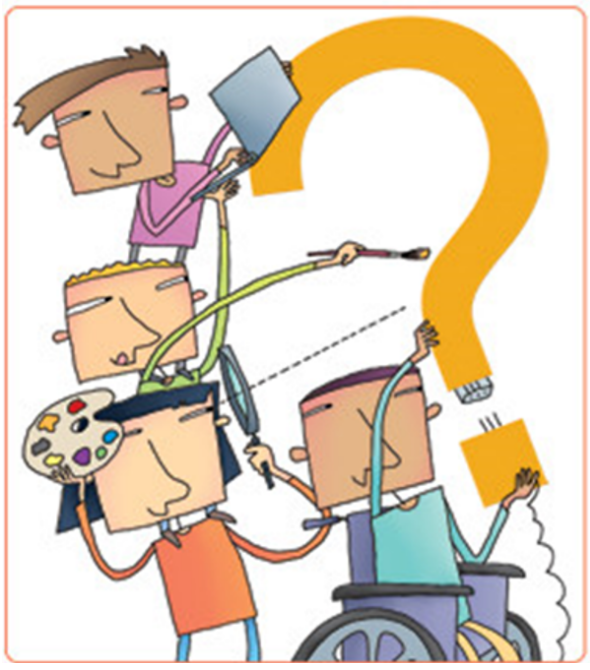
Positive thought lets us overcome mental and emotional barriers and gives us the tools to manage them. It doesn't mean ignoring them and pretending they're not there. Consequently, when we get students thinking positively, we help them develop these tools themselves. That's how we can empower them to fall in love with learning.

The way to get students thinking positively about learning experiences is through simple tools like this. Above all, its crucial students understand that, in the moment of crisis, they have the ability to choose what they think

VI. Why Project - Based Learning motivates students to learn and act?

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.



Reason 1: Students gain autonomy

Project-based learning gives our students control of their work in both a literal and figurative sense. In a PBL classroom, students are involved in the entire process of school projects, from conception to completion. They ask original questions, research topics that interest them, and complete projects of their own choosing. We teachers function as facilitators throughout the process, giving tips and advice more often than giving answers. Such autonomy provides our students a strong sense of independence, ownership, and self-worth.

Reason 2: Classrooms become collaborative communities

This sense of community is instilled in project-based classrooms. Group work is common, with teams of students asking questions and working through complex problems. The best results come from giving our students equal opportunities to contribute.

Reason 3: Students work on real-world projects

In a PBL classroom, we encourage our students to connect their projects to their lives and communities. As a result, our students take greater ownership of their learning, and engagement increases. Instead of simply presenting a civics unit prior to an election, we can get students to create a non-partisan Web site that explores key political issues and separates facts from spin. Instead of expecting our students simply to be consumers of information, we can inspire them to be producers of it.

Reason 4: Instructors provide constructive feedback

The feedback we give our students can drive or stall motivation. We must craft feedback to avoid alienating our students and perpetuating fixed mindsets. For example, feedback focused solely on rewards (grades, stickers, money) or punishment (criticism) actually inhibits motivation. Research shows that strategic positive encouragement and feedback is a better approach. To motivate students, our feedback should be constructive, targeting individuals' sense of self-worth, belonging, and competency. Our feedback is most motivating when we show a genuine desire to help, and we avoid any gender or racial bias.

Reason 5: Students get up and move

The word *motivate* derives from the Latin *movere*, meaning "to move." Research shows that moving is good for the brain. It increases blood flow and releases endorphins and hormones. When we provide an environment that creates more movement, students learn more easily and have greater motivation. Conversely, if we make our kids sit still for long stretches, blood flow to their brains decreases, and they become tired and sleepy.

Successful PBL is active, even playful. In a PBL classroom, our students get up and move. We arrange the classroom so that our students can interact, collaborate, experiment, build, design, draw, brainstorm, problem-solve, and fully engage the topics we are teaching. All of those activities promote movement.

Reason 6: Projects present rigor

Students are motivated by challenges, but not challenges that they think are too difficult. *The Motivated Brain* cites the Yerkes-Dodson Law of Arousal, which explains that as stress and pressure rise, performance usually improves, but only to a certain point: Too much stress is defeating, while too little stress is boring. We constantly have to strike a balance by creating challenges that motivate our students.

In PBL classrooms, our students collaborate with us in setting up expectations for projects. They review the standards and think about the content they need to learn, and then they help build a project plan right alongside us. They create rubrics along with us as well and take ownership in setting rigorous goals. All through the project, we help our students realize when they aren't trying to accomplish enough, or when they are trying to accomplish too much. Therefore, our students learn that they are responsible for their own motivation. They gain flexibility and initiative, two critical life skills.

Reason 7: Students are given space to fail

Perseverance in the face of failure is a mark of motivation. This ability doesn't come easily. Psychology professor Angela Duckworth points to grit—the perseverance and passion for pursuing long-term goals—as a determining factor in student success. To develop grit, our students must commit to and pursue goals. Our students also must be given the opportunity for "multiple rehearsals" with content or skills to achieve success and develop mastery (Duckworth et al. 1087). Failure is a big part of this process. We need to show students how to deal with and learn from failure. We need to help them persist to achieve success.

In PBL classrooms, our students are encouraged to test, tinker, and create prototypes of ideas in pursuit of their goals and objectives. Often, these initial attempts will fail, just like initial prototypes in any area of engineering or design. Experimentation drives innovation, and experimentation sometimes involves failure. We can teach our students that failure is okay as long as it promotes learning. With PBL, we give our students the time, space, and support they need to persevere, learn, and succeed. They in turn develop passion and grit as lifelong learners

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•Photos: Gold Standard: Teaching Practices | PBLWorks

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Open Teaching Strategy: Individualization of teaching methods and techniques during the lesson

Project: „Climate is a topic!!!"
2019-1-PL01-KA229-064863
Erasmus+ Cooperation for innovation and the exchange of good practices KA229 - School Exchange Partnerships

Dwujęzyczna
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What is individualized method of teaching?

- In a typical classroom, you'll find students who are reading above their grade level and others who are behind. You might find that some learn best by working with other kids, while others prefer working alone. And some students need special help along the way to fill in areas where they struggle.

- The best teachers reach all their students by giving the whole class a great experience. But they change up the material a bit for each student, so everyone learns at their own pace.

- Individualized instruction starts with the needs of the one student. Here's what you need to know about both approaches.

Differentiated Instruction

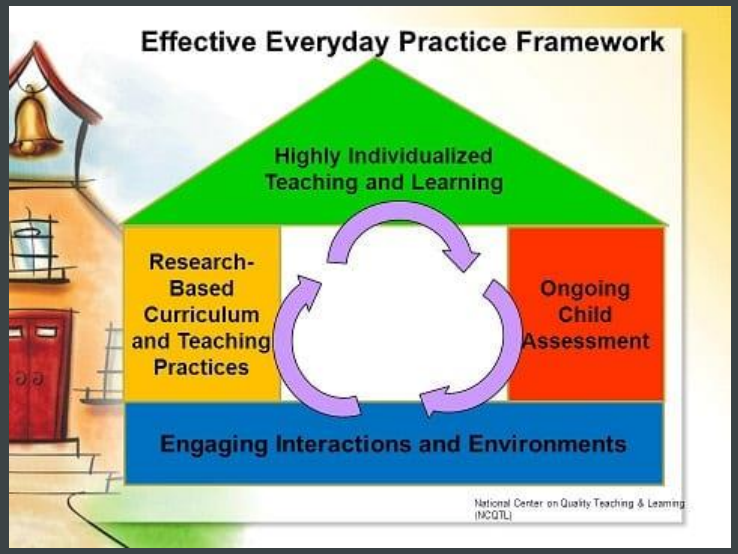
Flexible groups are at the heart of differentiated instruction. The same students are not in the same group for every activity or assignment. Each student is moved around according to her abilities. Teachers design their lessons around the needs of each group. For example, one group might write a paragraph after listening to a reading, while another group puts on a skit. A third group might create a poster or an art project to show what they've learned. Students may read books on topics that are closely matched to their reading levels.

Individualized instruction

- Individualized instruction focuses on the needs of the individual student. Teaching is specific and targets one need at a time. This teaching method can be used on its own, or it can be part of differentiated teaching. Some students who receive individualized instruction need teachers to help them understand and learn. Other students using the same teaching method can skip topics they already know and go on to advanced information.

Teacher-Centered Methods of Instruction

- Direct Instruction (Low Tech)
- Flipped Classrooms (High Tech)
- Kinesthetic Learning (Low Tech)
- Differentiated Instruction (Low Tech)
- Inquiry-based Learning (High Tech)
- Expeditionary Learning (High Tech)
- Personalized Learning (High Tech)
- Game-based Learning (High Tech)



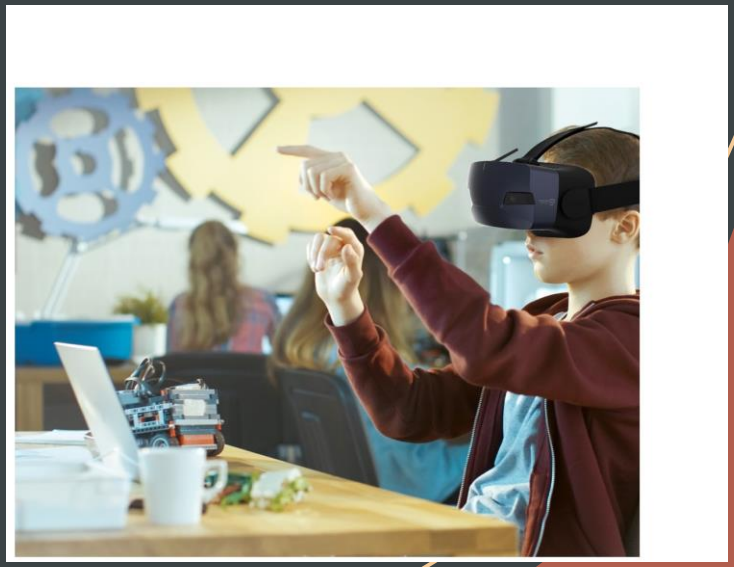
Why is individualized learning important?

- With the varied aptitude levels of children, individualized instruction helps use the differences of children to increase moral, retain information, and enhance children's engagements in their learning

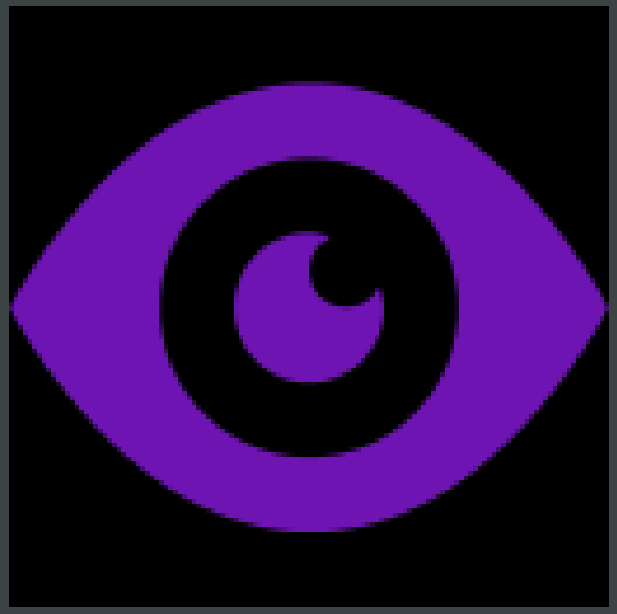
What teaching techniques mean?

- A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it must be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must consider not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages much creativity. It is a known fact that human advancement comes through reasoning.[citation needed] This reasoning and original thought enhances creativity.

What teaching techniques mean?



- The approaches for teaching can be broadly classified into **teacher centered and student centered.** In a teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.

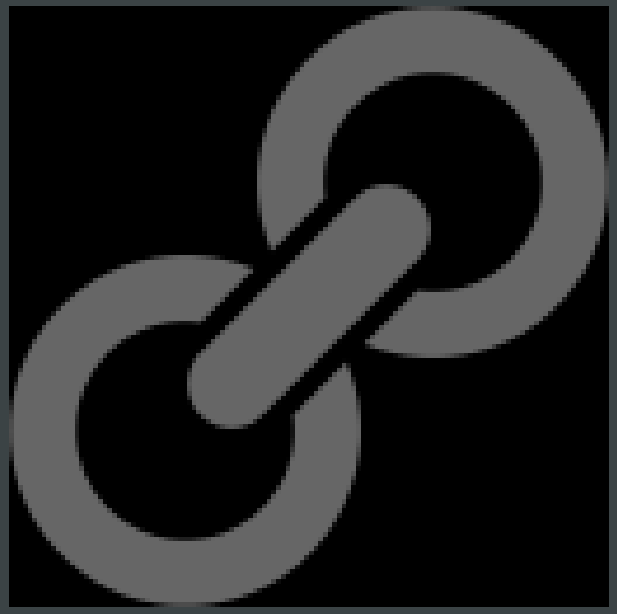


What are examples of teaching techniques?

- 1. Visualization

Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world.

Examples include using the interactive whiteboard to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.



2. Cooperative learning

- Encourage students of mixed abilities to work together by promoting small group or whole class activities.

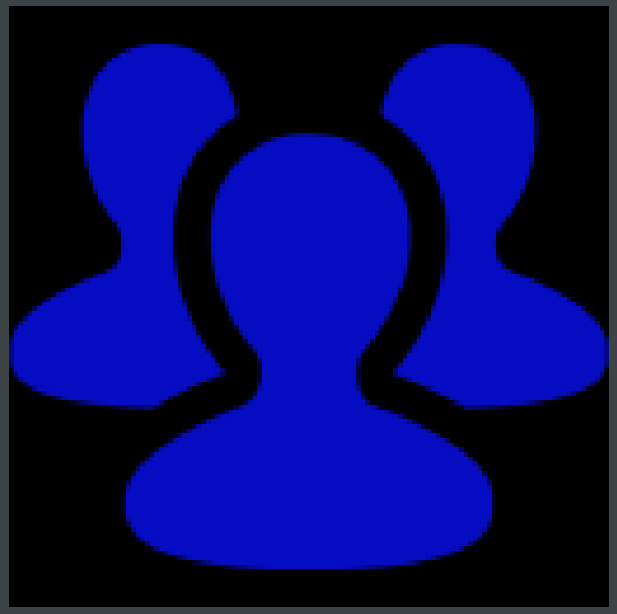
- Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life

3. Inquiry-based instruction

- Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners.

- Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

- Inquiries can be science or math-based such as ‘why does my shadow change size?’ or ‘is the sum of two odd numbers always an even number?’. However, they can also be subjective and encourage students to express their unique views, e.g. ‘do poems have to rhyme?’ or ‘should all students wear uniform?’.

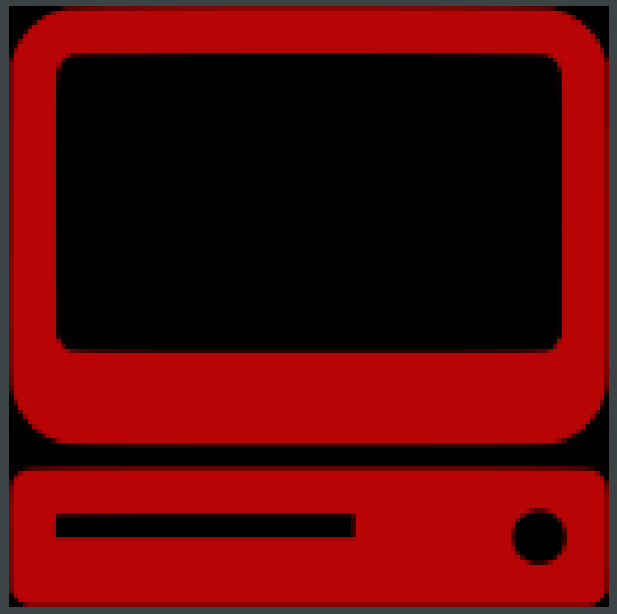


4. Differentiation

- Differentiate your teaching by allocating tasks based on students' abilities, to ensure no one gets left behind.

- Assigning classroom activities according to students' unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

- This can involve handing out worksheets that vary in complexity to different groups of students or setting up a range of workstations around the classroom which contain an assortment of tasks for students to choose from.



5. Technology in the classroom

- Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.

- Interactive whiteboards or mobile devices can be used to display images and videos, which helps students visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

- Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging.

6. Behaviour management

- Implementing an effective behavior management strategy is crucial to gain your students respect and ensure students have an equal chance of reaching their full potential.

- Noisy, disruptive classrooms do no encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both you and your students.

- Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behavior with the top student receiving a prize at the end of the week. ‘Golden time’ can also work for students of all ages, with a choice of various activities such as games or no homework in reward for their hard work.

7. Professional development

- Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.
- With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics. It's also a great excuse to get out of the classroom and work alongside other teachers just like you!
- Sessions can include learning about new educational technologies, online safety training, advice on how to use your teaching assistant(s) and much more.
- Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students' varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.

The presentation was prepared as part of the project implementation:
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Source: https://tessais.org/tag/why-is-individualized-instruction-important/
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Photos: https://www.quizalize.com/blog/2018/02/23/teaching-strategies/

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TEACHER AS A GUIDE

Gymnasio Thrakomakedonon - Greece

ΓΥΜΝΑΣΙΟ
ΘΡΑΚΟΜΑΚΕΔΟΝΩΝ

Teaching

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 receipting 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)

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Open Teaching Strategy:
Power of Positive Thinking

Project: „Climate is a topic!!!" 2019-1-PL01-KA229-064863

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How to Get Students Thinking Positively for Better Learning?

- Negative thinking is like a giant wall. It closes you in, keeps you from accomplishing goals, and blocks you from moving forward in life—whether it be learning, growing, or obtaining happiness. In the same way, negative thinking can hold a student back from his or her true potential.

- Parents can play a huge role in teaching their children how to think positive. In turn, those same parents can have a front-row seat to witness the amazing transformations that happen when students simply begin to believe in themselves.

How to Get Students Thinking Positively for Better Learning?

Be an example

- Model a positive, encouraging attitude in all that you say, do, and believe. Optimism is contagious. Positive thinking tends to breed positive results, and if your child sees positive results from your attitude, he or she is more likely to want to experience the same positive results. Show how optimism creates an ideal environment for happiness and how positivity influences the success rate of any goal you may have. Sometimes seeing is believing, and there's no better model to show it than you.

How to Get Students Thinking Positively for Better Learning?

Create a positive learning space for your student

- What better way to inspire optimism than ensuring that hopefulness is all around? As you create a home classroom bulletin board planner or decorate your child's home workspace, pepper in some positive quotes to keep motivation high.
- Another fun idea is to try this crafting activity that turns positive quotes into kitchen fridge magnets. A positive environment can do wonders for eliminating negativity and encouraging healthy thoughts as your student tackles new learning challenges and opportunities.

How to Get Students Thinking Positively for Better Learning?

Help your student visualize a positive outcome from every scenario before starting

It's important to regularly plan goals with your student, and when doing so, clearly set the stage for what success looks like.

How will it feel to accomplish the goal?
What will the reward be?
What does it mean to be successful? And why does it matter?

Answering all of these questions can get your student excited about working toward the goal and will remind him or her of the positive outcomes to look forward to.

How to Get Students Thinking Positively for Better Learning?

Eliminate negative verbiage from your student's dialogue

When you hear your student say:
"I can't do it," take a step back.
Bring this negative verbiage to your students` attention.
Dive deeper into the meaning behind it.
Ask questions:
„Why can't you do it?”
„What's holding you back?”
„How can I help?”
„What do you need to be able to do it?"
From there, lay out a plan to remove those barriers. Show your student that you are in this together, and together you can come up with a plan to turn "I can't" into **"We can."**

How to Get Students Thinking Positively for Better Learning?

Help your student change negative thinking patterns

As you bring negative words and thoughts to the attention of your student, make sure you're encouraging him or her to replace the negativity with positivity. This popular method is a form of cognitive behavioral therapy, which is designed to change people's thinking or behavioral patterns that are linked to certain difficulties. In this case the concept is simple: when you have a negative thought or reaction, notice it and replace it with a positive one. The more this occurs, the more positive your student's thoughts, words, and actions will be.

How to Get Students Thinking Positively for Better Learning?

Play the role of your student's biggest fan

As a parent or Learning Coach, your influence makes a big difference in your student's levels of self-confidence. Your belief in your student can help him or her learn this sense of confidence and self-acceptance.

Consider trying some of these self-acceptance activities to make your child aware of his or her unique strengths and weaknesses. In turn, your student can begin thinking positively, developing self-esteem, and celebrating his or her identity.

How to Get Students Thinking Positively for Better Learning?

The Power of Choice

- Positive thought lets us overcome mental and emotional barriers and gives us the tools to manage them. It doesn't mean ignoring them and pretending they're not there. Consequently, when we get students thinking positively, we help them develop these tools themselves. That's how we can empower them to fall in love with learning.
- The way to get students thinking positively about learning experiences is through simple tools like this. Above all, its crucial students understand that, in the moment of crisis, they have the ability to choose what they think.

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Source:
https://www.connectionsacademy.com/support/resources/article/7-tips-to-encourage-a-positive-attitude-in-students
https://www.theasianschool.net/blog/how-to-maintain-a-positive-mindset-in-the-classroom/

Open Teaching Strategy: Why Project - Based Learning Motivates Students to Learn and Act?

Project: „Climate is a topic!!!”

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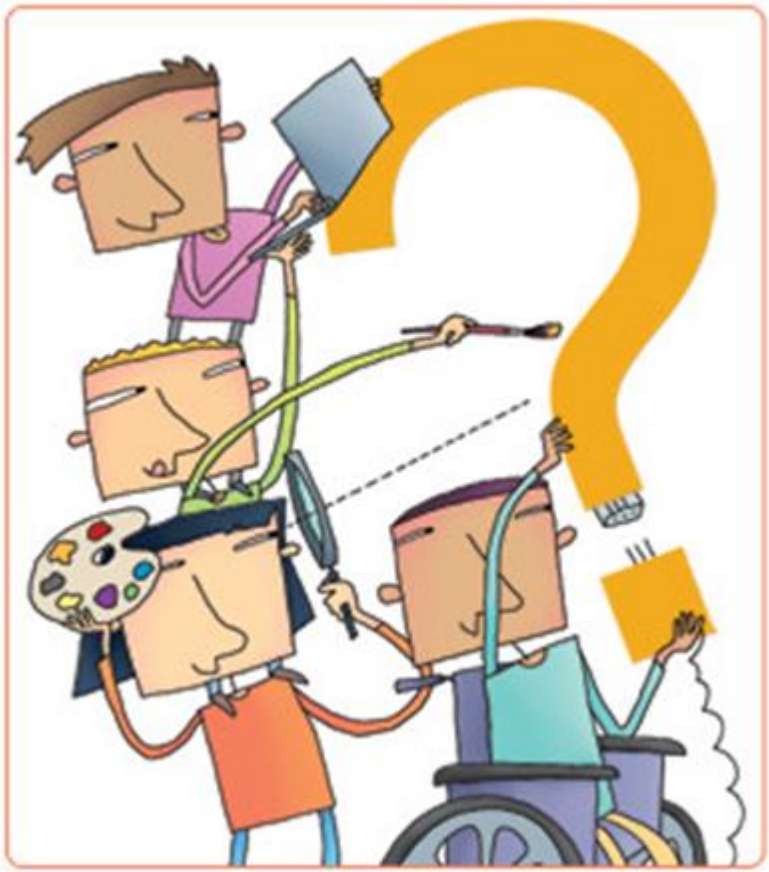
Why Project - Based Learning Motivates Students to Learn and Act?

- Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge

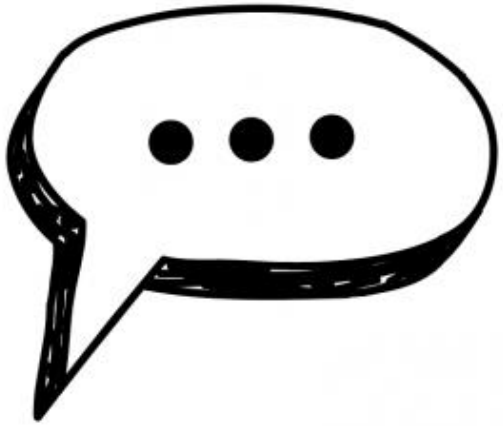


Why Project - Based Learning Motivates Students to Learn and Act?

- Project-based learning (PBL) is a student- centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.

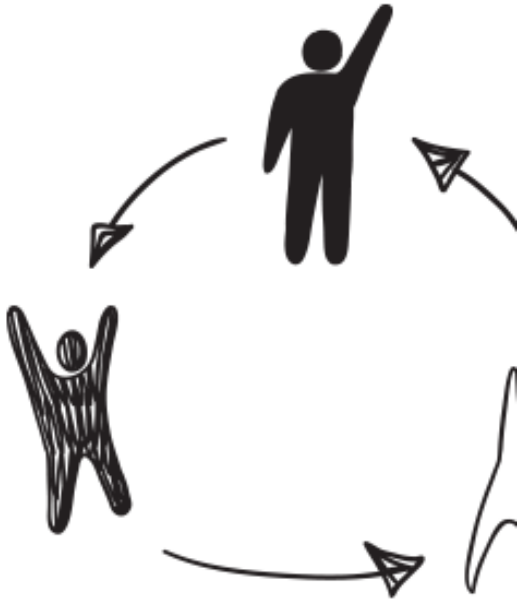
Reason 1: Students gain autonomy

- Project-based learning gives our students control of their work in both a literal and figurative sense. In a PBL classroom, students are involved in the entire process of school projects, from conception to completion. They ask original questions, research topics that interest them, and complete projects of their own choosing. We teachers function as facilitators throughout the process, giving tips and advice more often than giving answers. Such autonomy provides our students a strong sense of independence, ownership, and self-worth.



Reason 2: Classrooms become collaborative communities

- This sense of community is instilled in project-based classrooms. Group work is common, with teams of students asking questions and working through complex problems. The best results come from giving our students equal opportunities to contribute.
- To feel supported, our students must feel included and needed in a classroom of peers. Students who connect with highly engaged peers become more highly engaged themselves



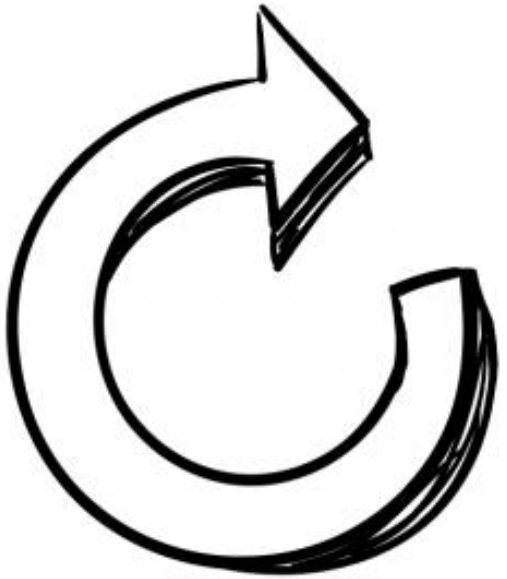
Reason 3: Students work on real-world projects

- In a PBL classroom, we encourage our students to connect their projects to their lives and communities. As a result, our students take greater ownership of their learning, and engagement increases. Instead of simply presenting a civics unit prior to an election, we can get students to create a non-partisan Web site that explores key political issues and separates facts from spin. Instead of expecting our students simply to be consumers of information, we can inspire them to be producers of it.

Reason 4: Instructors provide constructive feedback

- The feedback we give our students can drive or stall motivation. We must craft feedback to avoid alienating our students and perpetuating fixed mindsets. For example, feedback focused solely on rewards (grades, stickers, money) or punishment (criticism) actually inhibits motivation. Research shows that strategic positive encouragement and feedback is a better approach. To motivate students, our feedback should be constructive, targeting individuals' sense of self-worth, belonging, and competency. Our feedback is most motivating when we show a genuine desire to help, and we avoid any gender or racial bias.

- In a project-based classroom, we strive to facilitate rather than lecture. Instead of being the "sage on the stage," we try to function as a "guide on the side." We collaborate with our students, pointing them to sources of information and processes needed for learning and discovery. Above all else, we try to provide frequent and constructive feedback. We attend to our students' varying personalities, backgrounds, and competencies.



Reason 5: Students get up and move

- The word *motivate* derives from the Latin *movere*, meaning “to move.” Research shows that moving is good for the brain. It increases blood flow and releases endorphins and hormones. When we provide an environment that creates more movement, students learn more easily and have greater motivation. Conversely, if we make our kids sit still for long stretches, blood flow to their brains decreases, and they become tired and sleepy.

- Successful PBL is active, even playful. In a PBL classroom, our students get up and move. We arrange the classroom so that our students can interact, collaborate, experiment, build, design, draw, brainstorm, problem-solve, and fully engage the topics we are teaching. All of those activities promote movement.

Reason 6: Projects present rigor

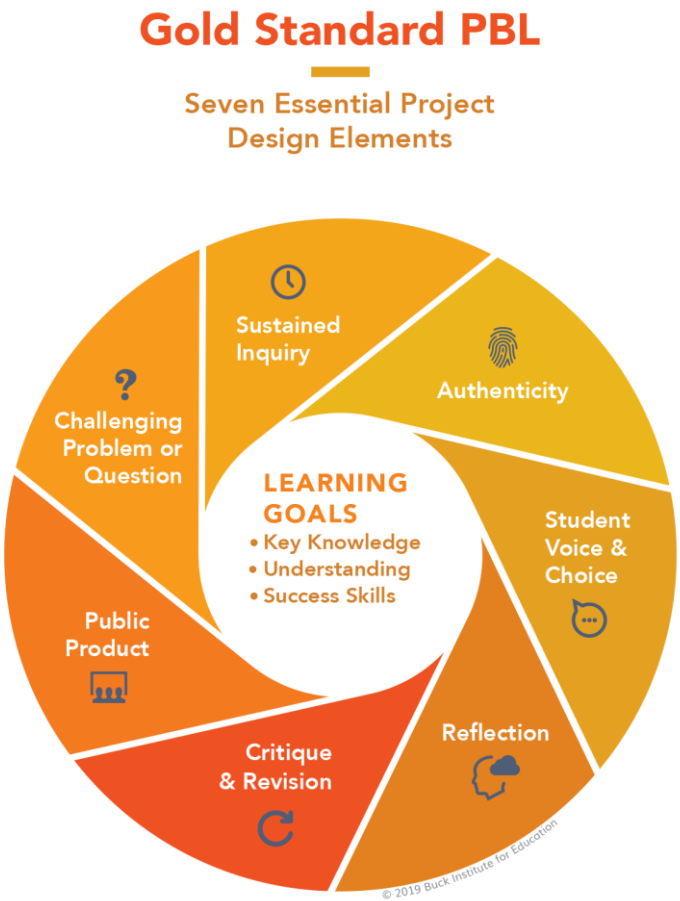
- Students are motivated by challenges, but not challenges that they think are too difficult. *The Motivated Brain* cites the Yerkes-Dodson Law of Arousal, which explains that as stress and pressure rise, performance usually improves, but only to a certain point: Too much stress is defeating, while too little stress is boring. We constantly have to strike a balance by creating challenges that motivate our students.

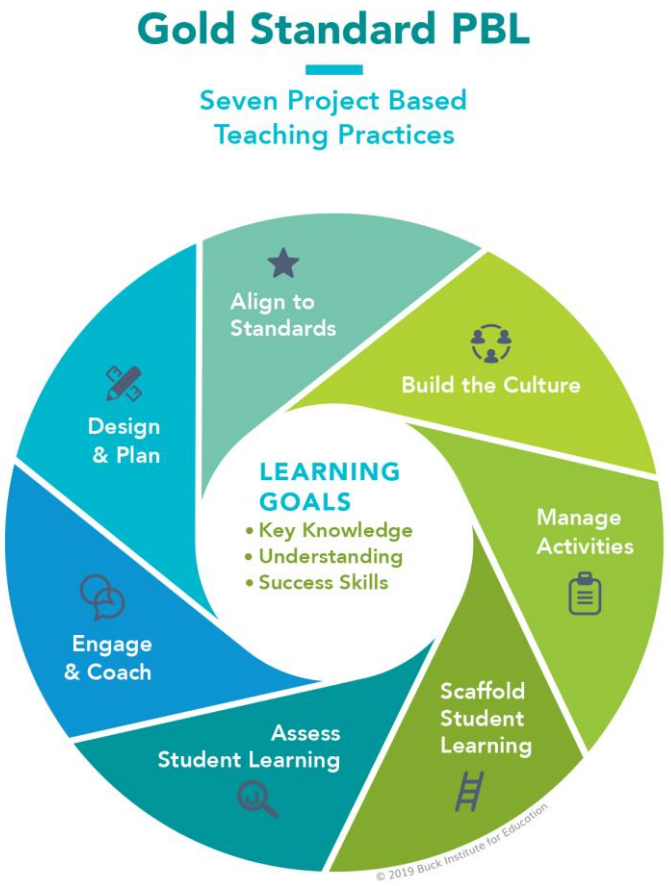
- In PBL classrooms, our students collaborate with us in setting up expectations for projects. They review the standards and think about the content they need to learn, and then they help build a project plan right alongside us. They create rubrics along with us as well and take ownership in setting rigorous goals. All through the project, we help our students realize when they aren't trying to accomplish enough, or when they are trying to accomplish too much. Therefore, our students learn that they are responsible for their own motivation. They gain flexibility and initiative, two critical life skills.

Reason 7: Students are given space to fail

- Perseverance in the face of failure is a mark of motivation. This ability doesn't come easily. Psychology professor Angela Duckworth points to grit—the perseverance and passion for pursuing long-term goals—as a determining factor in student success. To develop grit, our students must commit to and pursue goals. Our students also must be given the opportunity for "multiple rehearsals" with content or skills to achieve success and develop mastery (Duckworth et al. 1087). Failure is a big part of this process. We need to show students how to deal with and learn from failure. We need to help them persist to achieve success.
- In PBL classrooms, our students are encouraged to test, tinker, and create prototypes of ideas in pursuit of their goals and objectives. Often, these initial attempts will fail, just like initial prototypes in any area of engineering or design. Experimentation drives innovation, and experimentation sometimes involves failure. We can teach our students that failure is okay as long as it promotes learning. With PBL, we give our students the time, space, and support they need to persevere, learn, and succeed. They in turn develop passion and grit as lifelong learners

The gold standard for high-quality PBL





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Erasmus+ Cooperation for innovation and the exchange of good practices KA229 - School Exchange Partnerships

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