



REALIZING EXCLUDED STUDENTS BY SMART STRATEGIES













Realizing excluded students by smart strategies

PROJECT BOOKLET



CONSTANTA, 2021

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1. COOPERATIVE LEARNING

The first mobility took place in Turkey, a very hospitable country where both teachers and students had the opportunity to get to know each other and apply cooperative learning skills and techniques, thus building an enduring friendship.

Cooperative learning is a teaching method in which students of interchanged levels of knowledge and skills are arrayed into groups and rewarded according to the overall group's success, rather than the success of an individual member. Cooperative learning structures have been implemented in American education since the early 1900s, when they were introduced by the American education reformer John Dewey.

Cooperative learning is sometimes thought of simply as 'group work,' but groups of students working together might not be working collaboratively.

Elements of Cooperative Learning

Cooperative learning researchers David and Roger Johnson have identified five elements that define cooperative learning:

Face-to-Face Interaction

Students are promoting each other's' learning through face-to-face activities where they discuss and explain assignment topics with each other.

Positive Interdependence

Students have the sense that they're 'in this together,' feeling that each member's individual effort will not only help him, but the whole group. The grade of each student is dependent upon the effort of other group members.

Individual Accountability

Each student is accountable for their own contribution to the group. Clearly described goals ensure that each student knows what he or she is responsible for and what the group is accountable for.

Group Processing

Students are given a means for analyzing their group for how well the group has learned and whether or not collaborative skills are being used.

Collaborative Skills

Students learn not only the subject matter, but interpersonal skills and how to work in teams. Students are taught skills of communication, leadership, and conflict management during the early stages of cooperative learning sessions.















2. PEER TUTORING PROGRAM

`WORK ISN'T ONLY WHAT YOU KNOW, BUT YOUR DESIRE TO HELP OTHERS. `

The project followed through with the second physical mobility in the beautiful country of Italy. This new meeting gave students a chance to experiment horizontal and sideways learning by trying different peer tutoring techniques.

Why did we have this program?

It provided Year 1 to 8 students with a tutor to assist them in order to improve different skills.

Tutee (students being tutored) benefits:

- a more relaxed teaching atmosphere
- perceive the tutor as a friend rather than a rigid teacher
- the student is given continuous individual attention during the teaching process

Tutor benefits:

- develop teaching skills
- learn to be responsible and organized
- gain self esteem

Who were the tutors?

Same year or senior students who volunteered to participate to the program.

They were employed as one tutor to one tutee or one tutor to many tutees.

Teaching methods applied

"Teacher for an hour":

I DO WE DO YOU DO

- + I do, You watch
 - Modeling, thinking aloud
- + We do, You help

◆ Guided practice

+ You do, I help

♦ Back-up support

+ You do, I watch

♦ Monitoring





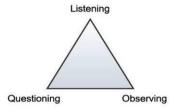




Teaching methods applied

> "The Author's chair":

- a student presents a book which he or she read and the teacher observes (using a recorder in order to review the performance afterwards)



> The tea party reading club':

- Adding snacks and tea/beverages to a reading session create a less formal atmosphere thus enhancing students desire to acquire printed knowledge.



> Courtyard reading club':

- Similar to indoor tea party reading, the courtyard session gives students an opportunity to spend more time in the open air, exposure to oxygen acting as a morale booster.

- "Learning during break (recess)":
- While moving during recess, children retain 90 percent of what they have learnt during the previous class.
 - It's getting them to move and be active.
- During play time tutor asks questions to the tutee in order to consolidate knowledge





> "The human body"





- "Practical skills development"
- tutors and tutees engage in different practical projects in order to stimulate creativity, develop crafting skills and teamwork











> "We plant flowers":

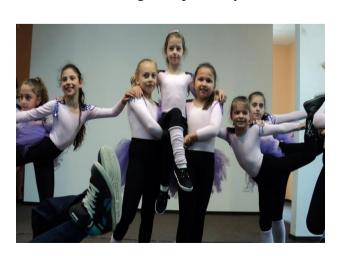
- students develop civic attitude towards environment, thus building their own future





"We dance in couples":

- students grow up healthy and fit





- ➤ Learning home after school'':
 - another informal environment meant to stimulate creativity and teamwork





Benefits of Peer tutoring

Tutees will:

- feel more confident about their abilities.
- be given individual attention provided outside class time and will not need to pay for private tuition classes.
- develop their communication skills, self esteem and personal satisfaction....







3. TEAM TEACHING

Our learning and exploring endeavor continued in the warm welcoming country of Poland. Here we developed our team teaching skills therefore becoming more effective.

First, What is TEAM? Together Everyone Achieves

More

Team + work = TEAMWORK

It is work that blends individual strengths so that they complement each other, and in doing so brings people together with a sense of friendship and shared vision so that their strengths are applied in a common direction towards meaningful goals

Why TEAMWORK Matters?

- Creates synergy the sum is greater than the parts
- Encourages multi-disciplinary work
- Fosters flexibility and responsiveness
- Promotes the sense of achievement, equity and friendship;
- ❖ When managed properly, teamwork is a better way to work!

Characteristics of an Effective Teamwork

- Credibility
- Sense of Purpose
- Accountability

- Cooperative Spirit
- Appreciation

Credibility

All the people in the group should take responsibility and accept the credit for their actions as a team and not on an individual basis.

Sense of Purpose

- There is a need to have a sense of purpose in the team for achieving a clear mission.
- All members of the team should believe that this mission is necessary to accomplish.

Accountability

• Teams must be accountable as a group for all their failures and successes.

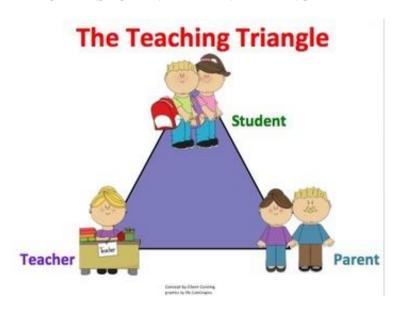
Appreciation

- All members of the group should appreciate the knowledge diversity of all individuals in the group
- They should use the skills of a particular member in a convincing way for achieving the organization's goals.

Cooperative Spirit

- Cooperation makes a successful team.
- It can be tough if some of the individuals in the group are highly opinionated or strong personalities.

TEACHER-STUDENT-PARENT TRIANGLE



WHAT ARE THE BENEFITS OF TEAMWORK IN THE EDUCATION SYSTEM?

> FOR TEACHERS

- Knowledge is attained faster
- Work is often more enjoyable happier workplace
- Ability to draw on other students' ideas

> FOR STUDENTS

- Develop peer interaction thus developing future adult social skills
- Foster the social inclusion
- Increase students overall performance and grades

> FOR PARENTS

• Enhance the level of involvement in child education

Teamwork with parents





Education Teamwork methods

- Thinking hats
- The Cube
- Gallery walk
- The Jigsaw
- Practical skills projects
- Team physical activities (dancing, sports, gardening)
- Charity activities

THINKING HATS

Creative thinking and critical thinking are key aspects of <u>drop out rate</u> problem solving.

- White Hat: focuses on data, facts, information known or needed. (What specific programs are currently in place?)
- **Black Hat**: focuses on difficulties, potential problems, why something may not work. (*What mistakes do we need to avoid?*)
- **Red Hat**: focuses on feelings and intuition. (*Do you have any emotions?*)
- Yellow Hat: focuses on values and benefits: why something may work. (What are we doing right?)
- Green Hat: focuses on creativity: solutions, new ideas. (What's a new approach?)
- **Blue Hat**: focuses on process control, timing, next steps, action plans. (e.g., what's the next logical step? Who needs to be included?)



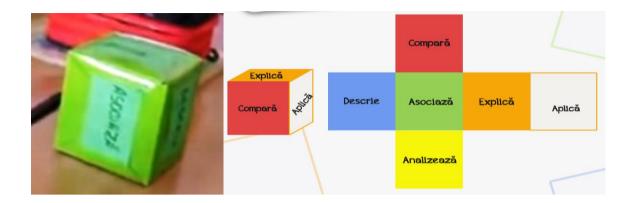
THE CUBE

This method develops critical thinking.

The students are divided in 6 teams and introduced to a situation that needs to be analyzed. In order to do that, they are equipped with a paper cube. Each team writes its thoughts according to the requirement written on the allocated face of the cube.

The Cube faces may require to:

- 1. **Describe**...(How does it look like?)
- 2. **Compare**...(Who does he resemble?)
- 3. **Apply**...(How can it be used?)
- 4. **Argue** in favor or against...(Is it good or bad?)
- 5. **Analyze**...(What effect has on you?)
- 6. **Execute**...(How do you put it in practice?)







GALLERY WALK

Gallery Walk is a discussion technique that gets students out of their chairs and into a mode of active engagement:

- 1. The students are divided in groups of 3 to 4 students
- 2. The groups are asked to solve a problem with multiple solutions
- 3. The results of their work are put on charts or diagrams and displayed on the classroom wall (a poster) forming a gallery
 - 4. Then the teacher asks each group to tour the gallery and examine the solutions
 - 5. The students write their impressions on other group posters
- 6. In the end everybody resume their initial position and examine other students observations.



THE JIGSAW

Students work in groups collaborating and relying on one another in order to accomplish multiple tasks.

- **Step 1:** Organize students into a group of 4-6 people.
- **Step 2:** Divide the lesson into 4-6 parts, and assign one student in each group to be responsible for a different segment.
 - **Step 3:** Give students time to learn their assigned segment independently.
- **Step 4:** Put students who completed the same segment together into an "Expert group" to talk about and process the details of their segment.
- **Step 5:** Have students return to their original "**Jigsaw**" groups and take turns sharing the segments they've become experts on.

This method gives students a greater sense of individual responsibility.





DIFFERENT TEAMWORK ACTIVITIES

PRACTICAL SKILLS













TEAM PHYSICAL ACTIVITIES

DANCING



SPORTS





GARDENING



CHARITY ACTIVITIES











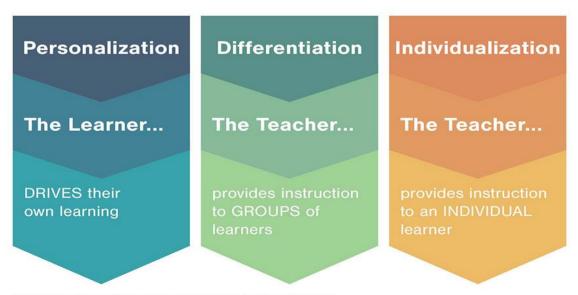


4. **PERSONALIZATION**

Martinique/France was by far the most awaited phase of this project, giving all the continental european partners a once in a lifetime experience.



The difference between Personalization, Differentiation and Individualization



Personalization v Differentiation v Individualization Chart (v3) Barbara Bray & Kathleen McKlaskey

PERSONALIZATION

It is a teaching method that tailors instruction to students' individual requirements. By shifting control of learning to a student, they become active learners; rather than base knowledge, it prepares them for life far beyond school. It involves using digital resources to promote students' autonomy and enhances learning.

The benefits of personalized learning

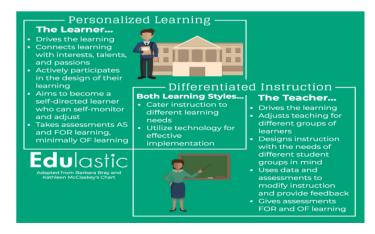
- ❖ Higher student engagement rather than passively receiving information;
- ❖ Students take an active role and contribute to their own learning;
- Fosters flexibility and responsiveness;
- Promotes the sense of achievement and friendship;

Characteristics of an Effective Personalization

- Student ownership of their learning process;
- Focus on the learning process rather than "big end-of-year tests";
- Competency;
- Anytime, anywhere learning;

What are the benefits of personalization?

in the education system?



Strategies to personalize learning

1. **Using technology** to create a personalized learning environment. Google Docs give students multiple opportunities to show their knowledge and Google Forms are sent to the teacher automatically while the students are self-assessing.







Strategies to personalize learning

2. **Allow students the choice** between reading a short story, listening to an audio version or watching it on the video projector. This gives students the ability to choose the process that best fits their needs.



Strategies to personalize learning

3. Teacher sets **a rotation of learning activities** related to the topic; these could be individual learning activities, digital content, group collaboration or peer-to-peer activities. That way, students accomplish all the necessary learning but are allowed to do so in their own way.





Strategies to personalize learning

4. Make the classroom flexible! - flexible seating arrangements or rotating stations.

This encourages collaboration, communication, creativity, critical thinking and makes it easier for teachers to work with smaller groups.





Strategies to personalize learning

5. **Flip instruction**, so students can learn at their own pace. Students watch recorded lectures at home and engage in activities together during class time. This allows students to watch video at their own pace, pausing whenever they feel necessary. They can also interact and ask questions via online chats with their classmates and teachers.









5. PROJECT BASED LEARNING

The last milestone of our two year project should have been reached in Romania, the land of warm and merry people. Unfortunately, the outburst of COVID-19 pandemic put an end to physical encounters amongst fellow project partners. To that extent, the Romanian partner dedicated its efforts to sum up the entire experience and to come up with the project book.

In the context of infusions of alternative methods at all levels of learning, during the decision of some didactic solutions or real relevance for the present Romanian education, the others require more time and greater flexibility from the practical part for a real Romanian school adaptation. Continuous training of teachers in recent years has provided, in some cases, ideas and practices of caring or uploading the change of approach to a student-centered curriculum.

What does project-based learning mean?

Project-based learning is a comprehensive instructional approach that engages students in cooperative inquiry (Bransford & Stein, 1993). Students find solutions to problems by:

- Formulating and refining the questions;
- Debating ideas;
- Formulating predictions;
- Designing plans or experiments;
- Data collection and analysis;
- Drawing conclusions;
- Communicating the ideas and results of the investigation to each other;
- Asking new questions;
- Creating objects.

Project-based learning is an in-depth learning in which children are masters of their own work, where they are given the freedom of choice from a series of possibilities set by the teacher together with the students. This type of learning is tailored to the individual needs and interests of each student, it is an activity that involves a group of participants to supplement or strengthen traditional methods of learning.

These projects:
\Box have the role of supporting the teacher in trying to attract students to school;
☐ creates a stimulating, attractive context;
☐ it takes time to plan and adjust;
☐ it is time consuming;
☐ develops and applies knowledge and skills;
\Box triggers the inherent desire of the students to learn, to work on something important and to be taken into account;
$\hfill\Box$ require students to use those sources of information and disciplines that help them solve problems;
□ involves teamwork;
\Box teaches students to manage their time and to allocate resources such as time and materials;
$\hfill\Box$ increase the motivation of the students and the participation of the least active during the traditional hours.
A. Characteristics of project-based learning:
\Box The class project is an individual and collective process and product, in which each student contributes, to the extent of his possibilities and interests, to a collective result. Each student represents a "piece" of a mechanism that depends on each and every one of them.
\Box Students design together with the teacher or the process by which they will arrive at the result of the investigation:
\Box Students are responsible for accessing and administering the information they gather, for the result obtained; the responsibility is individual and collective.
\Box The evaluation is continuous.
\Box Students constantly reflect on what they do, the result of their work influencing the result of group work.
\square A final product is made and evaluated in terms of quality.
\square In the classroom there is an atmosphere that tolerates error and change.
☐ The students involved in a project choose for themselves what they will work on, plan their work, participate in defining the evaluation criteria of their project, solve the problems they

- B. Basic principles for carrying out a class project:
- Cooperation / Co-participation underlines the value of the teacher-student partnership;
- Co-influence, Negotiation gives students the power to influence the activity in the classroom through their participation, to intervene in the modification or decision making through negotiation.
- Decision making in common promotes communication, acceptance, tolerance and mutual respect.
- Co-responsibility consecutive to the previous ones. Student involvement in decision making creates the sense of responsibility and belonging to the class community.
- Freedom of initiative initiative is the expression of the desire to learn, to get involved, to experience new situations and experiences.
- Respect and tolerance the opinion of others must be respected, the differences between the students should not cause conflicts.
- Family participation parents become more interested in what's going on at school, learn more about what's going on in class and what their children have learned.

C. Stages of project execution

Preparation stage - the elements of a project

- 1. Objectives
- 2. Theme and sub-themes
- 3. Place of performance
- 4. Material and human resources
- 5. The form of organization, the establishment of tasks, roles and responsibilities
- 6. Project schedule
- 7. Types of products
- 8. Methods of evaluation

Stage of realization - the activity of each group;

- the supervision of the course (involvement, problems, assuming responsibilities, functioning of the group) by the teacher.

Evaluation stage - analysis of the results obtained (group, project, personal procurement);

- is interested in the process (the teacher) / the product (student)
- D. Requirements for carrying out a class project
- trans disciplinary content
- learning through cooperation
- the venue not just the classroom
- calendar of actions known, displayed
- material resources support
- parallel to the usual activities
- duration 1 week-3 months
- final product displayed
- breaking the class-school-community barriers
- portfolio.

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https://sp3.sierpc.pl/projekty-unijne/erasmus/

Co-funded by the Erasmus+ Programme of the European Union

This publication reflects the views of only the author and the commission cannot be held responsible for any use which may be made of the information contained therein

FIVE NATIONS - ONE TEAM!



A team is not a group of people working together.

A team is a group of people who trust each other.











