

TUESDAY

Online because of Storm Barra

Dublin Menu

padlet.com/robert_schwamborn/dublinmenu

padlet

Robert Schwamborn + 7 • 14h

Dublin Menu

Create a menu with Irish specialities

REMAKE SHARE

ADD SECTION

Starters

Robert Schwamborn 15h

Alice and Chiara

3

2

chiararocco 15h

<https://www.delish.com/cooking/g30937653/irish-appetizers/>

Anonymous 15h

<https://www.simplyscratch.com/iris-h-cheddar-bacon-jalapeno-potato-skins/>


Add comment

Robert Schwamborn 15h

Please join

<https://meet.jit.si/21stCentEuropasTAI> again

First course



4

1


lauramariamaggi 14h

Hope to taste it!

Add comment

Mabel Fiorella Zegarra 15h

Second course



3

3

Anonymous 15h

Victoria, what is it?

Anonymous 15h


boxty

Anonymous 15h

Dessert

Miriam Linares Perera 15h

Guinness Cake



It has an intense malty flavour which comes from the addition of the stout and is topped with a creamy, white chocolate and cream cheese frosting.

5

1

Anonymous 14h

Just a little slice

Add comment

Drinks

Alcoholic drinks

Guinness, of course.

Redbreast

Irish coffee

Jameson

Bayley's Irish Cream

4

1

Robert Schwamborn 15h

I really like Powers whiskey

Add comment

Non-alcoholic drinks

Margarita Perera Pérez 15h

Lemon-mint infusion

Emerald Isle Tea

Shillelagh

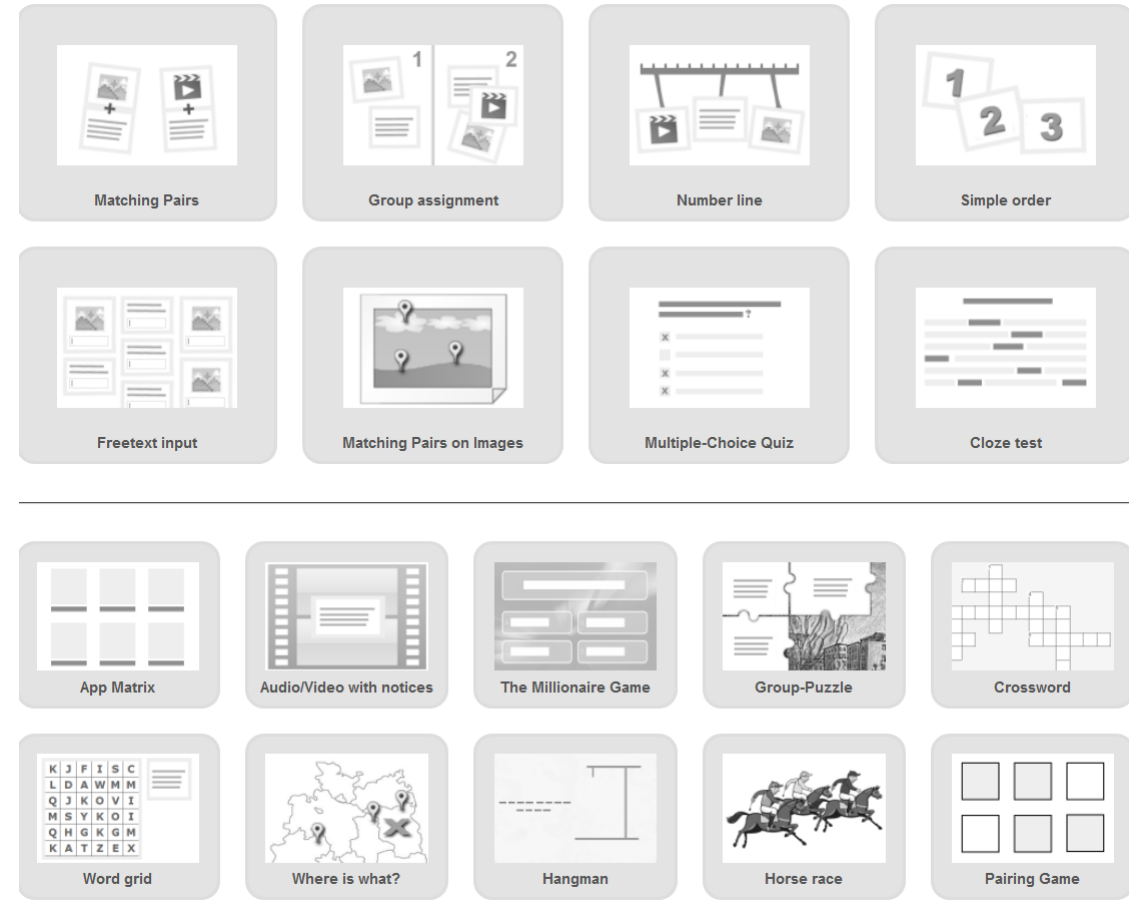
Irish Fairy

Language Apps

- Lyricstraining <https://lyricstraining.com>
- www.freerice.com
- Duolingo App <https://www.duolingo.com/>
- FunEasyLearn App <http://www.funeasylearn.com/>
- HelloTalk <https://www.hellotalk.com> (chat with a native speaker)
- Rosetta Stone, Mondly and Memrise (Freemiums)

Learning Apps

- <https://learningapps.org>
- Large variety of interactive tests
- When sharing quiz with students, use full-screen link so that they cannot edit the quiz.
- Example:
 - <https://learningapps.org/watch?v=p3crmusi520>
- Never use your teacher account to join someone else's class



Quizlet

- Go to https://quizlet.com/_59s25i
- <https://quizlet.com/live>

Quizziz

- <https://quizizz.com>
- You can select individual questions from existing quizzes to make your own quiz
- Solo game, Live game, Homework
- Email results to parents!

Creating comics, tweets, newspaper headlines

- <https://app.pixton.com/>
- <https://zeoob.com/generate-twitter-tweet/>
- <https://www.fodey.com/generators/newspaper/snippet.asp>



Leonardo da Vinci ✓
Lenardo in da House

My human-powered flying machine
#zerocarbon #cleantech has finally been built!



4:17 PM · Aug 14, 2016 · [Twitter for calcolatrice sofisticata](#)

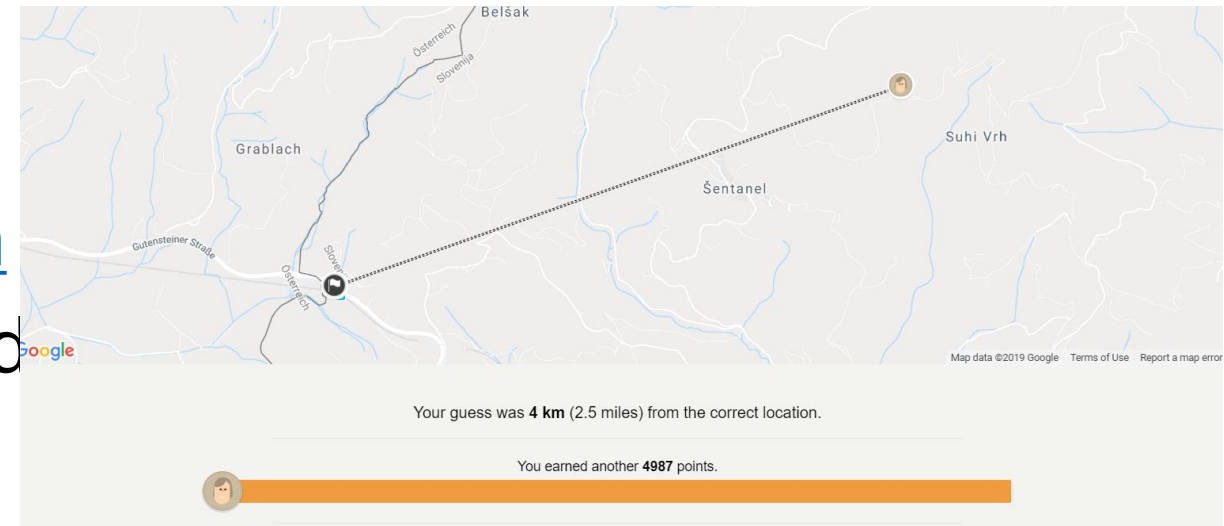
18k Retweets 160 Likes



Other Game Apps

- <http://classtools.net/>
Selection of gamified learning tasks

- <https://geoguessr.com>
Identify locations around world



Gamified behaviour changes

- <https://www.classcraft.com/>
- Your students take on roles as warriors, magicians or healers to collect points and bonuses
- <https://habitica.com/>
- Individuals or groups earn points and rewards for fulfilling their to do list.

Interactive video – Mona Lisa

- Interactive Video - Edpuzzle
- <https://edpuzzle.com/assignments/5fb392c72d75d940ef7a0c1f/watch>
- Video plus Comprehension (and other types of) Questions
- Click on the link, enter a nickname and watch
- To continue watching, you need to submit an answer
- Time to complete the task: 5 min

[View as a student](#)

Nov. 17th 12:00am

☐ OFF Turn on CCs

40

Edpuzzle

- <https://edpuzzle.com>
- Work with short videos, max 5 min
- Rule of thumb, 1.5 min per grade
- Audio Notes: video will stop, students will listen to your voice
- Class code: Teachers, check under student tab for class code
- check out this video about how young children learn how to talk:

<https://edpuzzle.com/assignments/5bd1757e4e87814070815a38/watch>

WEDNESDAY

Word competition game

Word to guess:

Team A :

Team B:

Collaboration exercise

- 2 groups
- 1 member each groups sits down with their back towards the whiteboard
- A word is written onto the whiteboard
- The other team members have to describe the word without saying the actual word (or part of it)
- The one who guesses the correct word first earns a point for the team
- Members rotate
- Variation: drawing onto the board

The Flipped Classroom

- Introduction:
- https://www.youtube.com/watch?v=qdKzSq_t8k8
- Overcoming common hurdles:
- <https://www.youtube.com/watch?v=bwvXFILQCIU>

Grammar, reading and writing at home; listening and speaking in class
Involved the parents as well"

- Further resources:

<https://www.panopto.com/blog/7-unique-flipped-classroom-models-right/>

The link is about the types of flipped classroom. Also a downloadable guideline to prepare one, it's free but you have to register

<http://flippedclass.com/>

This is the official page of Jon Bergmann and Aaron Sams

Learning Goals

Carla	Practical approach teaching (in primary school)
Serena	Motivating and engage students; importance of learning skills for life (through technology they know 10-14)
Alice	Social and intercultural competences, cooperation
Fiorella	More intercultural and bilingual (13-19 student)
Monika	Innovative teaching strategies (interactive, cannot share anything, no writing)
Chiara	Autonomous learning/problem solving (via innovative teaching, 11-14)
Laura	Motivation, innovative techniques, students are bored at school (entertain us!), finding relevance 11-14)
Federica	Motivation, innovative techniques, students are bored at school (entertain us!), 11-14)
Miriam	Motivation, student engagement, adult work-life balance, certificate-focussed
Margot	Finding ways to foster interaction in Covid-times
Victoria	Coping with distances / online teaching distance

COMMUNICATION

Communication warm-up exercises

Warm up exercises:

- Zoom
- Wordball
- 5 things <https://youtu.be/gvqVm5Fq20I>
- Greetings
- Zip Zap Zop
- Sign language

Helps to

1. Use new words
2. Become more confident in talking

<https://youtu.be/CIHnGvbiWU8>

Small talk

- Current Observations
- News
- Travels
- Work/Hobby
- Family & Friends
 - The Weather!
 - Don't wait for eye contact
 - Change topics swiftly

Small Talk

Exercise: students form an inner and an outer circle (doughnut)

- Students talk to their opposite for 1 min, changing topic once
- Inner circle rotates
- Students talk to their opposite for 1.5 min, changing topic twice
- Inner circle rotates
- Students talk to their opposite for 1.5 min, changing topic twice (ideally talking about a topic that they did not talk about previously).

Communication Exercise

- Teams of 2, sitting back to back
- Video: <https://youtu.be/ZQryUvMpGk8?t=412>
- From 6:52 to 8:09 partner A describes, partner B writes
- From 8:09 to 10:35 swap of places
- For different subjects, show an image of topic, etc, or let the guess a single word
- For social distancing, only one person talking everyone else listening/writing

Fishbowl

- One or up to four students present a topic/issue
- The others sit around them in a circle (the bowl) they don't interrupt, but take notes (or tweet)
- Once the student(s) in the middle are finished, the other students speak, one after the other
- Warm water: supportive comments and information
- Cold water: challenging comments, suggesting improvements (critical thinking)
- Everyone needs to be given the chance to speak
- The students in the middle do not respond (except to answer genuine questions) but take notes

Student bonding activities

By Victoria:

- Work in pairs, leader – follower. Follower does everything the leader does. Then tell the followers to do the opposite or to pretend to not understand. -> Leader experience what teacher experiences whose instructions are not followed.
- Team bonding, e.g. blindfold someone, guide them; team challenge, get something across some obstacles, etc.

Monika: Sailing in storms makes a good sailor

Telling a story

There was once a teacher who wanted to make a difference, but she did not know how to do that. She feared that if she did not find more meaning in her work, she would soon become demotivated and despair of the workload and pressure that was resting upon her. After a year full of hardship and school closures, she went on a journey, where she encountered other teachers that felt like her. They decided to spend a week together to share their experience and to rekindle their passion for teaching. From Robert, their guide, and from talking to each other, they learned new tools and approaches, and they rediscovered old techniques and they practiced how to best put them to use. Together they also explored the country they were in, and saw many beautiful sights. When the week was over, they felt strong and ready to go back to their schools. They taught once again with confidence and passion. Their workload was still high, but they had found the path to teach what really mattered. And their students became engaged and prospered. The teachers kept in touch with each other via an online group. They continued to give each other advise and professional and emotional support. They had become best friends, a band of teachers that were making a difference.

Telling a story

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Does this story resonate with you?

Telling a story

- 1) **A Character/Hero** who wants something encounters a
- 2) **Problem** before they can get it. At the peak of their despair, a
- 3) **Guide** steps into their lives, gives them a
- 4) **Plan**, and
- 5) **Calls Them to Action**. That action helps them avoid
- 6) **Failure** and ends in a
- 7) **Success**

Students (and everyone else) see themselves as the Hero of a story – your position is that of the guide. Find out their desire/problems, anticipated failure and success, or get them to write the story themselves

Toast Masters



Communication reflection

Discuss in groups of 3:

What do you think about this video?

What aspect of your own communication skills would you like to improve?

MOTIVATION

Motivation in the Classroom



- ▶ Are your students motivated to learn?
- ▶ How can you motivate your students?

Motivation in the Classroom

What factors influence Motivation?

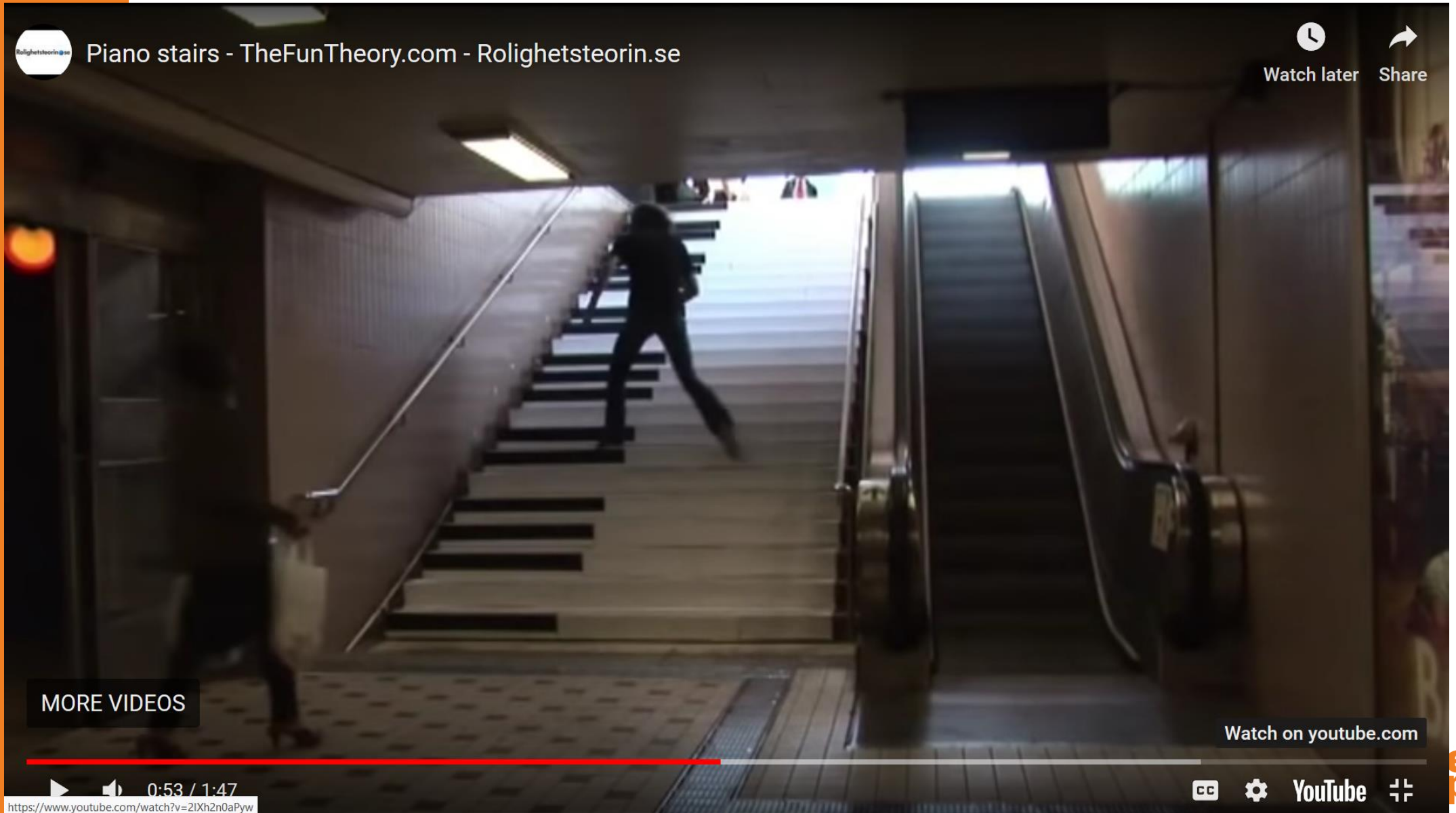
- ▶ Society,
- ▶ Recognition
- ▶ Passion, personal interest
- ▶ Public pressure, peer pressure
- ▶ Having a goal
- ▶ Family
- ▶ Competition
- ▶ Happiness
- ▶ Empathy
- ▶ Attention seeking,
- ▶ Love and appreciation
- ▶ Effort
- ▶ Rewards
- ▶ Fun
- ▶ Sense of belonging
- ▶ Responsibility

Motivation in the Classroom

What factors influence Motivation?

- ▶ Respect (first impression can be crucial)
- ▶ Fun/Humour – Gamification of learning
- ▶ Belonging/Peer pressure
- ▶ Recognition & Rewards
- ▶ Routine and Structure
- ▶ Fear
- ▶ Curiosity
- ▶ Ownership/control
- ▶ Mastery/Challenge (Zone of proximal development by Lev Vygotsky)
- ▶ Delayed gratification
- ▶ Attitude/Having a goal
- ▶ Habit/routine
- ▶ Nutrition/Breakfast
- ▶ Sensory stimulus, hands-on, interactive
- ▶ Variety of tasks and methods (e.g. ICT)
- ▶ Sleep
- ▶ (inherent) Usefulness, Relevance
- ▶ Student-centric Communication/Language
- ▶ Understanding and precise instructions
- ▶ Targeted breaks
- ▶ Lesson material
- ▶ Classroom layout

Fun



Fun

How do you make your classes fun?

- ▶ Smile, positive attitude
- ▶ Scream: Good Morning!
- ▶ Personal anecdotes
- ▶ Self-mockery
- ▶ Gestures, acting
- ▶ Irony
- ▶ Showing videos that are “strange” to them
- ▶ Describe video (e.g. two golden retrievers fighting, saying “two good looking characters are ...) → Surprise!
- ▶ Exit tickets at the end of the lesson
- ▶ Password to enter the class (e.g. words collected with food)
- ▶ Modelling your voice throughout lessons
- ▶ Kahoot!
- ▶ Students dressing up (e.g. during online lessons)
- ▶ Writing on the windows with wipeable markers
- ▶ Mini – whiteboards: first person to hold up white board with correct answer gets a point
- ▶ Stress balls, slime
- ▶ Saying same sentence with different emotions

Fun

How do you make your classes fun?

- ▶ Saying jokes (in English)
- ▶ (if class goes well, students can tell jokes at the end)
- ▶ Analysing satirical documents
- ▶ Songs
- ▶ Comic books/Cartoons, Cartoon characters (insert student faces)
- ▶ Roleplaying / dramatic expression / stand-up comedy
- ▶ Sketches
- ▶ Drawing/Illustrating
- ▶ Riddles, Jeopardy

It's been around for millions of years, but is never more than a month old. What is it?

- ▶ Body-Grammar: (students embody the verb, subject, object)
- ▶ Laughing Yoga
- ▶ Exercise cards
- ▶ Just dance programmes, Moving games
- ▶ Dictation game

Video: one student watches and describes, the other one writes it down, then they swap places halfway (e.g. Mr. Bean)

Freeze Frame: Build a story with statues

Design the Facebook page of a famous (historical) person

Fun Apps

How do you make your classes fun?

- ▶ Lyricstraining <https://lyricstraining.com>
- ▶ www.Freerice.com
- ▶ <https://panel.genial.ly/templates/games>
- ▶ <https://geoguessr.com/>
- ▶ www.learningapps.org Roleplaying / dramatic expression / stand-up comedy
- ▶ Kahoot! or Quizlet live

<https://www.kiwico.com>

<https://makeymakey.com>
(or microbit)

If you don't have Wifi:

- ▶ Set up a hotspot internet connection with your mobile phone
- ▶ Use Powerpoint animations to make interactive slides

According to legend,
what did St. Patrick
drive out of Ireland?

Lawyers

The
Vikings

Snakes

Use exit animation fade + trigger mouse click

Belonging



Students belong to the digital world (spend a lot of time there)

-> Ask them to teach you about their online world

- Belonging, Peer expectations (and pressure) can be powerful motivators

Recognition/Appreciation

- ▶ Feedback
- ▶ Praise (for effort, not intelligence)
- ▶ Stars, badges
- ▶ Marks
- ▶ Prizes
- ▶ Privileges

Raffle tickets: students get raffle tickets for good behaviour/tasks completed etc. . They put their name on the back, give it back to the teacher. Once per month, the teacher draws one or two tickets, students get a reward.

Extrinsic Rewards



Fear

- ▶ Fear of not passing a test
- ▶ Fear of having to repeat a school year
- ▶ Fear of alienating class mates
- ▶ Fear of speaking in public
 - (→ do power posing! Trick your brain
 - practice!
 - play tape of your speech at night)
 - Present in front of small group
 - Make video presentation



Curiosity

- ▶ Connect something new with something already known
- ▶ Neurons that fire together wire together
- ▶ Example 1: Aborigines watching New York movie
- ▶ Example 2: Jolly Phonics: Letter > Action > Phrase > Sound

Ants, ants crawl up my arm,
causing me alarm!

<https://www.debbible.com/wp-content/uploads/2017/09/Jolly-Phonics-Letter-Sound-Strips-In-Print-Letters.jpg>

<https://www.jollylearning.co.uk/about-us/chris-jolly/>



Maya the bee

Mastery/Ownership

Example: Cake baking mixtures

- In the 1940, cake baking mixtures were developed that were really easy: you only needed to add water, put it in the oven – ready!
- In the 1950, a market analysis was conducted why many housewives did not use the easy cake mixtures
- Result: In order to enjoy the emotional rewards of presenting a homemade cake, housewives had to be persuaded that they had really baked it, and such an illusion was impossible to maintain if they did virtually nothing.
- Solution: dried eggs were excluded from the cake mixtures, so that the housewives had to add the eggs themselves

Example: Tour guide telling stories they researched themselves

→ Link to Deductive approaches

Ways of understanding: Deductive vs Inductive

Teacher
provides

Students
solve

Examples:

Rule or Theory

Deductive

Specific Examples or
Activities

- Predictable learning outcome
- Fast results

Math
formula
Grammar

Specific Examples or
Activities

Inductive

Rule or Theory
(Generalisation)

- Promotes analytical, critical thinking
- Motivating for students

Mpemba
effect
Newborn
language
learning

Exercise: identify deductive teaching in your classroom – how would you teach it in an inductive style?

Control/Choices/Responsibility

Without even the visible presence of a teacher or other authority figure, the students filed into the mathematics class and immediately became quiet and self-disciplined. They picked out the appropriate materials from folders along the side of the classroom, sat down at their desks, paired up in preset groups and began working on their current computer projects. And all of this happened without the slightest command or provocation from a teacher.

[...] After spending the day witnessing some of the other teachers desperately trying to control their students in rowdy and unruly classroom settings, in this class McCombs saw a teacher who trusted his students to be self-regulated and self-motivated.

*At the beginning of the year, the teacher simply and directly told the students (paraphrasing): **"This is your class... we can do it any way you want as long as you learn the math."** [...] By leaving many of the choices and the rules for how the class should be managed up to his students, the teacher gained their respect and concentration. Most importantly, he met his students' needs to have some choice and control; he instilled in them the ownership that allowed them to take responsibility for their own learning.*

Control/Choices/Responsibility

How much control do you give to your students?

- Students can choose exam topic from a list of options
 - Choice between two activities
 - Choose day of exam (before holidays or after)
 - Delivery date for homework
 - Branching of quiz
 - Role assignment for group work
 - Choose what topic (e.g. country) to do research on
 - Trust for them to tell if they did homework or not
-
- Misbehaving student got a card and every teacher had to fill in his behaviour and sign the card. When he got all signatures, he had to show it to the principal. At the start, most teachers noted bad behaviour, but it got better over time.

Control/Choices/Responsibility

How much control do you give to your students?

1st agree on the aim

Examples of giving control to your students:

- Let them look after small tasks (handing out papers, tell other students to put away mobile phones)
- Choose which exercise to do, choice of learning style
- Student's invite entrepreneurs, organise the visit, write down questions
- Students make presentations, other student's give feedback
- Ask Student's to summarize last lesson
- During group work, let students look after the time.
- Group work, they can choose way of presentation (podcast, roleplay, poster, etc)
- Ask student's to spell a word before writing it on the blackboard.
- Option: they can finish 5 minutes earlier and do homework instead (less to do at home)
- Ask strong student's to help the weak ones (Peer education project)

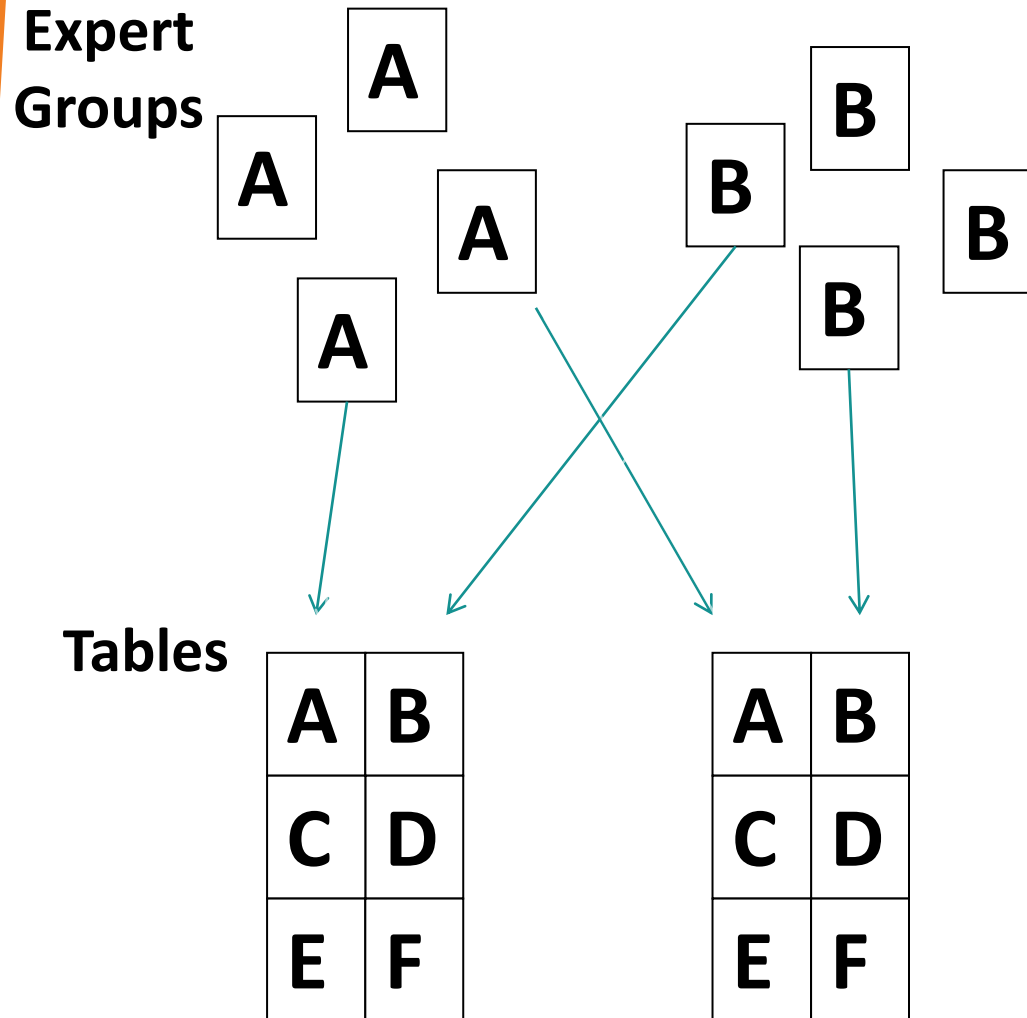
THURSDAY

I feel like... Gesture, repeat for everyone in the circle

5 things: about Motivation

COLLABORATION

Jigsaw learning



- Everyone gets a different piece of information.
- Check understanding with peers with same info
- Tables assemble with all the information to produce result together
- Everybody is compelled to contribute their “expert” knowledge
- <https://www.jigsaw.org/>

Jigsaw learning - Exercise

Question: How can we protect the environment and use natural resources more efficiently?

Method: Review information in expert groups, then assemble into “tables” to bring pieces of information together

Result: Create a poster that outlines the solutions. Use illustrations and symbols. Present your poster

See “Jigsaw new content_print.pdf” file

Jigsaw learning - Exercise

Question: How can we protect the environment and use natural resources more efficiently?

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Constructive Feedback

Austin's Butterfly: <https://www.youtube.com/watch?v=hqh1MRWZjms>

Rules for constructive feedback

- Highlight positive
- Suggest improvement
- No judgement (Yes or no)
- Start with the positive, then the not so good
- Sandwich method: good, bad, good
- Be honest, no sugarcoating
- Critizing the action, not the person
- Talk about the motivation first before giving constructive feedback
- Allow for peer-to-peer feedback
- **Self-assessment: write down what you did wrong, write down three things of what a peer did right**

Constructive Feedback

Rules for constructive feedback

- Feedback should be situational, not personal (criticise the action, not the person)
- Let student's know in advance what they are being evaluated for
- Avoid preconceptions about the person, be open minded and helpful
- Be polite and respectful, use kind words; Never use derogatory language
- Inclusive body language/non-verbal communication
- Be specific, avoid generalisations (always, ever, etc)
- Give suggestions how they can improve (try to...)
- Sandwich method: positive, negative, positive
- Avoid the word «but», use «and» or «at the same time» instead
- Aim to include the person, promote ownership
- For students: Begin sentences with «I» (I felt, I believe, etc) or «What if...»
- This is not a revenge game
- Don't overload on criticism, focus on the main issues, use short sentences
- Improve Feedback by giving/getting Feedback on Feedback (e.g. Toastmasters)

Laughing Yoga

- Breathing Exercise
- Clap hands: Ho-ho Ha-ha-ha (Cha-Cha-Cha rhythm)
- Laughter engine, three starts
- Laughing low, high, higher
- Laughing seed (quiet laughing) growing to blossom (loud laughing)

Inclusive classroom scenarios

In pairs, think about solutions

Scenario 1: Participation

Since the first day of class, you have encouraged your students to ask questions and participate during your lectures. During one of your lectures, you ask a series of questions. A male student continues to respond out loud to your questions interrupting the female students on a continuous basis. Furthermore, when Emily, a female student, raises her hand and waits for you to call on her – the same male student shouts out the answer. What do you do to remedy the situation?

- Ask her to answer again
- If he continues to interrupt, get him to write down the answers instead of interrupting
- Ask him to prepare questions (keep him occupied)

Inclusive classroom scenarios

In pairs, think about solutions

Scenario 2: It's Just Reality

As a discussion starter, you showed a short video to a class. During the class discussion, a student suggests that a statement made by a character is offensive to Asian women, another student objects by saying that it's not offensive, it's just reality. How do you respond?

- Telling 2nd student, the first student might be offended, ask first student to explain why they find it offensive
- Teacher should be a moderator between different opinions, encourage debate

Inclusive classroom scenarios

In pairs, think about solutions

Scenario 3: Joke

While you are leading a class discussion a student responds to another student's comment with a joke that is racist, sexist, and/or homophobic, etc. How do you respond?

- Try to make students aware of the hidden meaning of their words, read a book or do some activities about the topic
- Make (adult) student apologise, give offended person possibility to express themselves

Inclusive classroom scenarios

In pairs, think about solutions

Scenario 4: Group Work

You randomly assigned groups at the beginning of the semester, intended to stay together for the semester, to work on a number of group projects.

A week after the groups are assigned, after the first group meeting Chris, a white student, emails you requesting to be moved into another group. After asking for clarification on why, Chris responds that they “don’t feel comfortable with the other group members.” After you look into the group make-up (two African-American students, two international students, and one white student), you suspect this may be a case of clashing cultures rather than an issue with group dynamics. How would you respond?

- Keep Chris in the group, do bonding activities
- If possible, make Chris the group leader/specific role

Inclusive classroom scenarios

In pairs, think about solutions

Scenario 5: Syllabus Statement

You are an instructor in a class of about 120 students. During your first lecture, you state Iowa State's syllabus statement for Students with Disabilities:

"Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Notification Letter form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the Notification Letter to the instructor. Students are encouraged to deliver Notification Letters as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at <https://www.sdr.dso.iastate.edu> Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information."

You overhear one student in the class groan and say "How come they get special treatment? That's so unfair" to the person next to them. Would you address the question of special treatment?

- Discussion, each person has specific needs
- Difference between school and society
- Talk about Inclusion
- Put students in the shoes of those with specific needs/disabled people
- Get a (brave) student to explain their special need to others

Inclusive classroom scenarios

- Activity for experiencing dyslexia, read text in 3 min that is flashing with lots of background noise
- <https://erinmeyer.com/books/the-culture-map/>
- Classroom manifesto, about rules and values
- Organised trip together for bonding
- Get students to present their culture to others

GoNoodle

- <https://www.gonoodle.com/>
- <https://www.gonoodle.com/videos/4wb3dY/alive-alert-awake>
- <https://www.gonoodle.com/videos/QXBe7Y/lines-and-angles>
- <https://www.gonoodle.com/videos/ywe97w/whale-breath>

Plickers

- Install the mobile app
- Sign up on www.plickers.com (may not work on Safari, try Chrome). To add questions via tablet or smartphone, got to www.plickers.com/login to access account
- Create questions (max 5 per session in freemium mode)
- Queue sessions for your class
- Assign student names to each plicker card
- Start and scan responses.

EFFECTIVE LEARNING METHODS

Evidence-based methods based on cognitive psychology

Effective Learning methods

- Elaborative interrogation
- Concrete examples
- Dual coding
- Retrieval practice

Understanding how we learn by Yana Weinstein and Megan Sumeracki

Elaborative interrogation

- Student's elaborate on a topic by answering "Why" and "How" questions
- More effective than re-reading a text
- Works best if students have existing background knowledge. Not suitable for introduction of a new topic

Example: Pearl Harbour

How did this attack happen?

Why did this happen?

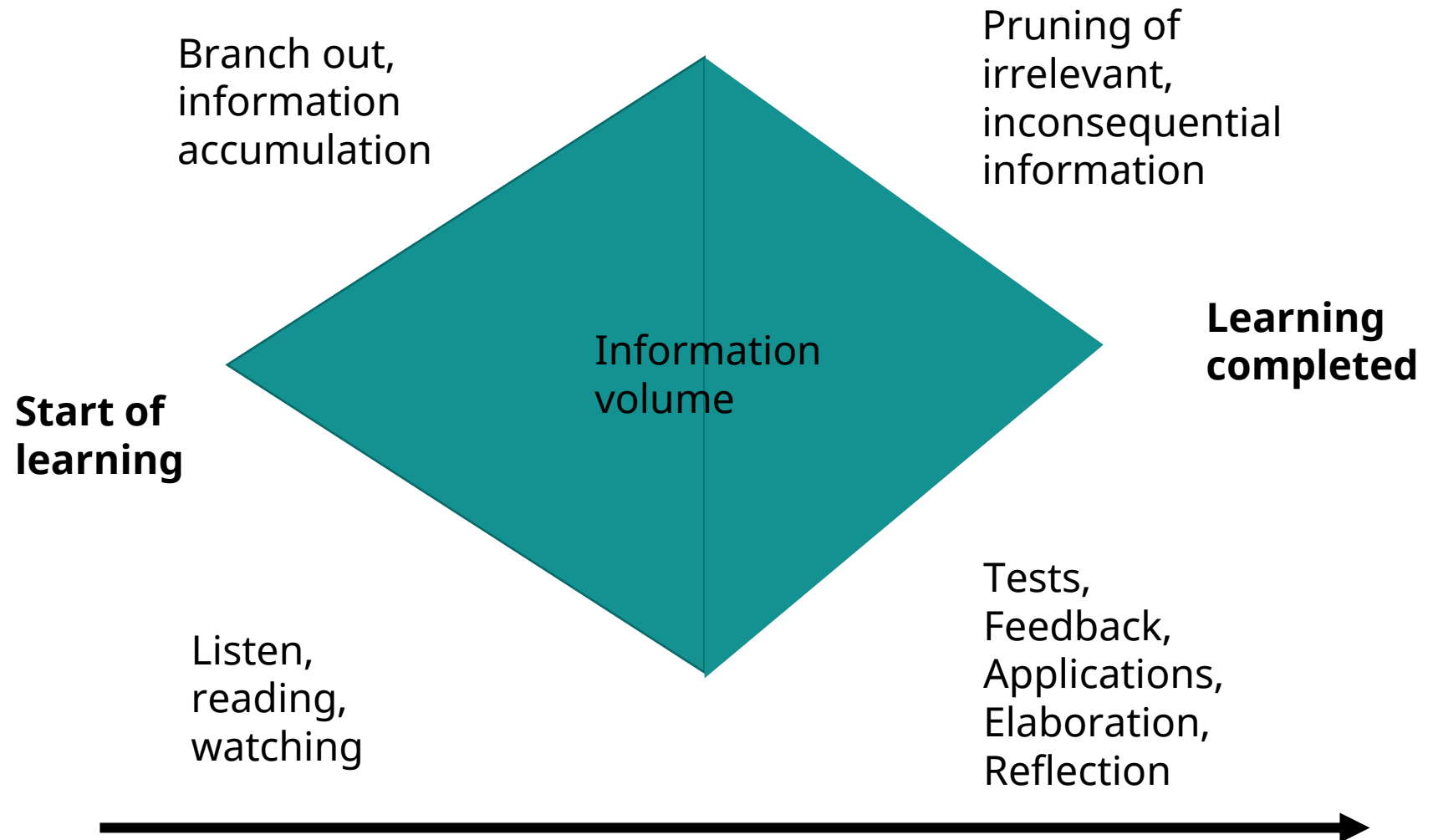
What was the result of this historic event?

Elaborative interrogation: What is learning?

Think (2 min) - Pair (5 min) – Share

- How do we learn something new?
- Why does it help if we can connect new knowledge to existing knowledge?
- When is the process of learning a new fact complete?

Elaborative interrogation: What is learning?



Concrete examples

- Specific examples/stories to illustrate an abstract idea
 - However, students may remember the example, but not the underlying concept
- Provide several concrete examples about the same concept with different “surface details”

Example: Scarcity

Airplane seats booking

Water restriction during a drought

Dual coding

- Combining verbal materials with visual materials
- Beware of distractions and **cognitive overload**

Examples

- *Infographics*
- *Timelines*
- *Cartoon strips*
- *Diagrams*
- *Flowcharts*
- *Interactive images, videos*

Retrieval practice

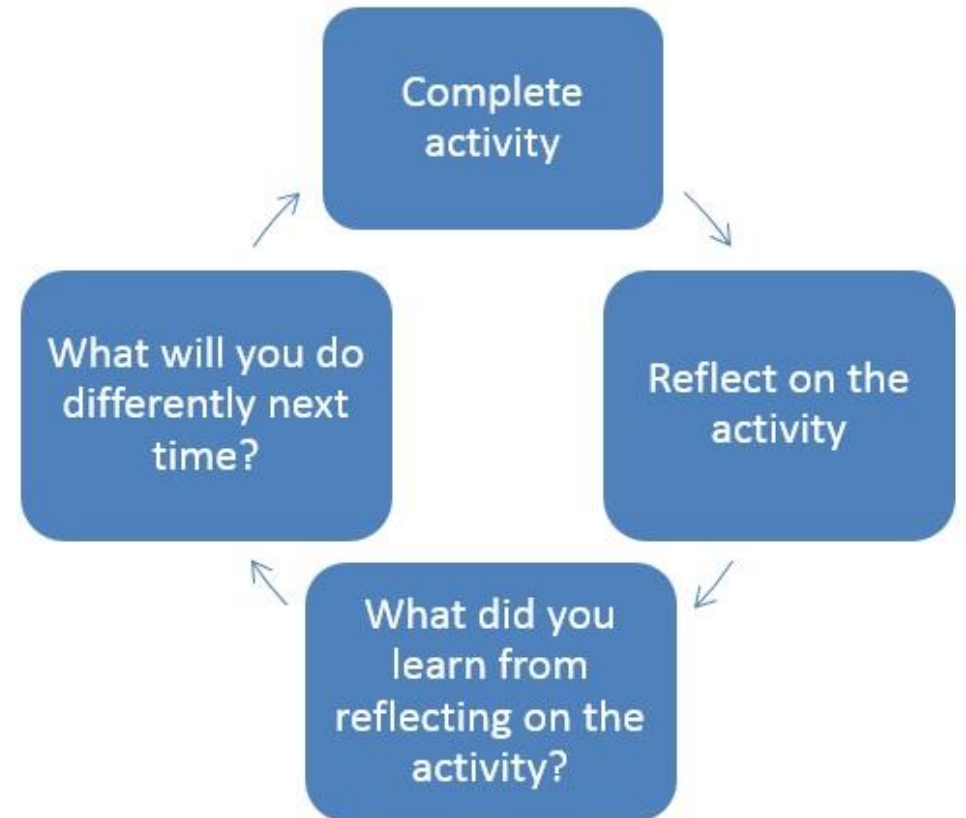
- Bring previously learned information to mind
- Effective: retrieval before looking over course material
- Helps teachers assess where students need further support
- Adapt to students' abilities, not too hard or too easy

Examples

- *Frequent low-stake quizzes and tests*
- *Write from memory [or complete from memory]*
- *Sketch from memory, draw connect map [or complete]*
- *Explain to another*
- *Learning journal*
- *Reflective writing*

Reflective Writing

- Practices retrieval and elaboration
- Not just a description
- Needs honesty
- For younger students:
Verbal reflection
e.g. what went well,
what could be done better?



- Can also give insights into social and emotional status of student [done anonymously]

Learning Journal

- Fill it out at the end of each day
- Course facilitator will review learning journals and return them to you on Friday
- Acts as a physical reminder of what you learned during the course

Spend 15 min to fill out the Learning Journal

FRIDAY

Rose and Thorn (Social and Emotional Learning exercise)
(Alternative: Metaphorical, Associative Cards)

Creative Writing: Round Robin

- A text/story written collaboratively
- Every person writes one sentence on a piece of paper, then passes it on to the next person.
- Repeat several times
- include 5 key words (can be chosen at random by students)
- **Storm Guinness Chowder Girl Church**
- (For primary school students: everyone just adds one word.)
- When you get the piece of paper back where you wrote the first sentence, write the end of the story. If any of the 5 keywords were not mentioned before, you need to add them to the final sentence

School Education Gateway

- <https://www.schooleducationgateway.eu/en/pub/index.htm>
- Check for resources, new courses (Teacher Academy) and collaborations (Erasmus+ Opportunities > Strategic Partnerships)

