

Educating for the 21st Century: Re-imagining our Schools for our Children's future

Course Details:

2 weeks course

40 hours + cultural programme in the afternoons.

This course provides an overview of and critical framework for assessing current pedagogical developments. Participants have opportunities to share experiences and ideas on current thinking and initiatives with colleagues from Europe and beyond.



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The Alpha College is sited in Dublin and is an approved training centre for ELT (English Language Teaching) year-round and give Erasmus+ training courses for Teachers. We had a great trio of teachers : Liam, Katie and Rachel. They are good professionals with a large dose of humour and optimism. Moreover, Katie and Rachel are great performers in their classes.

Our team was made up of a group of sixteen teachers around Europe (Poland, Bulgaria, Hungary and Spain)

OBJECTIVES OF THE COURSE:

AIMS OF THE COURSE

- To provide with an overview of assessing pedagogical developments in the 21st
- To provide with a toolbox to enhance our own 21st skills
- To get opportunities to explore 21st global issues and their impact on our schools
- To promote responsible citizenship
- To establish contacts and share information with other teachers and facilitate future networking among us
- To produce high-quality learning outcomes for participants and reenforce our school's scope

AIMS AT SCHOOL

- To make **lifelong** learning and mobility a reality
- To improve the **quality and efficiency** of education and training
- To promote equity, social cohesion, and active **citizenship**
- To enhance creativity and innovation, including **entrepreneurship**, at all levels

Monday 16/07/18

INTRODUCTION & NEEDS ANALYSIS (Katie)

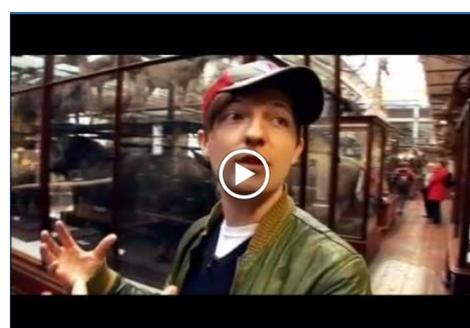
Katie welcome us in the school and after some paperwork we introduced ourselves answering these questions:

1. Do you work in primary, post-primary or third level?
2. What subject(s) or course(s) do you teach?
3. What's the most enjoyable thing about being a teacher?
4. What's the most challenging thing about being a teacher?
5. Who / what encouraged you to take this course?
6. How do you supplement your classes? What kind of technology / internet resources do you use in class?

We also shared and recommended some icebreakers we use in our classes and Katie explain us the timetable for the following two weeks

1st WEEK	Induction & needs analysis	21st century skills	Challenges of CLIL	Limited resources environments	Issues in ELT
	The development of theory & methodology in education	Reflective teaching practice	Concepts of autonomous education	The importance of multiculturality	Promoting responsible citizenship
2nd WEEK	School gardens, sustainability and permaculture	Technology for teachers	Becoming a more autonomous teacher	Promoting critical thinking skills	Forum
	Project based learning	What is problem based learning?	Technology for teachers	ICT in the classroom/	Feedback and review session

She also gave us the cultural program for the afternoons and some recommendations about what to visit, transport, entertainment, safety,... in Dublin.



THE DEVELOPMENT OF THEORY & METHODOLOGY IN EDUCATION (Liam)

After a short tea break we had a introductory session with Liam about the different Learning theories and their evolution. First we looked at the changes in education

Education then	Education now
Content at centre of learning	Learner at the centre
Teacher as expert, instructor, tester	Teacher as guide, coach, resource
Subject textbook	Variety of materials
One-size-fits-all curriculum	Personalised learning
Perfection expected for Ts and Ls	Errors as learning opportunities
Summative assessment	Formative, ongoing (self-) assessment
Learning based on brain and memory	Learning through doing
Learners as consumers	Learners as producers and consumers
Maximum TTT (Teacher Talking Time)	Maximum LTT (Learner Talking Time)
Technology as add-on	Integrated technology
Socio-emotional aspect ignored	Integrated socio-emotional development

Liam introduced some of the main theorists and we had to match some quotes, pictures and theories:

John Dewey
 Michael Foucault
 Paulo Freire
 Jean Piaget
 Carl Rogers
 B.F. Skinner
 Lev Vygotsky



Behaviorism
 Cognitivism
 Constructivism
 Humanism
 Social constructivism
 Critical Theory

“The only person who is educated is the one who has learned how to learn and change.”

“What the child can do in collaboration today, he will be able to do independently tomorrow.”

“Give me a child and I’ll shape him into anything.”

“Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students.”

“You cannot teach today the same way you did yesterday to prepare students for tomorrow.”

“Schools serve the same social function as prisons and mental institutions—to define, classify, control, and regulate people.”

“Teaching means creating situations where structures can be discovered.”

These theories have a big influence on how we learn and how our education is structured, so it is important to take time to understand them.

Learning can occur in *formal* situations, such as a classroom, lecture theatre, or tutorial. It can also occur in *informal* situations, such as using Google and Youtube to learn how to fix your bike.

The Web, social media and smartphones have led to a blurring of the boundaries between the formal and informal, the professional and the personal.

This means we need to assess the relevance of these different learning theories to teaching and learning in the network age.

1. **Behaviorism** is a view in which behavior can be explained by external factors and behavioral conditioning can be used as a universal learning process. In behaviorism, the ideas of positive and negative reinforcement are effective tools of learning and behavior modification, as well as a punishment and reward system.

2. **Cognitivism** is a learning theory developed by Jean Piaget in which a child develops cognitive pathways in understanding and physical response to experiences. In this theory, students learn most effectively through reading text and lecture instruction.

3. **Constructivism** is the idea that people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to these experiences. People use these experiences and new information to construct their own meaning.

4. **Humanism** focuses on the individual as the subject and asserts that learning is a natural process that helps a person reach self-actualization. Scenarios and role modeling are important factors in humanistic learning, as are experiences, exploring and observing others.

5. **Connectivism** is a relatively new learning theory, developed and based upon the idea that people process information by forming connections. This theory has developed with the digital and technology age, adapting to advances in these arenas. This new theory suggests that people no longer stop learning after formal education and continue to gain knowledge from other avenues such as job skills, networking, experience and access to information with new tools in technology.

CITY CENTRE WALKING TOUR



In the afternoon we took a tour to the city centre and visited the main tourist places.

The Ambassador theatre (Rotunda) is close to the Alpha School. It was here on 25th November 1913 that the Irish Volunteers held a mass meeting and many volunteers who took part in the 1916 Revolution against the British.



Tuesday 17/07/18

21st CENTURY SKILLS (Liam)

“Preparing our students for life beyond the classroom in a world that doesn’t exist.”

We begin the lesson with a reflection in group developed from these questions:

- What do you think the main challenges facing our planet and humanity in the 21st century are?
- What skills do you think are needed to face these challenges?
- How can they be developed?

What does the EU say about the objectives of Education & Training?

- Make lifelong learning and **mobility** a reality;
- Improve the **quality and efficiency** of education and training;
- Promote **equity, social cohesion, and active citizenship**;
- Enhance creativity and innovation, including **entrepreneurship**, at all levels of education and training.

Learning and Innovation "The 4 C's"	Digital Literacy	Career and Life
Critical thinking & problem solving	Information literacy	Flexibility & adaptability
Creativity and innovation	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & cross-cultural interaction
Collaboration		Productivity & Accountability
		Leadership & responsibility

Table 1 - P21 Skills



Another view of the matter are the 7 Survival Skills for the 21st century workplace:

- Critical thinking and problem solving
- Collaboration
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

However we can have a humanist outlook on the issue as well.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS 2030



We spent some time preparing activities for the classroom of some of these specific goals.

Interesting web resources:

<http://17goals.org/>

<https://sustainabledevelopment.un.org/>

<http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>

This last link gives you plenty of examples of learning approaches and methods for any SDG. Very much recommended.

We paid special attention to the SDG4 about Education

- Free, equitable and quality primary and secondary education for all boys and girls by 2030
- Access to quality early childhood development, care and pre-primary education by 2030
- Equal access for all women and men to affordable and quality technical, vocational and tertiary education by 2030
- Substantially increase the number of youth and adults who have relevant skills for employment, decent jobs and entrepreneurship by 2030
- Eliminate gender disparities in education and ensure equal access for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations by 2030
- All youth and a substantial proportion of adults achieve literacy and numeracy by 2030
- All learners acquire the knowledge and skills needed to promote sustainable development, including education for sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity by 2030
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- Substantially expand globally the number of scholarships available to developing countries for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries by 2020
- Substantially increase the supply of qualified teachers, including through international cooperation, by 2030

Discussion:

- Are we adequately preparing our learners?
- Will the outlined skills do so?
- What skills do you think are essential?



"Education is the most powerful weapon which you can use to change the world"

N. Mandela

And to finish the session:
"What skills are needed to be a 21st century teacher?"

We found very interesting the way to make contracts with students:

How I'll Show What I Know

To demonstrate what I have learned about _____, I will:

Write a research paper
 Produce a You Tube video
 Write a song
 Construct a model
 Write and deliver a podcast
 Set up and test a hypothesis
 Write a short story
 Design a mural
 Develop a presentation, such as a TED Talk, using technology
 Other _____ (Teacher approval required)

This would be a good way to show what I have learned because _____

To complete my work on this project, I will need help with _____

The criteria to be used to assess my final produce is _____

My project will be completed by (date) _____

My plan and timeline for how I will complete my work is attached.

Student Signature _____ Date _____

Teacher Signature _____ Date _____

REFLECTIVE TEACHING PRACTICE (Liam)

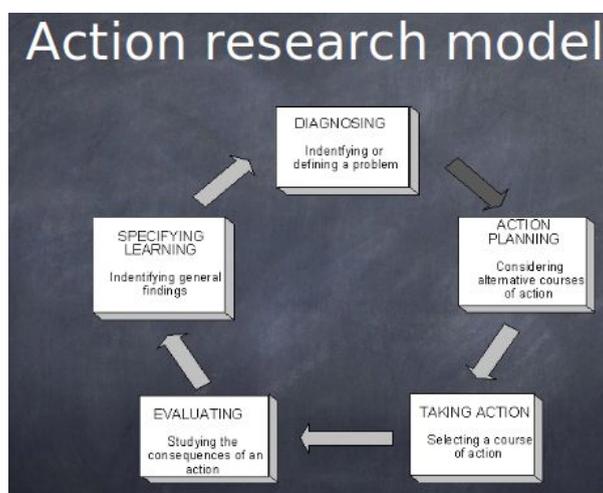
Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

We started the session with Liam reflecting on our personal experience:

1. Think of an important teacher you had
2. Feel the experience of being there
3. Why did you dis/like this teacher?
4. What quality did s/he have?
5. Write it in one word

Reflective teaching is a cyclical process:

- What are you doing?
- Why are you doing it?
- How effective is it?
- How are the students responding?
- How can you do it better?



Some examples of RTP are:

Self-Assessment: *Teaching diary, video recording*

External Assessment: *Peer observations, Student evaluations*



Is this reflective practice?

Wednesday 18/07/18
CHALLENGES OF CLIL (Rachel)



In this session we have reviewed the main theories behind CLIL
 We have also discussed our own experiences and thoughts of CLIL after these questions:

1. What does CLIL mean to you? Is it used in your school/ institution? What are your thoughts/ fears about it?
2. What are the benefits and challenges of learning a content subject through an additional language? What challenges do you think CLIL teachers have?

Then we evaluated some of the key issues teachers report when it comes to CLIL with some challenges

- Strong CLIL vs Soft-CLIL
- Scaffolding
- CLIL Materials
- Assessment in CLIL

<p>Online materials:</p> <ul style="list-style-type: none"> Online Lesson Plans More Lesson Plans Introducing Critical Thinking to learners Authentic Material 	<p>Further reading:</p> <ul style="list-style-type: none"> Advantages and Challenges in CLIL Strategies for Language Learning The CLIL approach and its challenges 5 challenges of CLIL Working with CLIL
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Self-reflection:

- Do you see CLIL becoming the standard language learning method over the next few years? Why or why not?
- Will CLIL help our learners become proficient second language speakers or do the drawbacks outweigh the benefits?



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AUTONOMOUS EDUCATION (Liam)



Liam has a broad experience working with schools in Chiapas. He share us his activity and reflexion about what autonomous education means to him.

Autonomous Learners:

- Independence
- Interdependence
- Responsibility
- Decision-making
- Action
- Reflection

<p>Characteristics of autonomous learners:</p> <ul style="list-style-type: none"> ● They are self-aware and have insights into their learning styles and strategies ● They have an inquisitive, outgoing and tolerant approach to the target language and subject ● They are self-critical in their assessment of their progress ● They are realistic about goals ● They are willing to experiment and take risks ● They take an active approach to learning ● They are organised in all aspects of the learning process 	<p>How can it be developed?</p> <ul style="list-style-type: none"> ● Needs analysis ● Class contracts ● Learner diaries ● Self-reports ● Promoting reflection ● Promoting evaluation and self-evaluation ● Promoting self-awareness ● Promoting discovery ● Project and problem-based learning ● Promoting interactive and interdependent learning ● Being a reflective teacher and transforming your own learning and teaching
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Liam explained the situation in Chiapas and why autonomous learning is the only option to consider. We must know that all the indigenous knowledge is not systematized, Northern approach immobilise knowledge, contradiction taking children away from life to prepare the for life, centrality to nature, doing more than thinking or speaking.

They do not have teacher but “learners promoters” that are youngs elected and supported by the community, unpaid and rotated.

Thursday 19/07/18

THE IMPORTANCE OF INTERCULTURALITY (Liam)

Discussion:

- What different cultures do you work with?
- What challenges do you encounter?
- What challenges do your students encounter?
- What is your school policy on students who come from different cultural backgrounds?

Key concepts:

Cultural: relating to social behaviour and norms found in societies

Cross-cultural: comparison between two or more different cultures

Multi-cultural: containing different ethnic or cultural groups

Intercultural: mutual exchange and understanding of different cultures

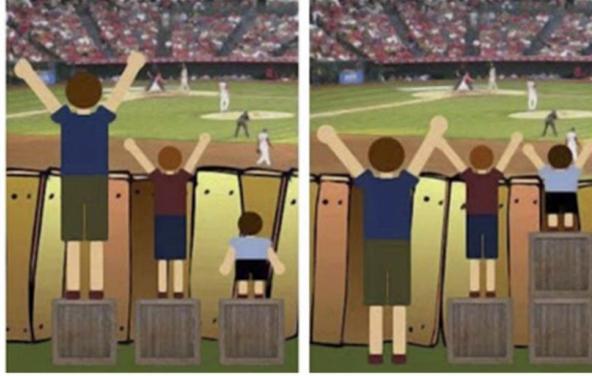
Transcultural: combining elements of different cultures

We did an activity related to the stereotypes and prejudices we sometimes have.

- Write down five ideas that you have about your partner’s country of origin.
- Check to find out if your partner thinks they are true.
- Write down five things that you would like them to know about your country that you think they probably don’t.
- See if they do.
- Report your findings

We found this activity very interesting

EQUALITY vs. EQUITY



Equality = Sameness
GIVING EVERYONE THE SAME
THING → It only works if
everyone starts from the same
place

Equity = Fairness
ACCESS TO THE SAME
OPPORTUNITIES → We
must first ensure equity before we
can enjoy equality

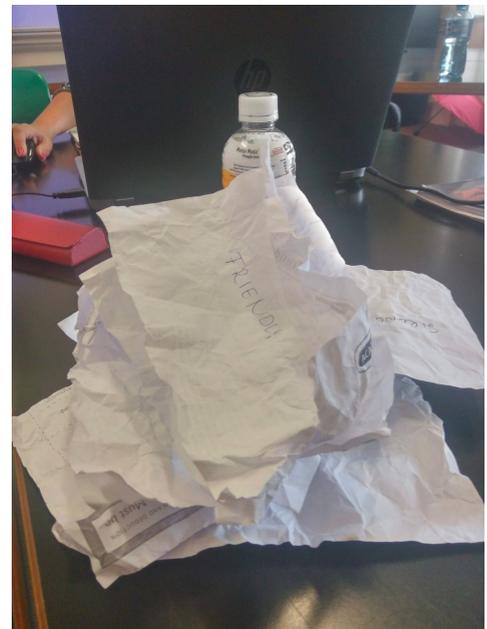
Equity image credit: Please note, this image was adapted from an image adapted by the City of Portland, Oregon, Office of Equity and Human Rights from the original graphic: <http://indianfunnypicture.com/img/2013/01/Equality-Doesnt-Means-Justice-Facebook-Pics.jpg>

Friday 20/07/18

CURRENT ISSUES IN ELT (Rachel)

I like very much the warm up activity that consisted of thinking of a good language teacher you have had in your life, at any time. Then we had to think of two qualities he/she had and write them on the two pieces of paper you have been given.

We made two balls with our paper and started a paper war Rachel shouted: FREEZE!! We opened two balls we and talked to as many people in the class as possible to out if they had a teacher at primary or post primary who had...or perhaps lacked these qualities.



until
picked
find

After this introduction we focus the issue of ELT

- What do you feel are the biggest issues facing English Language Teachers or Second Language Teachers in your opinion? Discuss with a partner.
- Do students learn through games and being entertained? How much is too much? Is 'edutainment' something we should encourage or ignore?
- Technology has to be at the core of every language learning lesson if it truly can be called a 21st Century classroom. Digital literacy is a core competency that every teacher should have

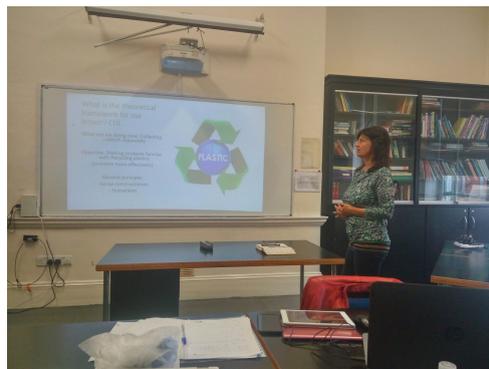
This session was a mishmash of different things related to second language Teaching and I didn't find the session interesting enough

PROMOTING RESPONSIBLE CITIZENSHIP (Liam)

This session was a practical one. We had to plan a one-hour lesson to promote the SDG: We prepared it in groups of two/three and according to our preferences.

To the 17 SDGs we add another one about encouraging digital citizenship in the classroom. It is precisely this issue that we chose for our lesson.

We had, at the end of the session, 5 minutes to present to the rest of the class our proposal. It was really useful to share experiences.



Attached is a pdf file with the activity suggested to the digital citizenship from our group

USE OF SMARTPHONES IN OUR CLASSROOM

Monday 23/07/18 SCHOOL GARDENS, SUSTAINABILITY AND PERMACULTURE (Liam)

Through school gardens we can promote:
RESPECT, COLLABORATION, SOCIAL SKILLS.

TO BEGIN with we need to...

- Have a reason
- Dream
- Research
- Plan
- Prepare



GETTING STARTED – estimating, measuring, soil analysis, planting, counting

KEEP IT GROWING – caring, composting, weeding, cleaning, collaborating

HARVESTING – new products, new tastes, nutrition, new skills, new materials

ACADEMIC SKILLS – maths, literacy, science, technology, art

LIFE SKILLS – awareness of natural world, self-awareness, collaboration, sense of territory, responsibility

Should Smartphones be allowed in our Classroom?
Oriol Llobera

WORK WITH THE LAND NOT AGAINST HER



PROJECT BASED LEARNING (Katie)

We began the session with a short discussion about our experience of PBL

1. What projects have you done / would you like to do in your class?
2. What might some of the essential keys to project-based learning be?
3. How do learners react to project work?

KWL CHART

KWL Chart

Select a topic you want to research. In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After you have completed your research, write what you learned in the third column.

What I K now	What I W ant to Know	What I L earned

KWL charts are graphic organizers that help students organize information before, during, and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning.

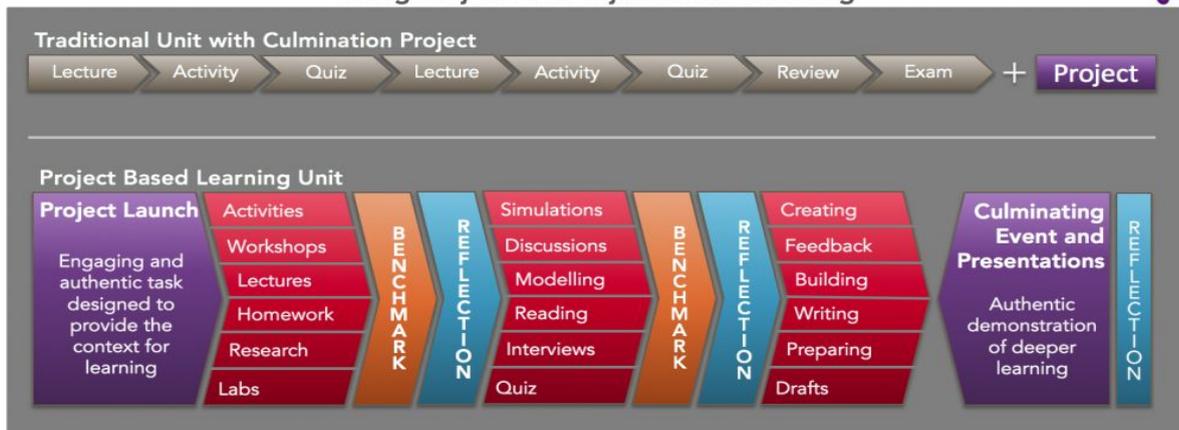
FIVE KEYS TO RIGOROUS PROJECT-BASED LEARNING

These are the 5 points that any PBL must follow. A well-designed project-based learning (PBL) has been shown to result in deeper learning and engaged, self-directed learners.



What is the difference between doing projects and PBL?

Doing Projects vs. Project Based Learning



DESIGN ELEMENTS OF PBL



DRIVING QUESTIONS

Should be:

- engaging
- open-ended
- aligned to your learning standards or goals

Can be about...

- solving a problem or task
- creating a product
- educating others
- convincing others
- forming an opinion
- philosophical
- role oriented

RESOURCES

- [Buck Institute of Education](#)
- [Edutopia](#)

1. How do we create a podcast to discuss how hobbies can improve our quality of life?
2. How do I as a scientist design an experiment to debunk a common scientific myth?
3. How do stories from the past define who we are today?
4. How can we create a greener school?
5. What would it like to be friends with a historical figure?
6. What makes a city great?
7. How can we, as students, help others recognise fake news?
8. How does population affect quality of life?
9. How will global warming affect our community?
10. What does the study of our local pond teach us about the oceans?

Tuesday 24/07/18

TECHNOLOGY FOR TEACHERS AND LEARNERS (Katie)

This session was really interesting to explore useful sites and tools for teachers. We signed in and tried some of them and we evaluated how they could be used in a PBL unit.

- 1. QUIZLET
- 2. FLIPGRID
- 3. RUBISTAR
- 4. TED-ED
- 5. GOOGLE DOC
- 6. GOOGLE SUITE

- 7. STORYBIRD
- 8. WORDLE
- 9. JASONDAVIES
- 10. PLICKERS

Although we knew most of them, we could spend some time exploring and evaluating them. We shared experiences showing the different application in real projects.

WHAT IS PROBLEM BASED LEARNING (Katie)



Project Based Learning vs. Problem Based Learning	
Similarities	
Both PBLs: <ul style="list-style-type: none">• Focus on an open-ended question or task• Provide authentic applications of content and skills• Build 21st century 4 C's competencies• Emphasize student independence and inquiry• Are longer and more multifaceted than traditional lessons or assignments	
Differences	
Project Based Learning	Problem Based Learning
Often multi-disciplinary	More often single-subject
May be lengthy (weeks or months)	Tend to be shorter
Follows general, variously-named steps	Follows specific, traditionally prescribed steps
Includes the creation of a product or performance	The "product" may simply be a proposed solution, expressed in writing or in an oral presentation
Often involves real-world, fully authentic tasks and settings	More often uses case studies or fictitious scenarios as "ill-structured problems"

4C's

- Critical thinking
- Communication
- Collaboration
- Creativity

Methods of Assessment

- Rubrics
- Portfolios
- Reflection journals
- Peer / self evaluations / assessment
- Small / large group discussions
- Written examinations

Wednesday 25/07/18

PROMOTING CRITICAL THINKING SKILLS (Liam)

CRITICAL THINKING: analysis and evaluation of an issue in order to form a judgement.
It involves:

- **Interpretation**
- **Analysis**
- **Inference** (recognise the important elements that are inferred in a text: tone, metaphorical sense...)
- **Evaluation** (measure the information – **veracity**)
- **Explanation**
- **Autonomy** (self-regulation, reach own conclusions)



Simple questions to work with learners:

- EVIDENCE What makes you think that ... ?
- EXPLAINING What are some of the causes that/for...?
- RELATING How does that compare to ... ?
- PREDICTING What will happen / will you do next?
- DESCRIBING What did you observe happening?

What prevents CRITICAL THINKING? **STUBBORNNESS, PREJUDICE, FEAR, LAZINESS**

PRINCIPLES OF CRITICAL THINKING

- Gather complete information
- Understand and define alternatives
- Question methods, conclusions, the source of facts
- Examine causes and effects
- Understand our biases and values
- Don't expect an answer
- Examine the big picture
- Watch for thought stoppers

RESOURCES (fake news)

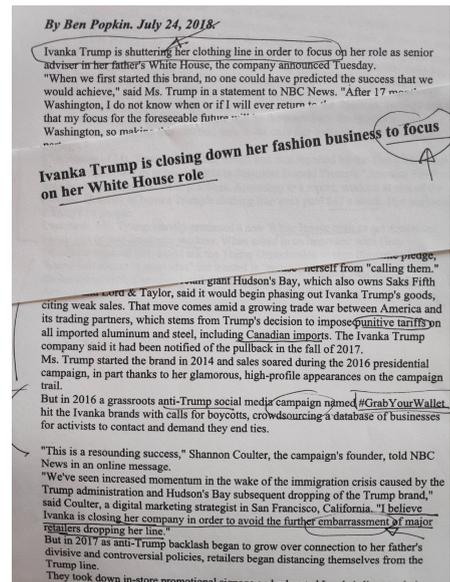
- [Snopes](#)
- [Politifact](#)
- [All sides.com](#)
- [Fact Check](#)
- [Hoax Slayer](#)



How to spot FAKE NEWS

- ✓ Check the source
- ✓ Check the date
- ✓ Check the author
- ✓ Check your own biases
- ✓ Read beyond the headlines
- ✓ Check supporting sources
- ✓ Ask the experts

We have analysed the content and the language of different newspapers covering the same news item and we found big differences depending on the colour / political tendency.



The second session of the morning with Katie, was dedicated to implement one PBL unit in groups, that we had to present on Thursday. I personally chose to develop a project named **Re-thinking our city**. We had to outline in general terms how you could design a PBL unit around it (refer to the Five Keys of Rigorous PBL and the Essential Design Elements). Use your Project Design Checklist to help you.

Thursday 26/07/18
BECOMING A MORE AUTONOMOUS TEACHER (Liam)

Thursday morning was centered to Teacher Autonomy. We began with an activity where we had to mark the important characteristics and abilities of an autonomous teacher.

It served to reflect and assess how autonomous we are in our teaching practise.

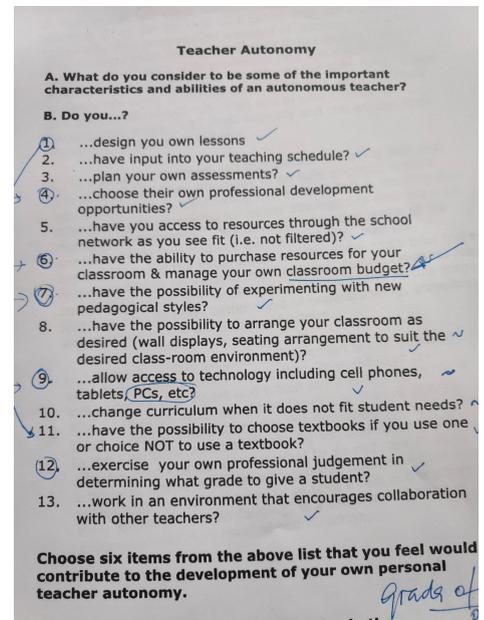
Teacher autonomy involves self-guided professional action - **FREEDOM!!!**

MAIN ROLES OF THE TEACHER IN OUR CLASSROOM

- **EXPERT**
- **ROLE MODEL**
- **FACILITATOR** by guiding, by providing opportunities for learning
- **MODERATOR**
- **PROVIDER**

GRADES OF AUTONOMY

- STAGE 1** → Dependent learners – teachers are who coach
- STAGE 2** → Interested learners – teachers who motivate and guide
- STAGE 3** → Involved learners – teachers who facilitate
- STAGE 4** → Self-directed learners – teachers who consult



FACTORS in developing TEACHER AUTONOMY

- Subject expertise
- Ability to observe oneself
- Cooperation
- Action on learners
- Peer
- Self awareness

The JOHARI WINDOW MODEL

EAQUAL PROFILE GRID

The EPG, is a framework with descriptors spanning six 'development phases' in a language teacher's professional evolution

I liked very much the Johari Window Model as a way to improve self-awareness and personal development.

Afterwards, with Katie we presented our PBL units in groups. I attached the checklist that help us to make the unit. I also attach the docs with the unit we prepared.

Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?	👍	👎	?
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			



[PBL unit](#)

The feedback from the rest of the class and from our classmates was very useful.

PROJECT OUTLINE AUDIENCE FEEDBACK	
Project Name:	<i>Re-thinking our city</i>
Thank you for reading through our project outline and taking the time to write thoughtful answers to the following questions:	
1. What did you learn from this project outline, or what did it make you think about?	<i>It made us think about having more outdoor activities so that students get to know their town/city better and appreciate it more.</i>
2. What did you like about this project outline?	<i>It is multifaceted - a lot of topics are involved. The assessment process is very displayed very well.</i>
3. Do you have any questions about the topic or the project outline?	

Friday 27/07/18

The last day of the course was dedicated to present different projects that we are leading from our schools. We can say that when we share everyone wins. Myself I presented a project in our school called "Silence".



It consists of 20 minutes of reading for pleasure (3 days/week) and relaxation-mindfulness (2 days/week) I gave some details regarding the relaxation and we all put it in practice.

PRESENTATION PROJECTE SILENCIS



Afterwards, we had the feedback and the review of all we did and learn during these two weeks. We also gave some presents to our lovely teachers.



CONCLUSIONS

To sum up I found very valuable all the course but specially the lessons regarding the Autonomous Education, Promoting responsible citizenship and the practical side of PBL. The course is an overview and it takes more time if you want to go into details.

As for the cultural agenda, my opinion is very positive and I enjoyed all of them.

There are some aspects of the course that encourage me to go deeper and reflect such as the teaching models, the peer observation and the implementation of SDG 2030.

I would recommend the course for its content and for the team of teachers that are fantastic, funny and knowledgeable. However, the group of teachers were very diverse with very different previous experiences. Sometimes I found that their practises in their origin countries were far-off to those implemented in our schools and thus, we could not take the full advantage of the course.

Joan Carles and Oriol