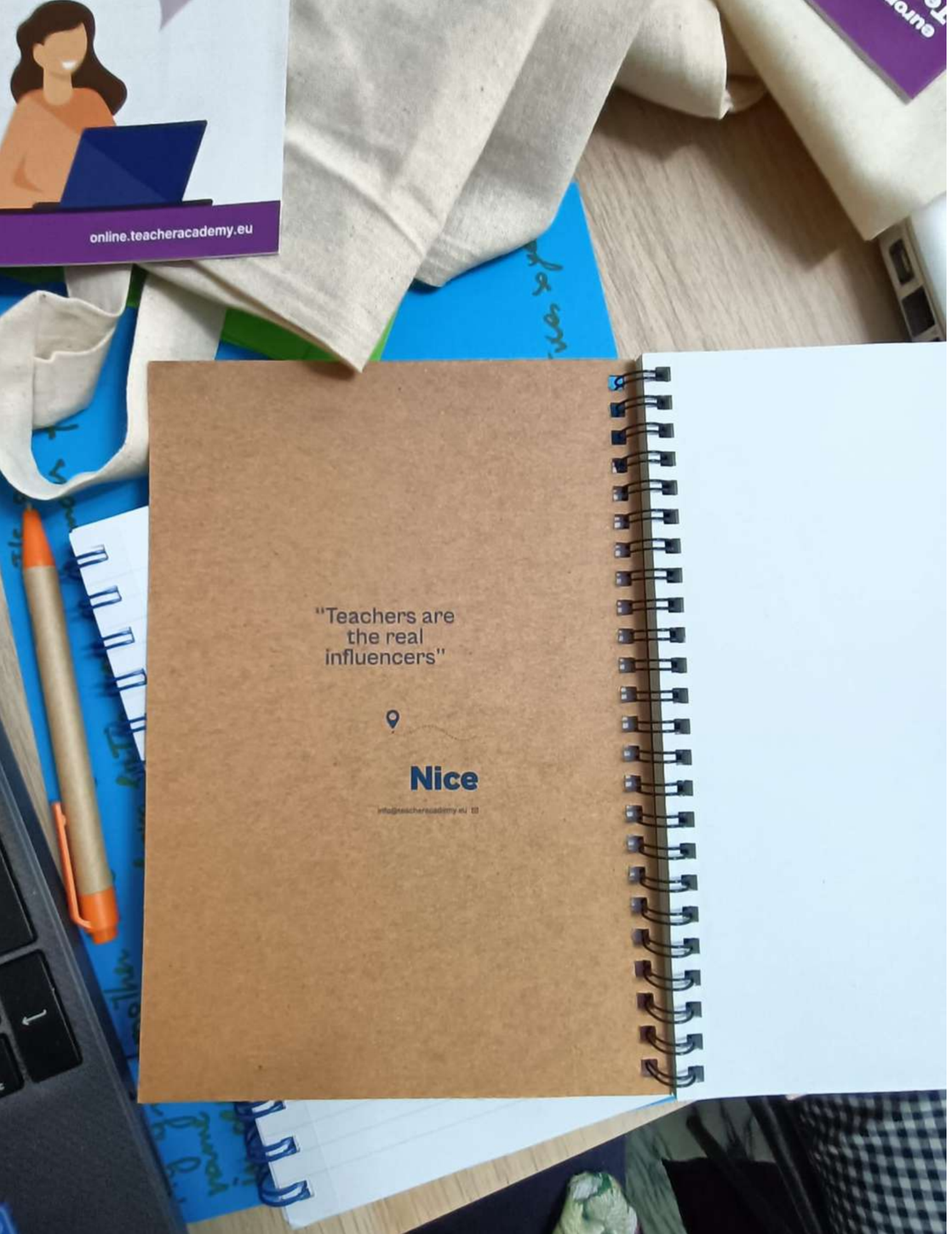


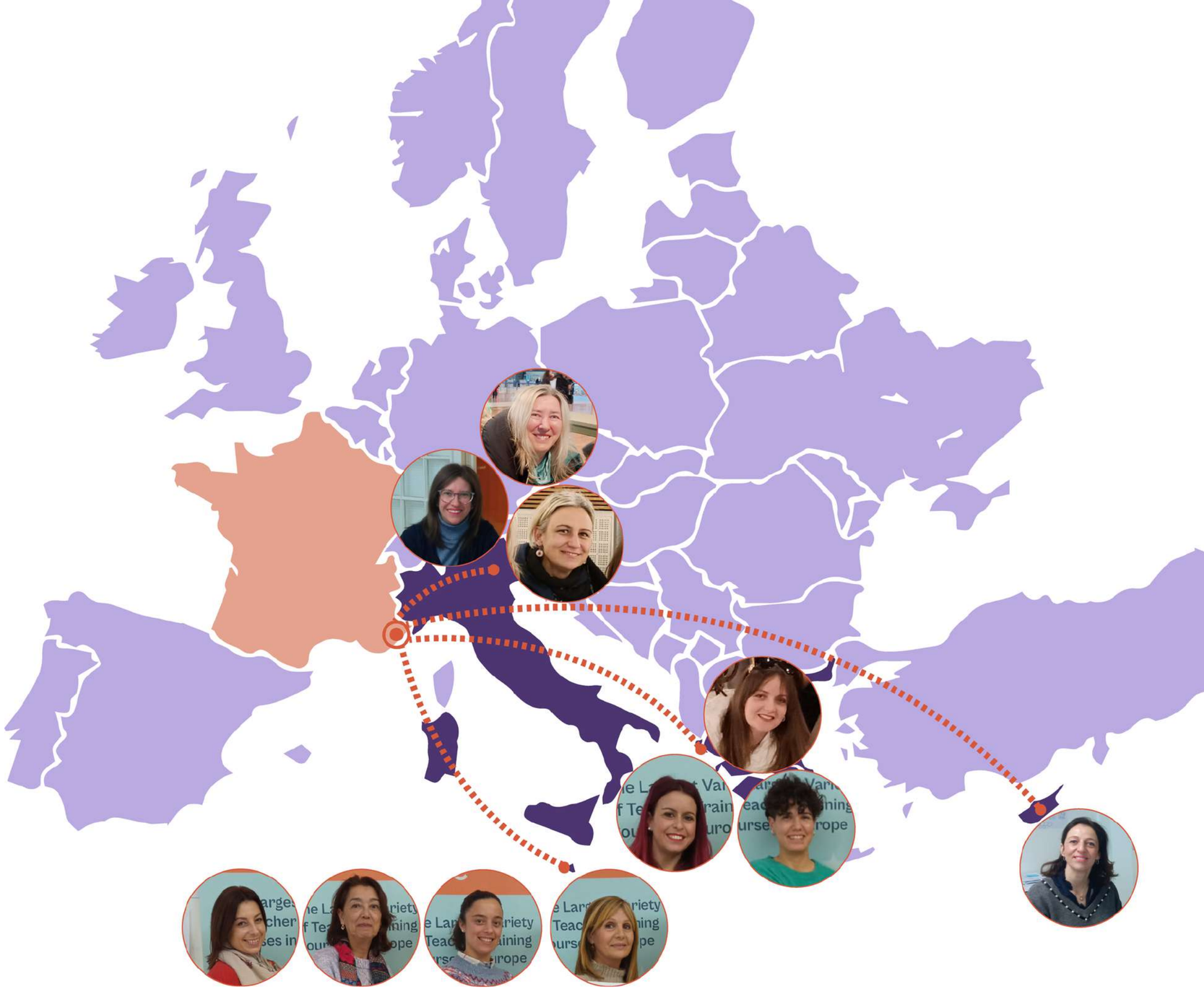
Teacher Training Erasmus + Course
Nice, France, January 2023

Integrating Creativity and Innovation into Teaching

Fabia Cigni
Michelle Nicole Pfaff
Alessia Zaramella

Le nostre provenienze…

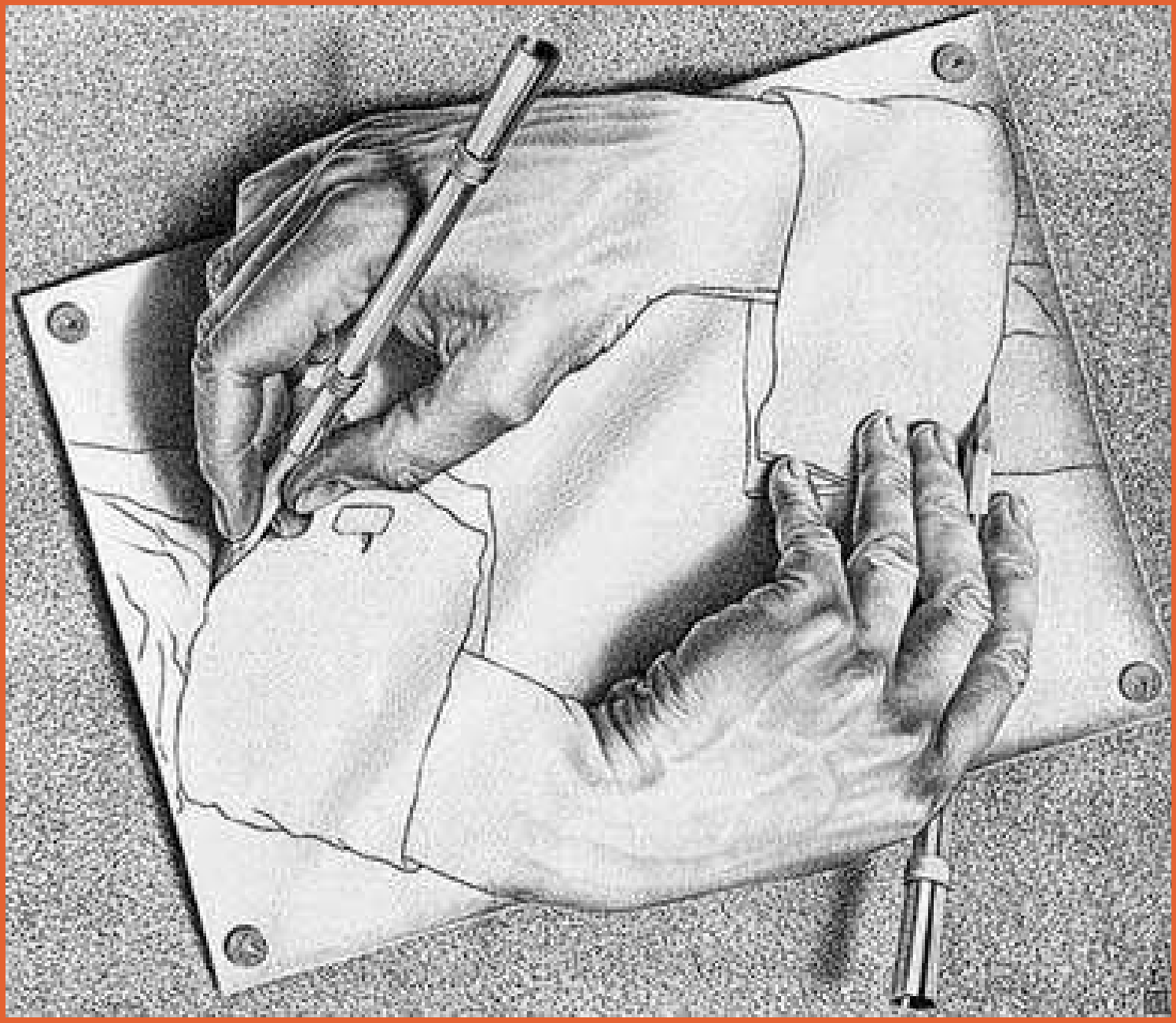
- 11 Insegnanti (Italia, Corfù, Malta e Cipro)
- 5 giorni di corso a Nizza



Le nostre culture…

Ad ogni gruppo è stato chiesto di portare un oggetto significativo della propria cultura: noi abbiamo scelto la Bauta, una maschera artigianale veneziana.

Come diventare insegnanti creativi e innovativi



Che cos'è creatività?

Creatività: uso dell'immaginazione o di idee originali per creare qualcosa. In altre parole l'inventiva.
Generare o riconoscere idee, alternative o possibilità che possono essere utili per risolvere problemi, comunicare con gli altri ed intrattenere noi stessi e gli altri.

Che cos'è innovazione?

Innovazione: azioni necessarie per creare nuove idee, processi o prodotti che, una volta implementati, portano a cambiamenti positivi. Mentre l'invenzione richiede la creazione di nuove idee, processi o prodotti, l'innovazione fa un passo avanti e richiede l'implementazione dell'atto inventivo.

La creatività va di pari passo con l'innovazione. E non c'è innovazione senza creatività. Mentre la creatività è la capacità di produrre idee nuove e uniche, l'innovazione è l'implementazione di quella creatività, cioè l'introduzione di una nuova idea, soluzione, processo o prodotto. La creatività è la forza motrice dietro l'innovazione e l'evoluzione nel guardare le cose da una prospettiva diversa e la libertà nei confronti di restrizioni dettate da norme scritte o non scritte.

Creatività

APPARTENENZA

SCELTA

YOU HAVE TO IMPROVE THE IDEA OF BELONGING TO SOMETHING

Senso di comunità

WE NEED FACE TO FACE

Una condivisione prima che digitale, umana

NO BIG FIREWORKS STRATEGY

Evita la strategia dei grandi fuochi d'artificio

IT'S ALL ABOUT SHARING

La condivisione è il fulcro

YOU TEACH WHO YOU ARE

Trasmetti ciò che sei, il tuo modo di insegnare è strettamente connesso alla tua identità

I WISH MY TEACHER KNEW

Vorrei che il mio insegnante sapesse che ...

DON'T KILL THEIR PASSION

Non uccidere le loro passioni

GIVE PEOPLE CHOICE

Rispetto dell'individualità

THEY THINK THEY SHOULD KNOW- EVERYBODY IS INSECURE

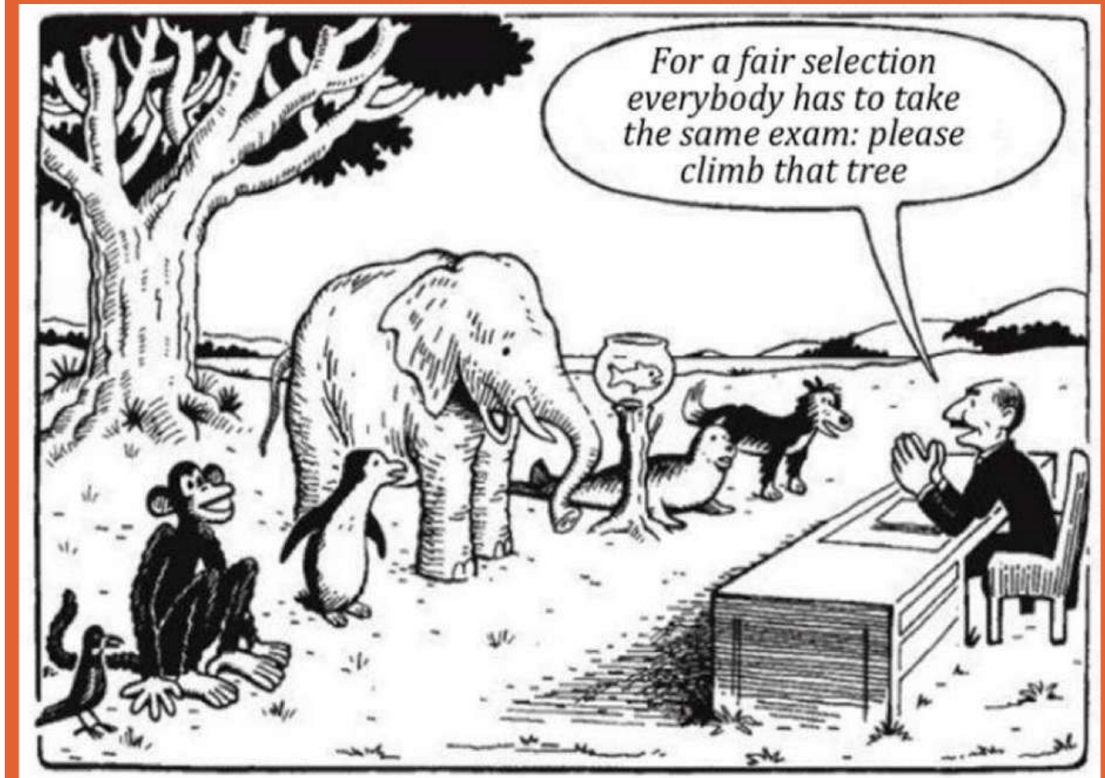
Cosa si aspettano da me?

IMPROVE QUESTIONS, QUESTIONS ARE WHERE CREATIVITY COMES FROM

Non fate domande stupide e a questa rispondiamo dopo

Strategie

- ASSICURARSI DEL BENESSERE DEGLI STUDENTI
- LO STUDENTE VIENE PRIMA DI TUTTO
- PROPORRE ATTIVITÀ CHE CREINO INTERESSE E ASPETTATIVA
- SUDDIVIDERE I COMPITI IN PICCOLI STEPS
- ASCOLTARE ATTIVAMENTE
- SAPER IMPROVVISARE
- NIENTE È SBAGLIATO MA OGNI ERRORE SERVE PER RAGGIUNGERE IL RISULTATO FINALE
- CONOSCERE CARATTERISTICHE, PUNTI DI FORZA E DEBOLEZZA DI CIASCUN STUDENTE



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein

Assessment VS Evaluation

Is ongoing

It identifies areas for improvement, weakeness and improves the learning

Is conducted during the learning process

Helps students to learn from each other

Is always formative

Provides closure

Is judgmental

Is held at the end of the learning process

Makes students compete with each other

Is always summative

Strumenti

che possano sviluppare la creatività e che coinvolgano gli studenti

STRUMENTI DIGITALI

padlet

Jamboard

Prezi

SCRATCH

PowerPoint

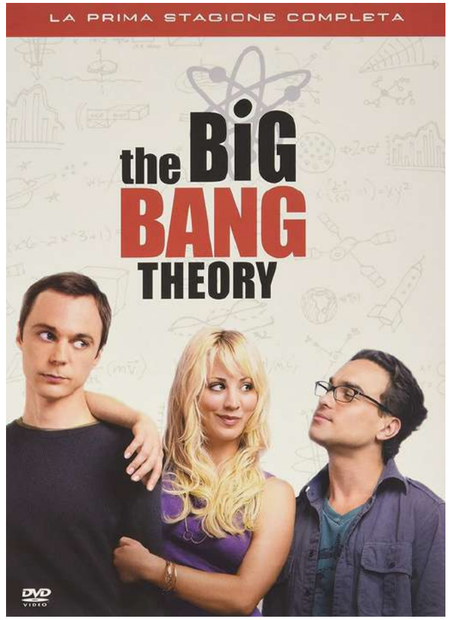
Garage Band

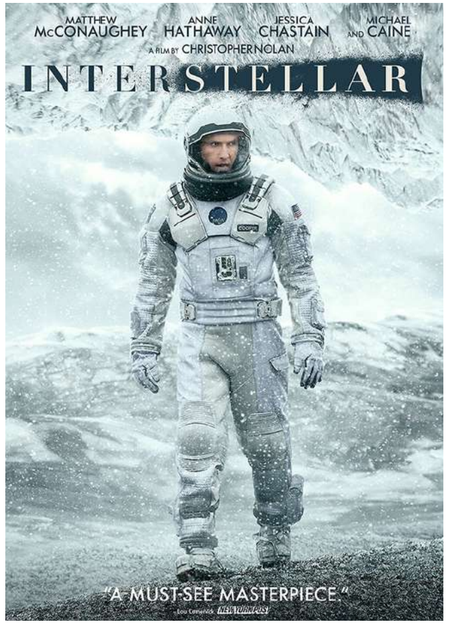
Dixit Cards

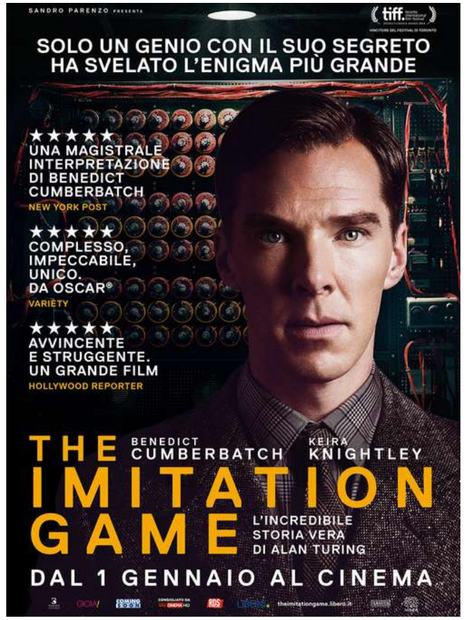
Sway

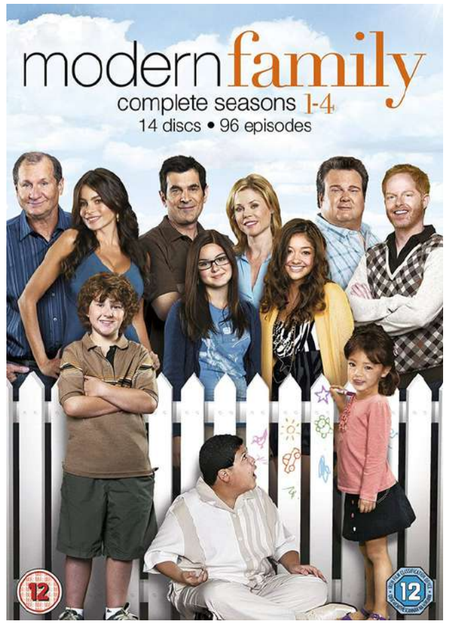
emaze

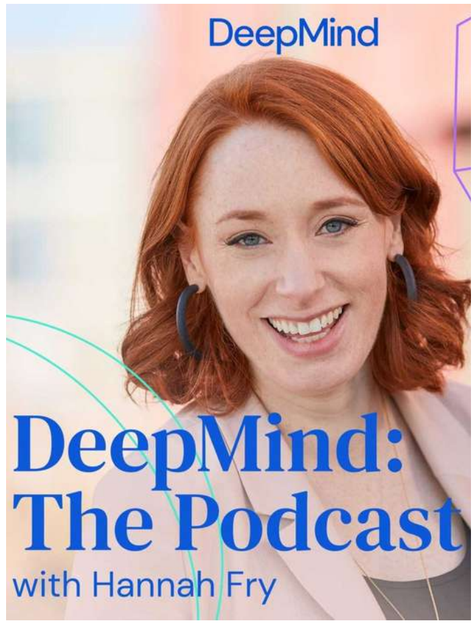
STRUMENTI AUDIOVISIVI



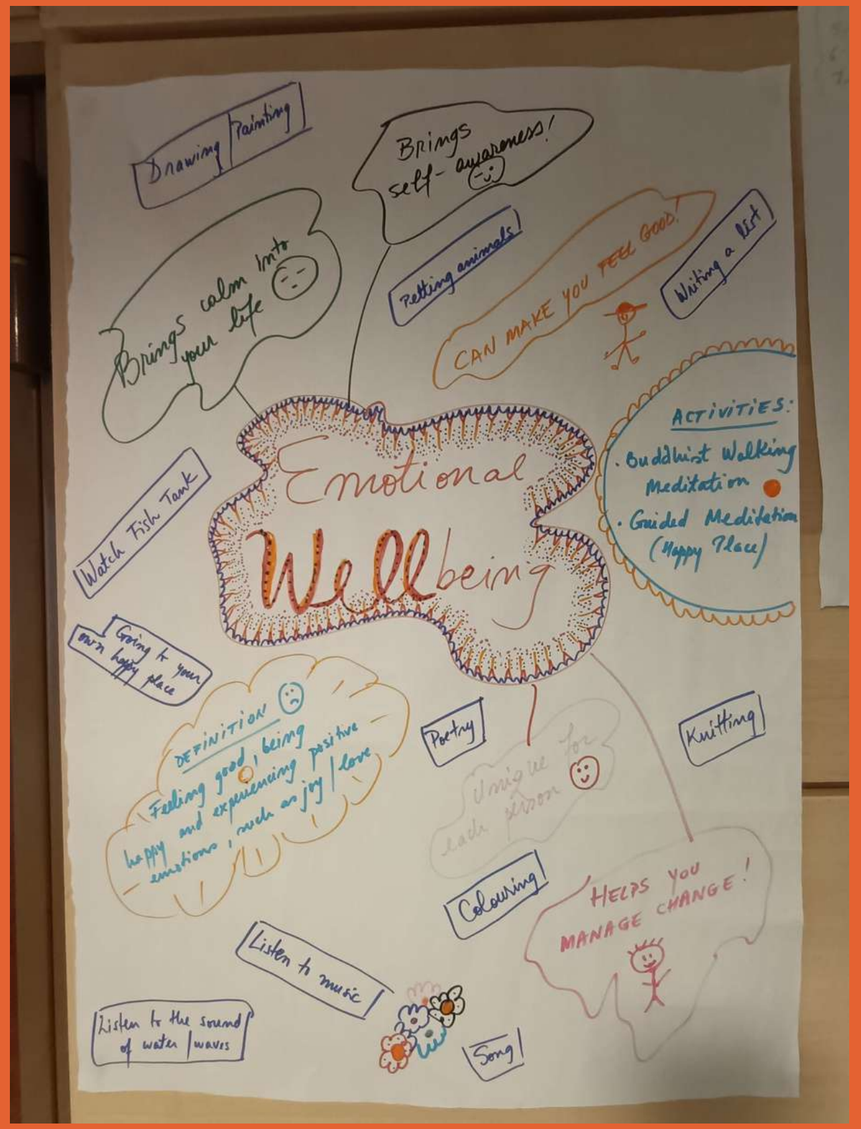




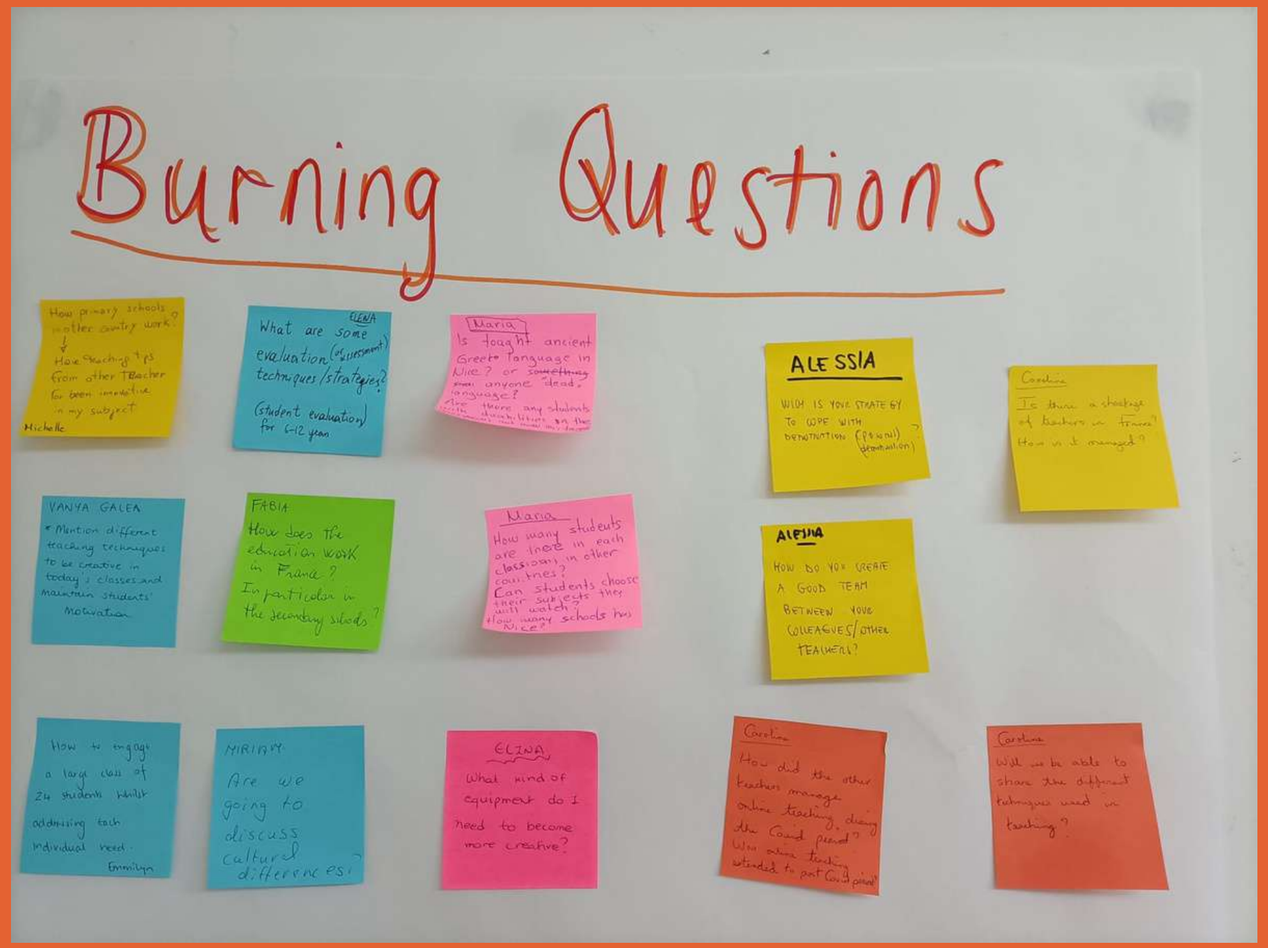




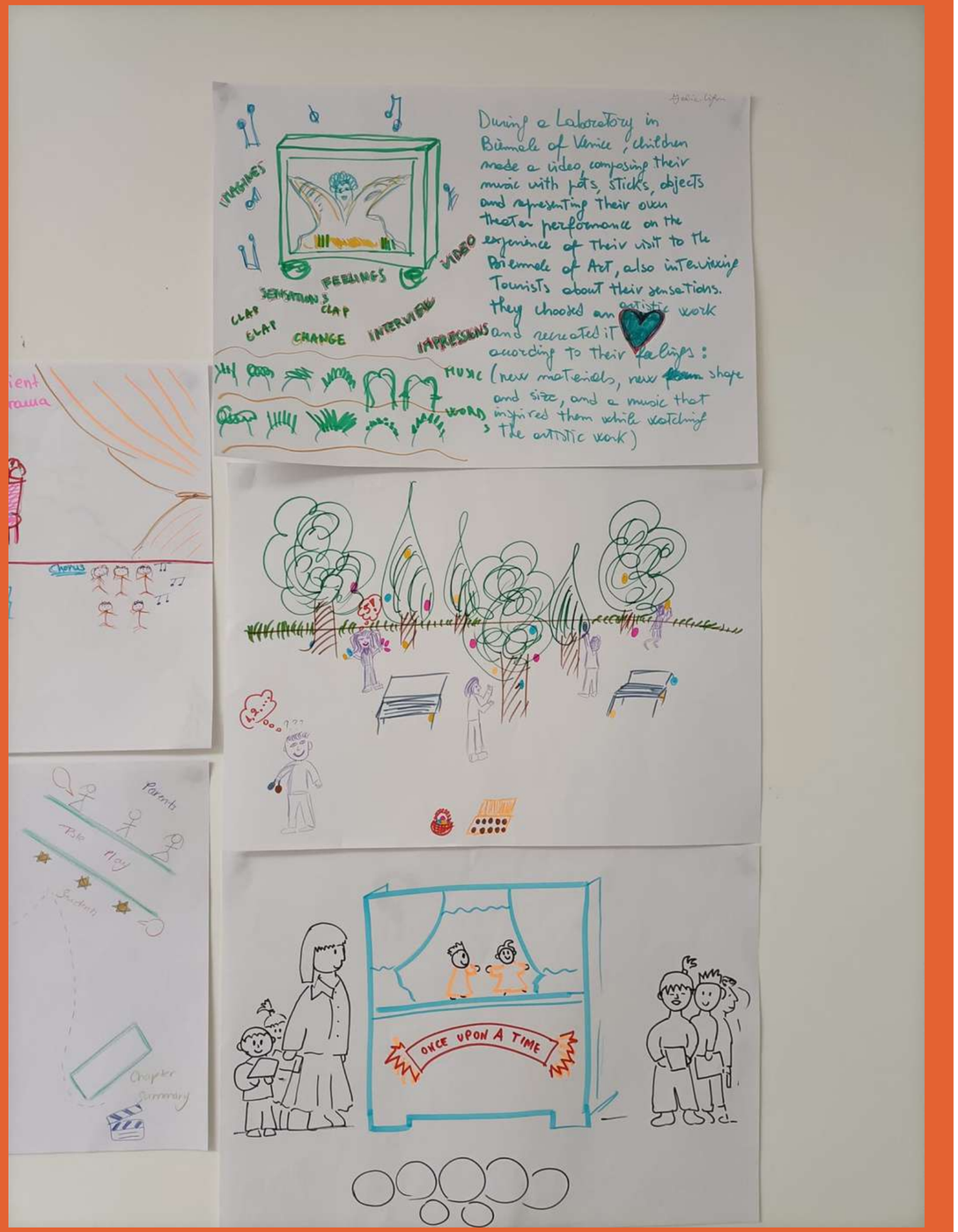
Alcune fasi del lavoro…



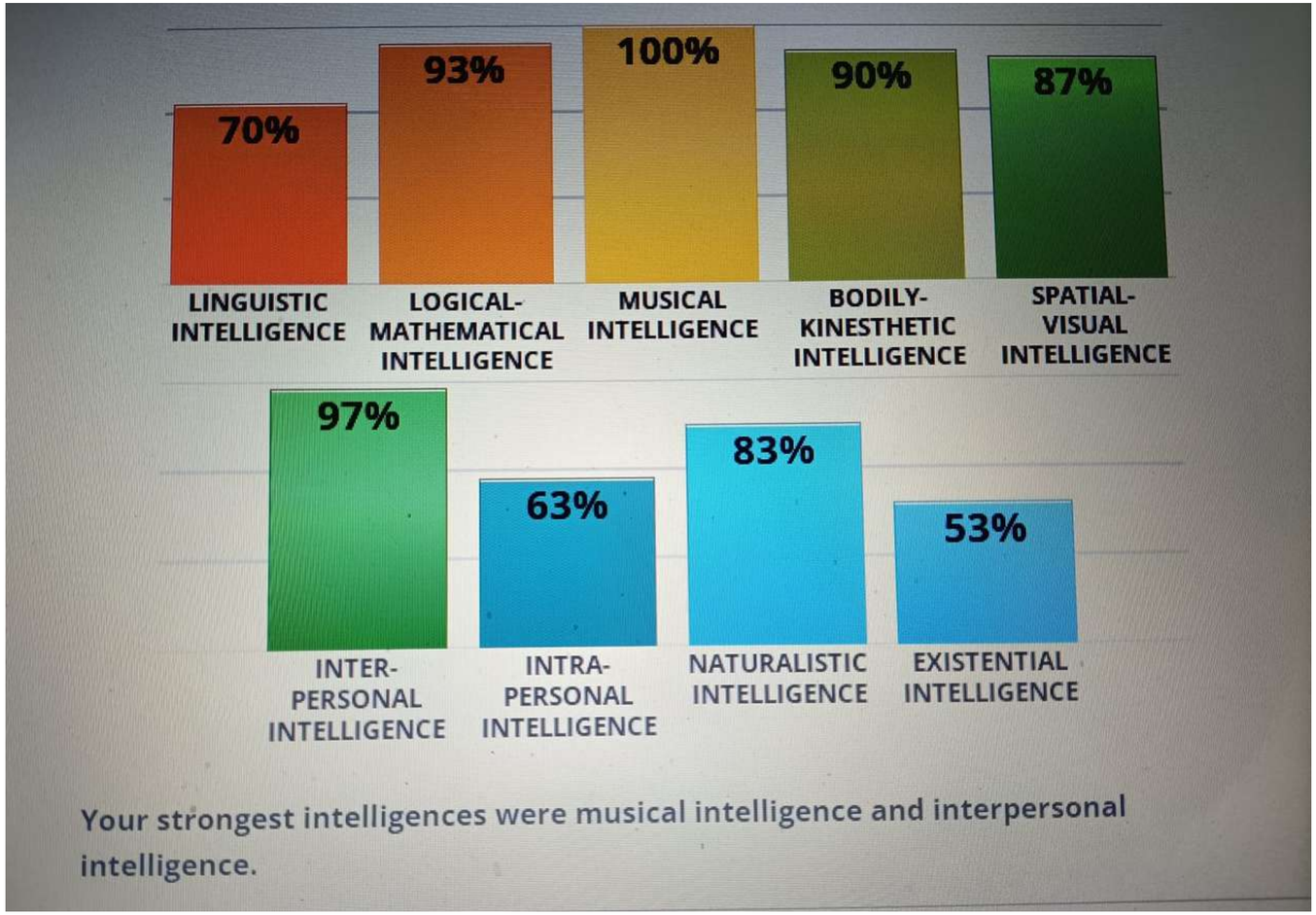
BRAINSTORMING



IMPROVISING



GAMIFICATION



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SCREENCAST-O-MATIC

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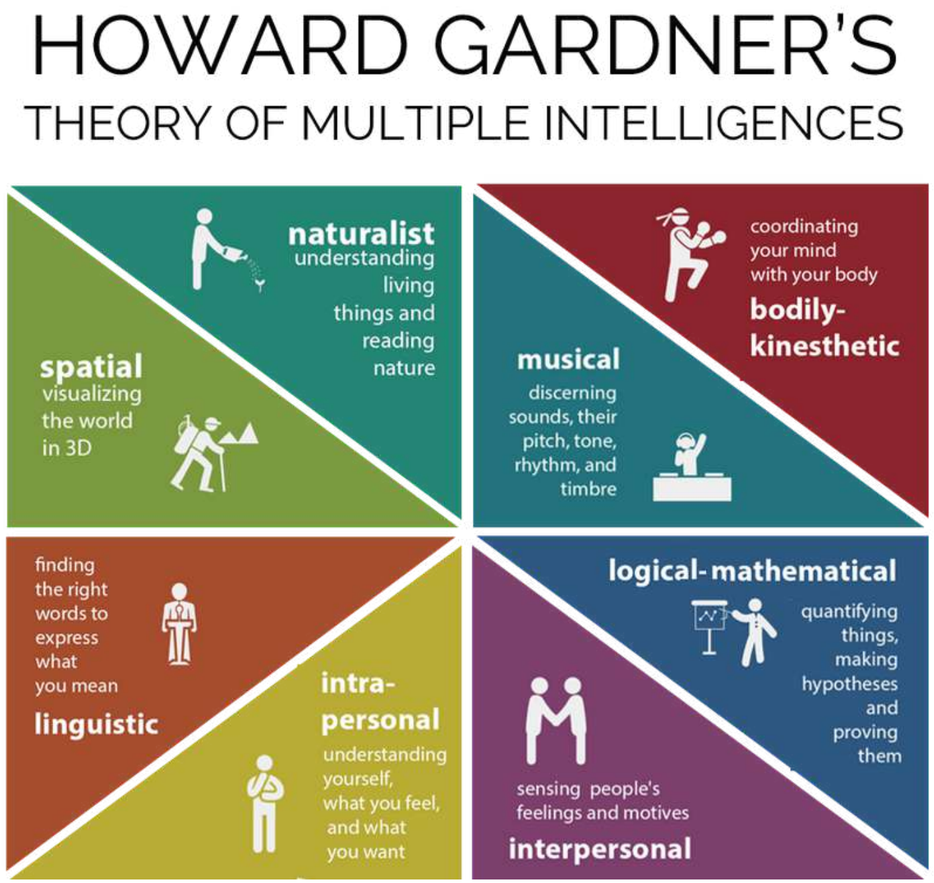
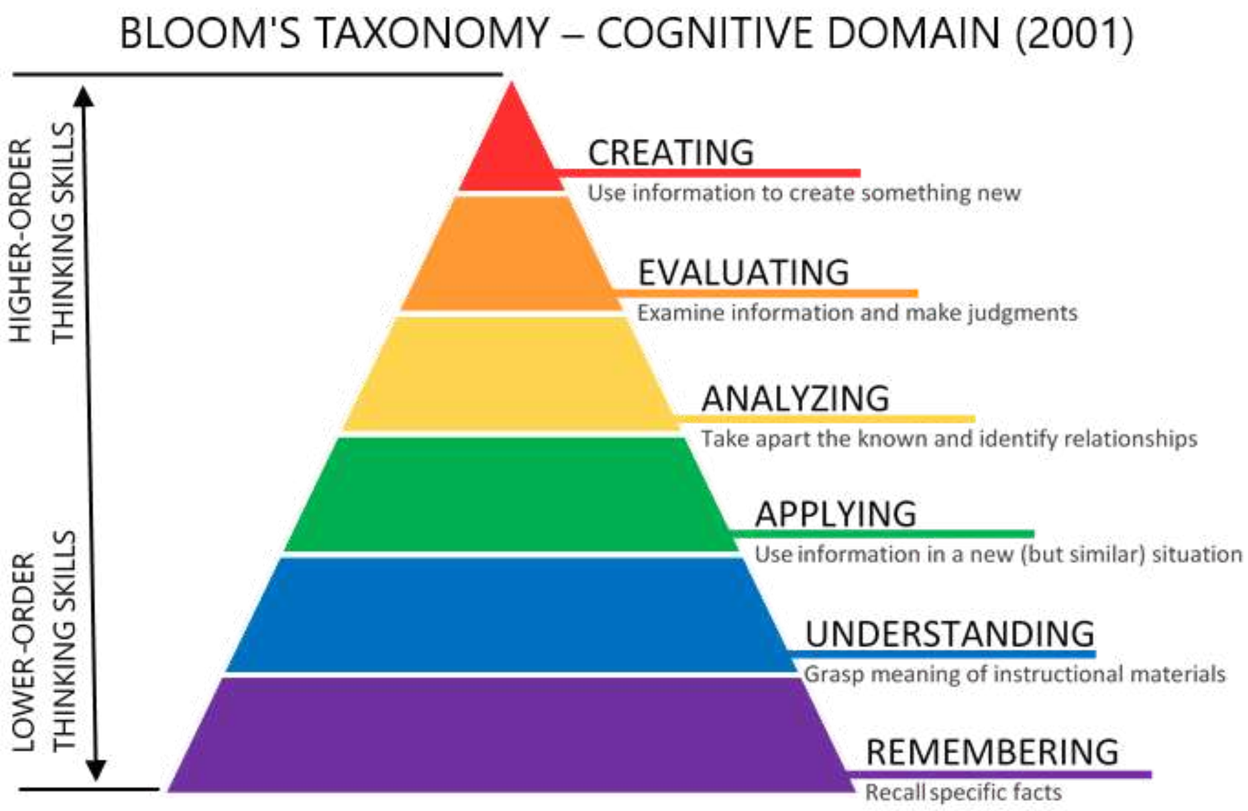
Alcuni approfondimenti





Gardner's multiply intelligences

Connecting theories to enhance Creative and innovative Teaching on learning

Bloom's Tassonomy

DOWN - TOP

Investigate a Book - Fiction or Non – fiction

K.Torrisi

	Word	Logic and Maths	Space and Vision	Body	Music	People	Self	Nature
Remembering	* Write an Acrostic poem using the main aspect of the book. *Make an A to Z list from your book. *Use your white hat and list information about your text.	*Draw a pie graph to illustrate facts from the text. * Construct a timeline relating to your text.	* Make a visual chart of things from your book - Write 5 words to describe them. *Do a drawing of an interesting part of the book.	* Basic mime - happy, sad etc. discuss and model steps for miming. * Move like something from your text. Play statues. *Use your face to create some emotions you may have felt when reading your book, or emotions portrayed by characters.	*Does music play a part in this text? Describe how. *Learn a new song about this topic. *Look for song about the text. *Name sounds you would hear in the text- list them.	*Work with others to make a list of the "Top 5" most important parts of the text. *Tell a partner 10 things you know about your book.	* Write a learning log - what you have gained or learnt from the book. * Draw and write about your favourite part of the book. * Do you already know anything about this book or had any experiences relating to the text. If so, write about them.	* Are there any animals or natural settings in your book? If yes, draw and describe them. If no, could their have been? Draw and describe them.
Understanding	* Retell an interesting part of the book in your own words. * Recount own experience in relation to the book. *Make a wordsearch from the text. * Write a set of true or false questions about the book.	* Design a puzzle or maze that presents the main setting / topic of the text. * Develop a "How to ..... relating to the text.	* Design a bookmark featuring the title author and a summary of your book. Decorate the bookmark with pictures about the book. *To show what you know about the book make a picture book/ mural/ poster/ collage. * Illustrate the main idea of the	* Play charades with names of books you have read on this topic. * Act out movements from your book. * Do some mimes relating to your book.	* Choose a passage from the text. Read aloud and make sound effects with different objects to link with the text. * Describe the sounds you would hear in the text. * Record sound effects for your book.	* Role play an important part from your book. * In a group, design 5 questions that could be put on a test about your book.	-Draw a picture about how the text makes you feel. *Explain in a diary entry how the text makes you feel.	*Find Photographs in magazines which could be included in your book. Under each picture write why and where they would be included.

I TRE PORCELLINI

REMEMBERING

BODY

Basic mime: discuss and model steps for miming.

(Ho tanta paura di fronte al lupo)

UNDERSTANDING

WORD

Recount own experience in relation to the book.

(Quella volta che ho avuto paura)

APPLYING

LOGIC AND MATHS

Make up a number problem/problem solving relating to the text

(Spegnere il fuoco così)

ANALYSING

MUSIC

Choose a passage from the text. Read aloud and make sound effects with different objects to link with the text. Create soundscape for your favorite part of the book. (Questo è il lupo che soffia -phone/ questa è la cassetta di legno che cade - ciocchi lasciati per terra/ questo è l'ululato di dolore del lupo...)

EVALUATING

PEOPLE

Develop a set of 5 criteria to decide if the book will interest other people. Survey students. (Dovremmo ancora leggere "I tre porcellini"? Se sì, perchè? Se no, perchè? A chi piace? A chi no? Indagine tra gli studenti

CREATING

NATURE

Collect material from nature to create a scene to complement the book.

(Tutto ciò che serve in natura)

Alcuni riferimenti…

https://www.idrlabs.com/multiple-intelligences/test.php

https://www.weareteachers.com

https://angld.schools.ac.cy/index.php/el/

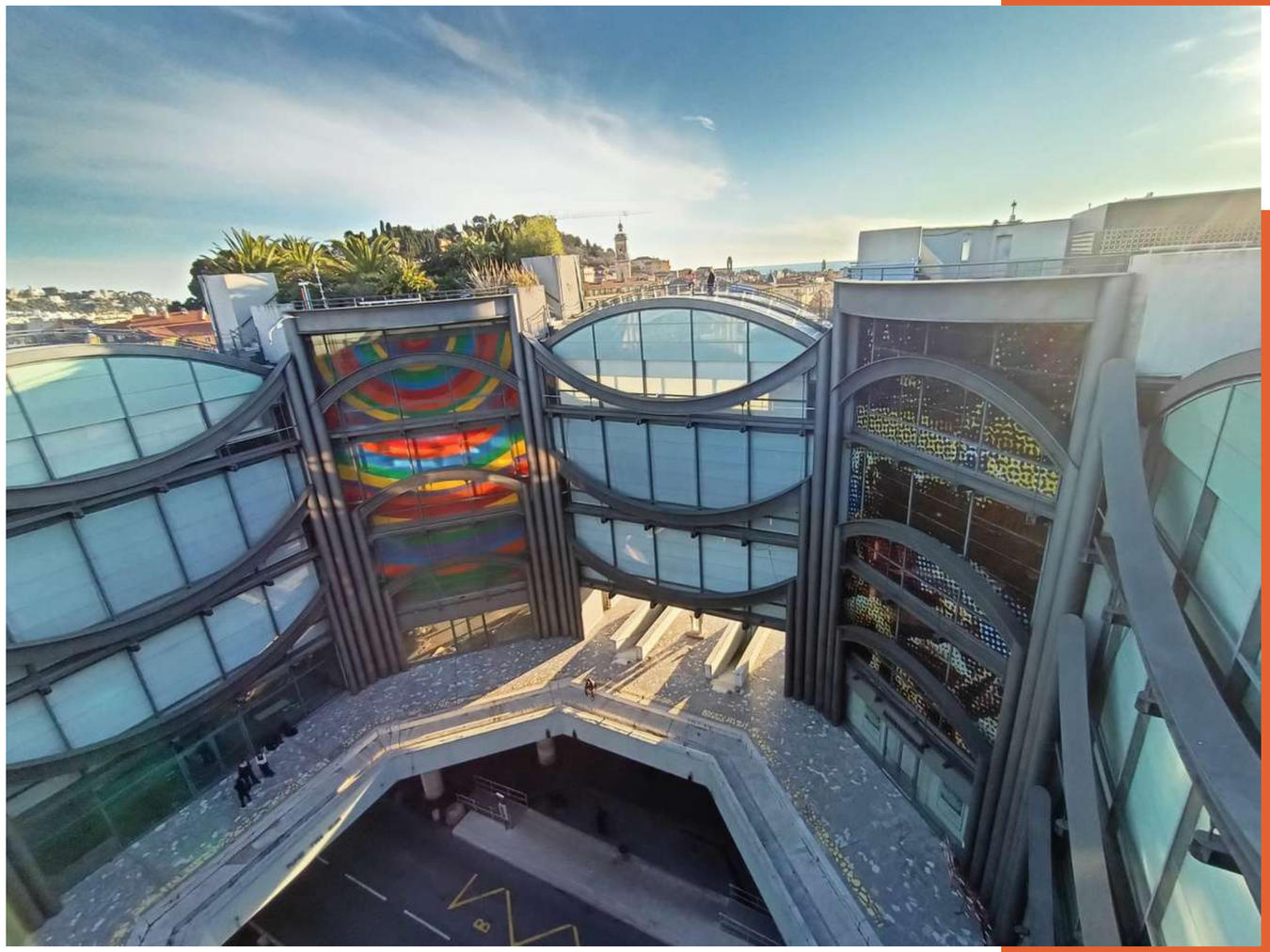
https://pz.harvard.edu/thinking-routines#IntroducingExploringIdeas

https://nearpod.com/login?referer=/library/preview/lesson-L129595285

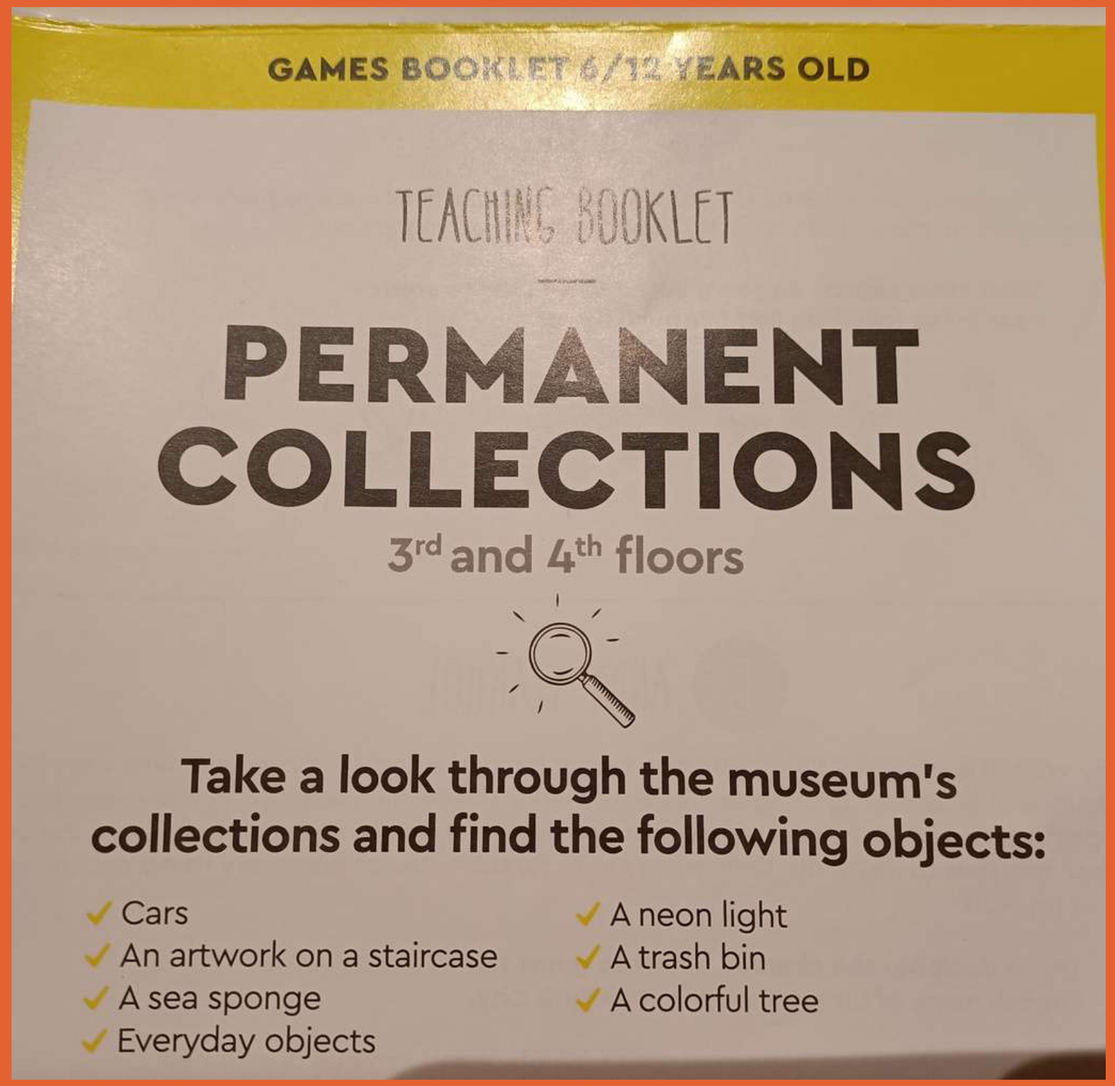
Non solo scuola, ma anche attività organizzate e libere

VISITA GUIDATA ALLA CITTA'

MUSEO CHAGALL



MUSEO MAMAC



GAMES BOOKLET 6/12 YEARS OLD

TEACHING BOOKLET

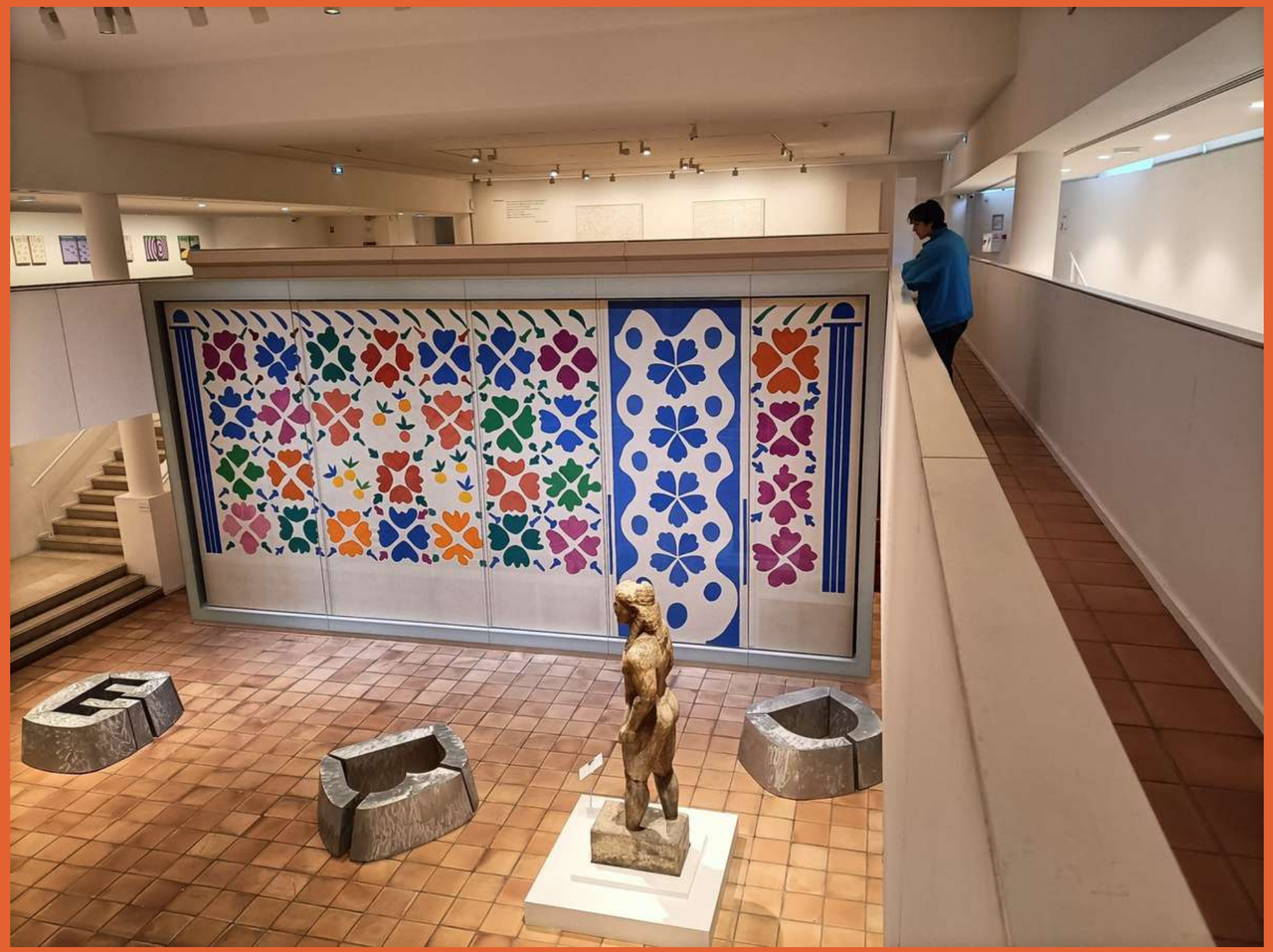
PERMANENT COLLECTIONS

3rd and 4th floors

Take a look through the museum's collections and find the following objects:

- ✓ Cars
- ✓ An artwork on a staircase
- ✓ A sea sponge
- ✓ Everyday objects
- ✓ A neon light
- ✓ A trash bin
- ✓ A colorful tree

MUSEO PICASSO



MUSEO MATISSE

CREA IL TUO PROFUMO

TOUR ENOGASTRONOMICO

GRAZIE PER L'ATTENZIONE!