



# Summary of course inputs

Galway- June 2019

# Tuning in

- Presentations
  - 3 things about you
  - Circle games
  - Language biography/introduce a friend (*shield/This is me*)
- Warming up – energizing activities (video)
  - Facilitate concentration
  - Leave thoughts behind
  - Improve attention
  - Reduce bad behaviour



# Comparing beliefs with reserach results

- Match words with meaning (lavoro di gruppo su terminologia)
- The effect size (attività a gruppi nel disporre in ordine di importanza strategie)



# Methods

- Attività con schede su approcci metodologici

## INSTRUCTIONS

- Place a green dot on the methods you have used.
- Place a red dot on the methods you have never or almost never used.

# Weak and strong outcomes

## SMARTER

Specific

Measurable & Meaningful

Achievable

Realistic

Time bound

Engaging & energising

Relevant

# Make outcomes visible

- Attività: classificare outcomes

## Clear or unclear?

### Content outcome

You can build a birdhouse

### Language outcome

Learning related vocabulary

## Birdhouse project outcomes

You will be able to:

### Content

- create a birdhouse that is safe for the bird and its babies.

### Language

- describe your birdhouse's:
  - inhabitants
  - materials
  - measurements
  - good qualities.

### Learning skills

- create a helpful plan for building your birdhouse.

# Feedback

## FEEDBACK DEFINITION

Reactions to performance of a task, etc. that are **based on evidence** and that are used as a **basis for improvement**.

Based on Black et al. (2002)

## FEEDBACK DEFINITION

Feedback is information about the task **that fills a gap** between what is understood and what is aimed to be understood.

## Effective feedback:

- is factual (give examples)
- is non-threatening (*does not evaluate, focus on next steps to be taken*)
- acknowledges the student's strengths

**Lower achievers do not need more instruction (repeated teacher explanations).**

(Nuthall and Alton-Lee, 1997)

They need instead:

- 'multiple opportunities for learning and engagement'
- teachers planning for ways of making visible their misconceptions/their thinking
- a variety of experiences & 3-5 interactions focused on enhancing their understanding.

(Hattie and Clarke, 2018)

# Educator credibility

- Be confident
- How you treat the weakest students in the classroom..no sarcasm otherwise you lose credibility
- Keeping discipline and treat students equally

# Brain and body connections

## WHY? – 1

**Evidence suggests that physical activity enhances learning and educational achievement.**

Bailey (2018), Donnelley et al. (2016), Cone et al. (2009), Young Overby et al. (2005).

## WHY? – 2

**MODERATE-TO-VIGOROUS  
PHYSICAL ACTIVITY**

- increased on-task behaviour by 5.5%  
(Goh, 2017)

## WHY? – 3

**Increase in:**

- intrinsic motivation
- perceived competence, and
- effort.

**No increase in:**

- perceptions of pressure
- negative view of lesson.

(Vazou et al., 2012)

## WHY? – 4

**Data from 105 countries**

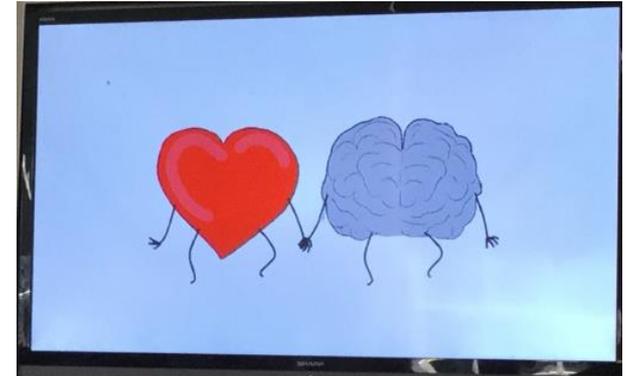
- 4/5 of adolescents did not reach recommended levels of physical activity  
(Hallal et al., 2012).
- 60% of world population exposed to health risks due to inactivity  
(World Health Organisation, 2017)

# Social & Emotional skills

## WHAT ARE SOCIAL & EMOTIONAL SKILLS?

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision making

(CASEL, 2013)



Do not use accusation tone:  
can you tell me what  
happened..what you meant?

## BENEFITS OF SOCIAL & EMOTIONAL SKILLS

- 11% increase in academic achievement  
(Durlak et al., 2011, Sklad, et al., 2012)
- + improved physical health
- + less substance dependence
- + better personal finances
- + less criminal offending  
(Moffitt et al., 2011)

## Yale Ruler for Emotional Literacy

**R**

Recognizing emotions in self  
and others

**U**

Understanding the causes and  
consequences of emotions

**L**

Labeling emotions accurately

**E**

Expressing emotions appropriately

**R**

Regulating emotions effectively

# Critical thinking

## 1. Critical thinking is:

'... the awakening of the intellect to the study of itself.'

(Paul and Elder 2008)

The greatest obstacle to knowledge is not ignorance, it is the illusion of knowledge.

(Klein, 2014 referring to Daniel Boorstin)

The great enemy of communication, we find, is the illusion of it.

(Whytem, 1950)

**I haven't failed,  
I've found  
10,000 ways  
that don't work.**

Thomas A. Edison

**You can't depend on  
your eyes when your  
imagination is out of  
focus.**

(Mark Twain, 1889)

# Critical thinking – the how

- evaluation based on criteria/standards
- weighing evidence
- caring about getting it right
- honesty
- clarity
- exploring context & values
- listening to others
- being prepared to change your view



# **CRITICAL & CREATIVE THINKING DRIVES LEARNING**

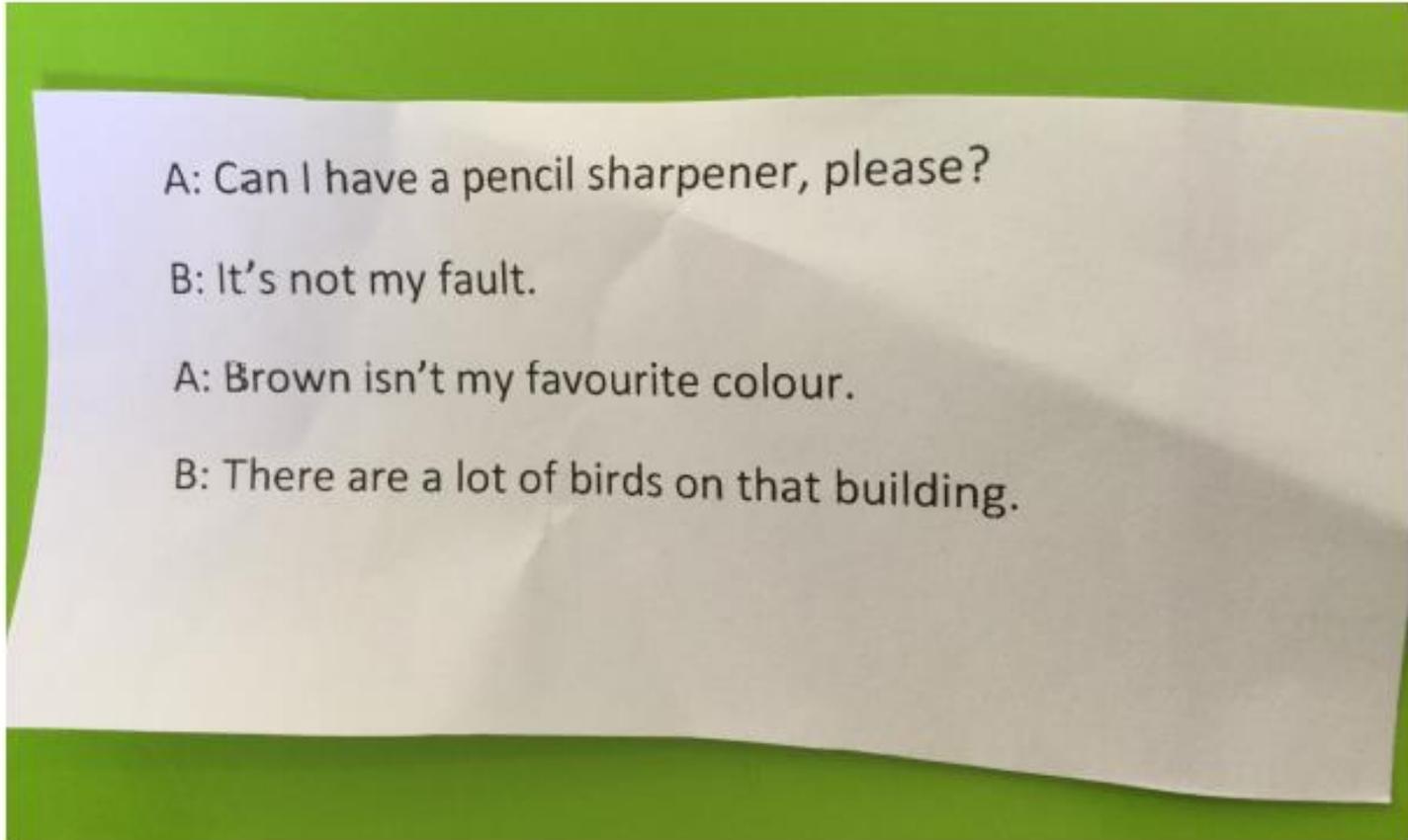


# Bloom Taxonomy

## Instructions

1. Draw Bloom's revised taxonomy.
2. Come and get an envelope of verbs.
3. Place each verb at the appropriate level of the taxonomy.





A: Can I have a pencil sharpener, please?

B: It's not my fault.

A: Brown isn't my favourite colour.

B: There are a lot of birds on that building.

## Thinking out of the box

Take a regular dialogue and ask to repeat it  
in different ways so to make S think in  
different ways

# Scadffolding learning

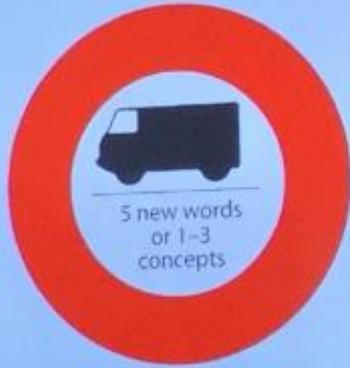
## WHY IS SCAFFOLDING SO IMPORTANT IN BILINGUAL EDUCATION?

The use of an L2 by a non-fluent speaker:

- slows down the processing of new information
- reduces the capacity of working memory to process new content.

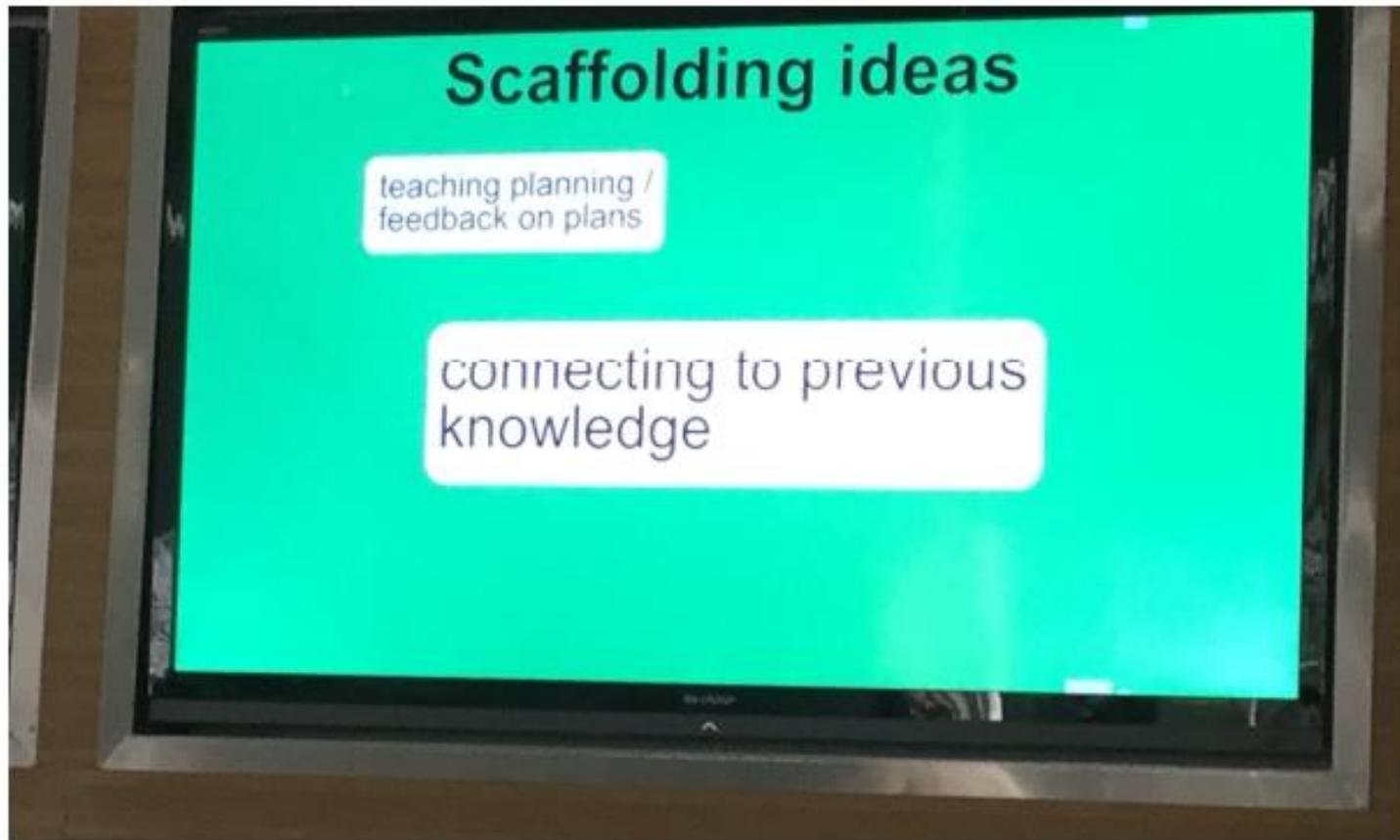
(Harrington and Sawyer, 1992).

## Maximum cognitive load for working memory



## Scaffolding

- support structures that help students to go further than they could on their own



**Prior knowledge is 0.93 to be added to  
Hattie's list**

All new information need to be connected

# School for the future

## Soft Skills – Europe

### Personal competences

Confidence

Discipline

Self-motivation / Self-Management

### Social competences

Communication

Emotional Intelligence

Networking

Presentation skills

Teamwork

## Looking at your classroom layout from a student perspective



Do you regularly check if everyone can see and hear properly?

Does the learning activity dictate the seating arrangement in your classroom?

Do you change your layout according to different activities or at different times of the year?

Can you justify your choice of classroom seating arrangement on the basis of educational goals?

# Key concepts

- Mistakes are tools to learning
- People learn better if the topic is spread over days
- Clil is not a method - it is an approach for all ages
- Who knows a dialect is bilingual

# Quotes

Life is what happens to you  
while you're busy making  
other plans.



If we are not making  
mistakes and trying to fix  
them **we cannot be  
learning very much.**

*'Everyone is trying to  
accomplish something big,  
not realizing that life is  
made up of little things.'*

## YOUR UNDERSTANDINGS OF EFFECTIVE TEACHER TRAINING

### TRAINER CHARACTERISTICS:

- good communication skills
- empathetic
- organised

### TRAINING CONTENTS:

- balance between theory and practice
- challenging and inspiring *discussion and a purposeful exchange of ideas*

### TRAINING METHODOLOGY:

- collaboration – cooperation - interactive
- innovative – creative
- engaging / learning by doing / active learning

helps to find new ways of teaching

SUPPORTING

focussed on practice

improving fluency and self-confidence

## 10 Growth Mindset Statements

FIXED MINDSET



What can I say to myself?

INSTEAD OF:

TRY THINKING:

GROWTH MINDSET



I'm not good at this.

I'm awesome at this.

I give up.

This is too hard.

I can't make this any better.

I just can't do Math.

I made a mistake.

She's so smart. I will never be that smart.

It's good enough.

Plan "A" didn't work.

1 What am I missing?

2 I'm on the right track.

3 I'll use some of the strategies we've learned.

4 This may take some time and effort.

5 I can always improve so I'll keep trying.

6 I'm going to train my brain in Math.

7 Mistakes help me to learn better.

8 I'm going to figure out how she does it.

9 Is it really my best work?

10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylvia duckworth

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## The Seven Essential Life Skills Every Child Needs

### Focus And Self Control

Children need this skill in order to achieve their goals, especially in a world that is filled with distractions and information overload. It involves paying attention, remembering the rules, thinking flexibly and exercising self control.

### Perspective Taking

Perspective Taking goes far beyond empathy: it involves figuring out what others think and feel, and forms the basis of children understanding their parents', teachers', and friends' intentions. Children who can take others' perspectives are also much less likely to get involved in conflicts.

### Communicating

Communicating is much more than understanding language, speaking, reading and writing – it is the skill of determining what one wants to communicate and realizing how our communications will be understood by others. It is the skill that teachers and employers feel is most lacking today.

### Making Connections

Making Connections is at the heart of learning—figuring out what's the same, what's different and sorting these things into categories. Making unusual connections is at the core of creativity. In a world where people can google for information, it is the people who can see the connections who are able to go beyond knowing information to using this information well.

### Critical Thinking

Critical Thinking is the ongoing search for valid and reliable knowledge to guide beliefs, decisions, and actions.

### Taking On Challenges

Life is full of stresses and challenges. Children who are willing to take on challenges (instead of avoiding them or simply coping with them) do better in school and in life.

### Self-Directed, Engaged Learning

It is through learning that we can realize our potential. As the world changes, so can we, for as long as we live—as long as we learn.

