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Open Teaching Strategy

Short-term joint Staff training events:

't Schoolhuis, Opwijk, Belgium

19.11-21.11.2019

Project: „Climate is a topic!!!“

2019-1-PL01-KA229-064863

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Cooperation for innovation and the exchange of good practices

KA229 - School Exchange Partnerships

First training

This is the first training in the series "Open teaching strategy" for teachers, 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.

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 focussed on collaborative study and social learning.



Open Teaching Strategy

- For all students
- For all teachers
- Variety of working methods
- Open access to new TIC technologies and tools
- Global education

Open teaching strategy



**Gives new meaning to
the concept of
education**



**Changes the
organization of
education**



**Changes the approach to
student-teacher
relationship**

Features of open teaching

A modern form of communication on the student-teacher axis (the teacher becomes the student's partner)

Learning as a process for which the student becomes responsible (constructivism)

Comprehensiveness of the learning process

Action oriented to learning

Learning by discovering (various forms of the work, different learning pace)

Motivation and activating students

Directions of open teaching

- **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)



Student in open teaching strategy

- Plays a central 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

Teacher in open teaching strategy

- 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 on the other hand, **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**

Teacher in open teaching strategy

Needs:

- **Great organizational effort in the process of individualizing teaching in accordance with the students' needs**
- **Continuing self-education**
- **Skillful assessment of students' achievements**

Open Teaching Strategy and other learning theories

Open forms of teaching are part of the constructivism trend created by J. Piaget, L. Wygotski, J.S. Bruner.

From the practical side, methods and techniques developed by J. Dewey, C. Freinet and M. Montessori are used here.

Open Teaching Strategy - benefits

- 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



Open teaching forms

Weekly plan

Didactic station
method

Interest clubs

Workshops

Non-school
forms of
teaching

Interdisciplinary
projects

Free work

Weekly plan

Students receive a task plan for the coming week at its beginning .

Closed form - all tasks contained in the plan are to be completed. The student has a chance to choose the order and time of the tasks, or the form of work - whether he will do them individually, in pairs or in groups.

Open form - the teacher differentiates the level of tasks to be completed by students into compulsory and additional tasks (of a higher level of difficulty, problem nature, etc.). Compulsory tasks are to be carried out by all students (the division of work and time as in a closed form belongs to the student), in terms of additional tasks, the children themselves assess whether they want and whether they are able to solve them.

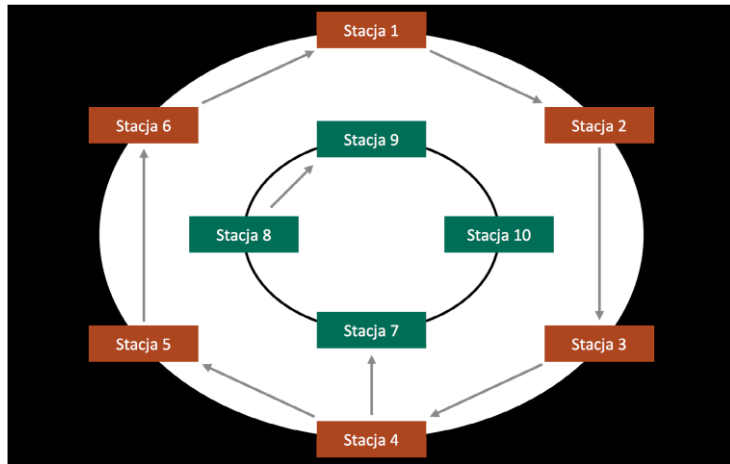
The weekly plan can be arranged in advance by the teacher or be the result of joint discussions and arrangements between the teacher and students



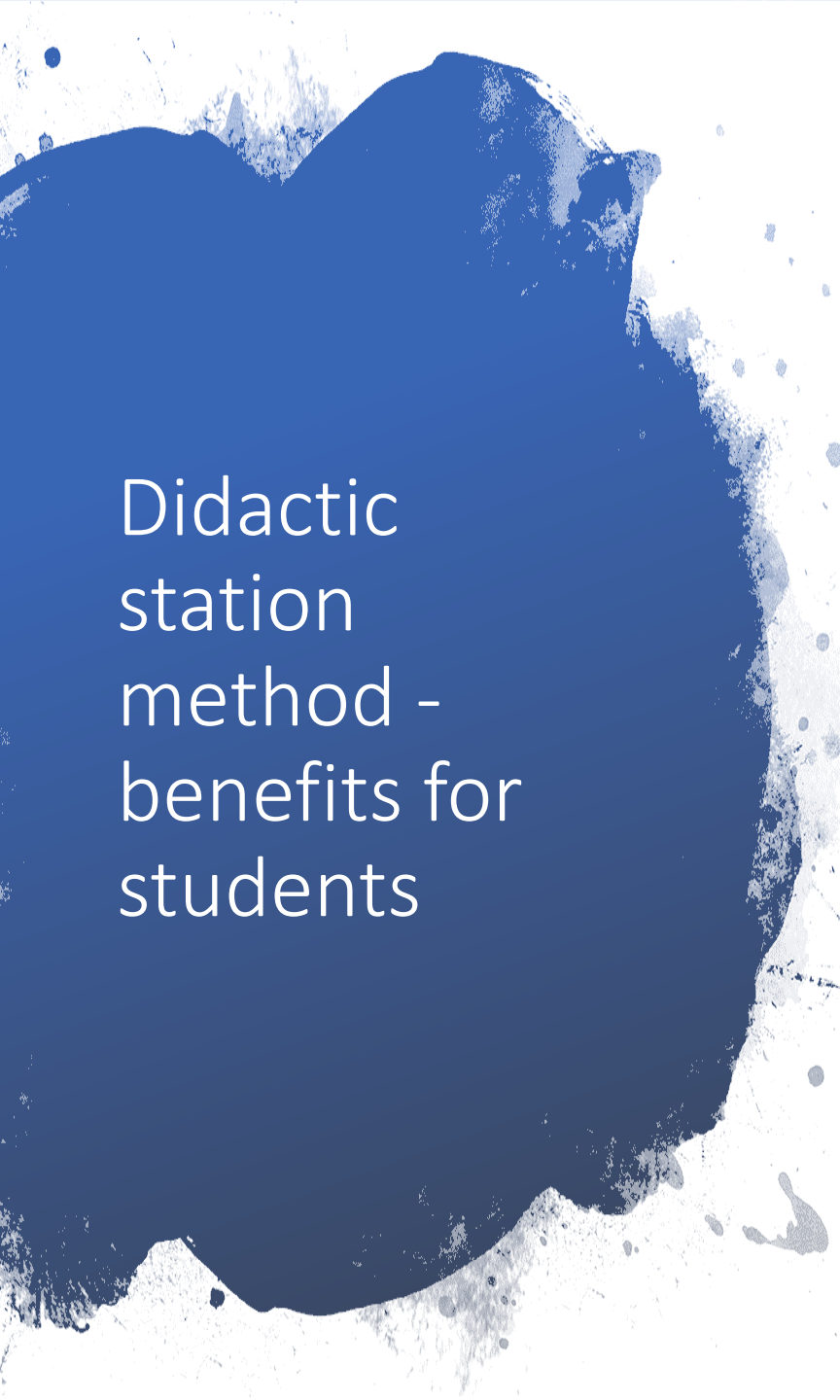
Weekly plan - benefits for students

- The tasks are at different levels
- The student can perform them using various forms of work (individually, in pairs, in groups)
- Students take over the planning of their work, learn self-reliance and responsibility for learning
- The teacher has more opportunities to observe and work individually with the student

Didactic station method



- In the didactic station method, the teacher's side is to prepare tasks and materials for individual stations. The students solve the tasks independently, while the teacher observes them, if necessary, gives advice or helps to structure the results obtained by the students. Before starting work, the teacher introduces the topic and briefly discusses the individual teaching stations. Describes how students are to perform specific tasks.
- Control of completed tasks is carried out by comparing the results with the results of other students / student teams using cards containing solutions to problems or, directly by the teacher.
- The order of the task stations depends on the teacher's invention and the didactic goals set by him. Stations can be completely independent, partly connected with each other or constitute a task circle. At each station there is a possibility of differentiating task levels.
- During the tasks, students move freely around the classroom, they can discuss, create groups and compare results. This does not mean, however, that they are not supposed to work in concentration.



Didactic station method - benefits for students

- Puts the student in the foreground
- Stimulates student activity in the learning process
- Supports weaker students by working together with more talented students
- Teaches cooperation in a group
- Gives a sense of belonging to a group
- Shapes communication and social competences
- Gives the teacher the opportunity to differentiate task levels

Interdisciplinary projects

The open method of teaching is the project method. Its advantage is the diversity of student activities, which helps:

- avoiding monotony during classes,
- activating students, and
- creating space for free operation, where boundaries are set by students' commitment and ingenuity.

Each project requires thorough planning, monitoring, day-to-day management, evaluation and dissemination.

Free work (own work)

This is focused learning – focused on problems and subject issues, most often in the context of real situations. The teacher is responsible for finding and preparing appropriate materials that students will use.

Free work is based on the assumption that children want to learn and are able to do it themselves. **This assumption propagates a constructivist thesis that knowledge is actively created (constructed) by the learner, and not passively received from the environment. (Piaget, 1966).**



Free work – benefits for students

The student independently chooses materials, tools and forms of learning

He discovers what information and knowledge is lacking, and uses it to complement various materials

He has time and a chance to make self-reflection

He works at his own pace

He learns the limits of his abilities

He can work individually or choose partners, join a team of students



The presentation was prepared as part of the
project implementation:

"Climate is a topic !!!"

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Bibliography and photos: Badegruber B.,
(1997), Open teaching in 28 steps, Warsaw