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Parteners involved in the project

● Osnovna šola Dobje, Slovenia
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● Școala Gimnazială „Elena Cuza", România

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Proceedings of the

International Conference

"Innovative Approaches in Education"

"International Exchange for Innovation within and outside the Organization"

LEARNING WALKS

Authors:

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Osnovna šola Dobje, Slovenia

In recent years, the world of education has been changing rapidly. Instead of evaluations of individual teachers quality a support to a whole-school improvement came to the fore. With new research based on neuroscience we have got valuable insights about types of learning environments that support learning best. Consequently, education specialists, were forced to rethink the way we monitor and measure teachers performance. Based on the facts mentioned learning walks were designed to support professional collaboration through short class observations and comparisons of instructional practices. Chief benefits are well structured and goal oriented discussion at the end of the learning walks where every opinion matters and enhanced self-reflection.
In the article we will introduce how learning walks are implemented in Primary school Dobje, including protocols and reflection questions we have been using.

Key words: learning walks, walk-throughs, school development plan, school improvment plan, structured obseravtion, classroom observation, teachers sel-reflection, teachers evaluation, teachers monitoring, learning strategies, student engagement, student interactions

Introduction

Eveluation of teachers and their work using methodology of classroom observation has got a long tradition. Therefore it is well known to educators how time-consuming, intense and consequently stressful might be. Taking into account the time component together with an impact to a professional development it was clear we have to change something.

I. First steps to learning walks implemetation

We first started by European development plan which served as a base to revise our School development plan. Our vision was to create an environment where professional conversations are fostered and ideas are being shared through observations amongst colleagues not only about teaching approaches but also about their impact on learning. Moreover, we hoped reflections on other teachers work will encourage self-reflection. Bearing that in mind we came acroos of learning walks whose long-term goal is to change the established routines of pedagogical work with the use of a "soft" transition towards innovative practices used in teaching.

II. A theory of learning walks

These are short, 10 to 15 minutes long observation walks in a number of classrooms over a certain learning period. The date, number of classes being observed, group of observes, who are not necessarily just headteachers and a well-prepared preliminary observation scenario with quality criteria are agreed beforehand. It is not focused only to teachers but also ti students. As such, it gives an insight into teacher's practice and it measures teacher performance while a specific sequence of the pedagogical part of a lesson is being observed. This is how it helps to determine individual goals and areas for development with a focus on a specific aspect decided in a School development plan. On the other hand it provides teachers and

headteachers with an opportunity to reflect on what students learn, what learning strategies do they use, how is their interaction with the content and it gives an insight into their engagement.

III. Learning walk protocol steps

Step 1 - identify the purpose
In the example shared our purpose was to monitor to what extend formative assessment is implemented into every day class routines. Short observation instuctions and a timetable were created.

Step 2 - establish observation groups
The headteacher chooses a group of teachers, six to nine, who are divided into three groups. Each group is given a short observation instructions where time limits (up to 15 minutes), methods of observation (just watching and listening or also asking questions) and elements of observation (materials used, students engagement, the role of the teacher …) are stated.

Fig. 1 – elements of observation (source: ppt of the authors used during presentation at Innovative Approaches in Education conference)

Step 3 – learning walks
An observation group observes up to three lessons in 60 minutes. Each group gathers data about their element of observation only and they do it in a written form, chatting is not allowed. The beginning of the lesson, when the formalities take place, is not observed.
After each observation, the group should have a chance to debrief outside the classroom in a maximum five minute discussion. They have to write down the highlight or an excellence and a question they want to ask the teacher in the interview. Preferably this is a strong question which enhances quality in teaching. Afterwards the whole observation cycle is repeated.

Step 4 – feedback
First all groups of observers present their summarized key findings in order to be able to put all pieces together to get a clearer picture of the whole lesson. It is recommended that a moderator or a group of moderators with an excellente professional knowledge including the one about theory of the learning walks moderate a discussion and pay attention on time limits.
In the next stage observers are joined with teachers. The moderator leads an interview between the observers and teachers in a way that everyone is focused solely on previously agreed elements of observation and not on people. So first, second and third observers share the highlight or an excellence of the lesson and they ask a powerful question. The interview ends with a self-reflection of the teacher which includes pointing out

strong components of a lesson and identification of weak parts followed by ideas of their own practice improvement plan.

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SOME ASPECTS CONCERNING ACTIVE LEARNING
AND FORMATIVE ASSESSMENT

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Summary: *There is no doubt that education system tries to change the accent from informative to formative approaches by placing the learner in the center of the process and by bringing closer the learning experience to the real life.*

Key words: *doing instead of reproducing, discovering instead of receiving, learner thinks through his own mind than through teacher's mind*

In our opinion, active learning and formative assessment go hand by hand during modern educational process, concerning the involvement of students-centered methods.

Specialists think that active learning is the key in conferring a new role to the learner during the learning process. Some ideas of Bonwell and Eison (1991) are edifying:

- *"Students participate when they are doing something besides passively listening."*
- *"It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA)"*
- *"Active learning engages students in two aspects – doing things and thinking about the things they are doing."*
- *"Active learning is the opposite of* <u>*passive learning,*</u> *it is* <u>*learner-centered,*</u> *not teacher-centered."*

In our opinion, active learning is something like that you can go in a trip instead to listen a story about it. The learner changes the role of receiver with the role of maker, even the role of transmitter and the teacher doesn't teach but prepares the lesson like a trip. Active learning is when the learners act more than the teacher during the lesson, teacher speaks a little but thinks the sequences of lesson and conducts the steps of learning. Learners can take different roles (teacher, researcher, discoverer, inventor, etc.) which help them to tackle information and knowledge in an active manner and to develop new skills.

The advantages of active learning are very important in the nowadays context. There are social and economic premises for this approach, so every citizen has to be able to: to take the initiative, to assume the responsibility, to involve by own accord, to be active and creative, to be flexible and adaptable, to use a huge personal potential, to perform at a high level.

We can find out some educational priorities in order to approach active learning in school: the need to confer an active role to all students; the need to change teaching in learning process; the avoidance to put learners in passive role; teacher as a guide not a master; lesson as a bit of life not an abstract theory; learner as a discoverer not a robot; learner as a value which comes to light slowly.

Active learning requires a special framework like: an adequate learning environment, deep knowledge about cognitive and meta-cognitive process into students' mind, correct didactic strategy. Adequate learning environment means: a prior instruction, suitable atmosphere for collaborative, work, authentic scholarly content, solid previous knowledge, suitable technology.

Specialists suggest us ***some approaches*** in active learning:

- *Learning through discovery (Jerome Bruner), learners discover ideas with the help of situations provided by the teacher;*
- *Learning through meaningful reception (David Ausubel) which emphasizes the previous knowledge as a key factor in learning;*
- *"Think it through!" which gives close attention and thinking deeply about new information;*
- *"Make and Use Associations!" focuses on techniques for organizing, storing, and retrieving information;*

and *some activities*:

- *A class discussion – focuses on critically, constructively and intelligently approach;*
- *A think-pair-share – discuss in small groups and then share it in large group;*
- *A learning cell – pairs of students study and learn together;*
- *A short written exercise – one minute paper;*
- *A collaborative learning group – tasks on groups;*
- *A student debate – giving arguments for their opinions;*
- *Learning by teaching – students teach lesson;*
- *Gallery walk – students visit arranged places to find out information.*

How can I use active learning in Geography, for example?

- Use collaborative learning groups and learning cells for some sequences of lessons, in specially when we study continents or countries;
- Use gallery walk when we study elements of vegetation and fauna in different areas;
- Use learning through discovery, using different types of maps, when we study relief, hydrography, towns in some areas;
- Use learning by teaching for lessons which have a well known algorithm. Knowing the lesson's steps, students can use information from books, maps, internet, filling the plan;
- Use virtual trips for some applicative lessons.

General evaluation and formative assessment

Evaluation in school is *"a process of acquiring information about the activity of students and teachers, about their results, about the educational programme in order to use this information for thinking out opinions, appreciations, assessments in order to adopt future decisions."* (Terry Tenfrink). *Evaluation is a continuous process which accompanies the learning.*

Evaluation has some different functions: *informative* – gives information about the process and participants; *formative* – supports the learners, facilitates and motivates the learning and brings evidence about the process; *normative* – makes hierarchies according to some social and educational standards.

In our point of view, the formative function has a great role in the development of students' personality. It has important advantages: accompanies the learning; supports the learning; guides the learning; motivates the learning; implies the involvement of learners; helps the learners.

Some specialists speak about formative valencies of alternative methods and use of ICT means during the evaluation process. They recognize the role of these methods in stimulating active involvement of students during the process making them more conscious about their own

responsibility. They assure a better appling of knowledge and assist the practice of individual capacity and skills and help a better understanding and integration of knowledge in different practices. New methods can facilitate an interactive approach of teaching – learning process focussing on individual treatment according to individual needs and giving value to every creative potential. Some admit the new methods dishearten speculative practices which follow an easy learning, also diminish the factor of stress.

Some alternative methods of evaluation widely recognized: *Portopholio; Conceptual maps; Project; Reflexive diary; 3-2-1 technic; R.A.I. method; Case study; Practical task; Systematic observation of student's activity; Individual sheet of observation investigation; Assessment by ICT means; Use of eLearning platforms.*

Use of ICT means and electronic platforms in teaching Geography (Figures 1, 2, 3, 4):
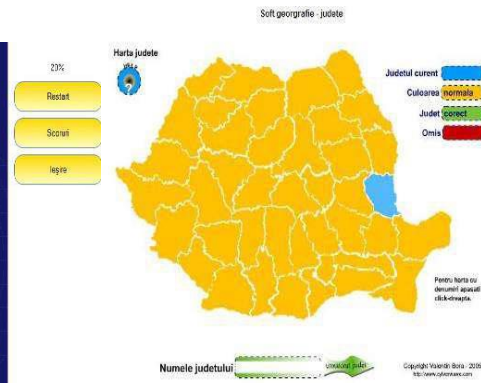

Fig. 1 Seterra programme start

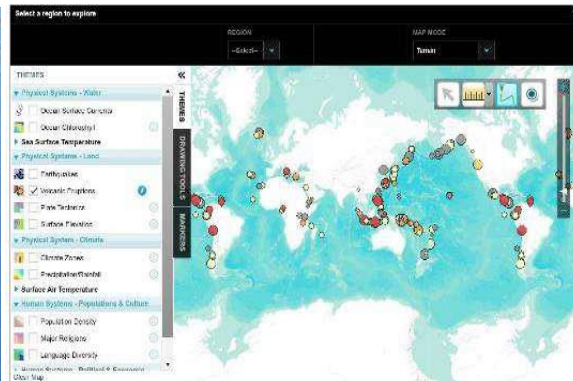*Fig. 2 Electronic test*

Fig. 3 Geographic puzzle

Fig. 4 Using an interactive map

Conclusions

Specialists say there are two fundamental rules for an efficient and formative assessment:
1. Build a positive image of evaluation and do not associate it with a failure!
2. Do not use evaluation for other purpose!
The adepts of new methods in education admit that ~There isn't a learning failure but only a teaching failure!"

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  Barnes, 1989)
  ***Seterra programme

TECHNOLOGY IN MY CLASSROOM

Josipa Blagus
Primary school Bukovac, Zagreb, Croatia

In this article, teachers will find concrete advise how and when they can use technology in their classroom.

web tools, Internet tools, gamification, classroom internet page, web.2.0

I first started using technology in my classroom 10 years ago. I was interested in how I could contribute to the learning process.

I tried to find different web tools which I could use in accordance with the technical support in my classroom. At that time we had a projector, a pull down screen and the internet connection.

During those days I tried so many different web tools and this is my favourite six:

1. Weebly.com is a free tool which, if used in a free version, offers a variety of ideas of making your own class webpage. With this tool I made class webpage. I wanted to make a central point to which my students could easily come back and see what we had done or revise and do more practice.
2. bitly.com is also a free tool. This tool shortnes internet links and i often use it. Since I work with primary school student I think the use of technology should be simplified. This way it`s easier for students to write them in their Internet browsers.
3. www.qr-code-generator.com changes information into a code simply and fast. All we need to do is write a note or insert a file/picture in the left frame and we get code in the right frame. A student needs to have the QR code app installed on his phone.
4. www.linoit.com is a web tool which enables student to work together on a task. Anyone with a link can access the document and publish his/her work. It's very user friendly.
5. www.wordwall.net i san easy and fun web tool for making different games for revision. You can use some of the templates for free and you can also change them according to what you need.
6. www.kahoot.com is a web tool that you can use to introduce a topic or as revision. A teacher makes a quiz that students enter using their mobile devices or tablets.

Technology is a teacher's good helper and teacher can use technology in any part of his/her lesson. I mostly use it once or twice during one lesson because it's become boring to kids if I use every day.

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THE THRILL OF CLIL

LA ILUSIÓN DE CLIL

LÁZARO SOTO OLCINA

COLEGIO SAN FRANCISCO DE ASÍS, LORCA . SPAIN

Who Am I?

- Lázaro Soto Olcina "Teacher Laz"
- Colegio San Francisco de Asís, Lorca. Spain
- 6 years
- Natural Science, English and Projects.

" I am not a CLIL expert, but I am a teacher who uses CLIL in his classrooms and who is happy doing it and with the results"

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Keep calm!

Why do I believe in CLIL?

1. Fluency vs Accuracy *(Cummins, Coyle and Pica)*
2. Natural language learning environment
3. Fosters language and thinking skills.
4. ICT potential
5. Long-time exposition to L2
6. Possibilities of interaction
7. L2 is the mean and not the goal.

- **8.** Flexible
- **9.** More effective approach than traditional.
- **10.** Active students
- **11.** Motivation
- **12.** Cooperative learning

WHAT IS CLIL ?

Colegio San Francisco de Asís de Lorca, Lázaro Soto Olcina "The Thrill of CLIL"

DEFINITIONS

CLIL methodology *includes using a* *non-native language* *as a* *means of instruction and learning* *in any stage and subject.*
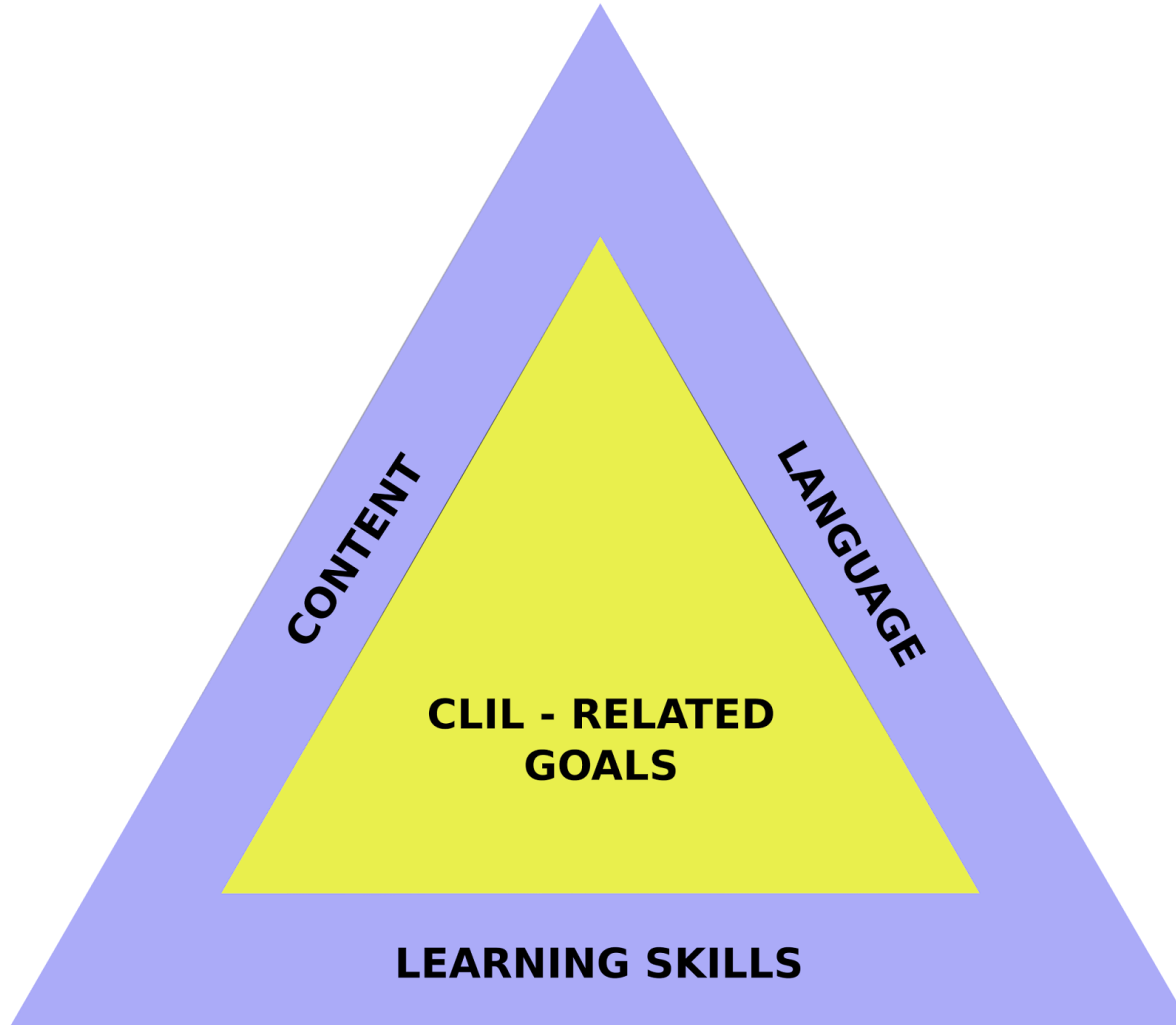
An *umbrella term* *used to talk about bilingual education situations*. Gajo, 2007

An *evolving educational approach* *to teaching and learning where* *subjects are taught* *through the medium of a* *non-native language.* TKT; CLIL HANDBOOK

What is and isn't unique about CLIL?

- *CLIL involves a new approach and a **certain degree of change,** but it can easily **fit into the standards of good practice** in education. (Added value)*

- *Encourages teachers to **keep using their favourites strategies** and to apply standard best practices in education.*

- *However, it does require an **understanding** of those **strategies** that are **essential for CLIL**, such as having a **three-way focus on content, language and learning skills***

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CLIL FOUNDATION PIECES

CONTENT

LANGUAGE

CLIL - RELATED GOALS

LEARNING SKILLS

Colegio San Francisco de Asís de Lorca, Lázaro Soto Olcina "The Thrill of CLIL"   Erasmus+

CORE FEATURES OF METHODOLOGY

MULTIPLE FOCUS

- CROSSCURRICULAR
- LANGUAGE SUPPORT AND REFLECTION (previous knowledge and visual aid)

SAFE AND ENRICHINING LEARNING ENVIRONMENT

- ROUTINES AND LOGICAL SEQUENCE (4 skills)
- CONTENT THROUGH LANGUAGE

AUTHENTICITY
REAL-LIFE LEARNING
ACTIVE LEARNING
LESS TEACHER TALKING TIME,
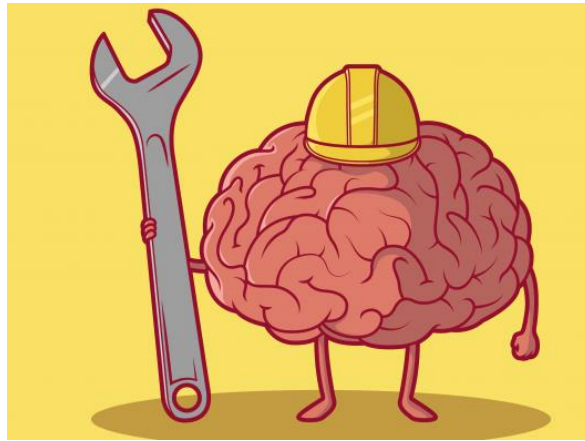SKILLS, LANGUAGE AND CONTENT
IMPROVEMENT
SCAFFOLDING
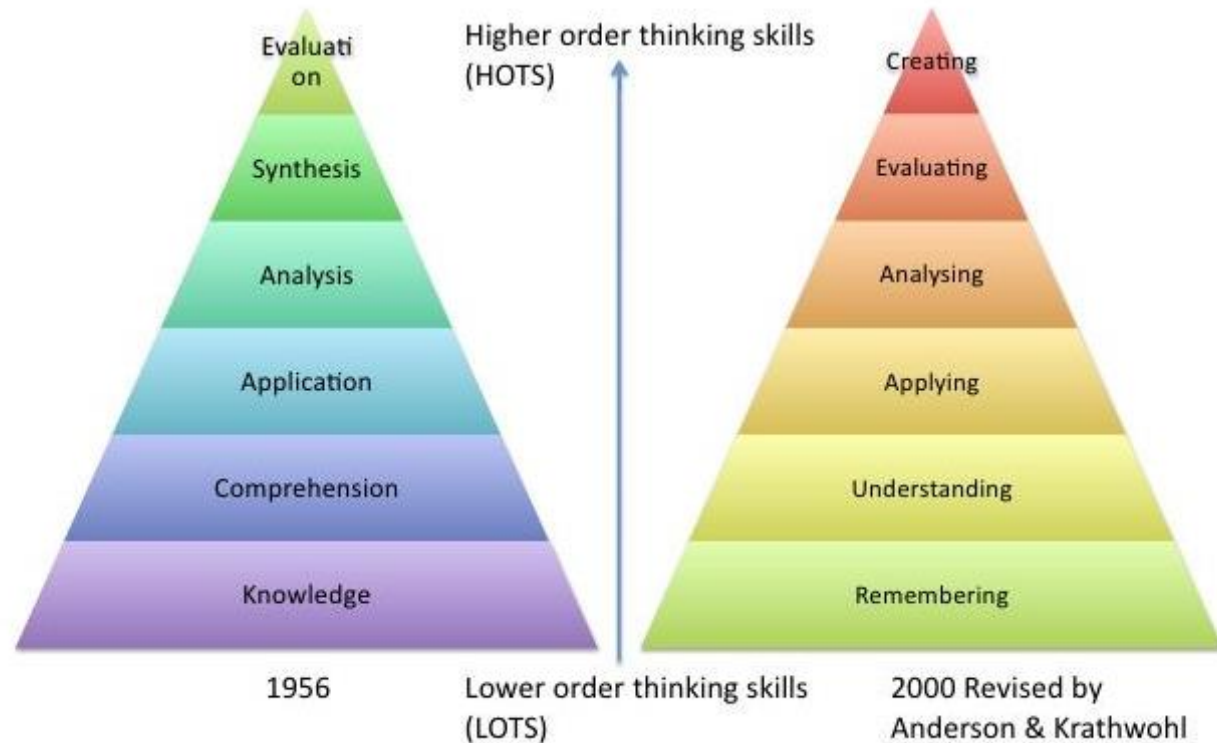PREVIOUS KNOWLEDGE
CATER FOR DIVERSITY AND DIFFERENT
LEARNING STYLES
COOPERATIVE LEARNING
ALL THE EDUCATIVE COMMUNITY IS INVOLVED

What drives the Core Features of CLIL Methdology?

Bloom's Taxonomy

Higher order thinking skills (HOTS)

1956 — Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge

2000 Revised by Anderson & Krathwohl — Creating, Evaluating, Analysing, Applying, Understanding, Remembering

Lower order thinking skills (LOTS)

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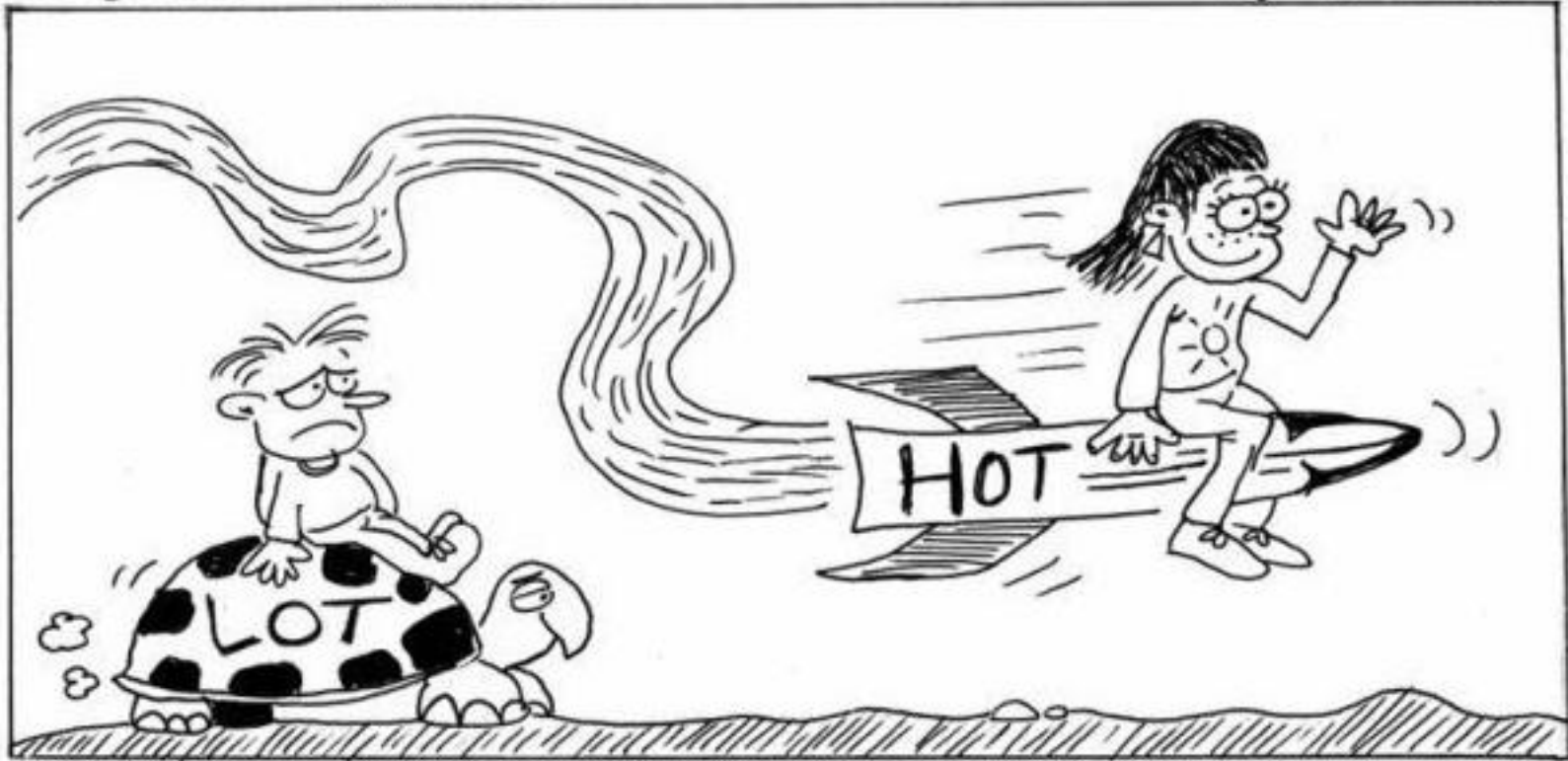Colegio San Francisco de Asís de Lorca, Lázaro Soto Olcina "The Thrill of CLIL"

HOTS AND LOTS
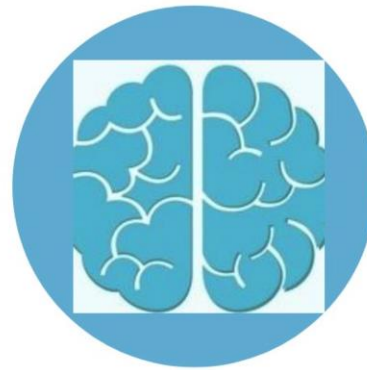
4 CS FRAMEWORK

CONTENT

Subject matter

COMMUNICATION

Language learning and usage

COGNITION

Learning and thinking processes

CULTURE

Understanding and global cityzenship

Coyle,1999

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BENEFITS AND DRAWBACKS

- L2 ACQUISITION IN A UNCONCIOUS WAY

- MORE EFFECTIVE THAN TRADITIONAL METHOD

- LONG-LIFE LEARNING (USEFUL VOCABULARY)

- HIGHER MOTIVATION LEVEL

- TEACHER LANGUAGE COMPETENCE

- TIME-CONSUMING

- INAPPROPRIATE TEXTBOOKS

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MOST SIGNIFICANCE DIFFERENCE

ELT LESSON

It includes exploration of language delivered by a teacher.

CLIL LESSON

It is based on language directly related to a content-based subject.

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CONCLUSION

CLIL is important because positive attitude can change in learners towards learning a language, and towards themselves as language learners. It also offers opportunities for youngsters to use another language different than their mother tongue, more naturally, in a way that they soon forget about the language and focus on learning the topic.

THANKS!

https://www.youtube.com/watch?v=5euhcsdAljw

INTERACTIVE LESSON BY DIGITAL EDUCATION MOZAIK

PROF. ADRIANA MANTEA ȘI PROF. ING. CONSTANTIN MANTEA
COLEGIUL TEHNIC „ION CREANGĂ" TG. NEAMȚ

Summary: Mozaik digital education is a didactic method of computer-assisted training that involves a student's research, supervised and guided by the teacher, which helps him in carrying out the technical operations, the documentation ones, in identifying the links between information, leading him to a new one. knowledge [2].
Mozaik digital education is a digital education system designed to facilitate the work of teachers and to adapt to their requirements. One such integrated education system is mozaLearn, which covers the entire education system (all classes, all subjects) and provides adequate support for both students and parents [4].

Key words: mozaik, mozaLearn, e-learning, mozaBook, mozaWeb, mozaLog, computer-assisted training, integrated education system.

Digital education is achieved through e-learning or e-learning, which represents a current way of developing education in line with technological discoveries. E-learning means all the educational situations in which the means of information and communication technology are significantly used. These e-learning teaching strategies can be classified into two broad categories [1]:

- CD-based e-learning: the educational beneficiaries receive the courses on the CD, and they will be installed on their own computer and can start the learning process at a personal pace;
- Network-based e-learning: courses can be accessed through a network (intranet / internet) on the central server.

The auxiliary materials used for computer-assisted training are part of a wide range of multimedia applications dedicated to education, and their use breaks the monotony of using printed pages and adds a new dimension - source of the communication process [2].
To facilitate the learning process and to make information more accessible, several e-learning platforms are available, for example: *mozaLearn, Learning Apps.org, moodle, LearningON* etc.

The mozaLearn is a professional integrated education system that covers the entire K-12 school system. The system satisfies all needs concurrently, and was designed specifically to help teachers in their work. The mozaLearn system is in the front line of global education, providing excellent digital support for pupils, teachers and parents.

Figure 1. MozaLearn[4]

The **mozaBook** software is available for schools, teachers, parents and students. Depending on your needs, you can choose the version designed for learning at home, but there are licences that allow the use of mozaBook on interactive boards in the classroom. [4].
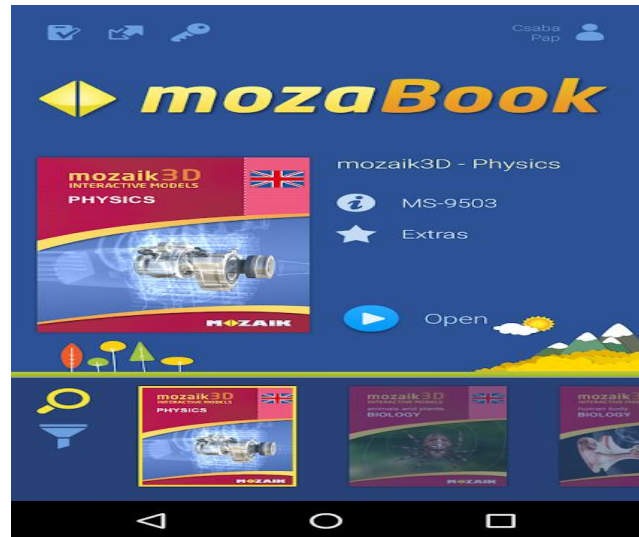

Figure 2. MozaBook[4]

The MozaWeb have more than 1200 3D scenes, hundreds of educational videos, pictures, audio, thematic tools and games for all subjects that can be accessed online, anywhere. mozaWeb is accessible with any desktop browser, no additional software is required. [4].

Figure 3. MozaWeb[4]

The **mozaLog** digital school register, developed by Mozaik Education, is an educational information system that enables school staff to use a single interface for both administrative and organisational tasks. By using mozaLog, the laborious and cumbersome management of traditional paper-based class registers becomes redundant. [4].

Figure 4. MozaLog [4]

The systematic and methodical design of the training process is advantageous because [2]:
• Supports learning-centered training;
• Maintains effective, efficient and attractive training;
• Supports communication and collaboration between designers, teachers, applied computer specialists and users.
• Facilitates the dissemination of pedagogical knowledge by educators.
• Offers practical, possible and acceptable solutions for training problems.
• The analysis phase also supports the further elaboration of other types of teaching materials.
• Ensures that what is taught is necessary to achieve the learning objectives of the students.
• Facilitates a correct and accurate evaluation of the training process.

However, this form of computer-assisted training also has disadvantages [3], such as:
• The relative isolation of the student, captivated and captured by the universe of technology, leading to amplification of the child's selfish tendencies.
• Cooling the human relationship due to verbal, nonverbal and paraverbal communication.
• The educators supervise, advise, guide, mediate the student-computer relationship and no longer effectively carry out student modeling activity.
• The educator loses his authority, so that his personality does not transfer to the students.
• Students lose contact with reality and will no longer know how a substance smells, what color it is in nature, etc. because of the chances that the computer has to model, simulate or call the game. • Excessive use of the computer leads to technicality, and children will no longer want to play real games, preferring only virtual games.
• Worsening of health through some ocular or spinal disorders and by sedentary lifestyle (obesity).

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[4]. www.mozaweb.com

PARENT EDUCATION PROGRAM *"HOW TO BECOME BETTER PARENTS"*

KINDERGARTEN TEACHER SMOCHINĂ MIHAELA GABRIELA
"I.GERVESCU" SECONDARY SCHOOL SĂVINEŞTI- NEAMŢ

Thesis Abstract:

The thesis presents a Parent Education program which was conceived as a prevention and intervention instrument, used in order to support parents in developing healthy parental practices, both in the presence of adverse living conditions, and in their absence.

Parenting courses are useful for parents regardless of their child's age or the social and economic status of the family, but it becomes very useful when the parent does not have access to education, when the standard of living is low and the parent considers that school is not that important.

By participating in parent education courses, the parent comes to understand the role of education in the transformation of his/her child in an adult.

Key words: kindergarten, parent education, project, cours, relationship, parental skills, child's rights, communication, parent-child relationship.

I. Project Description

The project is carried out based on the model supported by HoltIS Organization, after obtaining the authorization of parental educator I and is carried out by Dumbrava-Vale Kindergarten, structure of "I. Gervescu" Secondary School, Săvineşti in school year 2019-2020 with a group of 14 parents of the children in the lower preschool group. Depending on the particularities of the group of participating parents, 8 sessions were designed with specific topics, such as: "How to be a better parent"; "How to efficiently communicate with your child"; "How do you accompany the child on the path to its development"; "How to be a trustworthy partner in the relationship with your child"; "How to positively approach the child's behaviour"; "How to positively approach the child's behaviour"; "How to prevent abuse and its effects on the child"; "What do we do next?"

A meeting is carried out once a week then a continuous counselling with common parent-child activities, workshops, extracurricular activities, visits.

The agenda presents an order proposed for the presentation of materials and can be easily individualised in order to meet the needs of each group.

Within each session, as a work tool, the materials shall be deliberately repeated in a variety of forms. The repetition helps the normalization and strengthening concepts and information. Parents are presented information and choices regarding the type of parent that they want to be and the possibilities of changing attitudes and behaviours.

The purpose is to help parents understand concepts, feel satisfied with themselves and start to apply them in their life.

An important part of each session is the time specially reserved so that parents may share good news/bad news (and/or something they did for themselves that week, one thing they did with their child).

I.1 Subject lot
The group for the course How to Become Better Parents consists of 10 up to 15 parents, so that parents may have sufficient possibilities to actively participate. Groups made up a number lower than eight persons are not recommended as normal absences due to sicknesses and other factors diminish the size of the group and have an impact on its dynamics.
The environment where the course is carried out
The courses shall be carried out at the school. The atmosphere must be a pleasant one so that people may feel safe and comfortable in each other's presence.
Parents shall usually sit in a semi-circle, so that all participants may have the possibility to see both the image projected on the beamer screen, as well as each of the members of the group.

I.2 Time
The period of the day when the course is carried out is important. The schedule based on which the meetings are carried out is set down together with all the parents and one shall take into account the possibility of each to participate. The time and establishment of the group shall be set down on the first session with the parents.
A course between one hour and a half - two hours, with a break for snacks, shall work very well.

I.3 The purpose of the project
The creation of a framework favourable to compliance and promotion of child's rights by improving parental skills.
Objectives of the project
Organization of 8 session of Parental education for the parents of the 14 children in the Lower preschool group, Dumbrava Vale;
The increase of parents' concern of the 14 children in Dumbrava Vale Kindergarten for self-care and for the care of their own children, during and at the end of the 8 weeks of carrying out the project;
Increase of the frequency of interactions of the 14 parents involved in the project with "I. Gervescu" Secondary School Săvineşti-Neamţ and its representatives.
Integration of the 2 Romani parents in the group of Romanian parents, for the purpose of integrating Romani parents into the community and fighting average and long-term absenteeism.

I.4 Target population/beneficiaries
14 parents participating in the "How to Become Better Parents" Course of Parental Education and their families;
14 children in the lower preschool group at Dumbrava Vale Kindergarten, Structure of "I. Gervescu" Secondary School - Săvineşti- Neamţ;
Long-term beneficiaries:
"I. Gervescu" Secondary School and the local community.

I.5 Project assessment and monitoring

Within each session absences shall be recorded;

One shall draft protocols, sheets for the assessment of parents' behaviour, their active involvement;

The absences of their children shall be closely monitored;

One shall monitor the involvement of the participating parents in the activities organized at the school level (participation in meetings of parent committees, extracurricular activities, volunteering activities carried out at the level of "I. Gervescu" Secondary School);

Parents' assessment at the end of the course, by applying certain questionnaires.

I.6 Material resources for the execution of the project

- plastic portfolios, block notes, pens, name tags, beamer, laptop, PPT presentations, magnetic blackboard and flipchart, markers of various colours, photocopier and consumables.

Materials for parents, markers, stickers, materials necessary for the carrying out of parent-child activities shall be donated by the priests of parishes "Dormition of the Theotokos" and "Saints Constantine and Helen" of Piatra Neamţ, with which we have concluded a partnership. Beamer, flipchart, photocopier were made available to us by "I. Gervescu" Secondary School. Consumables, laptop, juices, cakes, coffee and other materials necessary shall be our own contribution.

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