



SALT Guide

New methodologies and how they work

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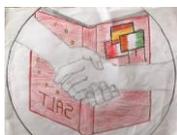
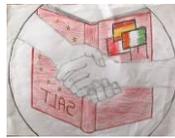


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The following guide has been developed as a product of the Erasmus+ KA229 project Sharing and Learning Together (SALT). You may find more info and other products and activities of the project in its web: [Twinspace \(etwinning.net\)](https://www.twinspace.net)

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1 Introduction

Education in the classroom must be renewed, since, among other things, there is less and less connection between what students study in the classroom and what companies later want from their future employees.

Innovation in education is here to stay, putting the student and their real needs under the spotlight and turning learning into a challenge and satisfaction and not an obligation.

The new methodologies aim to change the educational environment, improve academic results and an inclusive training through dynamic classes that stimulate the student.

2 Aim of the lesson

The objective of this didactic unit is to show different innovative methodologies that will help us to optimize time in class, dedicating it, for example, to attending to the special needs of each student, developing cooperative projects or working by projects.

In the same way, they will help our students to develop skills that allow them to have critical thinking, problem solving, increased motivation and better ability to transfer knowledge to new situations.

3 New methodologies

3.1 COOPERATIVE LEARNING

"Stronger together." This is how cooperative learning could be summarized in a simple way, a methodology that teachers use to group students and, that, impact learning in a positive way.

Defenders of this model theorize that working in groups improves students' attention, involvement and knowledge acquisition.

The final goal is always common and will be achieved if each of the members successfully performs their tasks.

3.2 FLIPPED CLASSROOM

One of the modern methodologies that has gained more popularity in recent years is the Flipped Classroom. It is a pedagogical model in which the traditional elements of the lesson taught by the teacher are reversed: the primary educational materials are studied by the students at home and then they are worked on in the classroom.

The main objective of this methodology is to optimize class time by dedicating it, for example, to meeting the special needs of each student, developing cooperative projects or working on projects.



3.3 EVALUATION (PLICKERS)

The fundamental objective is to introduce students to educational innovation processes to develop a new evaluation culture in which they are evaluated in order to learn, innovate and improve all teaching tasks. In this way, evaluation becomes the nerve center that supports, justifies and stimulates didactic innovation.

Plickers is one of the tools that we will use in the evaluation of students.

Due to its interactivity, this tool can be used a lot, as we will see in the following points:

- **Dynamism.** Your students will be constantly learning, encouraging healthy competition among them and their commitment to the course.
- **Concentration.** Using this tool makes us capture their attention and make them more aware of the course of the class, favoring their understanding.
- **Evaluation.** Through the different questions we will know if the explanation is being clear and simple and follow its evolution both individually and collectively.
- **Participation.** Get all students involved and respond to the proposed questions, whatever their communication skills.

3.4 BAPNE – MOVING LEARNING

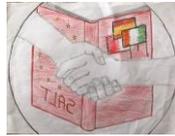
The BAPNE® Method is a method of cognitive, socio-emotional, psychomotor and neurorehabilitative stimulation based on neuromotricity. It uses body percussion as a didactic resource focused on the possible stimulation of cognitive and executive functions.

Through this methodology, executive functions such as memory, concentration and attention will be developed, thus activating all the lobes of the brain to increase the independence of the lower and upper extremities, as well as verbalization.

The method has multiple benefits since one of the important points is the development of the memory and attention. These elements make body percussion be used as a resource therapeutic for the development of the cognitive process in diseases such as Alzheimer's, ADHD, Dyslexia, Cognitive deficit, etc.

The activities of the BAPNE® Method have as their main objective the possible development of the following points:

- Inhibit response
- Direct attention.
- Plan and organize goals.
- Work cognitive flexibility.
- Develop working memory.



- Employ emotional control for action enhancement.
- Management of Metacognition. Reflect slowly on our way of acting and thinking through cooperative activities.

4 How they work

4.1 COOPERATIVE LEARNING

The main characteristic is that it is structured based on the formation of groups of between 3-6 people, where each member has a specific role and to achieve the objectives it is necessary to interact and work in a coordinated way.

ROLES

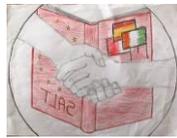


In individual learning, the student focuses on achieving his objectives without having to depend on the rest of his classmates. On the other hand, in cooperative learning the final objective is always common and will be achieved if each of the members successfully carries out their tasks.

4.2 THINKING ROUTINES

I SEE, I THINK, I WONDER...

You start by telling the students to look at an image and answer the question: what do you see? They must reason their interpretations. The teacher should ask them what they think and what they wonder about the image they are seeing.



Students should always start the sentences with "I see ...", "I think ...", "I wonder ...". This routine works well in a group, although sometimes it is good to work individually first and then do a sharing in small and large groups

See Think Wonder

SEE <small>What do you see?</small>	THINK <small>What do you think is going on?</small>	WONDER <small>What does it make you wonder?</small>

3, 2, 1 BRIDGE

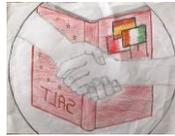
Students will perform this routine before and after the lesson by following these steps:

- 1- Individual students write 3 ideas, 2 questions, and 1 metaphor or analogy about the topic or concept in question. Once finished, they will share their thoughts with the rest of the group.
- 2- Next, activities related to the topic are carried out (manipulative, in small groups, individual, ...), providing experiences that help to think in new directions.
- 3- At the end of the activity, the students complete the table again with 3,2,1.
- 4- In pairs, share their initial and new thinking, explaining how and why their thinking has changed

3 words

2 questions

1 analogy



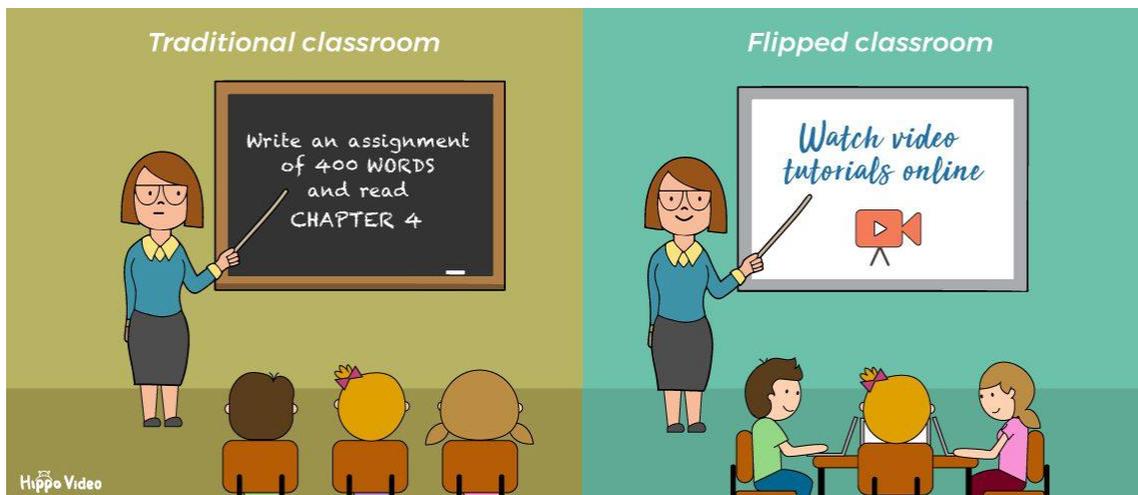
4.3 FLIPPED CLASSROOM

In this innovative methodology an application is used. It's about Edpuzzle. With Edpuzzle you can select your favorite educational videos, edit them, assign them to your students and check that they understand them through questions inserted throughout the viewing. This tool can be very useful in all subjects and educational levels.

The tool, complete and easy to use, can help you in different ways in your teaching work. With it you can:

- Cut or translate videos that are interesting to students.
- Create video quizzes to use in class or as homework.
- Create video lessons to apply the flipped classroom method in the classroom. That is, turn the class around: ask students to view the theoretical content at home through video, and then dedicate the class to carrying out activities and answering questions.
- Create video lessons to review.
- Ask students to use it to create their own video quizzes and test their classmates' knowledge.

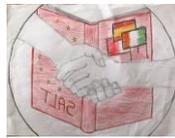
EDPUZZLE TUTORIAL FOR TEACHERS



4.4 EVALUATION (PLICKERS)

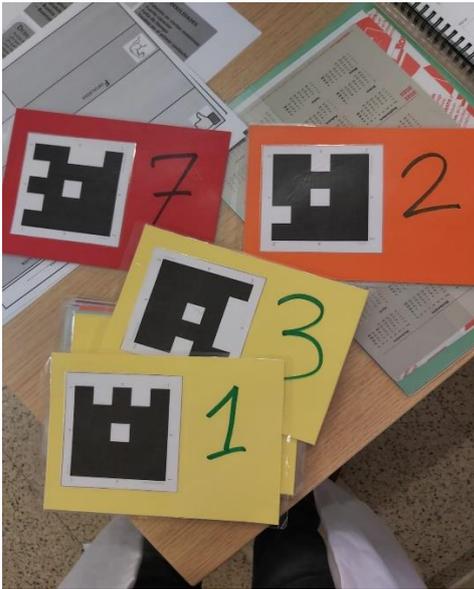
Plickers is an interactive application that allows teachers to obtain statistical data on their students' learning progress in real time.

- The teacher must have a Smartphone or tablet with a Wi-Fi connection.
- In the application the class is created with the number of students. These students will be assigned a card with their number and a QR code that they will need to answer the questions.



- All questions will be multiple choice and may have up to 4 possible answers.
- The questions will appear projected on the digital board and it will be the moment in which the students must choose the correct option using their business cards.
- Once they have chosen the answer, they must raise their card to be read by the application.
- At the end of the activity, the responses of all the students will be recorded and the same application will give us the grade that each student has achieved.

[PLICKERS TUTORIAL FOR TEACHERS](#)



4.5 BAPNE – MOVING LEARNING

Cognitive stimulation method using the theory of multiple intelligences (IIMM) and body percussion.

From the point of view of didactics, the sounds produced by the body can be classified in percussive sounds in the upper extremities and in the lower extremities (plane horizontal). Those carried out with the upper part are: chest, stomach, clicking, slapping and back pat; and with the lower extremities: buttocks, thighs, tread or the dragging of the feet.

- Short duration activities, no more than 3 min.
- Variations are introduced so that the concentration does not decrease and the stimulation is complete.
- Interpretation in a circle (generates group feeling, community).

[THE LION KING BODY PERCUSSION \(VIDEO\)](#)

[BAPNE METHOD VIDEO](#)