

EU MATTERS **project**

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MODULE 5.

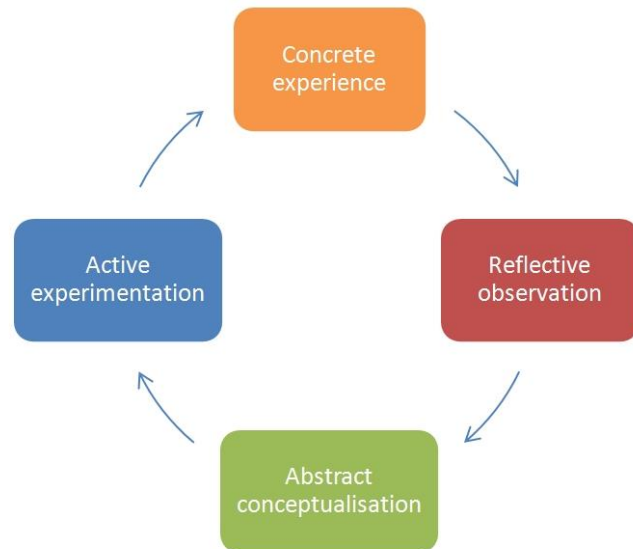
Conceptual map of the topics of the current courses and courses to be acquired by age groups.

MODULE 6.

Realization of a Project work for each age group.

MODULE 1.

What is my teaching style?



According to the learning cycle of David Kolb (1984), professor of Social Psychology at Harvard University, experiential learning is a process in which knowledge develops through the understanding and transformation of experience and not through the passive acquisition of notions and concepts.

This process that allows you to actively reflect, create bridges between theory and practice and test new strategies in concrete situations, is what makes each ACTIVE METHODOLOGY extremely engaging and effective.

It finds its roots in John Dewey, according to whom active pedagogy must be oriented towards teaching methods and practices, aiming to develop in children and young people a critical and conscious approach to knowledge, learning and skills.

A critical approach that is nothing more than investigation through experience, capable of stimulating a purely (but not only) operational intelligence and is the one that is linked to psychological research on learning and development, the one in which the teacher is a facilitator in the process of discovery of the child, no longer the one who transmits knowledge; the one in which the educator works starting from the needs of the child, to accompany him in the experience of learning in an experimental, research, investigation key.

The teaching style is closely linked to the cognitive style of the sender and the recipients

(method of processing information that the person mainly adopts, which persists over time and generalizes to different tasks.

Boscolo, 1981) and their learning style

(A person's preferred approach to learning, their typical and stable way of perceiving, processing, storing, and retrieving information.

Mariani, 2000).

Learning styles

Channel	Learning channel and style	Strategies for style enhancement
VISUAL VERBAL	preference for reading and writing: you learn by reading	- take notes and reread them - summarize in writing - take notes for homework - accompany graphs and diagrams with written explanations - list in writing - have written instructions or explanations
VISUAL NON VERBAL	visual learning: preference for images, drawings, photographs, symbols, concept maps, graphs and diagrams	- use drawings, maps to insert keywords, images, graphics use - color in text and maps - create mental images of what is listened to or read - exploit the text indexes before read the chapter of the book
AUDITORY	favors listening: it is favored by attending a lesson, participating in discussions and by working with a partner or in groups	- pay attention to explanations use - retrieval and verbalization of previous knowledge - request oral explanations - record lessons at school - record your voice while repeating - use books in audio format - work in pairs
CINESTETICO	prefers concrete activities	- do practical tests in subjects where it is possible to divide them into clear way moments of study from the break ones - alternate moments in which you sit with moments in which you can move - give concrete examples

Exercise: active methodologies and European best practices

1- Campoamor School, Andalusia, Spain

Pag. 15 (*enabling learning environments and project-based learning, community involvement, continuing teacher training*)

2-) Salduvė Progymnasium, Šiauliai, Lithuania

Pag. 16 (*SCD self-controlled development/self-regulated learning system, with community support*)

3- Wolfgang-Borchert School, Berlin, Germany

Pag. 17 (*interdisciplinary projects*)

4- Scuola primaria di Willenhall, West Midlands, Regno Unito

Pag. 18 (*Tailored curriculum and inquiry-based learning, philosophy, critical thinking and resilience, community engagement, parents, local leaders*)

5- Transversal skills assessment (ATS2020) - 10 EU countries

Pag.19 *(Continuous training of teachers on technology and digital tools: e-portfolios, online collaborative platforms, innovative assessment methods)*

6- Swedish Elder Care Prior Learning Assessment (e-APL) – Sweden

Pag. 20 *(simulation-based assessments to more realistically detect skills)*

7- Finnish Matriculation Examination (FME) - Finland

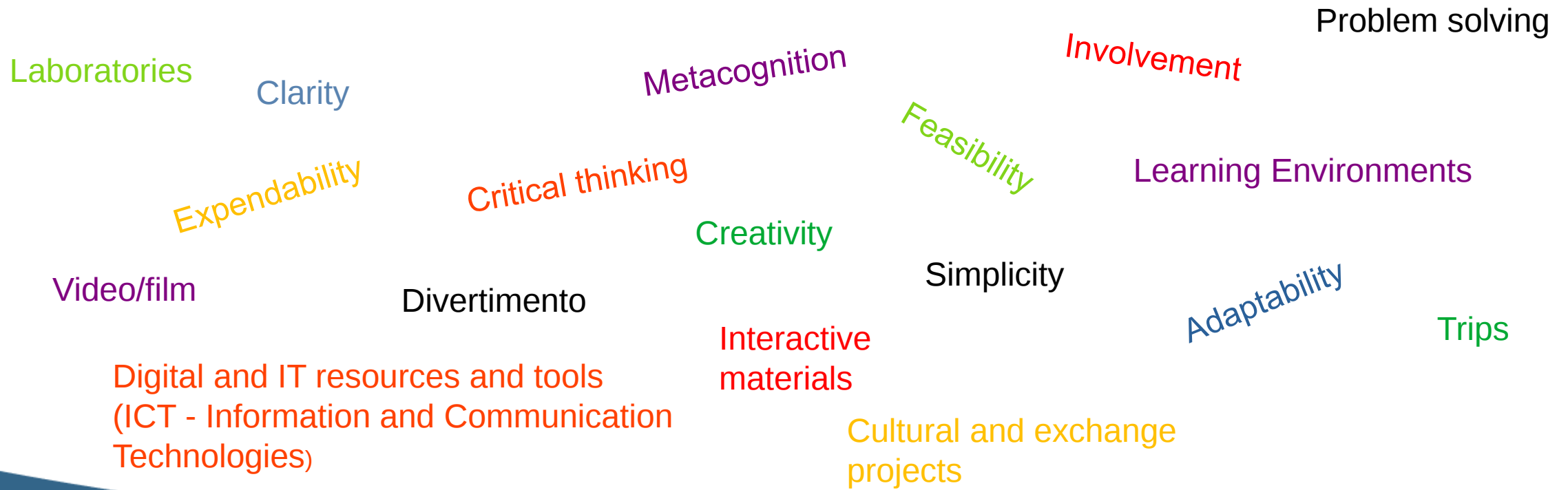
Pag. 21 *(Digital evaluation system and interactive learning with continuous feedback, simplification, efficiency, accessibility)*

By incorporating these good practices, educational institutions can significantly improve the teaching of EU subjects.

Combining project-based and self-regulated learning, using technology, fostering supportive environments, developing tailored curricula, integrating competency-based assessments, and ensuring continuous education for teachers can create engaging, effective, and innovative learning experiences for students

MODULE 2.

What do we need and what do we have?



Key elements of modern teaching strategies

1. **Creativity:** Modern teaching strategies emphasize creativity to actively involve students in the learning process. This includes using innovative approaches that stimulate critical thinking and problem-solving skills.
2. **Student engagement:** Effective teaching strategies ensure that students are actively involved in their learning journey. This commitment is critical to deep learning and the development of orderly thinking skills superior.
3. **Adaptability:** Adaptable teaching methods are needed to meet the different needs of students. Teachers must adapt their strategies to accommodate different learning styles, paces, and abilities.

Teaching: A profession of helping relationship

Teacher-student support relationships are critical to student success. High levels of teacher support correlate with improved student performance, emphasizing the importance of a stimulating and responsive educational environment (Ryan & Deci, 2000).

For example, it is very useful:

1. Show genuine interest in students' learning, in their progress, making them feel valued and motivated (self-efficacy). This involves an authentic relationship with students, recognizing their efforts (shaping*) and their achievements (reinforcements).
2. Provide additional help and support when students encounter difficulties, ensuring that no student is left behind. This could include offering additional mentoring sessions, supplemental resources, and personalized feedback.

3. Creating an inclusive environment where all students feel respected and valued, is crucial to achieving a positive learning experience. Teachers can achieve this by promoting diversity, encouraging open discussions, and ensuring that every student has a voice. (**Circle time**)
4. Build strong relationships to be able to better understand their individual needs and provide personalized support (Wentzel et al., 2010). This involves developing trust, demonstrating empathy and helpfulness. Knowing, knowing how to do, knowing how to be.
5. Facilitate a collaborative classroom atmosphere where students feel valued and respected. This includes encouraging cooperative learning, promoting peer education, modelling, and creating opportunities for students to support each other (**peer tutoring**).

*<https://lamenteemeravigliosa.it/lo-shaping-plasmare-un-comportamento/>

The relationship is perceived as an indispensable "basis"

To give meaning to a profession that is certainly technical competence (knowing and knowing how to do) but first and foremost socio-relational ability (knowing how to be).

This has to do both with the subjective traits that are or would be required to access this profession and exercise it adequately (orientation to the other, spirit of service, maturity, seriousness, empathy, authenticity, ...)

and with the skills that can be trained to "be" better:

active listening, effective communication, feedback, acceptance,

assertiveness, reflexivity, mediation, planning,...

METACOGNITION

Self-reflexivity on the cognitive phenomenon, thanks to the possibility of distancing oneself, self-observing and reflecting on one's mental states, we deepen our thinking, increase awareness and the possibility of directing our cognitive processes through metacognitive skills:

- Prediction: the ability to mentally predict and imagine what can happen if a certain procedure is applied to a given task
 - Planning: the ability to identify and organize the strategy and concrete actions that allow a certain result to be achieved better and with less expenditure of energy
 - Monitoring: the ability to observe and control the progress of a process, including cognitive ones, and to build alternative solutions, if those used do not prove to be suitable
 - Evaluation: the ability to change part or all of the strategy and action plan if they prove to be unsuitable for the specific problem to be addressed
- Monitoring and evaluation together constitute self-evaluation.

A.L.Brown, Knowing when, where and how to remember a problem of metacognition in R.Gasler, Advances in instructional psychology, 1° volume, Hillsdale, Erlbaum 1978.

The effectiveness of these methodologies in teaching EU issues meets several criteria:

1. Involvement of students in the learning process.
2. The ability of the methodology to promote critical thinking and problem-solving skills.
3. The opportunities provided by the methodology for students to apply their knowledge in real-world contexts (generalization of learning).
4. The flexibility of the methodology to meet different learning styles and adapt to various needs.
5. The identification of resources needed for effective implementation, including teachers' time, materials, and skills.

Teaching strategies play a vital role in EU education, preparing students to understand the EU's structures, policies, and impact on the Member States. Effective strategies help students understand complex concepts, develop critical thinking skills, and foster a sense of European identity (Ionescu & Chiş, 2001). By integrating EU-related issues into curricula through these strategies, educators can improve students' awareness and appreciation of the role of the EU in their lives.

MODULE 3.

Overview of the main active and creative methodologies

Each methodology has its own unique benefits and challenges, and the choice of methodology should be aligned with the specific educational objectives, context and needs of the students. A combination of these methodologies, adapted to the learning environment and objectives, can provide a comprehensive and effective approach to teaching EU issues in the classroom.

- **Lecture-based instruction:** Better suited for imparting basic knowledge, less for critical thinking
- **Inquiry-Based Learning:** Very effective for promoting critical thinking deep understanding, although difficult to implement without sufficient support.
- **Project-based learning:** Excellent for practical application and student engagement, requires significant planning and resources.
- **Cooperative learning:** Effective for collaborative learning and the development of social skills, requires careful group management.
- **Blended learning:** Offers flexibility and personalized learning opportunities, depends on access to technology and the effective integration of online and offline activities.

Pedagogical practice and online learning

The COVID-19 pandemic has forced a significant shift to online learning, prompting educators to reevaluate and adapt their teaching strategies. Jucan (2021) highlights how online platforms such as Microsoft Teams have been used to continue pedagogical practice, allowing students to reflect on their learning processes and teaching methodologies. Muste (2016) emphasizes the importance of communication skills in online teaching, which have become crucial for maintaining student engagement and ensuring effective learning.

Some strategies and methods

INDIVIDUALIZATION/individualized lessons: Request for performance commensurate with the skills possessed, single frontal lesson

CONCEPT MAPS: Schematize the connections of concepts and focus on key ideas

SCHEMATIZATION/SIMPLIFICATION: Objectives with discard of information that is not essential to the purpose, but that necessary.

INCREASING DELIVERY TECHNIQUE: Work on the sense of self-efficacy for the construction of solid self-esteem

SHAPING: Approximation modeling, positive reinforcement to near-target behavior.

TASK ANALYSIS /CHAINING :Description of goals, each step towards the goal and tasks

REITERATION: Periodic repetition of acquired skills for the gradual structuring of automatisms

TUTORING: Classroom work with some in the role of tutors (peer, in the case of peer or adult Companion work)

SCAFFOLDING/TUTORING: Demonstrating/accurately informing how to set up the work, then making a step back (**FADING**) and intervening only if necessary (**autonomy/FLIPPED CLASSROOM**). Useful the division of the task in small parts, the division of time into times (**POMODORO TECHNIQUE**) and the reflection on the strategy and on the process (**METACOGNITION**)

SKILL ANALYSIS: Analysis of skills and competencies in order to assess any skill-gaps

PROMPTING/FADING: Aid/stimulus, which gradually fades over time

MODELING (Modeling, A. Bandura): Learning by imitation (video modelling)

PROBLEM SOLVING: Formulation of solution hypotheses based on prerequisites and new information

COOPERATIVE LEARNING: Cooperative work in the classroom to learn together, functional interdependence

SIMULATION: Preparation for oral tests or other individual or group tests (**role playing/dramatization, theater**)

EXPERT/AUTHENTIC/REALITY TASK: Tests close to reality, measuring knowledge, skills and competencies (solving problems, choosing, arguing, producing projects or artifacts). Examples of situations close to experience (CONCRETIZATION)

ROLE-PLAYING

Role playing consists of simulating behaviors and attitudes generally adopted in real life.

Students must assume the roles assigned by the teacher and behave as they think they would actually behave in the given situation. This technique has, therefore, the objective of acquiring the ability to impersonate a role and to understand in depth what the role requires.

Role playing is a real subject play. It concerns the behaviors of individuals in interpersonal relationships in precise operational situations to find out how people can react in such circumstances. The teacher is required to respect the students in their choices and reactions without judging.

Like any awareness-raising technique used for training purposes, role playing must also be used as such (for training purposes), must have structured sequences and must end with a verification of learning.

CIRCLE TIME

Circle time is considered one of the most effective methodologies in active education. The participants are arranged in a circle, with a conductor who has the role of soliciting and coordinating the debate within a set time limit. Circle time facilitates and develops circular communication, promotes self-knowledge, promotes the free and active expression of ideas, opinions, feelings and personal experiences and, finally, creates a climate of serenity and sharing facilitating the establishment of any new work group or preliminary to any subsequent activity. Very useful in debriefing (after-game) to rework experiences and reflections on the process (metacognition) and in socio-affective education (work on emotions, communication, relationships).

COOPERATIVE LEARNING

An excellent inclusive methodology is cooperative learning, which allows a "common construction" of "objects", procedures, concepts. It is not just "working in a group": it is not enough to organize the class into groups in order to create the conditions for effective collaboration and good learning. It addresses the class as a group of people who collaborate, with a view to a common result, working in small groups. Its founding principles are:

- Positive interdependence in the group
- Personal responsibility
- Face-to-face promotional interaction
- Importance of social skills
- Control or revision (reflection) of the work carried out together
- Individual and group assessment

Examples of informal Cooperatives are: The discussion in pairs before the lesson; preparation for the lesson in pairs; brainstorming in groups and then collective; note-taking and/or schematization in pairs; Self/peer review in couples. **CHECK**

HERE

PEER EDUCATION

It is a methodology that actively involves children directly in the school context, with the aim of changing specific behaviors and developing life skills, i.e. those daily life skills necessary for each of us to feel good mentally as well. In this educational methodology, peers would be models for the acquisition of knowledge and skills of various kinds and for the modification of behaviors and attitudes, generally related to "well-being", effective models often equivalent to professionals in the sector. communicative factors that occur in the peer group.

How We Learn

10% of what we **READ**

20% of what we **HEAR**

30% of what we **SEE**

50% of what we **SEE** and **HEAR**

70% of what is **DISCUSSED** with **OTHERS**

80% of what is **EXPERIENCED PERSONALLY**

95% of what we **TEACH TO SOMEONE ELSE**

William Glasser

The peer educator is not a professor, he/she is not an expert in precise scientific knowledge, but he/she knows how to manage relationships: his/her role is one of mediation and that is why he/she is perceived as part of the group, he/she is an ordinary child, with a greater awareness of the communication processes that occur in the peer group.

One of the strengths of peer education is the reactivation of socialization within the class group. The peer alone does not transform anything, but is the very stimulus of participation: the class, during the interventions, is involved and encouraged in the elaboration of experiences and experiences. Peer education gives adolescents the opportunity to find a space where they can talk about themselves and compare their experiences "on an equal footing". It slowly brings life into school: it is the peers who transmit and share experiences, doubts and uncertainties with peers. The children involved have the perception of living a moment of informal life within the normal course of school teaching.

Once the peer educators have been selected, the group obtained is formed, using interactive methods, such as brainstorming, role-playing, cooperative games that help peer educators both to expand their knowledge of various behaviors and to increase affective, relational and communication skills useful for reaching their peers who are recipients of the project. From the peer group, the adolescent feels understood and safe and can experience his/her own self-efficacy, share experiences and emotions. On the basis of the training experience, the knowledge and skills gained in it, the specific characteristics of the recipients, peer educators design and implement initiatives related to the themes of the project, using the communication tools they consider most suitable for their peers. In this phase, peer educators can, for example, make a video on the chosen theme, distribute flyers, organize animation workshops or a series of conferences, etc. The evaluation consists in verifying whether the children have become protagonists and responsible in the first person for their own education.

FLIPPED CLASSROOM

The teaching approach of the "flipped teaching" type is to make sure that children can study before teaching in class, even through videos. It may seem trivial, but this approach, flexibly assigning the phase of transmitting knowledge to other times and spaces, allows you to "free" an incredible amount of time in the classroom and, therefore, to be able to take greater care of the moment of real, meaningful learning, with the support of a teacher-facilitator.

The flipped classroom (or flipped teaching) consists, in fact, in inverting the place where you teach (at home instead of at school) with the place where you study and do your homework (at school and not at home)

The basic idea is that the lesson becomes homework while the time in the classroom is used for collaborative activities, experiences, debates and workshops.

In this context, the teacher becomes a guide, a kind of "mentor", the director of pedagogical action.

At home, videos and other e-learning resources are widely used as content to study, while in the classroom students experiment, collaborate, and carry out laboratory activities.

In a teaching approach of this type, in which the student is asked to take charge of his or her own learning process, the student "learns to learn" and more easily becomes an "active" person.

Let us remember, however, that being "active" is an option of the ego and also requires the student to take himself/herself seriously, to get involved, to be challenged, to be able to start again in case of mistake ... that is, a positive attitude, which can only be the mirror of a positive attitude of the adult in front of him/her (parent or teacher).

Let's take an example: how to explain the rules for writing a poem

The classic procedure is as follows:

- Explanation of the concept of poetry and poetry in literature
- Examples of poetic writing
- Poetry writing exercises at home
- Questioning what has been learned.

At home, however, the child may find that he/she has difficulty doing the homework on his/her own and, after a few attempts, he/she may get tired and discouraged.

With the inverted method you could do this:

- Watching a video at home that shows what are the ideas and milestones for write a poem, with practical examples
 - Classroom exercises of poetry writing in groups or individually
 - Verification of skills.
1. The **"Flipped Classroom"** is a methodology that overturns the structure of the teaching activity:
 - a. The custom e classroom the teacher explains and at home the pupils study;
 - b. In flipped they follow the teacher's explanations at home (through videos, podcasts, animations, texts or presentations), while in class they deepen under the guidance of the teacher.
 2. **The most consolidated procedure is as follows:**
 - a. The teacher assigns as homework the viewing of some videos (generally produced by himself) concerning a topic that will then be dealt with in class.
 - b. Students will thus already have a general knowledge of the contents

3. What changes in the functioning of the lesson?

- a. In the traditional one, students try to retrieve as much information as possible by taking notes, which distracts them from understanding the most important concepts and hinders meaningful learning.
- b. The use of videos, on the other hand, allows them to listen to the teacher's words at any time.

4. The flipped programming model consists of three phases:

- a. Determination of expected results;
- b. Definition of evidence;
- c. Planning of experiences and lessons.

5. Objectives:

- a. of competence:
 - ☐ **Application:** Ability to use known material to solve new problems
 - ☐ **Analysis:** Ability to separate elements, highlighting their relationships
 - ☐ **Synthesis:** Ability to bring together elements in order to form a new organized and coherent structure
 - ☐ **Evaluation:** Ability to autonomously formulate critical judgments of value and method
- c. of expression:
 - ☐ **Creativity:** Capacità di operare tramite il pensiero divergente (insight)

6. Stages:

a. Apply: In the application phase, students can solve new problems by applying their knowledge and previously acquired facts in a different way. Through the use of cues, questions, graphic organizers and representations, students have the opportunity to show their knowledge.

b. Analyze: In this phase, students can identify similarities and differences, create nonverbal representations, and create surveys. Identifying similarities and differences helps students better understand the information they have acquired. Activities that compare, classify, and use metaphors/analogies to understand content on a deeper level can be used to do this.

c. Understanding and remembering: Summarizing requires the ability to synthesize information. Students must be able to analyze information and organize in a way that captures the main ideas and supporting details. Students can summarize information in different ways, eliminating information that is not important to the overall meaning of the text, replacing some information.

d. Remember and understand: Homework and tutorials provide an opportunity to review and apply knowledge, while also improving your ability to achieve an expected level of proficiency for a skill.

7. The inverted lesson also assigns great importance to the moment of self-evaluation: Students, being involved in this very delicate phase, would prove to be more determined to achieve ever higher levels of performance.

LABORATORY TEACHING

Laboratory teaching, already present in Dewey's pedagogy of activism, **is naturally active**.

It favors experiential learning "to encourage operability and at the same time dialogue, reflection on what is done", thus favoring opportunities for students to actively build their knowledge. Laboratory teaching encourages an active attitude of students towards knowledge on the basis of curiosity and challenge rather than a passive attitude.

It has the advantage of being easily applicable to all disciplinary areas: In the laboratory, in fact, disciplinary knowledge becomes tools to verify the knowledge and skills that each student acquires as a result of his or her laboratory experiences. This teaching is based on the needs of the individual learner; promotes collaborative learning; allows the development of skills. Thanks to laboratory-type activities (which can be carried out simply in the classroom or in environments with special equipment), in which students work together with the teacher, meaningful and contextualized learning is promoted, which promotes motivation.

Gamification/Game-based learning/Serious games

All three strategies seek to solve problems, motivate participants and promote learning through game mechanics, any form of learning can be traced back to very serious strategic goals and purposes.

Gamification is a method in which elements borrowed from the game are incorporated into a training course to encourage the transmission of knowledge by involving learners more, improving their productivity and results.

Game-based learning is a methodology that consists of using existing games (or part of them) to achieve a specific training objective. It can motivate learners by directly appealing to their interests and offer an engaging and immersive play environment, keeping learners engaged and attentive over time.

Gamification: The student can use a power (Game Mechanics) during the math task which entitles the student to an extra 5 minutes to complete the exercises. The student can gain power by doing all homework before the assignment (Mission).

Serious Game: Renovatio Quest is a serious game that teaches math to high school students. Students must complete an RPG and puzzles to gain advantages during the lessons.

In the first case we are talking about gamification, in the second case of serious games. As you can see the goal and the players are the same but the problem is approached differently. The first example is characterized by two basic game mechanics, Renovatio Quest is instead a complete video game.

While the first two are methodologies, Serious Games are a product through which Game-based Learning is possible. Serious Games are games whose primary objective is to transfer knowledge and skills or induce behavioral changes; Entertainment is not excluded, but it is not the primary goal. A Serious game is designed in such a way that users acquire new notions by carrying out a pleasant and rewarding activity, sometimes increasing their skills unconsciously.

ES. A teacher could create a card game to teach the elements of the periodic table to their students. A communication school can use an argumentation challenge game to teach logic and rhetoric. Doctors can operate on an imaginary patient in virtual reality to learn how to use a new machine.

Simulations of real contexts allow you to try new strategies without paying for the negative consequences present in real life. A multinational company can create a simulation business game in which employees can try out different business strategies without losing money. A bank can create a game where people can invest in the stock market without losing or earning money.

The concept behind serious games is ancient, the Prussian army had war games dating back to the early eighteenth century. However, the advent of video games and smartphones has extended the influence of games, which are now a medium known by a large portion of the world's population.

<https://www.projectfun.it/serious-game/guida/>

The DADA project, implemented in Italian schools, represents a virtuous fusion between the Nordic and Italian models. On the one hand, it is a concept of the American-style school space developed through the enhancement of classrooms and a new logistical organization. Students move between classes according to class time and join teachers in the classrooms of the subject: The spaces are set up and furnished according to the taste and professional and cultural profile of the teacher and according to the subject of teaching. In moving between the various classrooms, the students, strongly responsible, prove to be active and independent:

they know that at each change of time they must quickly approach the classroom of the next lesson. This fluid and vital approach of the method is perceived as a stimulus, in line with some neuro-scientific studies that show that the golden rule to keep the mind active is to stimulate the body to movement, according to the well-known principle of *mens sana in corpore sano* (a healthy mind in a healthy body). However, it is not a simple carbon copy of the Anglo-Saxon model, the teaching method and contents remain in fact traditionally Italian, with a fundamental openness to the use of technologies.

From formal teaching to informal learning

Dr. Qing Li (doctor at the Nippon Medical School in Tokyo and president of the Society of Forest Medicine association) in his book Forest Bathing: how trees can help you find health and happiness identifies a nature deficit disorder in our society. According to his estimates, we spend 93% of our time indoors and this certainly contributes to creating negative feelings about life, difficulty concentrating, hyperactivity, sleep disorders, aggression, difficulty in expressing or managing emotions, eating problems, etc.

Playing outdoors helps oxygenate the lungs, helps strengthen the musculoskeletal system and develop motor skills, encourages movement and allows you to burn more calories, preventing overweight and obesity, allows the body to store vitamin D, improves mood, allows you to gain confidence and awareness of yourself and your abilities, to learn the value of cooperation, to improve communication skills, to develop sociability, to acquire greater environmental sensitivity, to strengthen physical skills such as strength, balance and endurance and to develop creativity, curiosity and imagination.

Guarantee every day to young and old a share of **Outdoor education means dedicating the right space to outdoor education to allow the benefits described to act naturally on us.**

<https://www.savethechildren.it/blog-notizie/outdoor-education-cosa-si-intende-con-educazione-aperto-quali-benefici>

Kamishibook

With the Kamishibai (Kami = letter; shibai = drama, game, theatre) it is possible to rework and personally express what has been learned in class in the most diverse subjects, with drawings, collages and short texts. All this stimulates and favors the ability to oral presentation, synthesis and subdivision into sequences, and allows images and ideas to be presented with the reassuring mediation of this particular theater, a characteristic form of narration through images attributable to the Buddhist temples of Japan in the twelfth century.



MODULE 4.

Creative brainstorming on various projects that can be done for various age groups.

Brainstorming is a creative technique that consists of a group debate to find ideas and/or proposals.

Brainstorming is a common practice when looking for new ideas and/or new solutions to problems and consists of a group meeting during which participants confront each other, proceeding by association of concepts.

The definition of this creative technique is due to the American advertiser Alex Faickney Osborn, «founder of an important movement for creativity, and recognized "guru", in the early years after the Second World War, of creative thinking», as Claudio Bezzi and Ilaria Baldini define it in the book "Brainstorming: practice and theory"[1] . For Osborn – the two authors specify – "brainstorming is simply one of the possible ways to produce ideas; The emphasis is on ideation, on the creative process, on the importance of imagination as a generating force also for technical and business problems, as well as for art and science».

The term brainstorming has entered common use to indicate one of the different ways to find creative ideas, but also possible alternatives to solve a given problem, starting, following the translation usually adopted for the word, from a "brain storm". Before starting a brainstorming session, an objective is always defined, which is usually defined, together with other indications relating to the project to be developed, in the brief, and not infrequently concept maps are prepared to offer starting points for reflection.

Those who have to deal directly with the work always participate in the activity, but it can also be useful to involve other colleagues or people completely outside the work environment, who could provide unexpected ideas.

In any case, it is certainly more effective when done in a group, although often, especially in small realities, this method can also be experimented with a few people or even between just two people and according to some by a single person. When the group is too large, however, it would be advisable to divide it into subgroups.

To brainstorm, however, it is always necessary to follow some basic rules, which have remained substantially unchanged over time and which can be summarized as follows:

Exclude criticism (and self-criticism), because in the phase of collecting ideas it is not productive;
maintain an informal style, which could be facilitated by dedicating the first minutes of the meeting to a very brief presentation of the participants;
aim for quantity: if the proposals are numerous, there is a greater chance of finding the right idea or solution;
combining the proposals already made into new ideas, i.e. focusing on the association of ideas.

MODULO 5.

Concept map of topics
of current courses and courses
to be acquired by age groups.

Set clear goals.
Extrapolate central topics,
translated into simple and clear words.

MODULE 6.

Realization of a project work for each age group.

The project work represents an active experimentation of the contents learned during a training course. This design tool is linked to the "learning by doing" methodology[1], which emphasizes how, following a learning period, it is possible to carry out a project related to set objectives and real contexts.

PROJECT WORK is the central core of "student-oriented" teaching and is expected to be a set of activities built from.

ACTION LEARNING

Authentic or reality task

objectives:

a. Problem resolution

b. Group Learning

6. components:

a. Action learning focuses on a problem, opportunity, proposal, project, issue, or task that should generate knowledge and develop individual or group skills.

b. The diversity within the group provides different perspectives and "fresh" and innovative points of view.

c. Action learning addresses problems through a process consisting of:

❑ Questions aimed at clarifying and sharing the exact nature of the problem

❑ Reflection and identification of possible solutions

d. Learning does not happen until you reflect on the actions you take.

e. The coach helps the members of the working group to reflect both on "what" is learned and on "how" the problem is solved.

7. Features:

- a. The action must take place in real contexts, rather than in simulation contexts. Participants are called upon to work on defined and real projects;
- b. All participants in the group (Set) must be and feel involved.
- c. Attention must be paid above all to the learning process.

We speak of authentic task in reference to a test that allows the teacher to carry out an authentic evaluation: it detects whether the student is able to combine knowledge, skills and use internal and external resources to solve complex problems.

These are assessment tests that bring skills into play, which children must be able to consciously activate to deal with problems that arise in real-world situations. In this, authentic homework differs from traditional school tests, which are limited to detecting general and abstract knowledge, which is difficult to apply in real life.

What makes a task authentic is the complexity and the way in which the student is involved in the process: the student, in fact, must be put in a position to attribute meaning to what he is doing, perceive its usefulness and therefore be motivated and interested in achieving a certain goal.

The authentic task can be a task of reality

The authentic task may require manipulative and bodily or even just mental doing; it can be a task of reality, and therefore refer to the concrete context, but not necessarily.

A task can be authentic even without having a direct impact on reality.

Regardless of whether the task is more or less realistic, in order for the task to be defined as authentic it is essential that students feel active and motivated protagonists and put in a position to use internal and external knowledge, skills and resources to solve a problem considered sensible and challenging or answer a complex question.

The focus of the discourse, as can be read in all of Wiggins' works, lies in the variety and type of mental processes that are involved in the tasks, in the range of knowledge, skills and competencies they can resort to in responding to the assignment, as well as how much the students consider the task challenging, simply motivating.

Elisabetta Nigris, Evaluating why. The evaluation of learning: Meanings, methods, criteria INFORMATION OPPORTUNITIES, 124 (2018)

What is reality task?

In conclusion, to simplify as much as possible, the reality task is a type of authentic task.

Examples

E.g. Organizing a trip to help a hypothetical class of children, given a series of constraints (budget, participants, times, km to be covered) is a real task.

ES. If the trip that is organized is the one that will really take place at the end of the year, we are faced with a (genuine) task of reality.

Elisabetta Nigris, Evaluating why. The evaluation of learning: meanings, methods, criteria INFORMATION OPPORTUNITIES, 124 (2018).

Experiential learning

Experiential learning, or experiential learning, deserves an in-depth study: a theoretical model developed by the educator David Kolb in the 80s, now twenty years after the first cognitivist theorizing.

He identified four ways of acquiring information, through:

- 1- Concrete experience
- 2- Reflective observation
- 3- Abstract conceptualization
- 4- Active experimentation

For it to be effective, a learning (and therefore didactic) program should include all these modalities, so that each student can use the one that suits him/her best.

To do this, a training course must be structured that includes both classic lectures (reflective observation), practical exercises (active experimentation), as well as case discussion (concrete experience) and self-learning (abstract conceptualization).

According to the scholar, The four modalities follow one another in a circular process, so that the subject who performs a given action learns, by observing, the effect that that action has caused in that situation so that he can generalize the objects encountered to any similar action that will recur in the future.

This means internalizing, abstracting and conceptualizing, learning a universal learning model.

To develop skills, not knowledge.

The task of reality is a type of authentic task.

Examples

E.g. Organizing a trip to help a hypothetical class of children, given a series of constraints (budget, participants, times, km to be covered) is a real task.

E.g. If the trip that is organized is the one that will really take place at the end of the year, we are faced with a (genuine) task of reality.

The project work represents an active experimentation of the contents learned during a training course. This design tool is linked to the "learning by doing" methodology[1], which emphasizes how, following a learning period, it is possible to carry out a project related to set objectives and real contexts.

