P.PORTO

Erasmus+

INTER NETWORKING

Seminar

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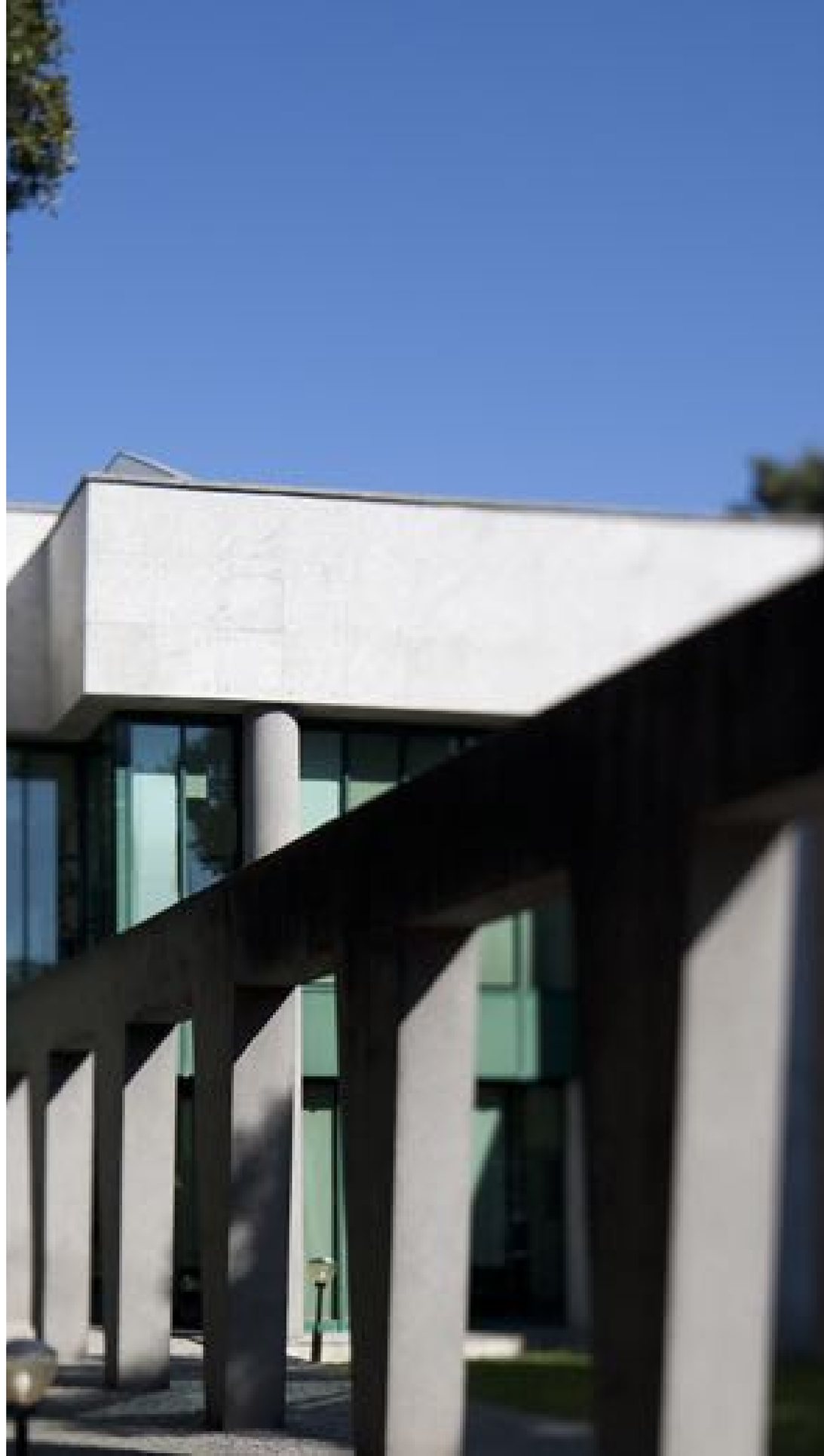
21ST CENTURY LEARNING: RETHINKING SCHOOL

P.PORTO



PRESENTATION

P.PORTO is a collective and cohesive identity, committed to the plurality of its educational offer, which aims at training independent citizens. P.PORTO Schools are the physical space where our mission is accomplished and where our values are reasserted.

The Schools constitute the dynamic axis of an open, challenging and multicultural community and turn a complex of modern labs and equipment into living entities.

We are the 4th largest educational institution at national level, and 4th in terms of students' first choice.

18.512
Students

56
Undergraduate degrees

62
Master degrees

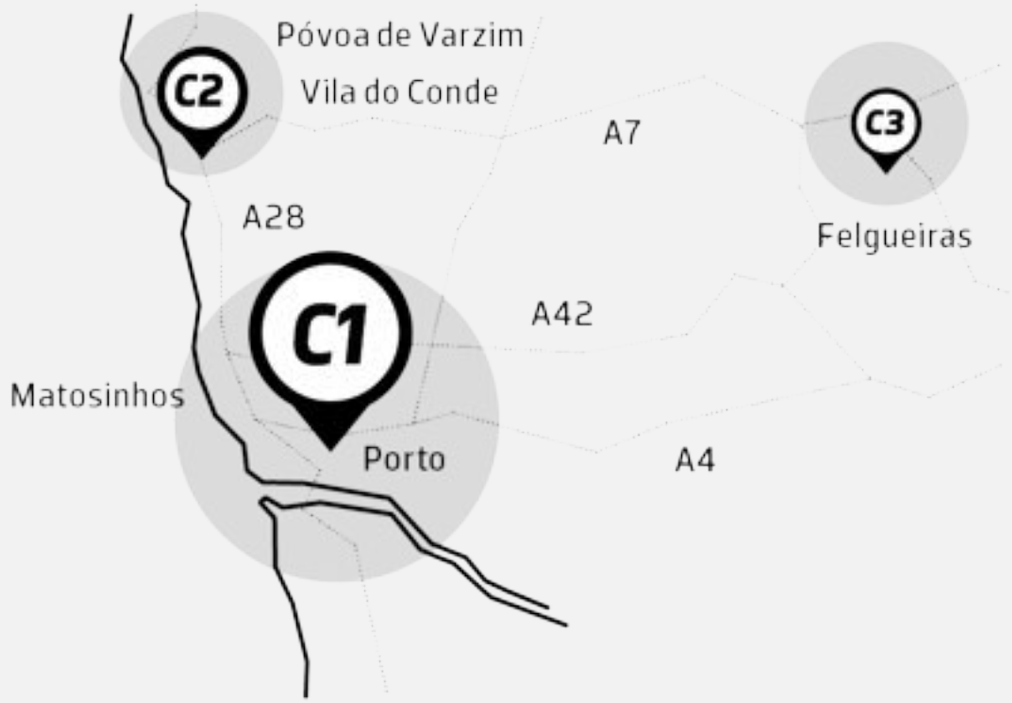
CAMPUS

Spread across an extensive and diversified area, the eight schools of P.PORTO are located in three Campi distributed between the northern coast and the inland region.

Campus 1 is located in Asprela in the far north of the city and in downtown Porto.

Campus 2 is located between the municipalities of Póvoa de Varzim and Vila do Conde.

Tâmega and Sousa is home to **Campus 3,** where the School of Management and Technology can be found.



5
Cities

3
Campus

8
Schools/Institutes

ACCESS AND ADMISSION

From secondary school students who choose our 1st cycle courses (licenciatura) and master's degree programmes to begin their academic career, to those who come to enrich their education by enrolling in our postgraduate courses and continuing education courses, P.PORTO opens the doors to all vocations, talents and expectations.

P.PORTO provides the largest portfolio in the country that is challenging, certified and with various access and admission regimes.

3.010
Vacancies

18.030
Applications

99,63%
Vacancies occupation

SCHOOLS

At P.PORTO one can study engineering at one of the oldest and most respected institutions in the country, develop creative and artistic thinking in Porto's downtown, enjoy the contemporary facilities of the refurbished Póvoa de Varzim/Vila do Conde Campus and the variety of equipment available at the Sports Centre. These possibilities are put together with the most modern facilities and infrastructures, cutting-edge equipment and an excellent learning environment, entirely appropriate to the job market needs.

- ***SCHOOL OF ENGINEERING***
- ***ACCOUNTING AND BUSINESS SCHOOL***
- ***SCHOOL OF EDUCATION***
- ***SCHOOL OF MUSIC AND PERFORMING ARTS***
- ***SCHOOL OF MANAGEMENT AND TECHNOLOGY***
- ***SCHOOL OF HEALTH***
- ***SCHOOL OF HOSPITALITY AND TOURISM***
- ***SCHOOL OF MEDIA ARTS AND DESIGN***
- ***SCHOOL OF MANAGEMENT AND INDUSTRIAL STUDIES***

SCHOOL OF EDUCATION

SCHOOL OF EDUCATION

The School of Education has the stronghold of teacher training, but also of the training of educators, and social and cultural players in numerous areas - from languages to music, to sports.

The School started in 1985, providing undergraduate degrees in primary education, as well as in-service teacher training programmes for teachers and educators. Later on it widened the range of its educational offer to other professionals, namely in the field of Social Education, Art and Cultural Heritage Management, and Translation and Interpretation of Portuguese Sign Language. With the consolidation of the European Higher Education Area, we updated our educational offer so as to include Professional and Vocational Masters.

8
Undergraduate Degrees

15
Master Degrees

1
PhD programme

PORTO: THE CITY

- Porto is one of the oldest tourist destinations in Europe and benefits from a privileged geographic location, complemented by a modern transport and communications network.
- The richness of its monumental and artistic heritage, Port Wine, numerous leisure facilities and its cultural attractions invite you to visit this contemporary and inspired city well-known for its hospitality.

PORTO
CRUZ

-Oportonity City: Porto city of opportunities

1

21ST CENTURY LEARNING INTO PRACTICE

2

TECHNOLOGY MEDIA-DRIVEN APPROACHES 3.0

3

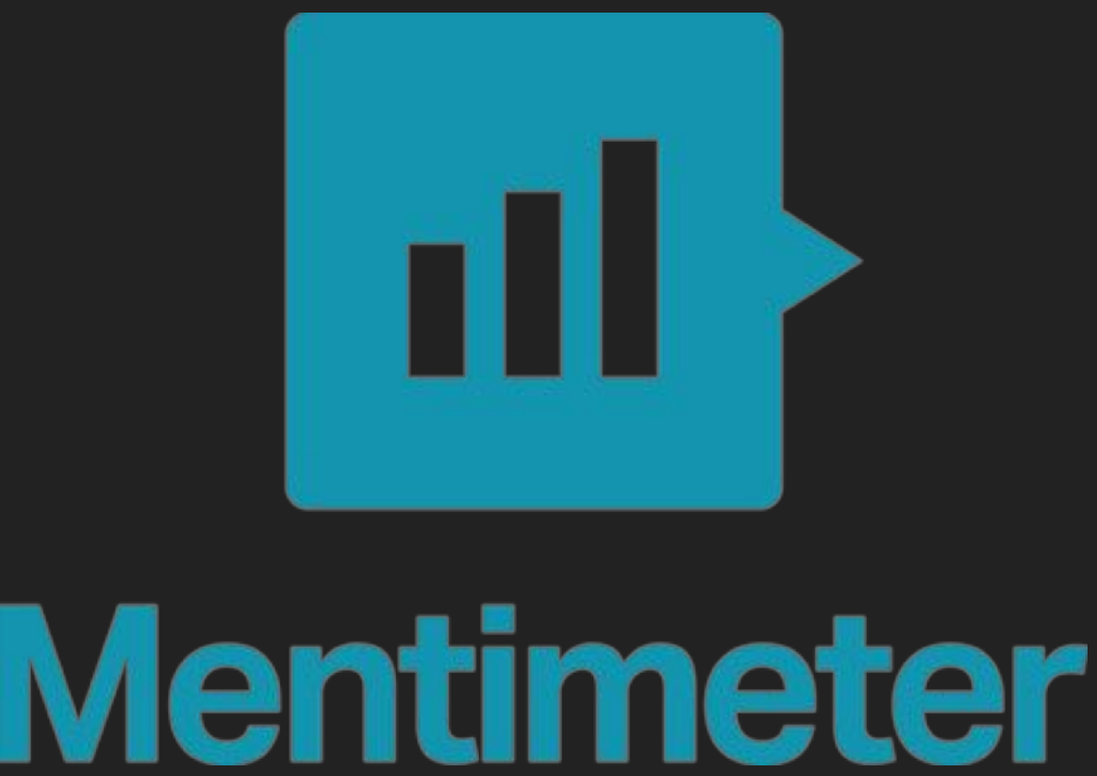
PROACTIVE TOOLS FOR THE CLASSROOM

1

21ST CENTURY LEARNING INTO PRACTICE

¿WHICH SKILLS SHOULD WE TACKLE WITHIN 21ST CENTURY CLASSROOMS?

BRAINSTORMING



STEP 1:
ACCESS MENTI.COM

STEP 2:
INSERT THE GIVEN CODE

STEP 3:
GIVE YOUR OPINION

WHAT SKILLS DO WE NEED TO TEACH?
HOW CAN WE TEACH STUDENTS EMOTIONAL INTELLIGENCE AND SELF-MANAGEMENT SKILLS?
HOW CAN WE ENSURE THAT STUDENTS TRANSFER THEIR SKILLS AND KNOWLEDGE FROM ONE SUBJECT AREA TO ANOTHER ENCOURAGING INDEPENDENT, FLEXIBLE LEARNING CAPACITY?

"DO WE WANT A SOCIETY FULL OF MONOLINGUAL, MONOLITERATE, MONOCULTURAL TEST-TAKERS? OR DO WE WANT A SOCIETY OF MULTILINGUAL, MULTILITERATE, MULTICULTURAL CRITICAL THINKERS WHO POSSESS THE LINGUISTIC AND TECHNOLOGICAL RESOURCES NECESSARY FOR THE 21ST CENTURY?"

MARY AMANDA STEWART

SUBORDINATION TO THE EVENT

HYPER-PERSONALIZATION OF POLITICS

CONFUSION BETWEEN POLITICS AND ENTERTAINING

PRIMACY OF THE DIRECT OVER THE DEFERRED

VALORIZATION OF NON-VERBAL DIMENSIONS IN THE COMMUNICATION

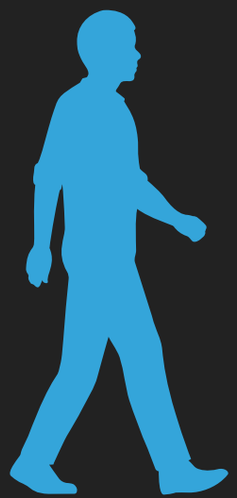
PREDOMINANCE OF REDUNDANCIES IN COMMUNICATION

“IN THE ERA OF 21ST CENTURY GLOBALIZATION, CYBERSPACE IS REPRESENTED AS A DIGITAL AND MATERIAL REVOLUTION, WHICH CONTAINS AN INFRASTRUCTURE (COMPUTER NETWORKS) IN RAPID GLOBAL EXPANSION AND A SUPERSTRUCTURE (VIRTUAL REALITY), COMPUTER SCREENS AND TELEVISION. IT IS THE CREATION OF A KIND OF OPPORTUNITIES FOR DOMESTIC PRESIDENCY OVER THE GLOBAL WORLD, THE USER IMMERSED IN A WORLD OF DATA AND INFORMATION IS ABLE TO CAPTURE ALL KNOWLEDGE, TRAVEL WITHOUT LIMITS IN A SPACE WHERE VIRTUAL REALITY IS STRONGER THAN THE CONCRETE REALITY IT IS A HYPER-FICTION, AT THE SAME TIME HYPER-REALISTIC THAT ALLOWS ANY MORTAL TO REALIZE THE MOST AMBITIOUS BOURGEOIS DREAMS.”

Estanque (2009, WEB)

THE YOUNG APPRENTICES QUESTION THE STATUS QUO THAT SURROUNDS THEM, ACCEPTING "LITTLE AT FACE VALUE... UNLIKE THE TV GENERATION WHICH HAD NO VIABLE MEANS TO INTERACT WITH MEDIA CONTENT, THE N-GENERATION HAS THE TOOLS TO CHALLENGE IDEAS, PEOPLE, STATEMENTS – ANYTHING. THESE YOUTH LOVE TO ARGUE AND DEBATE...THEY ARE ALSO LEARNING TO THINK CRITICALLY AS WELL" (TAPSCOTT, 2009:WEB).

Tapscott (2009, WEB)



homo sapiens

homo ocular

homo *pronetaire*

EDUCATION

PRONETARIZATION

EDUCATION FOR PROACTIVE CITIZENSHIP THROUGH THE INTERNET

A NEW TYPE OF INTERNET SERVICE USERS THAT ARE “CAPABLES DE PRODUIRE, DIFFUSER, VENDRE DES CONTENUS NUMÉRIQUES NON PROPRIÉTAIRES”, BY MAKING USE “BLOGS, SITES WEB INTERACTIFS, SORTES DE JOURNAUX PERSONNELS EN P2P (...)” IN ORDER TO CONTRIBUTE TO A REREADING AND RECREATION OF NATIONAL AND INTERNATIONAL NEWS.

Rosnay (2006, p. 25).

PRO-ACTIVE CITIZENSHIP

COMMUNICATION

LEADERSHIP

ENTREPRENEURISM

COLLABORATION

CREATIVITY

INFORMATION ACCESS AND ANALYSIS

PROBLEM SOLVING

CRITICAL THINKING

(cf. Cruz & Orange, 2016)

HOW CAN WE TACKLE THESE AT SCHOOL?

TEDx RíodelaPlata

x=evento TED organizado de forma independiente

WHAT IS CRITICAL THINKING?

INDEPENDENT, REASONABLE, REFLECTIVE THINKING THAT IS FOCUSED ON DECIDING WHAT TO BELIEVE AND DO.

THE PROCESS OF CRITICAL THINKING INVOLVES ACQUIRING INFORMATION AND ASSESSING IT TO REACH A WELL-JUSTIFIED CONCLUSION OR ANSWER.

CRITICAL THINKERS GATHER INFORMATION FROM ALL SENSES, EXPERIENCE.

IMPLEMENTING CRITICAL THINKING PEDAGOGIES

PROMOTING INTERACTION AMONGST PUPILS;

ASKING OPEN-ENDED QUESTIONS;

ALLOWING SUFFICIENT TIME FOR REFLECTION;

USING PAIR AND GROUP WORK ACTIVITIES;

SPEAKING LESS AND LETTING PUPILS THINK MORE;

CALLING ON PUPILS THAT DO NOT USUALLY PARTICIPATE QUITE OFTEN;

CALLING ON PUPILS TO SUMMARIZE IDEAS;

REQUIRING REGULAR PROJECTS IN CLASS;

DEVELOPING SELF-ASSESSMENT STRATEGIES.

LET YOUR STUDENTS LEAD THE LEARNING

EFFECTIVE TEACHERS ARE MORE LIKE **MODERATORS**, OFFERING INSPIRATION AND GUIDING STUDENTS TO DISCOVER FOR THEMSELVES.

GIVE STUDENTS THE OPPORTUNITY TO BE **SELF-LEARNERS AND SELF-EVALUATORS**, WHICH GUARANTEES LIFELONG LEARNING.

QUESTIONING

STUDENTS SHOULD BE ABLE TO ASK QUESTIONS AND FIND A WAY TO GET ANSWERS FOR THEM.

STUDENTS (AND TEACHERS) MUST REFLECT OUT LOUD ON THEIR NEW DISCOVERIES.

A KWL CHART CAN FACILITATE THE PROCESS (WHAT DO YOU KNOW? WHAT DO YOU WANT TO KNOW? WHAT HAVE YOU LEARNED?)

ENCOURAGE COLLABORATION

"WE ARE GREATER THAN THE SUM OF OUR PARTS."

A HEALTHY, ACTIVE CLASSROOM IS A SHARING CLASSROOM.

STUDENTS ARE SOCIAL BEINGS, AND EVEN MORE SO IN A LANGUAGE CLASS.

FIND EVERY OPPORTUNITY TO ALLOW STUDENTS TO FORM PAIRS AND SMALL GROUPS.

ENCOURAGE CREATIVITY

CREATIVE ACTIVITIES ALLOW STUDENTS TO EXPRESS WHAT THEY'VE LEARNED IN A NEW WAY.

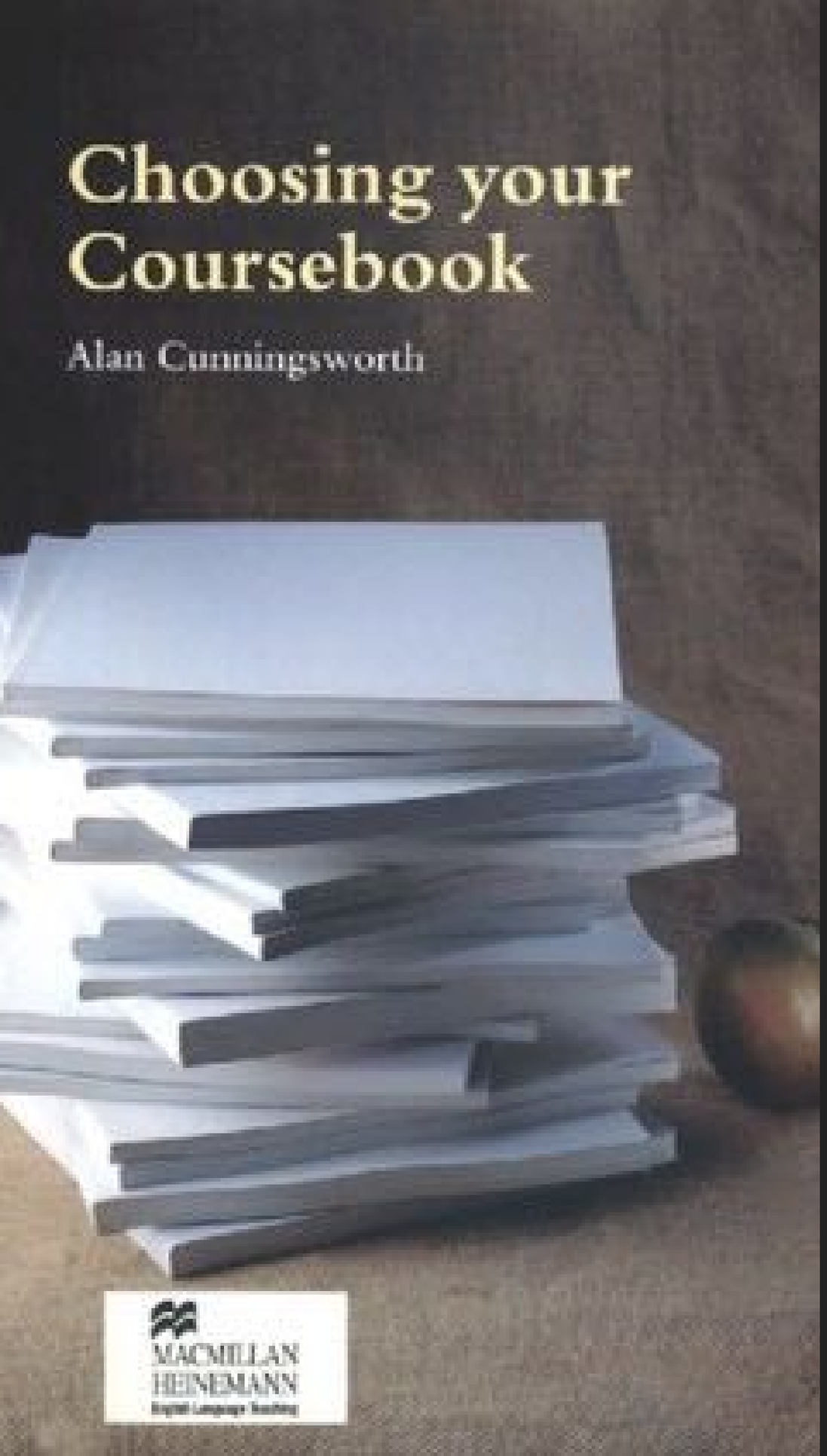
THE SYNTHESIZING AND PERSONALIZING OF KNOWLEDGE CONSOLIDATES LEARNING, AND CREATES AN EXPERIENCE THAT REMAINS WITH STUDENTS LONG AFTER THE CLASS IS OVER.

TEXTBOOKS?

YES OR NO?

“CONTENT (POTENTIAL INTAKE) IS NOT PREDICTABLE. IT IS, RATHER, SOMETHING THAT EMERGES BECAUSE OF THE INTERACTIVE NATURE OF CLASSROOM EVENTS.”

Allwright (1981:8)



TEXTBOOKS?

LACK OF VARIETY OF STRATEGIES;

A WEAK RESPONSE TO THE REAL NEEDS OF THE STUDENTS;

SPONTANEITY AND CURRICULAR FLEXIBILITY ALSO DECREASE;

LACK OF CREATIVITY IN THE USE OF THE LANGUAGE ITSELF.

(Cunningsworth, 1995)

FULL EMPLOYMENT?

TODAY'S SCHOOL OR YESTERDAY'S SCHOOL?

THE EDUCATION SYSTEMS, WHICH ARE STILL LINKED TO A TAYLORIST MODEL OF PREPARING PEOPLE FOR A FULL EMPLOYMENT ECONOMY ARE NOT CAPABLE OF CREATING CITIZENS FOR THE 21ST CENTURY.

AUTOMATIZATION

GLOBALIZATION

PRECARIETY

LACK OF FRONTIERS

SHOULD WE RESHAPE SCHOOL SPACES?

RESHAPING SPACES...

THE SCHOOL ENVIRONMENT IS OFTEN REFERRED TO AS THE THIRD TEACHER, YET MANY SCHOOLS CONTINUE TO CONSTRUCT THEIR FACILITIES WITH TRADITIONAL, AND ARGUABLY OUTDATED, CLASSROOMS AND RESOURCES.

SPACES SHOULD REFLECT THE NEED FOR COLLABORATIVE LEARNING AND SOCIAL DEVELOPMENT (SMALL STUDY PODS, TEACHING ROOMS FOR SMALL GROUP LECTURES, OPEN-SPACE ROOMS FOR PERFORMANCE ACTIVITIES, MULTIMEDIA LABORATORIES, ETC.)

CULTURE OR CULTURES?

LINGUISTIC AND CULTURAL VARIETIES

"INCREASE THE CONFIDENCE OF THE SPEAKERS OF A LANGUAGE LEADING THEM TO THE UNDERSTANDING THAT LEARNING THE LANGUAGE DOES NOT HAVE TO BE TOTALLY BASED ON A SINGLE VARIETY BUT RATHER IN REAL AND USEFUL SITUATIONS SO THAT THEY CAN FEEL THAT THEY ARE PART OF THE CONSTRUCTION OF THE LANGUAGE THEY SPEAK"

"WE BELIEVE THAT THE GREATEST WEALTH OF LANGUAGE IS PRECISELY IN ITS DIVERSITY, SO IT MUST BE EXPLORED IN THE TEACHING OF MOTHER TONGUE AND FOREIGN LANGUAGE. (...) WE EXPECT OUR STUDENTS TO BE PREPARED TO DEAL WITH THE ACTUAL USE OF THE LANGUAGE IN CONCRETE SITUATIONS, SO THE IMPORTANCE OF ANALYZING DIFFERENT VARIETIES

(Del Rios, & Ayres, 2015)

NETIZEN

VIDEOBLOGGERS

DIGITAL NATIVES

QUIZZERS

CYBERPUNKS

HACKERS

CHATTERS

VOYEURS

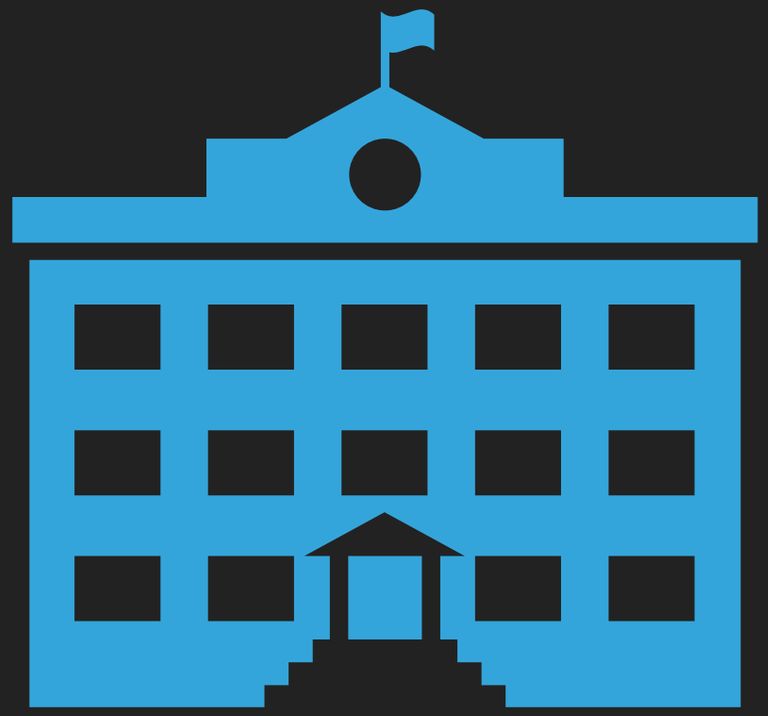
YOUTUBERS

BLOGGERS

(PALFREY, GASSER, SIMUN & BARNES, 2009)

PRONETAIRES: YOUNG WITH FULL, MATURE, ACTIVE AND AUTONOMOUS CULTURAL BELONGING TO THE DIGITAL AGE

PEDAGOGY OF INNOVATION OR RENEWAL?



explanation pedagogy

critical (hyper)pedagogy

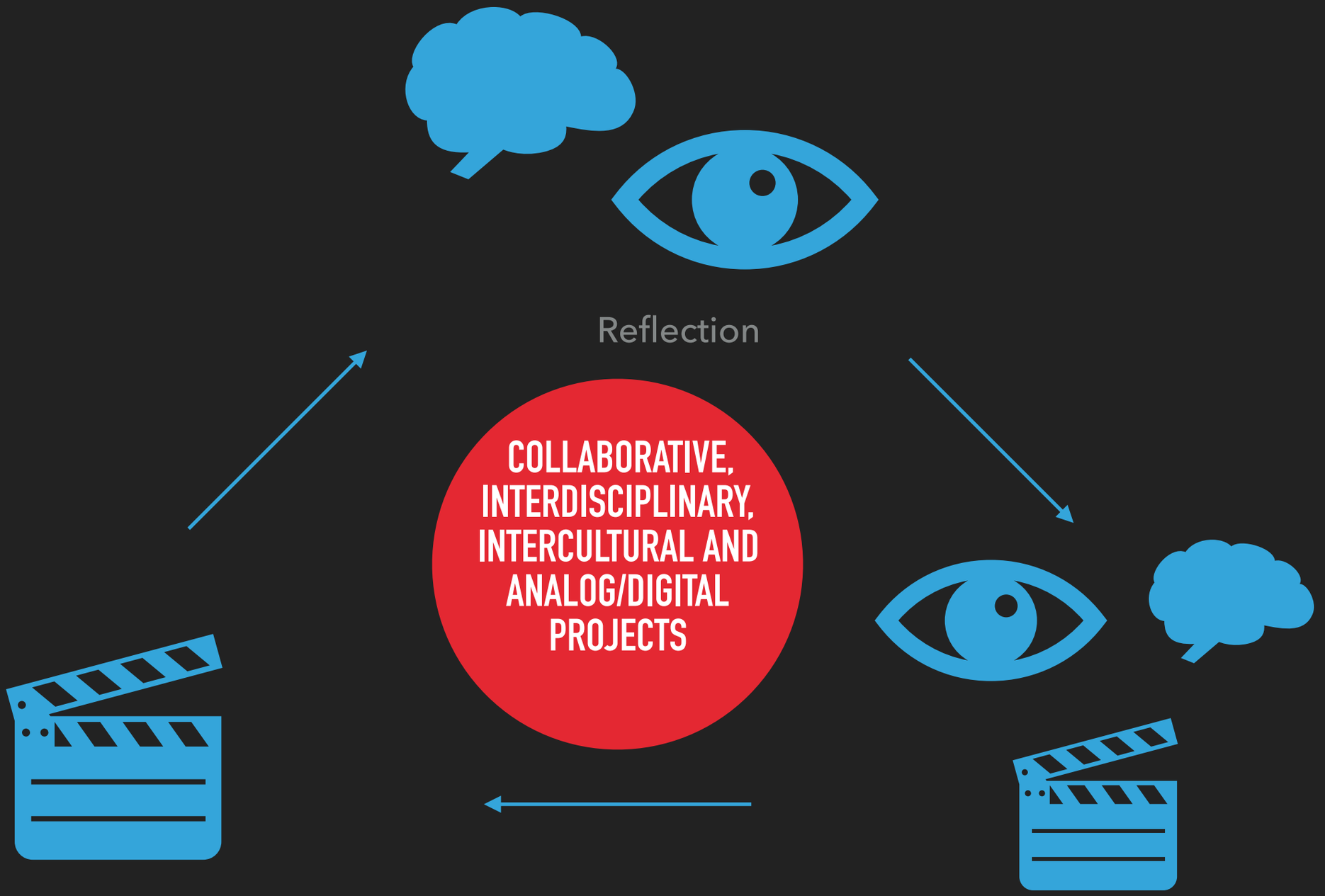
post-method era> connectivism

Downes (2006)

IT IMPLIES

PEDAGOGY FOR AUTONOMY THAT AIMS AT THE CONSTANT TRANSFORMATION OF THE CONDITIONS IN WHICH ONE LEARNS AND ALSO THAT IMPLIES THE DEVELOPMENT OF A SOCIAL RESPONSIBILITY, A CRITICAL AWARENESS OF THE STATE OF THE ECONOMIC-POLITICAL AND SOCIO-CULTURAL SOCIETY AND A ROLE PROACTIVE LEARNING BY THE LEARNERS IN THE WHOLE PROCESS.

(Jiménez Raya, et al., 2007; Lamb, 2000)


Reflection
COLLABORATIVE, INTERDISCIPLINARY, INTERCULTURAL AND ANALOG/DIGITAL PROJECTS
Action
New reflected action

Freire (1997)

2

TECHNOLOGY MEDIA-DRIVEN APPROACHES 3.0

EXPERIENTIAL COMMUNICATIVE APPROACH

“EVERY LESSON SHOULD INCLUDE A HANDS-ON EXPERIENCE. IF THE LESSON IS ABOUT FRACTIONS, LET THE CHILDREN PLAY WITH PLASTIC PIES WITH SLICES TO UNDERSTAND. IF THE LESSON IS ON WRITING, PLAY GAMES THAT ALLOW STUDENTS TO IDENTIFY BETTER WRITING TECHNIQUES. USE THE COMPUTER AND ONLINE RESOURCES TO TAKE LEARNING TO A NEW LEVEL WHERE THEY CAN SEE AND HEAR AND INTERACT. CONSIDER THE POTENTIAL OF TOUCH SCREENS IN EDUCATION, WHERE A CHILD CAN EASILY SLIDE OBJECTS BACK AND FORTH ON THE SCREEN AND LEARN IN THE PROCESS.”

ARSLAN (2009:WEB)

COMMUNICATIVE EXPERIENTIAL APPROACH

CLASSROOM TASKS SHOULD ENGAGE STUDENTS IN COOPERATIVE STRATEGIES, MAKING THEM RESPONSIBLE FOR THEIR LEARNING

AUTHENTIC USE OF LANGUAGE, WITH MEANINGFUL AND STIMULATING ACTIVITIES, IS ALSO ADVISED.

EMOTION

AFFECTION AND SECURITY ARE OF UTMOST IMPORTANCE AS PUPILS NEED TO FEEL BOTH SAFE AND PART OF A COMMUNITY, BUT ALSO REWARDED FOR THEIR ACHIEVEMENTS

EACH TASK SHOULD POSE CHALLENGES AND THEREFORE GENERATE INTEREST

(Fernández-Corbarcho, 2014)

“YOU ONLY REMEMBER WHAT YOU FEEL, AND THAT BECOMES EXPERIENCE”

(Brierley, 2011)

THROUGH THE SENSATIONS, IN A SUBJECTIVE OR INTUITIVE WAY, I.E., “CONCRETE EXPERIENCE"

PROCESS OF REFLECTION OR "REFLEXIVE OBSERVATION"

PERCEPTION

EMOTIONAL AWAKENING

PROCESSING

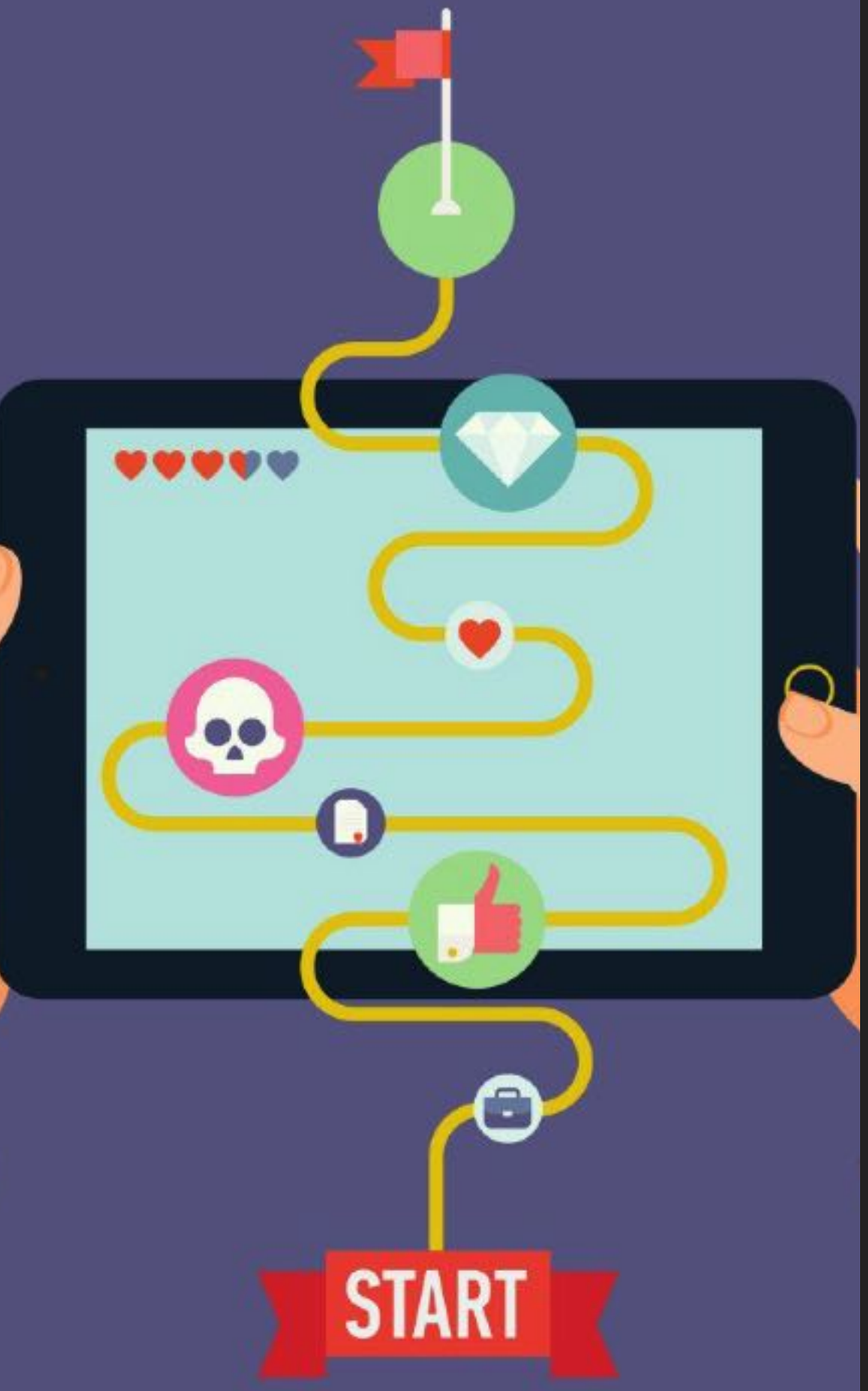
THROUGH REFLEXIVE ACTION OR "ACTIVE EXPERIMENTATION"

THROUGH THINKING AND UNDERSTANDING, I.E., "ABSTRACT CONCEPTUALIZATION"

(Kolb, 1984; Mora, 2013)

GAMIFICATION

PEDAGOGY



WHAT DOES IT IMPLY?

TECHNOLOGY (ANALOGUE OR DIGITAL)

GAME ELEMENTS (LOGOS, TIME LIMIT, PUNCTUATIONS)

THINKING (CHALLENGES, COMPETITION, ETC.)

ENRICH THE LEARNING

MODIFY STUDENTS' BEHAVIOR

EMOTION

WHY GAMIFICATION?

THE GROWTH OF COMPUTER GAME INDUSTRY

WHY GAMIFICATION?

THE SPREADING OF SOCIAL MEDIA

WHY GAMIFICATION?

THE QUEST TO INFLUENCE THE WAY PEOPLE BEHAVE (SOCIALLY, ECONOMICALLY, ETC.)

GAMES VS GAMIFIED TASKS

GAMES	GAMIFIED TASKS
DEFINED RULES AND OBJECTIVES	COLLECTION OF TASKS WITH POINTS OR REWARDS
POSSIBILITY OF LOSING	MOTIVATION IS THE KEY WORD
HARD AND EXPENSIVE TO BUILD	EASIER AND CHEAPER
CONTENT MORPHED TO FIT THE STORY	CONTENT IS CHANGEABLE AND CUSTOMIZABLE

(Enders, 2013)

SELF-DETERMINATION THEORY

SKILL

AUTONOMY

RELATION

PROBLEM-SOLVING
PROGRESS
INSTANTANEOUS FEEDBACK

LEARNER-CENTRED
EXPERIMENTATION
CUSTOMIZATION

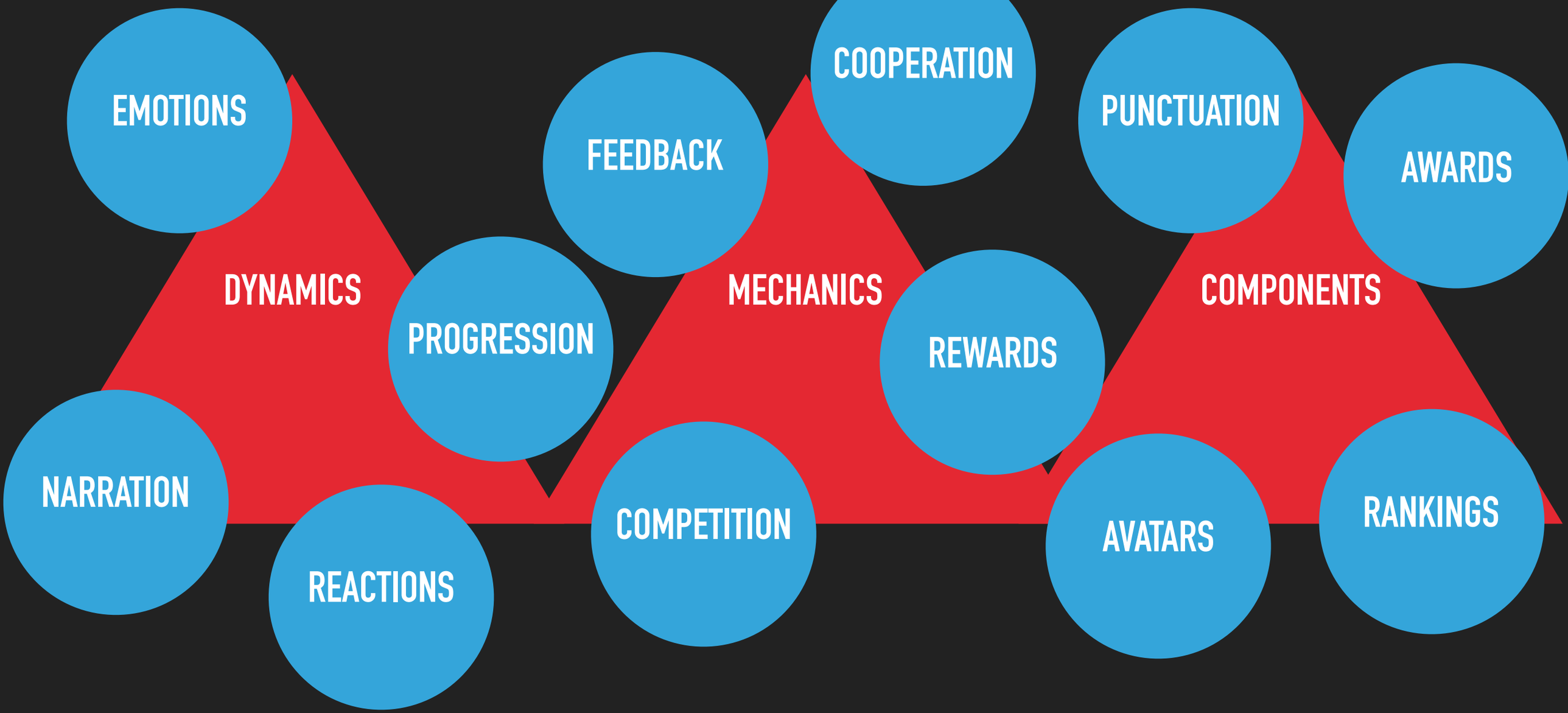
SENSE OF BELONGING
SIGNIFICANCE
SOCIAL INTERACTION

INTRINSIC

MOTIVATION

(Werbach & Hunter, 2012)

GAMIFICATION ELEMENTS



(Foncubierta & Rodríguez, 2015)

“TECHNIQUE THAT THE TEACHER USES IN THE DESIGN OF A LEARNING ACTIVITY (BE IT ANALOGUE OR DIGITAL) INTRODUCING ELEMENTS OF THE GAME (BADGES, TIME LIMIT, SCORES, DICE, ETC.) AND THEIR THINKING (CHALLENGES, COMPETITION, ETC.) IN ORDER TO ENRICH THAT LEARNING EXPERIENCE, DIRECT AND / OR MODIFY THE BEHAVIOR OF THE STUDENTS IN THE CLASSROOM.”

Foncubierta y Rodríguez (2015)

THE ACTIVITY OF LEARNING GOES BEYOND THE MERE ACT OF MOTIVATING, SINCE IT IS AIMED AT SOLVING PROBLEMS SUCH AS DISPERSION, INACTIVITY, NON-COMPREHENSION OR THE SENSATION OF DIFFICULTY THROUGH THE ACT OF INVOLVING THE STUDENT (ENGAGEMENT)

THE FEATURES OF THE NATURE OF THE GAME CAN HELP TO CAPTURE ATTENTION, FACILITATE THE ABILITY OF MEMORIZATION AND RETENTION IN THE ACQUISITION OF SKILLS AND KNOWLEDGE OF OUR STUDENTS, MAKING THE ACTION OF LEARNING A MORE EXPERIENTIAL ACTIVITY

THE CONTENTS AND CAPACITIES THAT ARE PRACTICED BY GAMIFIED ACTIVITY, ONCE LEARNED IN THE CLASSROOM CONTEXT, MAY BE MORE AVAILABLE IN NON-GAME CONTEXTS (THE REAL WORLD)

(Foncubierta & Rodríguez, 2015)

TYPE OF PLAYERS

KILLERS

Action

ACHIEVERS

Players

World

SOCIALIZERS

Interaction

EXPLORERS

GAMIFICATION IS NOT . . .

the simple adding of points, badges and providing competitive leaderboards (PBLs) that it can make a tedious activity into something immediately exciting (cf. Chou, 2016).

helps to engineer and design for motivation within a classroom setting

optimize motivation in order to fulfill short-term and long-term classroom goals

transforms activities into meaningful experiences

MOTIVATION

EMOTION

THE OCTALYSIS FRAMEWORK

GAMIFICATION OCTALYSIS FRAMEWORK

(cf. Chou, 2016)

CORE DRIVE 1. EPIC MEANING & CALLING

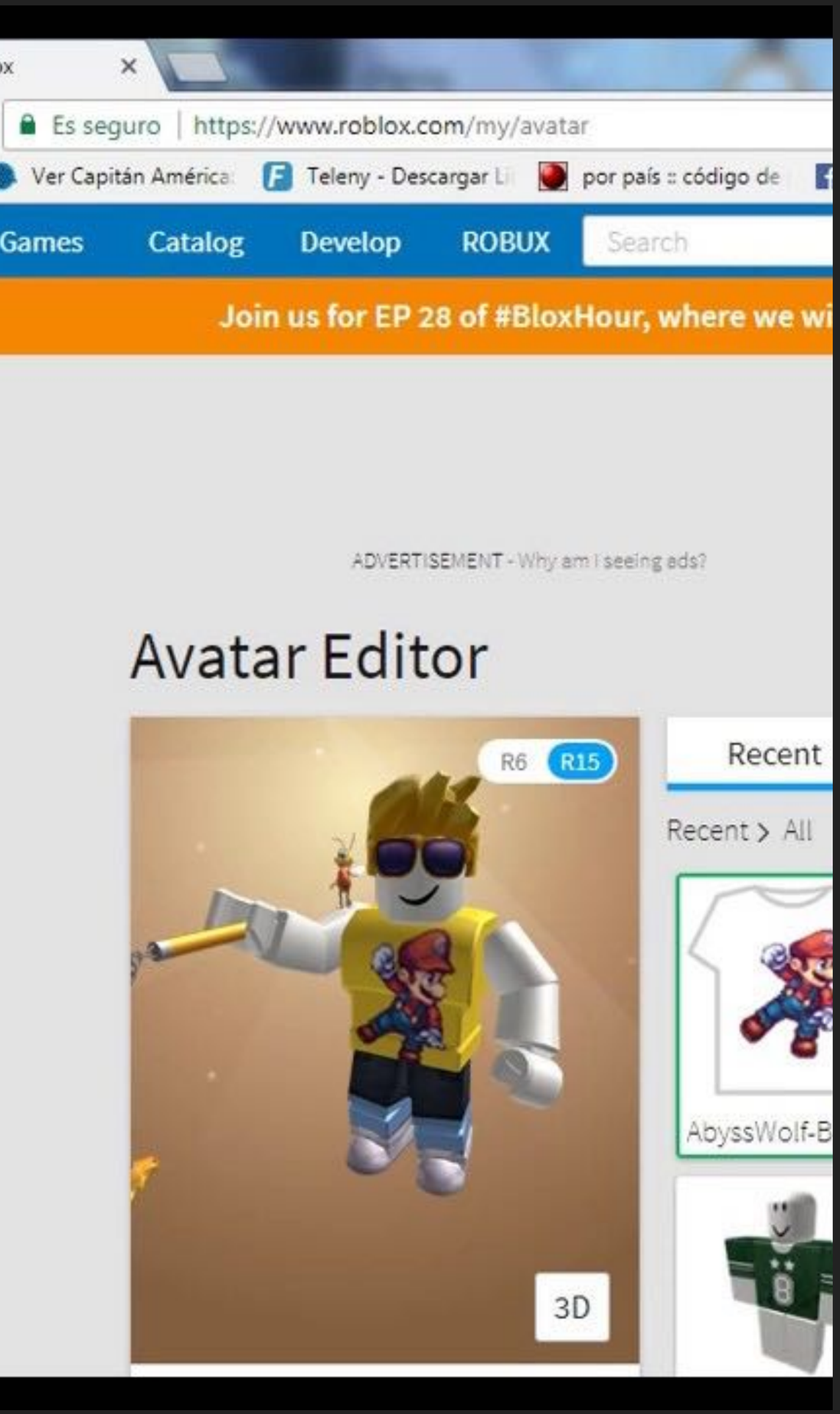
- WHERE A PLAYER IS MOTIVATED BECAUSE THEY ARE ENGAGED IN DOING SOMETHING BIGGER THAN THEMSELVES.
- A SYMPTOM OF THIS IS A PLAYER WHO DEVOTES A LOT OF THEIR TIME TO MAINTAINING A FORUM OR HELPING TO CREATE THINGS FOR THE ENTIRE COMMUNITY (WIKIPEDIA OR OPEN SOURCE PROJECTS).

2. DEVELOPMENT & ACCOMPLISHMENT

- THE INTERNAL DRIVE WHERE PEOPLE ARE DRIVEN BY A SENSE OF GROWTH, A NEED TO ACCOMPLISH A TARGETED GOAL.
- MAKING PROGRESS, DEVELOPING SKILLS, AND EVENTUALLY OVERCOMING MEANINGFUL CHALLENGES.
- THIS IS ALSO THE CORE DRIVE THAT IS THE EASIEST TO DESIGN FOR AND WHERE MOST OF THE PBLS: POINTS, BADGES, LEADERBOARDS CAN BE FOUND.

3. EMPOWERMENT OF CREATIVITY & FEEDBACK

- WHEN USERS ARE ENGAGED IN A CREATIVE PROCESS WHERE THEY HAVE TO REPEATEDLY FIGURE THINGS OUT AND TRY DIFFERENT COMBINATIONS.
- PEOPLE NOT ONLY NEED WAYS TO EXPRESS THEIR CREATIVITY, BUT THEY NEED TO BE ABLE TO SEE THE RESULTS OF THEIR CREATIVITY, RECEIVE FEEDBACK, AND RESPOND IN TURN.
- THIS IS WHY PLAYING WITH LEGOS ARE FUN AND ENGAGING BY ASSEMBLING, DISMANTLING AND REBUILDING THESE BASIC STRUCTURES, THEY BECOME AN "EVERGREEN MECHANIC". THE GAME-DESIGNER/STUDENT/CHILD IS ABLE TO BE CREATIVE AND SEE IMMEDIATE RESULTS.



4. OWNERSHIP & POSSESSION

- IT REPRESENTS THE MOTIVATION THAT IS DRIVEN BY OUR FEELINGS OF OWNING SOMETHING AND CONSEQUENTLY THE DESIRE TO IMPROVE, PROTECT AND OBTAIN MORE OF IT.
- IF A PERSON SPENDS A LOT OF TIME CUSTOMIZING HIS/HER PROFILE OR HER AVATAR, THEY AUTOMATICALLY FEEL MORE OWNERSHIP TOWARDS IT.
- IT IS THE DRIVE THAT COMPELS US TO COLLECT STAMPS, PUZZLES, ACCUMULATE WEALTH

5. SOCIAL INFLUENCE & RELATEDNESS

- THE ENGINE BEHIND MANY THEMES AND INCORPORATES ALL THE SOCIAL ELEMENTS THAT DRIVE PEOPLE:
  - MENTORSHIP,
  - ACCEPTANCE,
  - SOCIAL RESPONSES,
  - COMPANIONSHIP,
  - COMPETITION AND ENVY.
- THE DESIRE TO CONNECT AND COMPARE OURSELVES WITH ONE ANOTHER.
- WE ARE DRIVEN TO REACH THE SAME LEVEL.

6. SCARCITY & IMPATIENCE

- THIS IS THE DRIVE OF WANTING SOMETHING SIMPLY BECAUSE WE CAN'T HAVE IT, OR BECAUSE THERE IS DIFFICULTY IN OBTAINING IT.
- MANY GAMES HAVE APPOINTMENT DYNAMICS (COME BACK 2 HOURS LATER TO GET YOUR REWARD) – THE FACT THAT PEOPLE CAN'T GET SOMETHING RIGHT NOW MOTIVATES THEM TO THINK ABOUT IT ALL DAY LONG.

7. UNPREDICTABILITY & CURIOSITY

- THE MAIN FORCE BEHIND OUR INFATUATION WITH EXPERIENCES THAT ARE UNCERTAIN AND INVOLVE CHANCE.
- A HARMLESS DRIVE OF **WANTING TO FIND OUT WHAT WILL HAPPEN NEXT.**
- IF YOU WE ARE UNCERTAIN, OR IN SUSPENSE, OUR BRAIN BECOMES MORE ACTIVELY ENGAGED AND AWARE.

8. LOSS & AVOIDANCE

- THIS CORE DRIVE MOTIVATES THROUGH THE FEAR OF LOSING SOMETHING OR HAVING UNDESIRABLE EVENTS TRANSPIRE.
- **THE AVOIDING OF SOMETHING NEGATIVE FROM HAPPENING.** IT IS THE REFUSAL TO GIVE UP AND ADMIT THAT EVERYTHING DONE UP TO THIS POINT HAS BEEN RENDERED USELESS.
- ACTING ON ANY PERCEIVED AS FADING OPPORTUNITIES SO AS NOT TO LOSE THE CHANCE TO ACT ON THEM FOREVER.

Octalysis

The Octalysis Tool enables you to develop the Octalysis for your product/process.
Use the controls below to control the Octalysis core drives.

Examples | Help

Project name

Subtitle line 1

Subtitle line 2

Play with the slides below to set the Core Drives. Set your project title and subtitles above. And set the logo for the project.

My Octalysis Graphs

Epic meaning and Calling
0 2 4 5 6 8 10

Development and Accomplishment
0 2 4 5 6 8 10

Empowerment of Creativity and Feedback
0 2 4 5 6 8 10

Ownership and Possession
0 2 4 5 6 8 10

Social Influence and Relatedness
0 2 4 5 6 8 10

Scarcity and Impatience
0 2 4 5 6 8 10

Click to add text

Click to add text

Click to add text

Click to add text

FLIPPED CLASSROOM APPROACH

WHAT IS IT ABOUT?

BY USING TECHNOLOGY TEACHERS ENHANCE LEARNING BY GIVING PUPILS ACCESS TO ANY SOURCES OF INFORMATION PREVIOUS TO THE LESSON.

(Moravec, Williams, Aguilar-Roca, O'Dowd, 2010; Flipped Learning Network, 2014; Reynard, 2007)

THESE AUDIO-SCRIPTS-VISUAL RESOURCES ARE OFTEN IN THE FORM OF NARRATED VIDEO PRESENTATIONS OR EDUCATIONAL MULTIMEDIA WEBSITES.

(Moravec, Williams, Aguilar-Roca, O'Dowd, 2010; Flipped Learning Network, 2014; Reynard, 2007)

CLASS TIME IS SEEN AS AN IMPORTANT PIECE OF THE LEARNING PROCESS FOR PUPILS AND SHOULD PROVIDE COLLABORATIVE WORK.

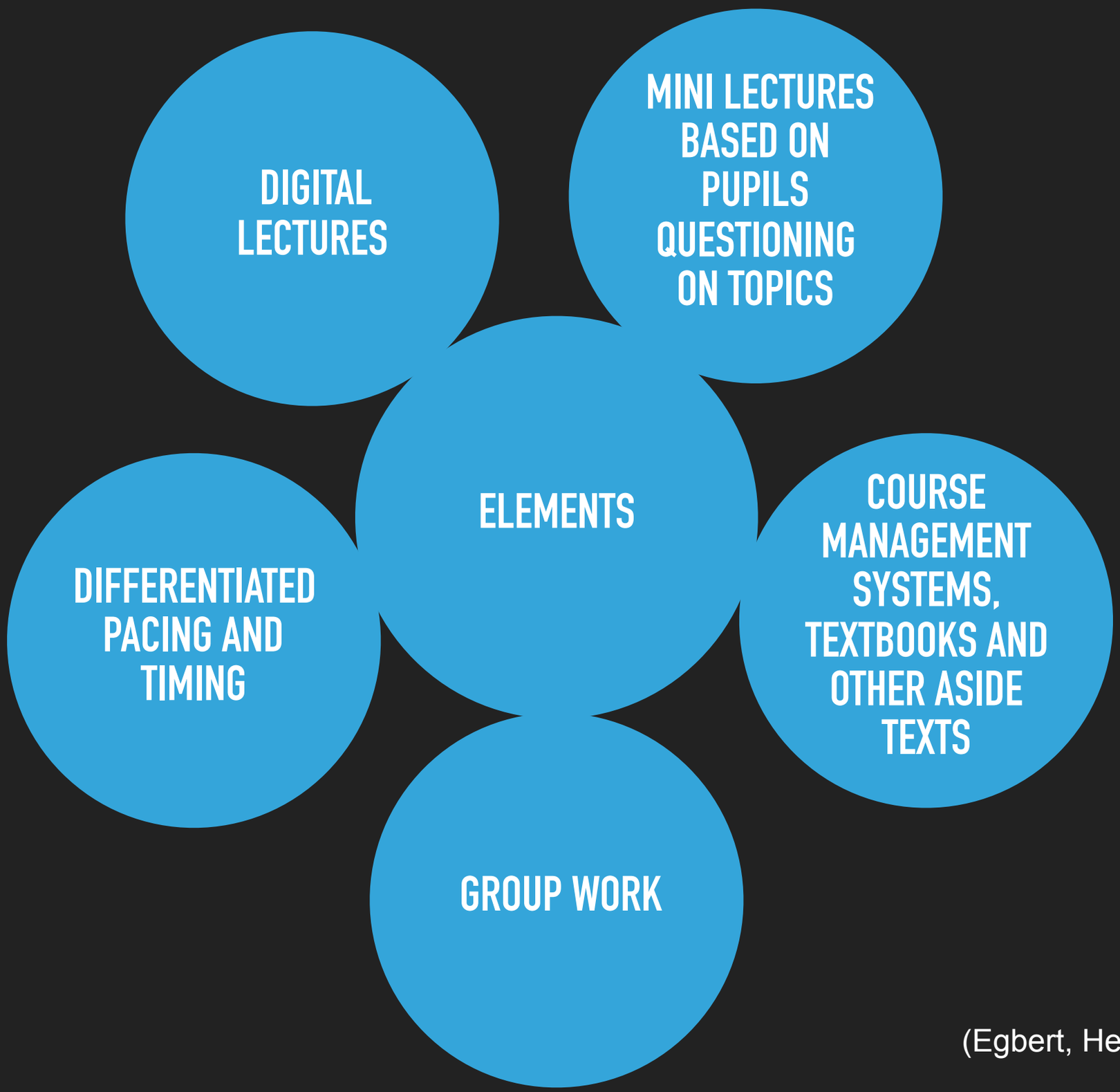
(Moravec, Williams, Aguilar-Roca, O'Dowd, 2010; Flipped Learning Network, 2014; Reynard, 2007)

DIFERENCES

traditional classroom	flipped classroom
teacher directed instruction	materials are assigned to be investigated at home
students watch, listen and take notes	class time is devoted to clarifying and rehearsing information
students follow teacher's guided instruction	debates, group work, problem-solving exercises, etc.
students have classroom practice	teacher uses time to support student's individual learning
teacher assesses learning	

(Wilson, 2015)

FLIPPED CLASSROOM ELEMENTS



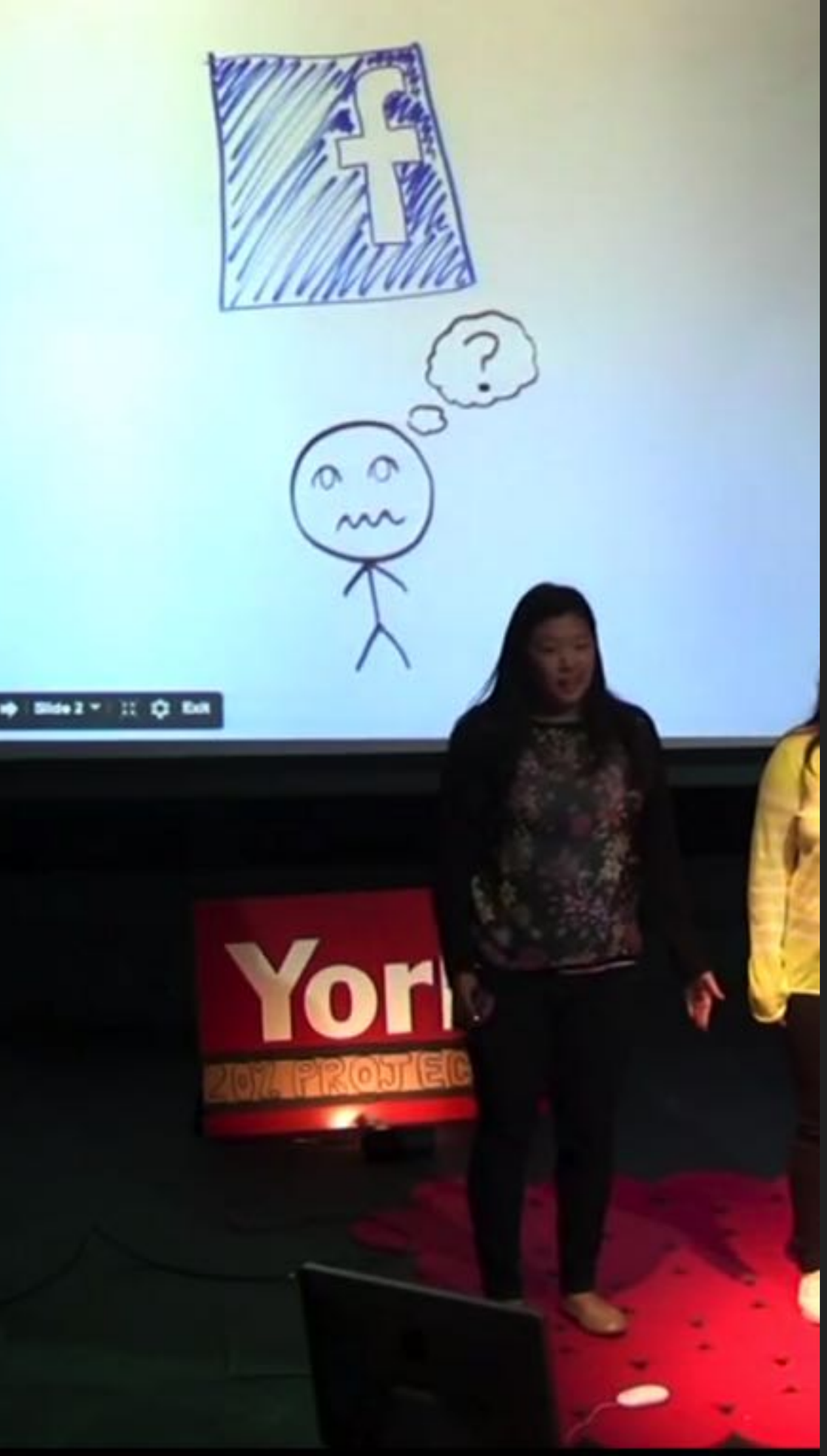
(Egbert, Herman and Lee, 2015)

20 TIME PROJECT

(OR GENIUS HOUR)

WHAT IS IT BASED ON?

IT IS BASED ON THE WAY GOOGLE'S ENTERPRISE MANAGE THEIR EMPLOYEE'S WORK TIME.

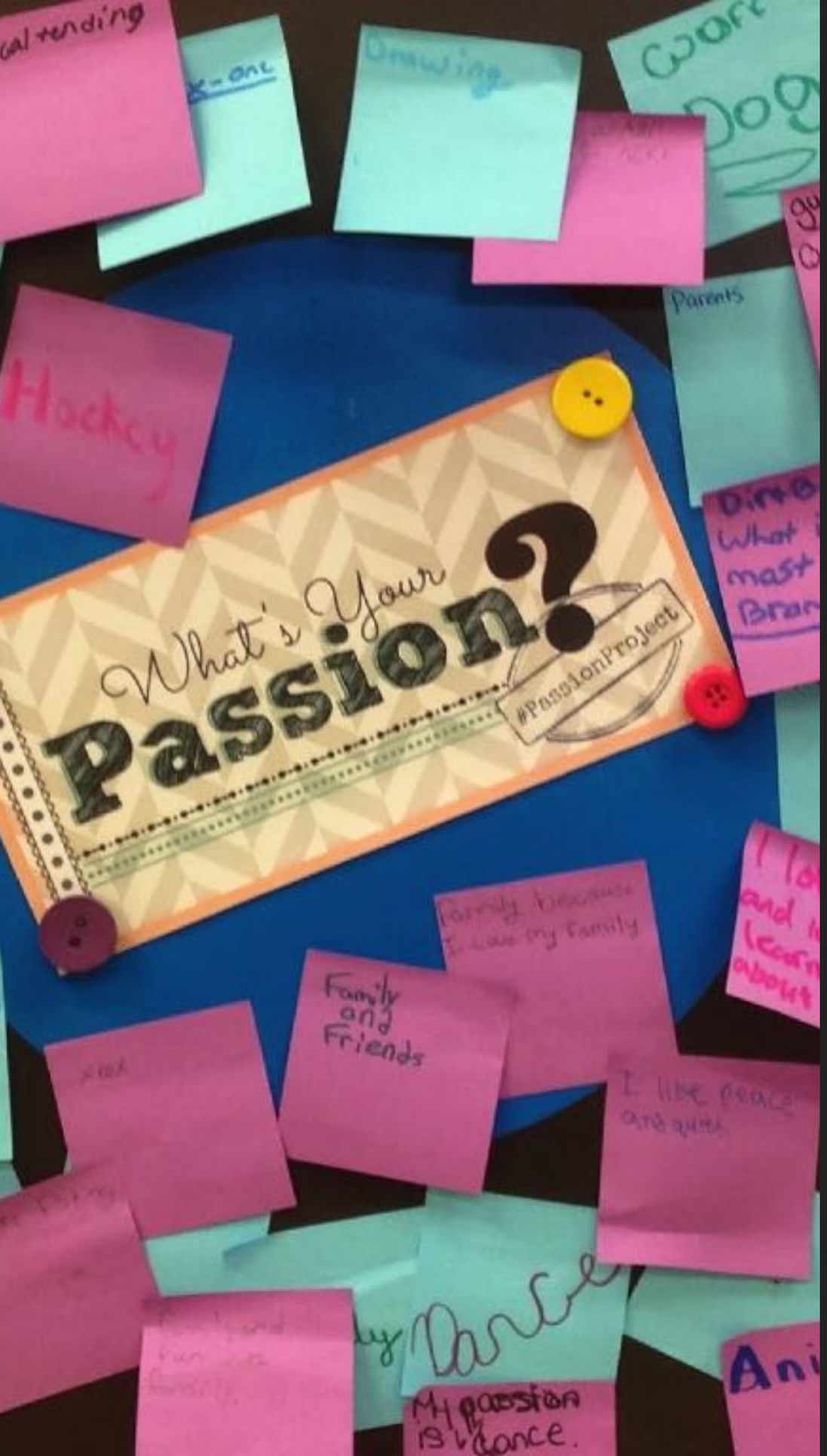


WHAT IS IT ABOUT?

IT IS ABOUT GOALS SETTING, IMPLEMENTING, REFLECTING, REDIRECTING AND SHOWCASING THEM, BUT IT ALSO STIMULATES RESEARCH, ORGANIZATION, CREATION AND CRITICAL THINKING.

STAGES

(Petty, Kirr, Driscoll, Krebs, Zvi, Schinkten & Baros, 2013)



EXAMPLES OF PROJECTS

WRITE A NOVEL OR EVEN A POEMS BOOK;

KEEP A BLOG ABOUT A CURRENT TOPIC;

CREATE A MUSIC ALBUM OF ORIGINAL TRACKS USING THE FOREIGN LANGUAGE;

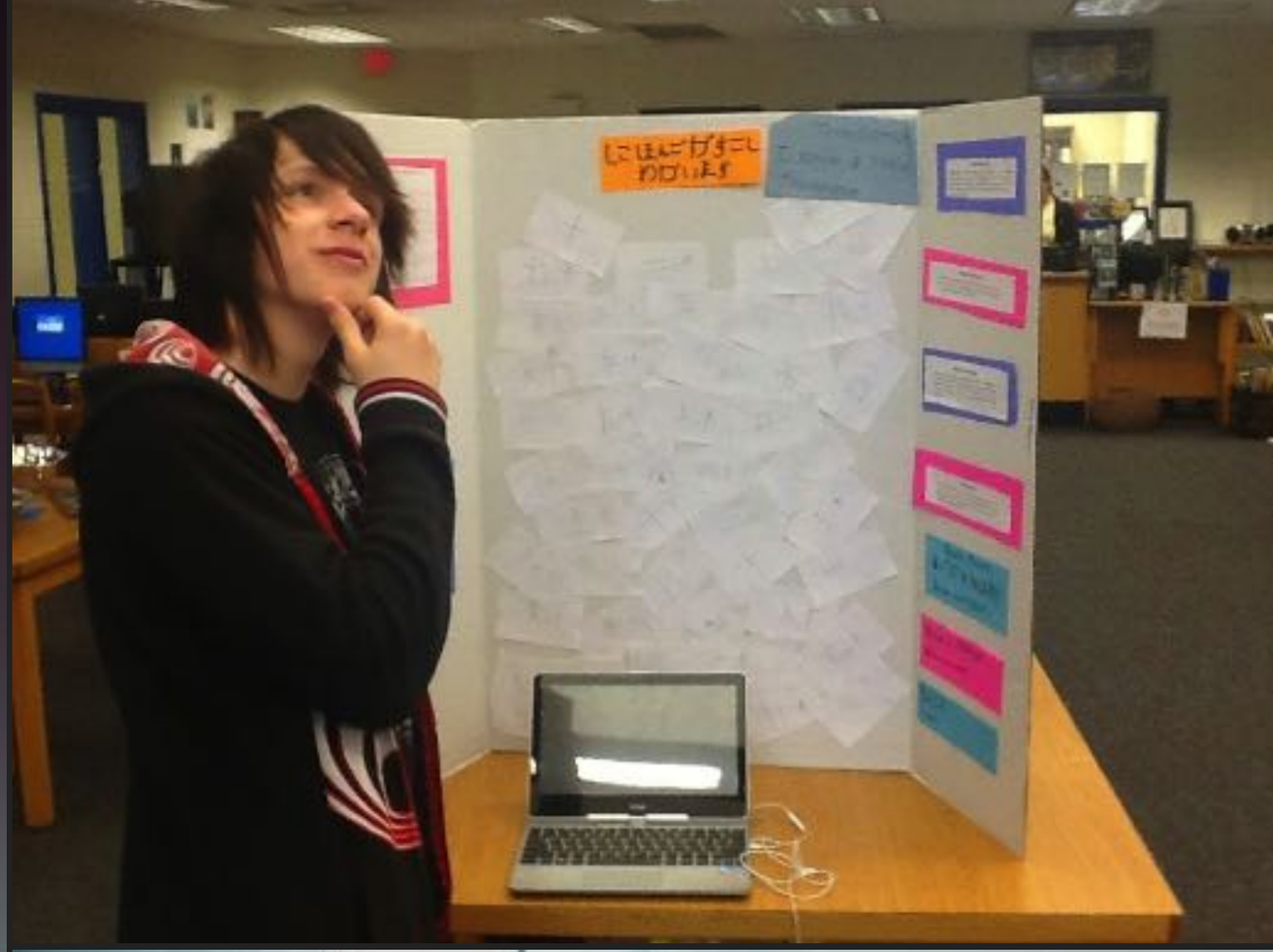
CREATE, MARKET AND SELL TYPICAL TRADITIONAL FOOD FROM THE TARGET CULTURE;

CREATE A SHORT FILM ON A SPECIFIC TOPIC;

CREATE AN ONLINE NEWSPAPER,

ETC.

Exit
Yor
2014 PROJEC



SHARK
TANK

ESCAPE ROOM APPROACH

STEPS

1. OUTLINE

OF CONTENTS AND THE SUBJECTS THAT WE WANT TO INCLUDE IN THIS CHALLENGE.

SEVERAL SUBJECTS/ TOPICS CAN BE CHOSEN.

STEPS

2. DESIGN:

THE DESIGN IS ESSENTIAL TO GIVE AN ADDED REALISM TO THE ACTIVITY.

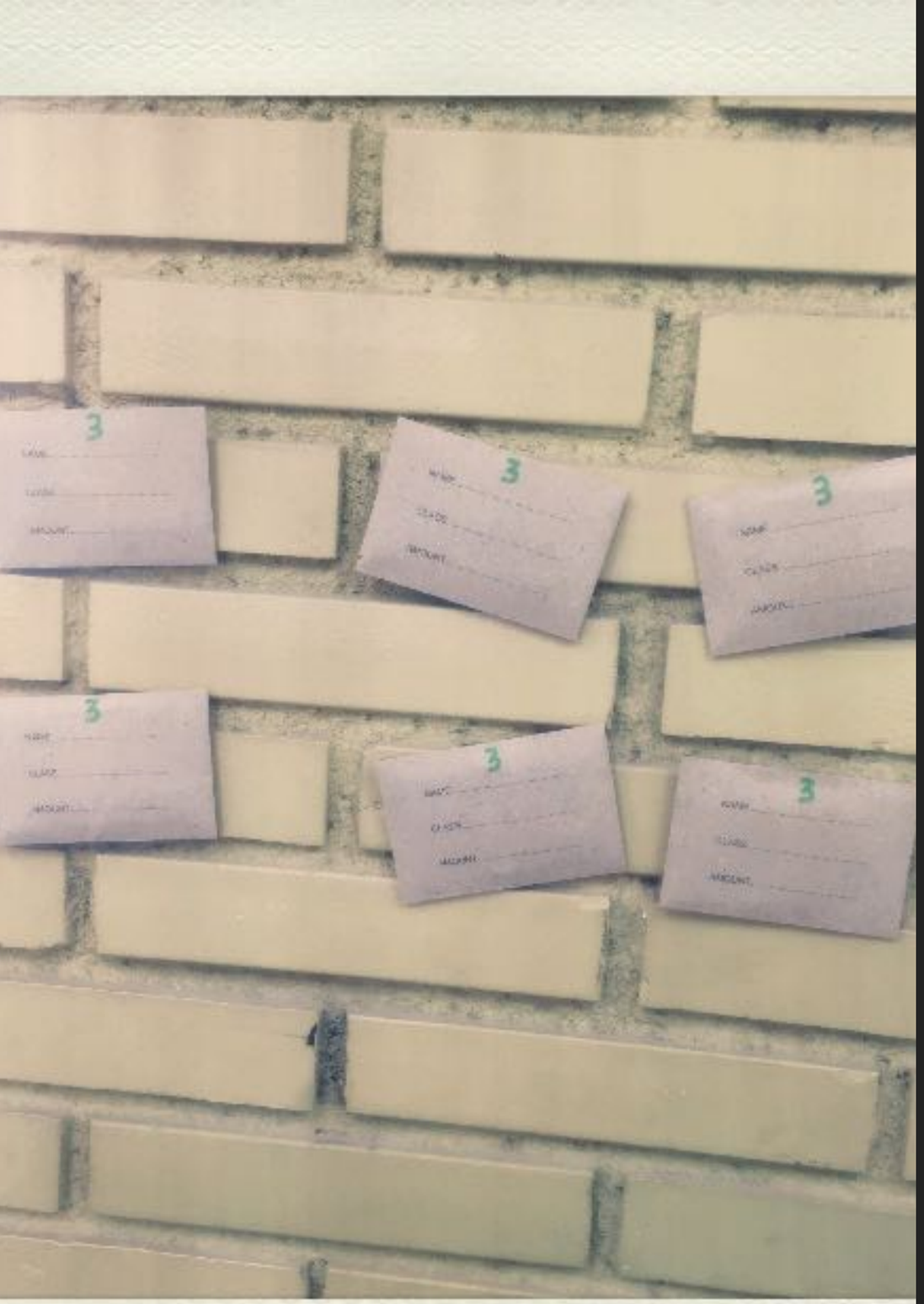
THE SETTING CAN BE SUGGESTED BY THE STUDENTS.

STEPS

3. MATERIAL

MATERIAL IS PREPARED ACCORDING TO THE SETTING.

IT IS VERY IMPORTANT TO HAVE A TREASURE CHEST, SAFE OR OTHER OBJECT THAT MUST BE OPENED IN ORDER TO GET A REWARD.



STEPS

4. ACTION

HAVE AN ALREADY PRE-PREPARED CLASSROOM.

PROJECT A LARGE COUNTDOWN ON THE BOARD TO ADD PRESSURE AND URGENCY TO THE ESCAPE ROOM.

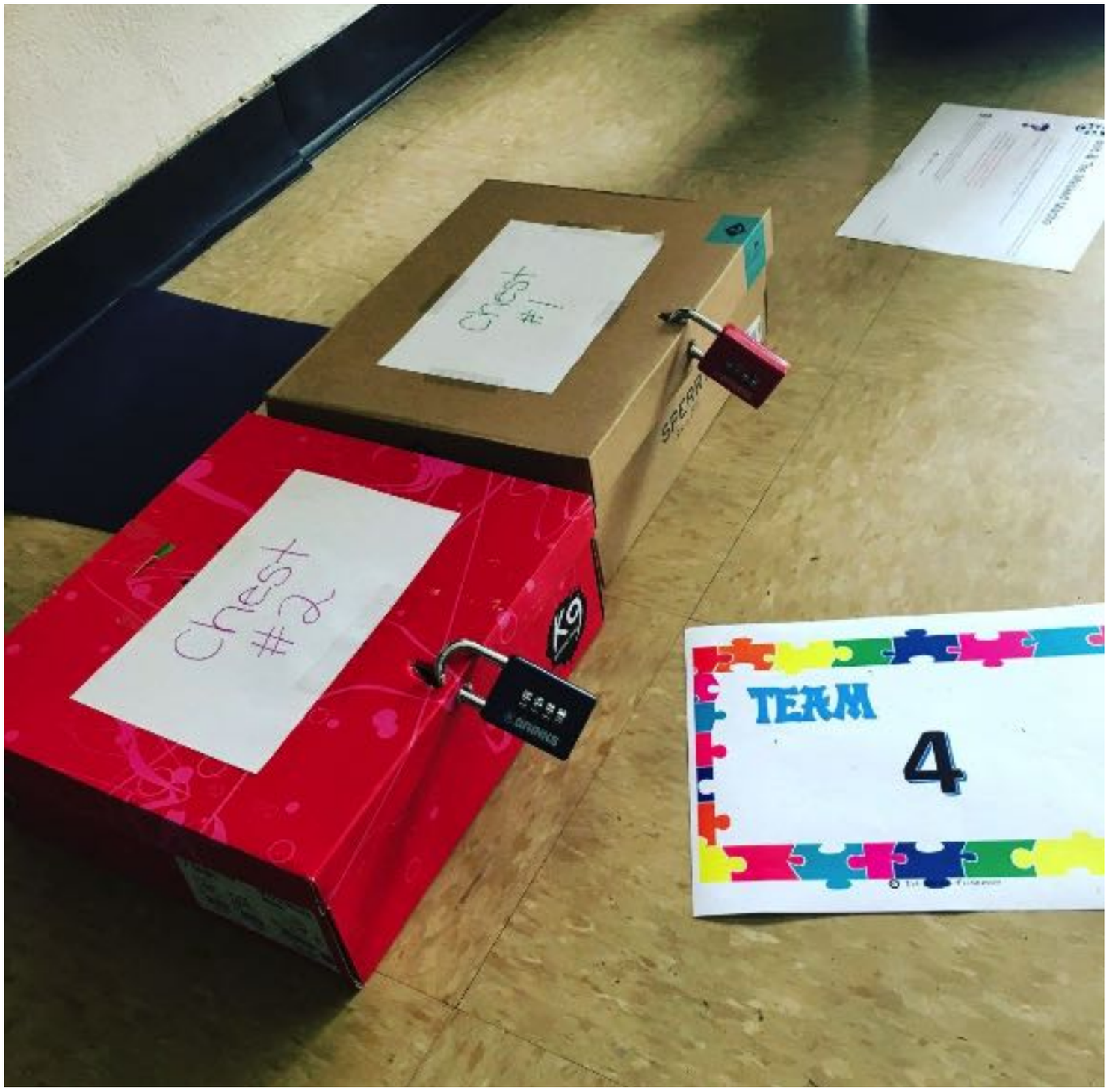
A VERY IMPORTANT PLUS IS THE CREATION THE CREATION OF ANTICIPATION,

SEND AN EMAIL THE DAY BEFORE, TO ALL THE STUDENTS WITH AN "IMPORTANT MESSAGE" THAT SHOULD BE READ.

THE EMAIL NOTIFIES THEM AND ASKS IF THEY WOULD BE WILLING TO ACCEPT THE CHALLENGE.

ESCAPE HINTS:

- **Hide objects**
  - **secret codes, keys, classroom objects**
- **Use an ultraviolet flashlight**
  - **With an invisible ink pen, write a secret code(s) on the wall**
- **Create codes**
  - **Consider using other codes: braille, hieroglyphics, numbers**



Some examples

3

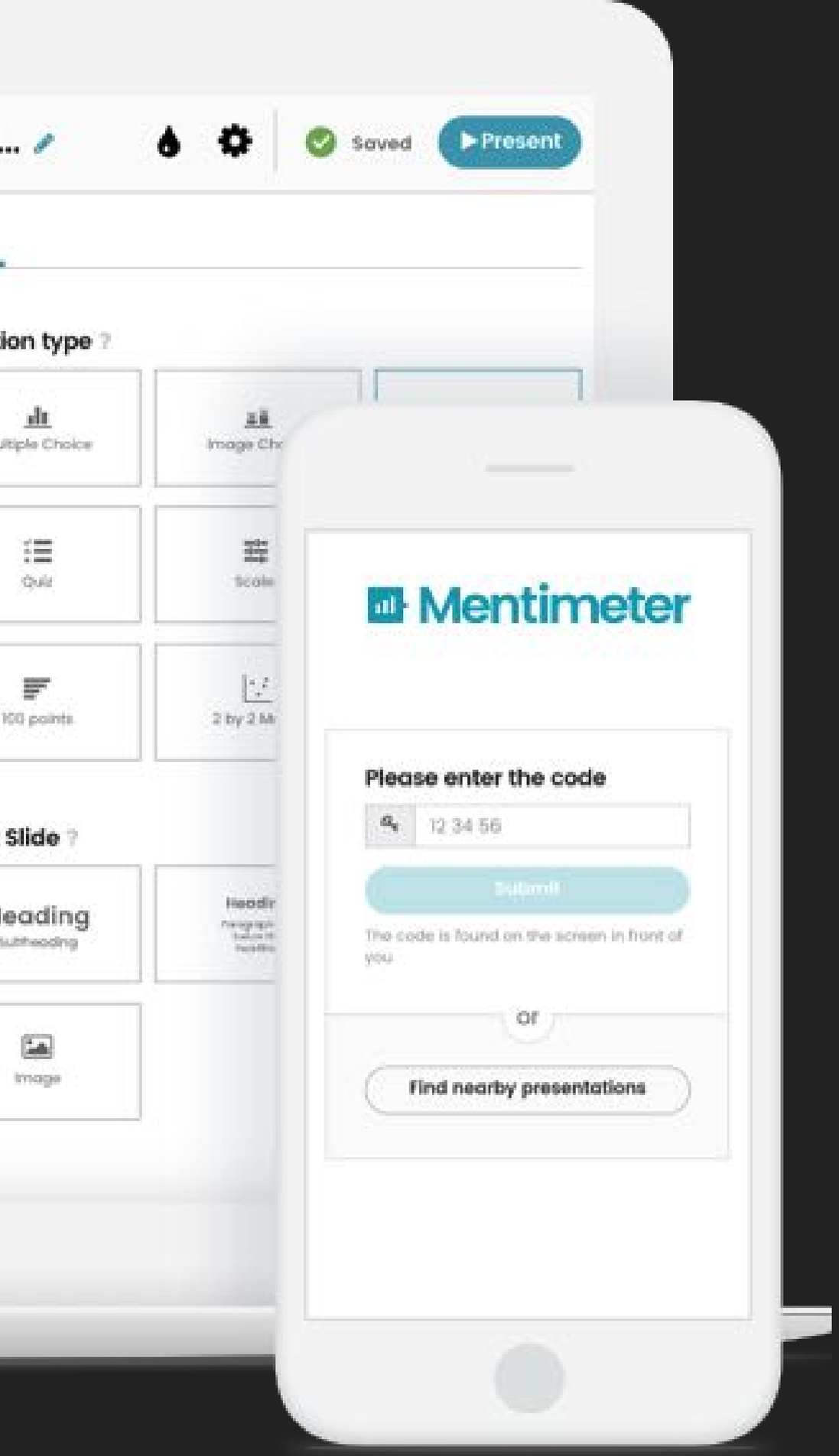
PROACTIVE TOOLS FOR THE CLASSROOM

"¿WHAT DO YOU KNOW ABOUT...?"

GROUP: GROUP OF STUDENTS OF ALL LEVELS

Aims:

- to understand the representations that students have on different topics



QUESTIONNAIRES THROUGH MENTIMETER

1. LINK:

HTTPS://
WWW.MENTIMETER.COM

2. TYPE OF QUESTIONNAIRES:

- CLOSE
- OPEN ENDED
- MULTIPLE CHOICE
- WORLD CLOUD
- SCALES

Mentimeter Story

Templates Theme New Configure Help Saved Present

1 Share your story line here.

Go to **www.menti.com** and use the code **68 46 77**

Display image in preview

Type Content Customize New

Your question

Share your story line here.

Add a longer description

Result layout

Speech bubbles | One by one | Flowing grid

Profanity Filter

Filter profanities

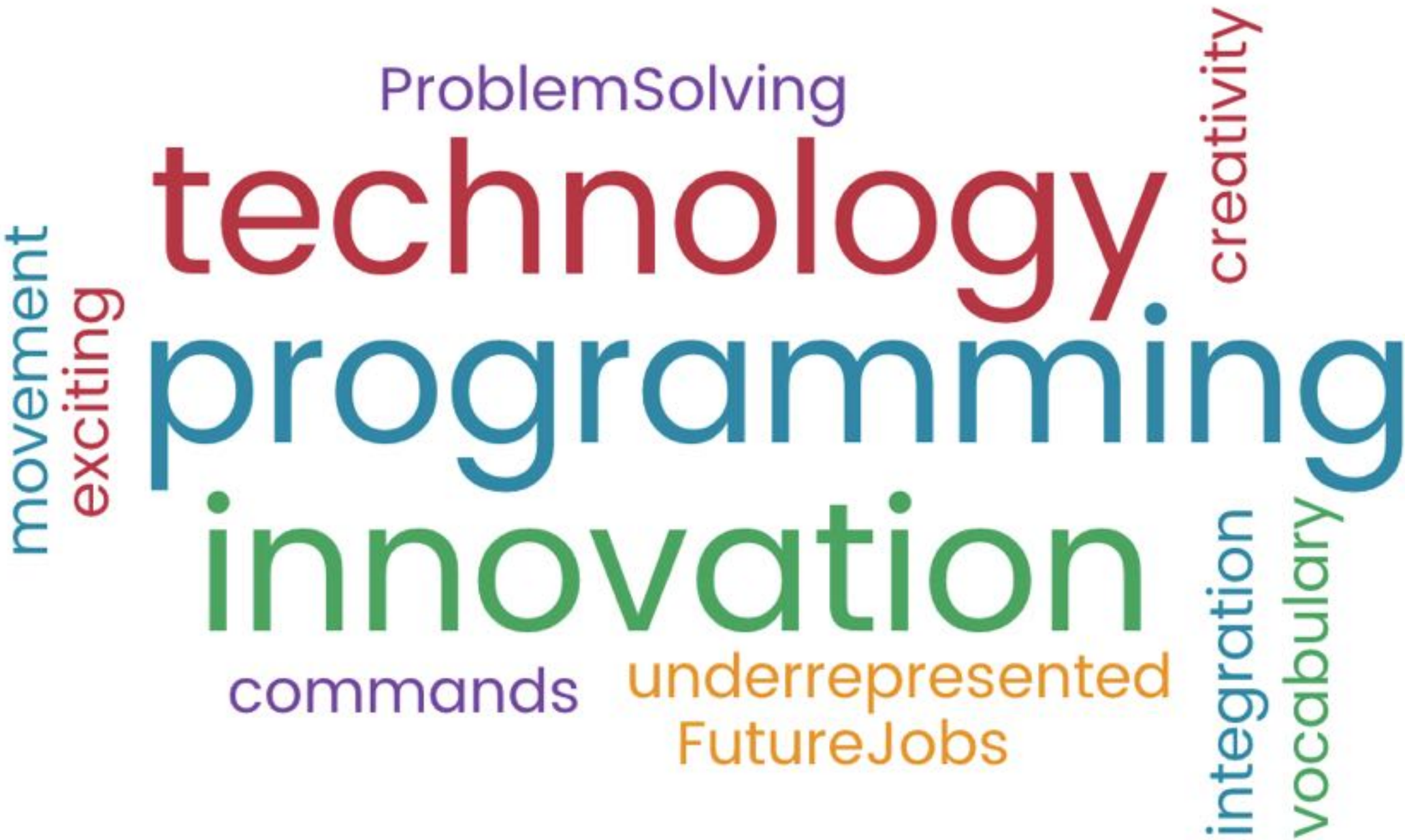
Extras

Allow audience to submit more than once

Psst!

Have you noticed the new Customize tab? Scroll up to have a look!

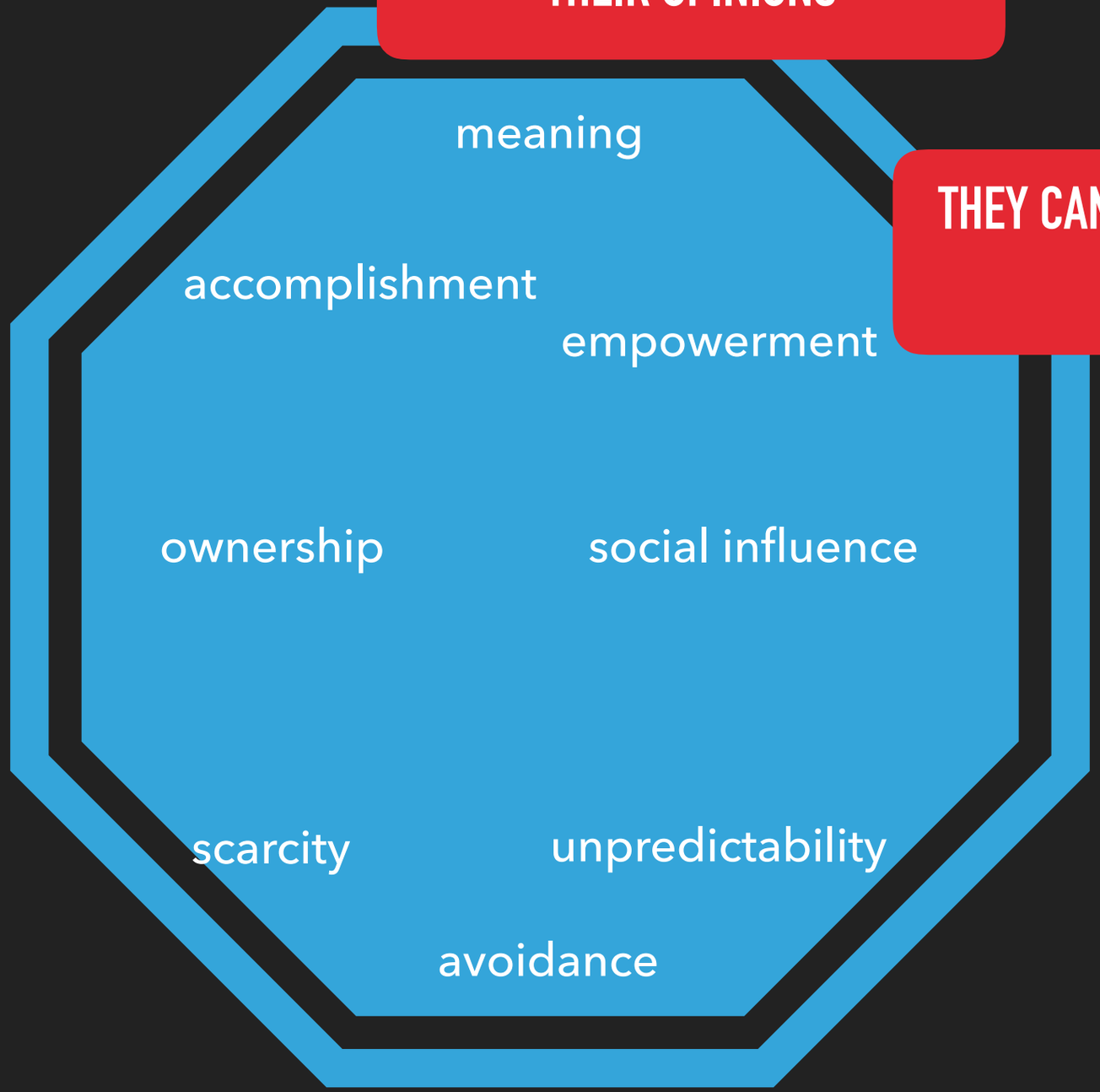
What words come to mind regarding 'coding'?



GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE

STUDENTS ARE CALLED TO GIVE THEIR OPINIONS

THEY CAN BE CREATIVE IN THEIR ANSWERS



(Chou, 2016)

"WHAT DO YOU KNOW ABOUT ENGLISH SPEAKING COUNTRIES?"

GROUP: GROUP OF STUDENTS OF ALL LEVELS

Aims:

- Make students aware of the existence of linguistic and cultural varieties of English

QUESTIONNAIRE ON KAHOOT

1. LINK:

HTTPS://PLAY.KAHOOT.IT/#/K/83DEA1F4-CE21-4305-AFBC-3531CDDB6C43

2. QUESTIONS ON DIFFERENT TOPICS:

- GEOGRAPHY
- HISTORY
- SOCIETY
- LEXICON
- ACCENTS
- EXPRESSIONS

English Speaking Countries

Play Challenge

A public quiz for schools

A quiz about facts from different English speaking countries.

131 favorites **659** plays **6.4k** players

Phoolan
Created 3 years ago

Copy and share this playable link
https://play.kahoot.it/#/k/83dea1f4-ce21-4305-afbc-3531cddb6c43

Questions (30) Show answers

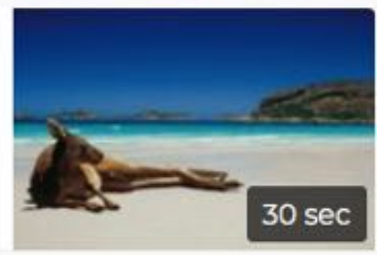
Q1: In which country is English NOT an official language?

Q2: Which is the capital of Canada?

Q3: Which English speaking country does this flag belong to?

Q4: What does the Irish slang spotty dog mean?

Q5: If you have a blue in Australia, what do you have then?



GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE

STUDENTS ARE CALLED TO SOLVE PROBLEMS

POINTS, BADGES, LEADERBOARDS

THEY HAVE TO ADDRESS SOME PROBLEMS, BY ANALYZING IMAGES AND VIDEOS

GROUP CHALLENGE QUESTIONNAIRE

COMPETITIVENESS DRIVES THEM TO TRY TO CONQUER OTHERS IN THE NEXT ROUNDS

meaning

accomplishment

empowerment

ownership

social influence

scarcity

unpredictability

avoidance

WANTING SOMETHING BECAUSE IT IS QUITE RARE AND DIFFICULT TO ACHIEVE

UNCERTAINTY AND CURIOSITY ABOUT WHAT COMES NEXT AND MOVES THEM INSIDE THE GAME

AVOIDANCE OF GROUP LOSS

(Chou, 2016)

"SHORT FILMS ON ENDANGERED SPECIES IN THE ENGLISH-SPEAKING WORLD"

GROUP: STUDENTS FROM SECONDARY/ UPPER SCHOOL

Objetivos:

- to make students aware of problems that surround them;
- to develop their oral skill.

Threatened species: nine m
mountain mistfrog could jo
list

**Number of extinct species on EPBC fauna list will ris
20% if species added to list**

▲ The Christmas Island pipistrelle, one of 10 animals that could be added to th
Photograph: Lindy Lumsden

Ten species could soon be added to Australia's list of
a Queensland frog that was last seen in 1990.

The federal government's scientific advisory body is
add nine mammals and the mountain mistfrog to its
species considered extinct under the Environment P
Biodiversity Conservation Act.

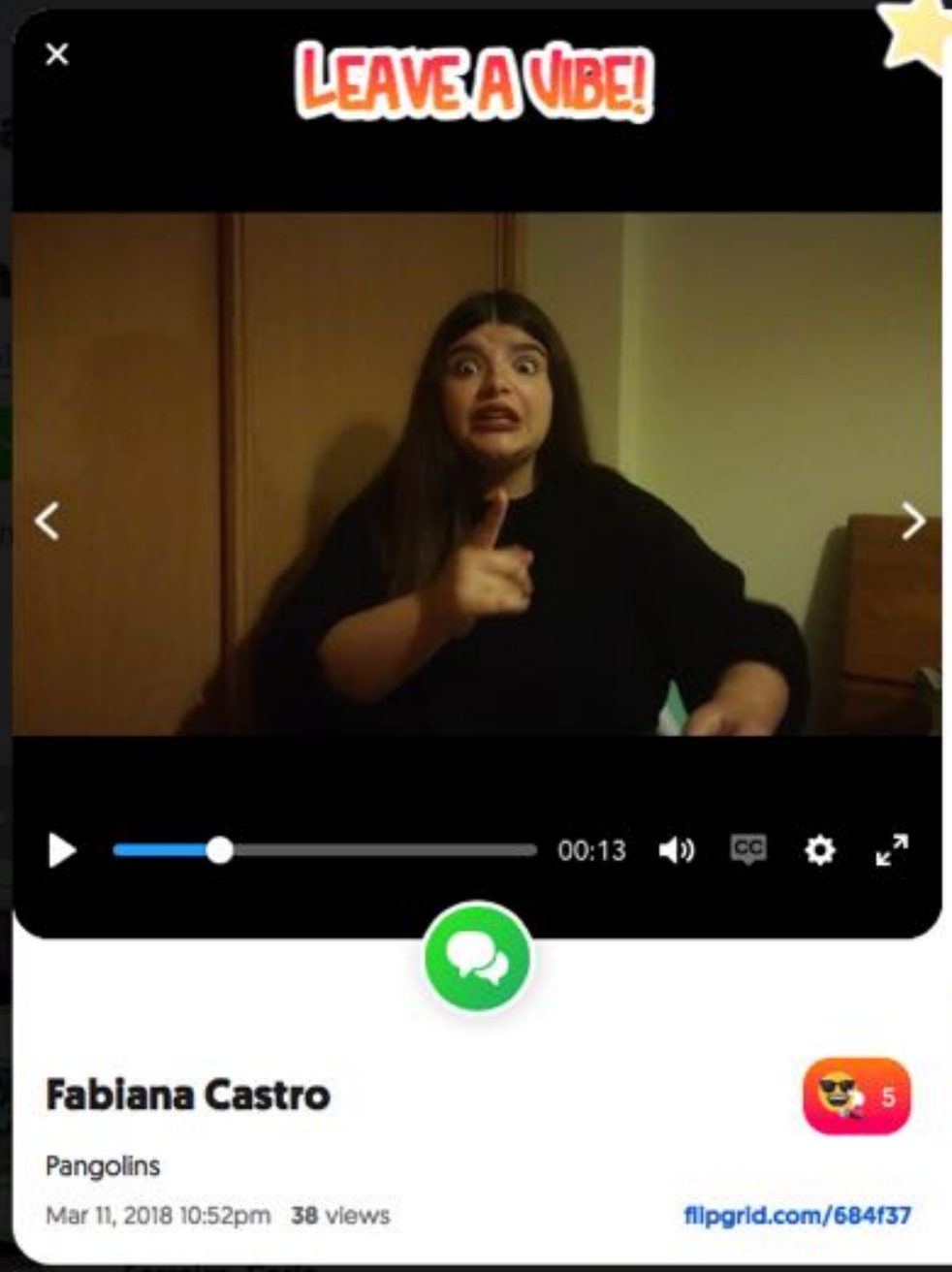
STEPS

1. STUDENTS SEARCH FOR INFORMATION ON THE TOPIC;

2. STUDENTS CREATE AND TRAIN THEIR ORAL PRESENTATION;

3. THEY ACCESS THE FLIPGRID WEBSITE AND RECORD THEIR VIDEO THROUGH THEIR MOBILE PHONE OR TABLET.

	Viewed	Name - Last First	Flip Code	Date ↓	Feedback	Activity			
☆		**Arada, Nuno** 17 views 2 reactions	9b959f	Mar 12, 2018	-	Active	Share	Actions	
☆		**Ferreira, Carla** 24 views 1 reaction	169695	Mar 11, 2018	-	Active	Share	Actions	
☆		**Castro, Fabiana** 18 views 1 reaction	684f37	Mar 11, 2018	-	Active	Share	Actions	
☆		**Carvalho, Soraia** 43 views 4 reactions	6cb6b0	Mar 11, 2018	-	Active	Share	Actions	
☆		**Machado, Leonor** 23 views 2 reactions	c2ab6a	Mar 11, 2018	-	Active	Share	Actions	
☆		**Cerqueira, João** 25 views 0 reactions	f55445	Mar 11, 2018	-	Active	Share	Actions	
☆		**Rocha, Maria Teresa**	23a7a3	Mar 11, 2018	-	Active	Share	Actions	



Feedback | Edit | Share

Add Private Video Feedback
This video will **only** be available to **Fabiana.**

Grading Rubric

Select grading for your student based on the rubric for the Topic.

5 **Ideas** 4 **Performance**

Comments

Leave a feedback comment to further describe your assessment of Fabiana's response to the Topic.

Hiciste un vídeo fenomenal, pues nos diste mucha información sobre el animal.

Copy Feedback Link **Email Feedback to Student**

GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE

STUDENTS PARTICIPATE IN A MEANINGFUL AND ENTERTAINING ACTIVITY

PROGRESSION IS STIMULATED BY CHANGING POSSIBILITIES THAT THE

THEY MUST BE CREATIVE IN THE SEARCH FOR INFORMATION AND THE WRITING OF TEXTS

THEY ARE INVOLVED IN SIMULATED ACTIVITIES AND CAN BE COMPARED TO PROFESSIONALS

THE SYSTEM ALLOWS VOTING ON THE BEST VIDEOS

THEY AVOID LOSING MERIT OR NEGATIVE VOTING POLLS

meaning

accomplishment

empowerment

ownership

social influence

scarcity

unpredictability

avoidance

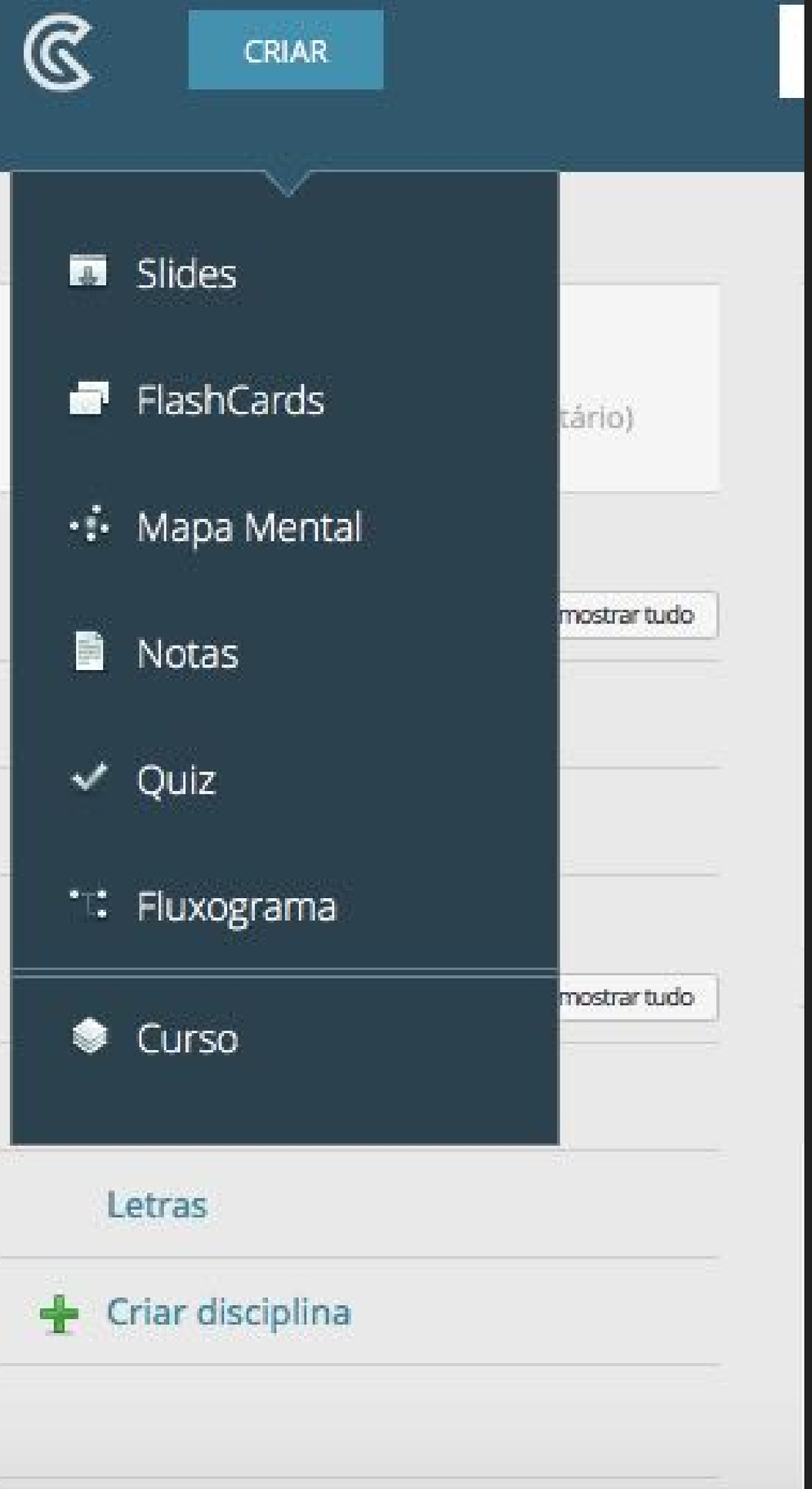
(Chou, 2016)

“MIND MAPS”

GROUP: STUDENTS FROM ALL LEVELS

Aims:

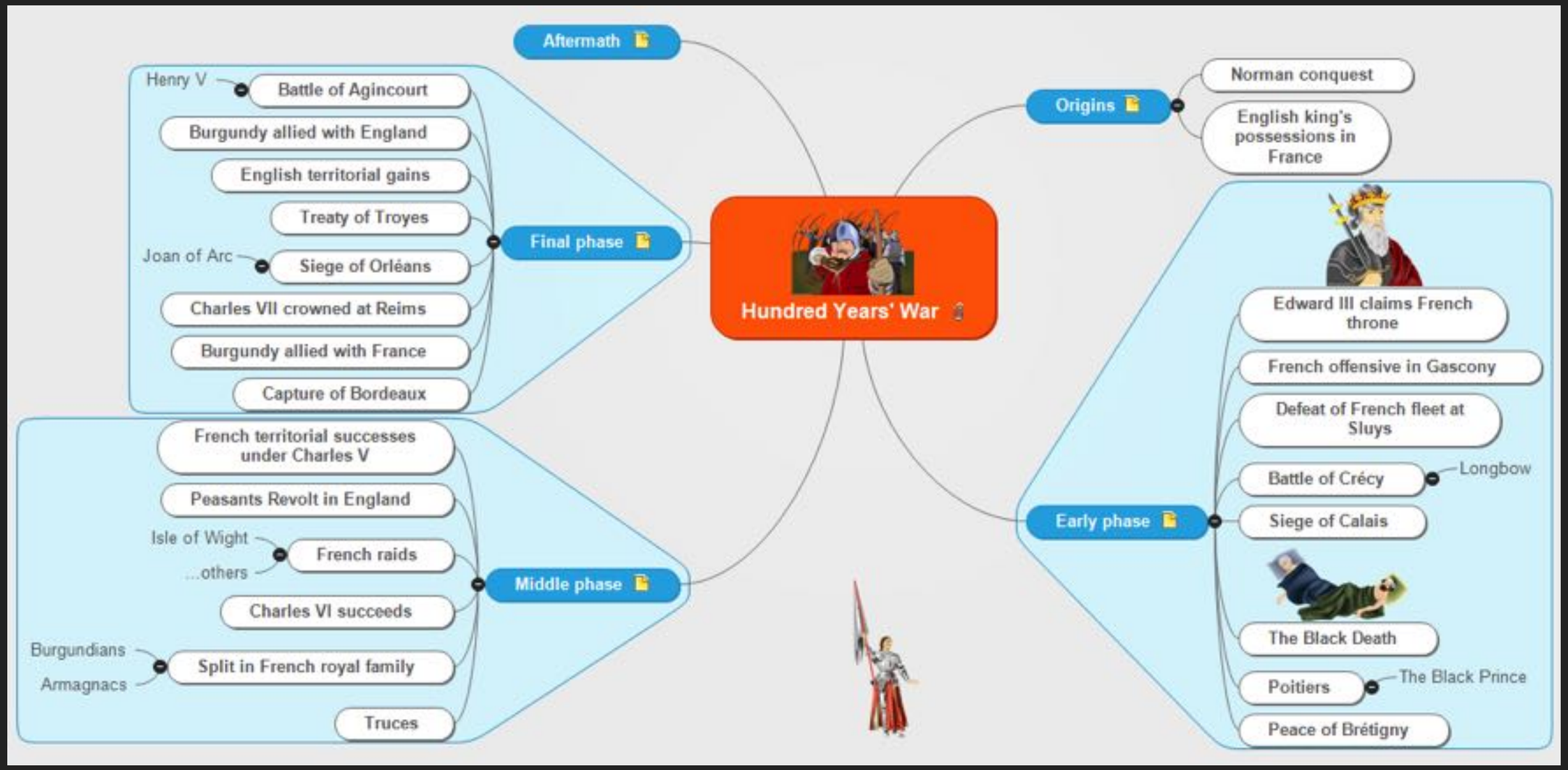
- to make students aware of the importance of phraseology;
- to increase your knowledge about the lexicon and phraseological expressions.



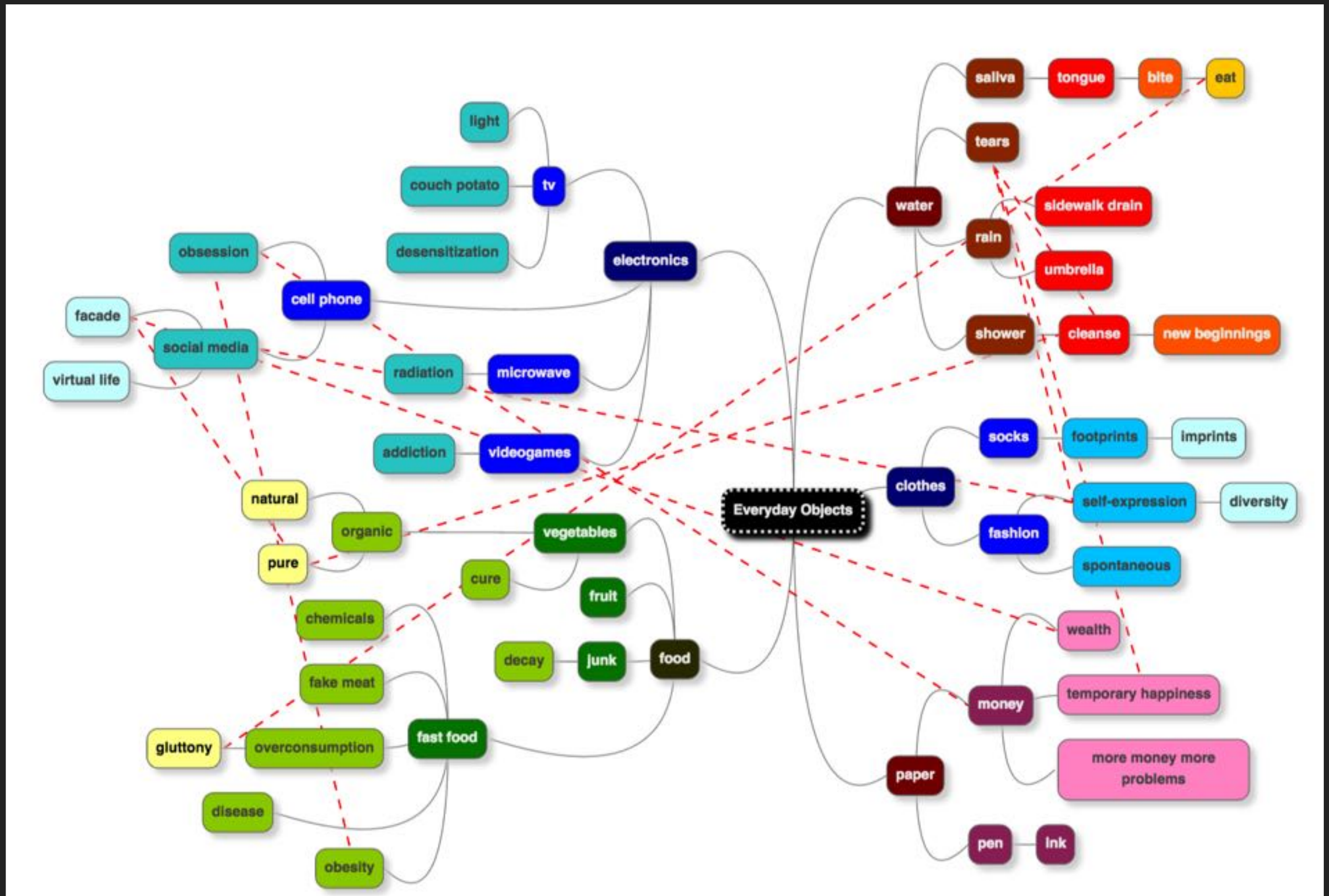
WHAT IS IT?

GOCONQR IS A PERSONAL LEARNING ENVIRONMENT THAT ALLOWS STUDENTS & TEACHERS TO CREATE, DISCOVER AND SHARE LEARNING RESOURCES.

EXAMPLE

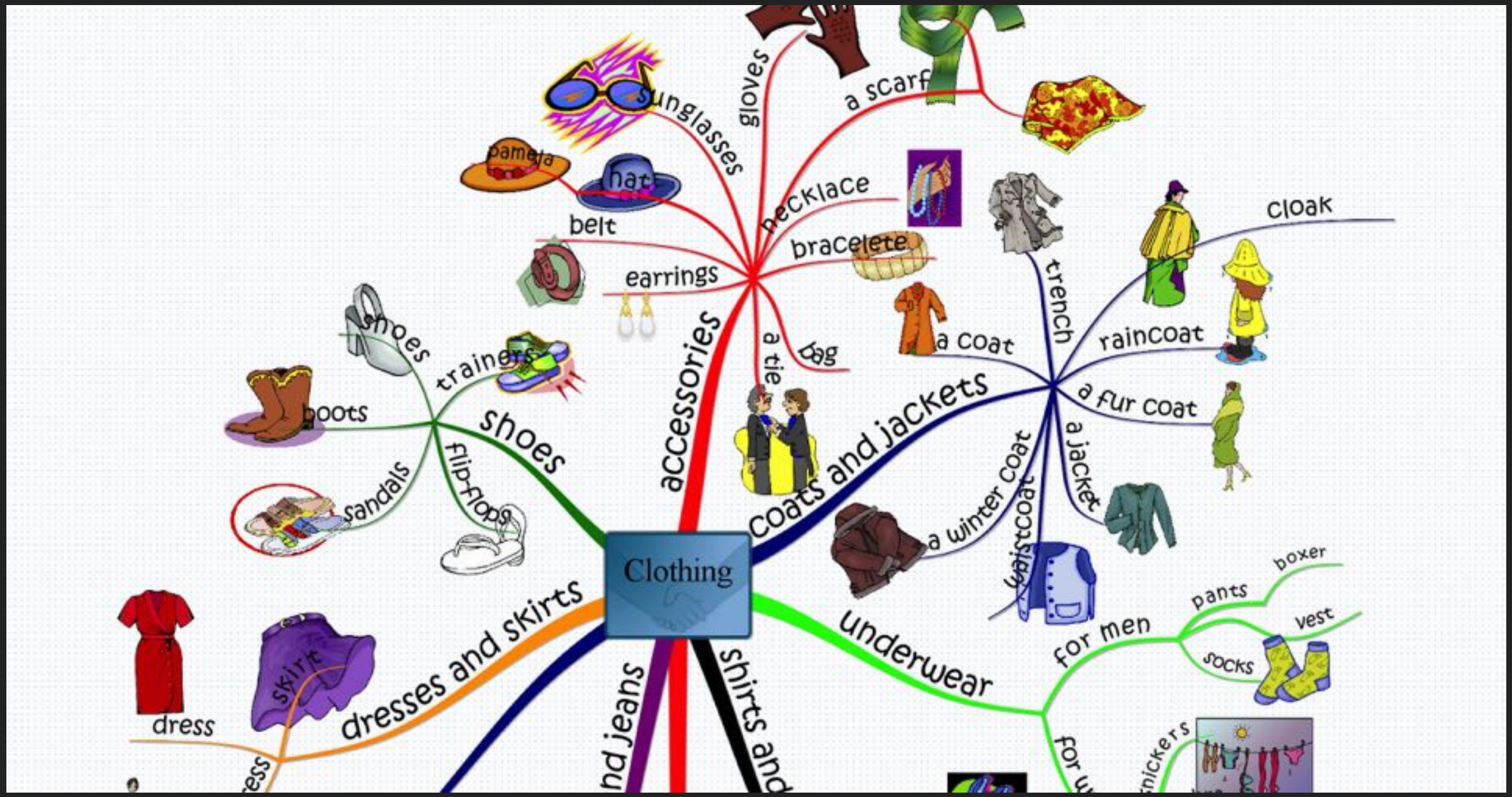

Hundred Years' War
Aftermath
Origins
Norman conquest
English king's possessions in France
Final phase
Henry V
Battle of Agincourt
Burgundy allied with England
English territorial gains
Treaty of Troyes
Joan of Arc
Siege of Orléans
Charles VII crowned at Reims
Burgundy allied with France
Capture of Bordeaux
Early phase
Edward III claims French throne
French offensive in Gascony
Defeat of French fleet at Sluys
Battle of Crécy
Longbow
Siege of Calais
The Black Death
Poitiers
The Black Prince
Peace of Brétigny
Middle phase
French territorial successes under Charles V
Peasants Revolt in England
Isle of Wight
...others
French raids
Charles VI succeeds
Burgundians
Armagnacs
Split in French royal family
Truces

BUBBL.US



Everyday Objects
electronics
tv
light
couch potato
desensitization
cell phone
obsession
social media
facade
virtual life
radiation
microwave
addiction
videogames
natural
organic
pure
vegetables
cure
fruit
chemicals
fake meat
decay
junk
food
fast food
gluttony
overconsumption
disease
obesity
water
saliva
tongue
bite
eat
tears
sidewalk drain
rain
umbrella
shower
cleanse
new beginnings
clothes
socks
footprints
imprints
self-expression
diversity
fashion
spontaneous
wealth
money
temporary happiness
more money more problems
paper
pen
ink

COGGLE.IT


Clothing
accessories
gloves
a scarf
sunglasses
pamela
hat
belt
necklace
bracelete
earrings
bag
a tie
shoes
boots
trainers
sandals
flip-flops
coats and jackets
a coat
trench
raincoat
cloak
a fur coat
a jacket
a winter coat
waistcoat
dresses and skirts
dress
skirt
underwear
for men
pants
boxer
vest
socks
shirts and
nd jeans

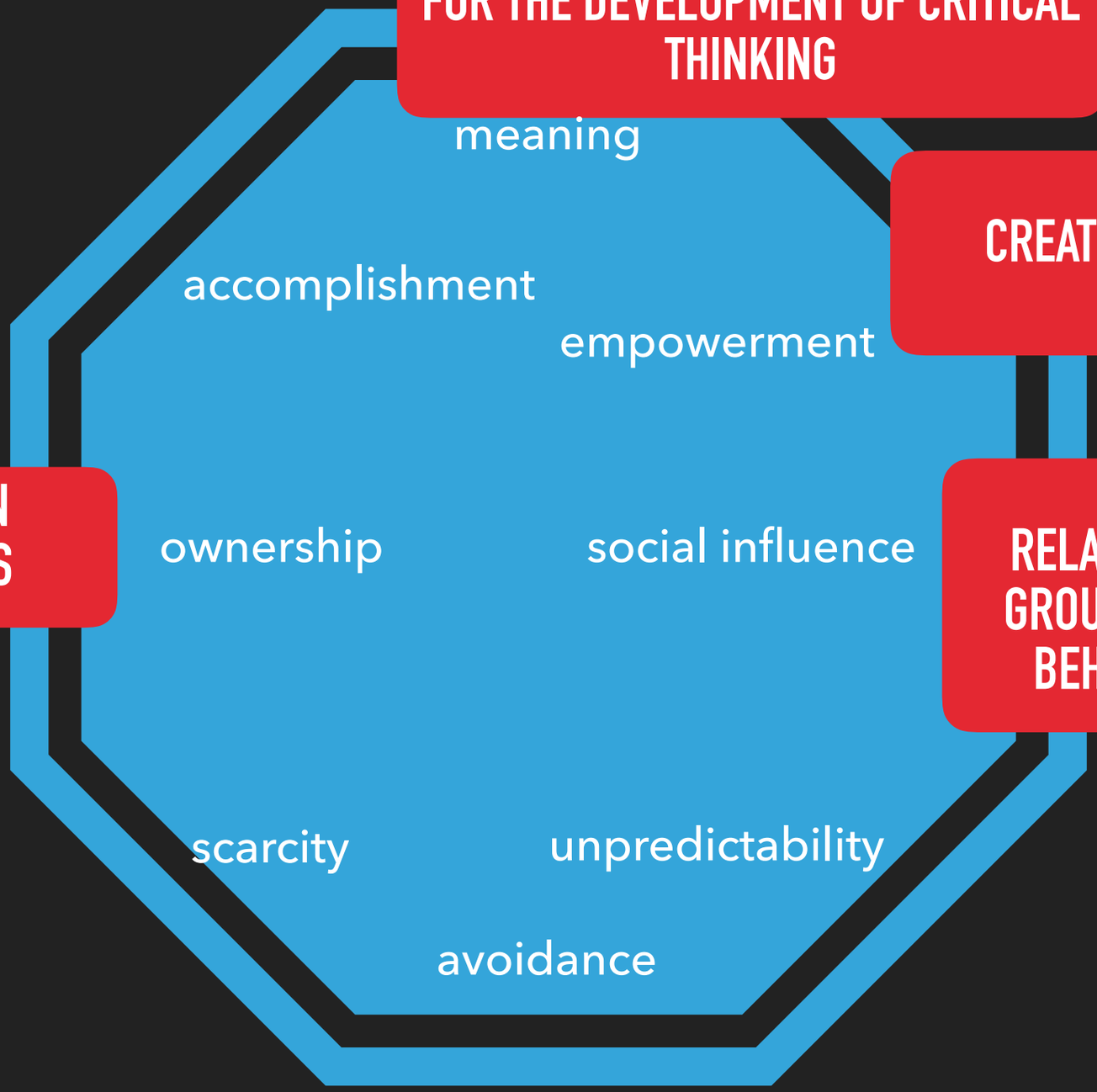
GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE

STUDENTS PARTICIPATE IN A MEANINGFUL ACTIVITY THAT ALLOWS FOR THE DEVELOPMENT OF CRITICAL THINKING

CREATIVITY IS STIMULATED

THEY ARE INVOLVED IN COLLABORATIVE TASKS

THE NUMBER OF RELATIONSHIPS CREATED PER GROUP FOSTERS COMPETITIVE BEHAVIOUR LEADING TO AN



(Chou, 2016)

OTHER APPS

ClassDojo

HOW DOES IT WORK?

PARENTS CAN SEE HOW THEIR CHILD IS DOING, PLUS TEACHERS CAN SHARE PHOTOS, VIDEOS, AND ANNOUNCEMENTS INSTANTLY FROM CLASS.

CLASS CRAFT

WHAT IS IT?

CLASSCRAFT IS A BEHAVIORAL GAME YOU PLAY WITH YOUR PUPILS THROUGHOUT THE YEAR.

WHAT DO YOU NEED?

ALL YOU NEED TO PLAY IS A COMPUTER AND A PROJECTOR.

HOW DOES IT WORK?

EVERY PUPIL CHOOSES A CHARACTER:

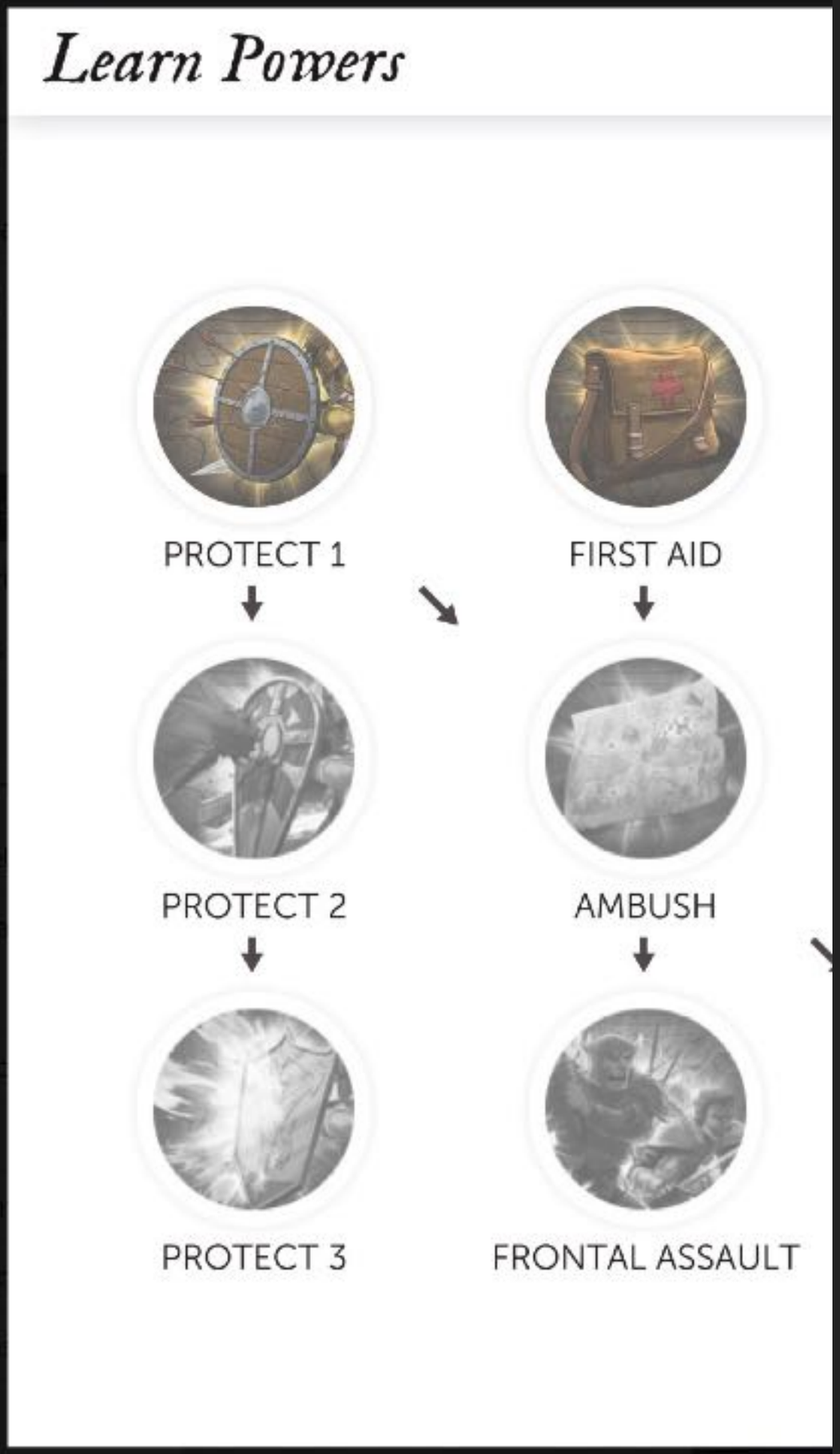
WARRIOR

MAGE

HEALER

HOW DOES IT WORK?

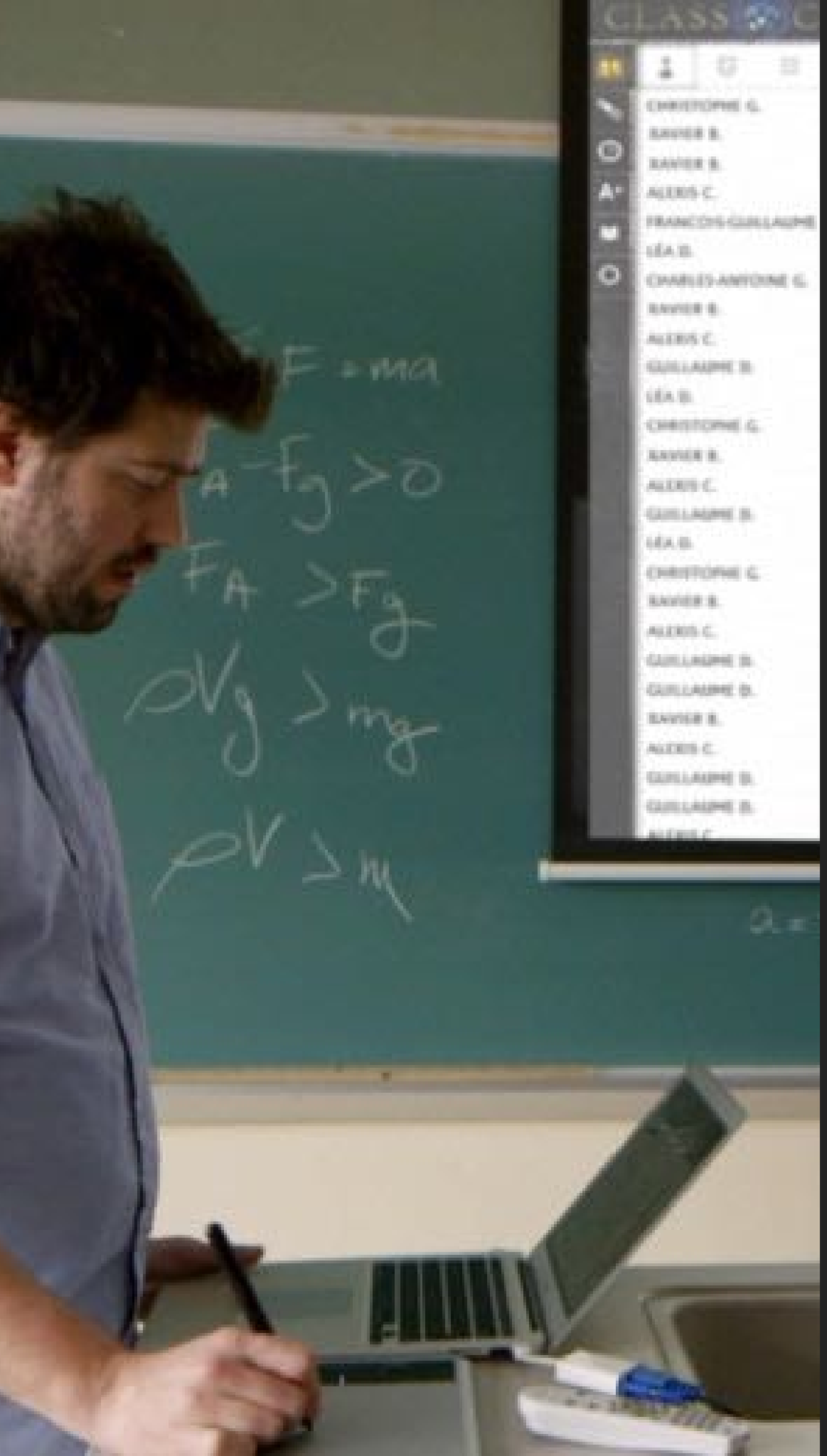
YOU PUT PUPILS INTO TEAMS OF 5-6 ELEMENTS, AND EACH TEAM HAS WARRIOR, MAGE OR HEALER.



HOW DOES IT WORK?

OVER TIME PUPILS LEVEL UP AND EARN POWERS.

POWERS CAN BE PERSONAL OR ACADEMIC PRIVILEGES.



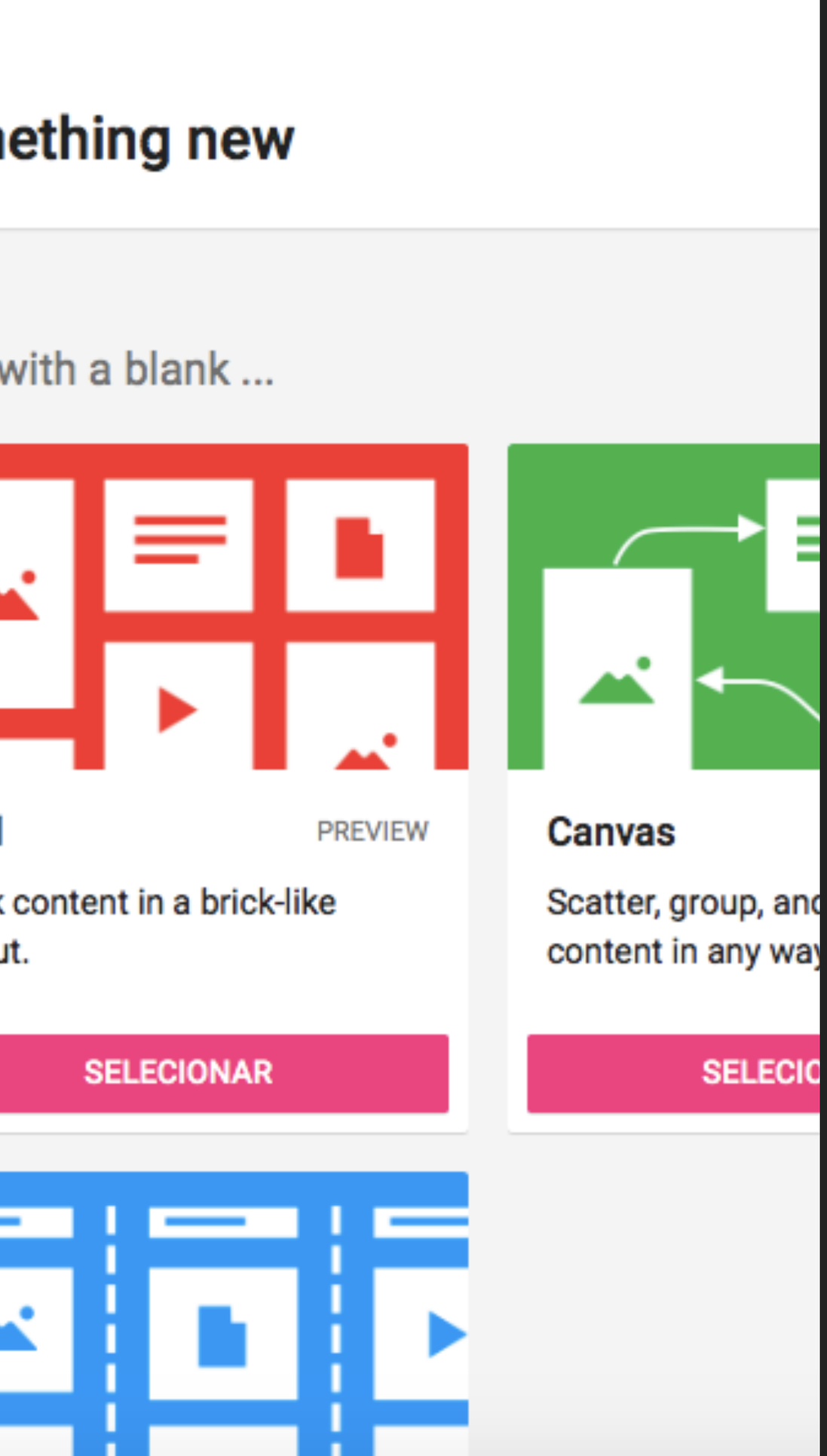
HOW DOES IT WORK?

THEY ALSO LOSE POWERS.

HOW DOES IT WORK?

HAVE BATTLES (POP QUIZZES)!

padlet



WHAT IS IT?

PADLET IS AN ONLINE VIRTUAL "BULLETIN" BOARD, WHERE STUDENTS AND TEACHERS CAN COLLABORATE, REFLECT, SHARE LINKS AND PICTURES, IN A SECURE LOCATION.

PADLET ALLOWS USERS TO CREATE A HIDDEN WALL WITH A CUSTOM URL. PADLET CREATORS CAN ALSO MODERATE POSTS, REMOVE POSTS, AND MANAGE THEIR BOARD 24/7.

Discuss Your Favorite Planet

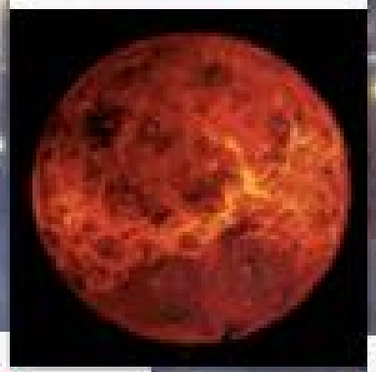
Grade 5B group discussion

Mercury

Mercury is my favorite because its first! - John

Venus

I like the color of Venus! - Tori



Neptune

Its blue color is so calming - Claire

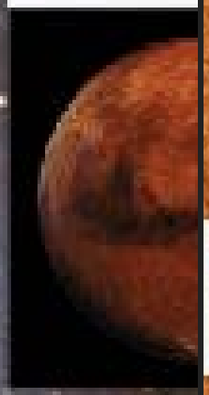
Andromeda

Its a galaxy but I like it!

REMOVE APPROVE

Mars

I <3 Ma movies



The Ultimate Word Wall

A wall of interactive vocabulary activities created by participants in the ThingLink Teacher Challenge during the summer of 2014. #TLChallenge

Word of the day: fascinate

Make a sentence with this word and post it here. Remember to put your name on the post.

Tim
Harry Potter books are very fascinating.

Anton
I have always been fascinated by the Japanese culture.

Roger
The Pyramids of Egypt are still very fascinating.

Jennifer
The magician fascinated the audience.

Tarun
Our fascination with technology is not good for our health.

Carol
Martin Luther King Jr was a fascinated speaker.

Mr Sha
Carol, fascinated is a verb. You need to use the adjective form of the word here. What is that?

Patrick
My 1 year ol finds the vac very fascinat

Corinne
Walt Disney world has fascinating fireworks every night.

Jose
I was fascinated by the animals in the zoo.

Aaron
My dog is fascinated to see me when I come home from sc

Jessica
We should not be fascinated by new things easily as they often have unknown bad

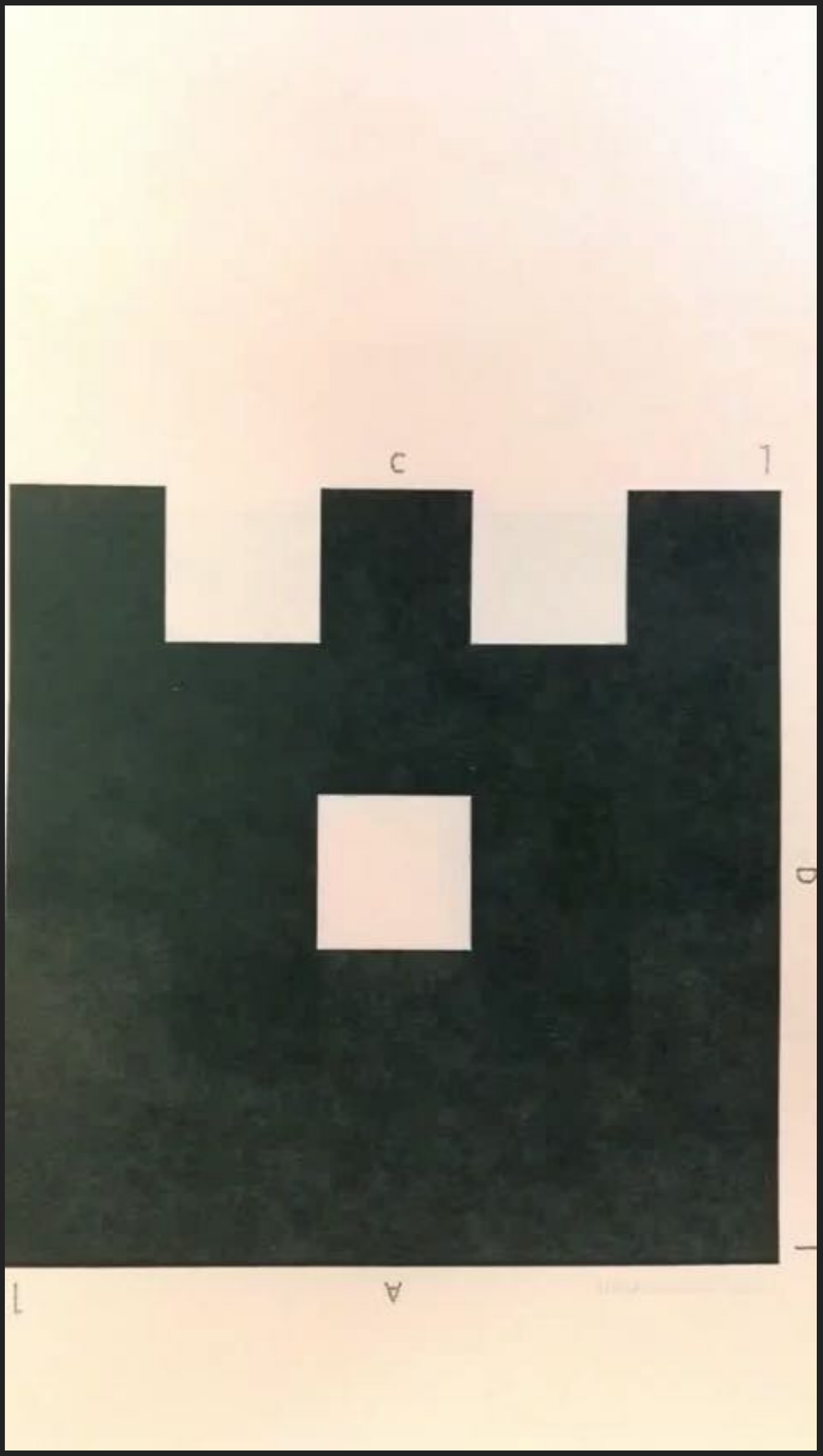
Melody
I am fascinated by the Nintendo Wii.

Mr Sha
Aaron, this is not the right use of the word. You want to try again?

Mr Sha
Jessica, good thought but you should try to make simpler sentences. You want to go again?

WHAT IS PLICKERS?

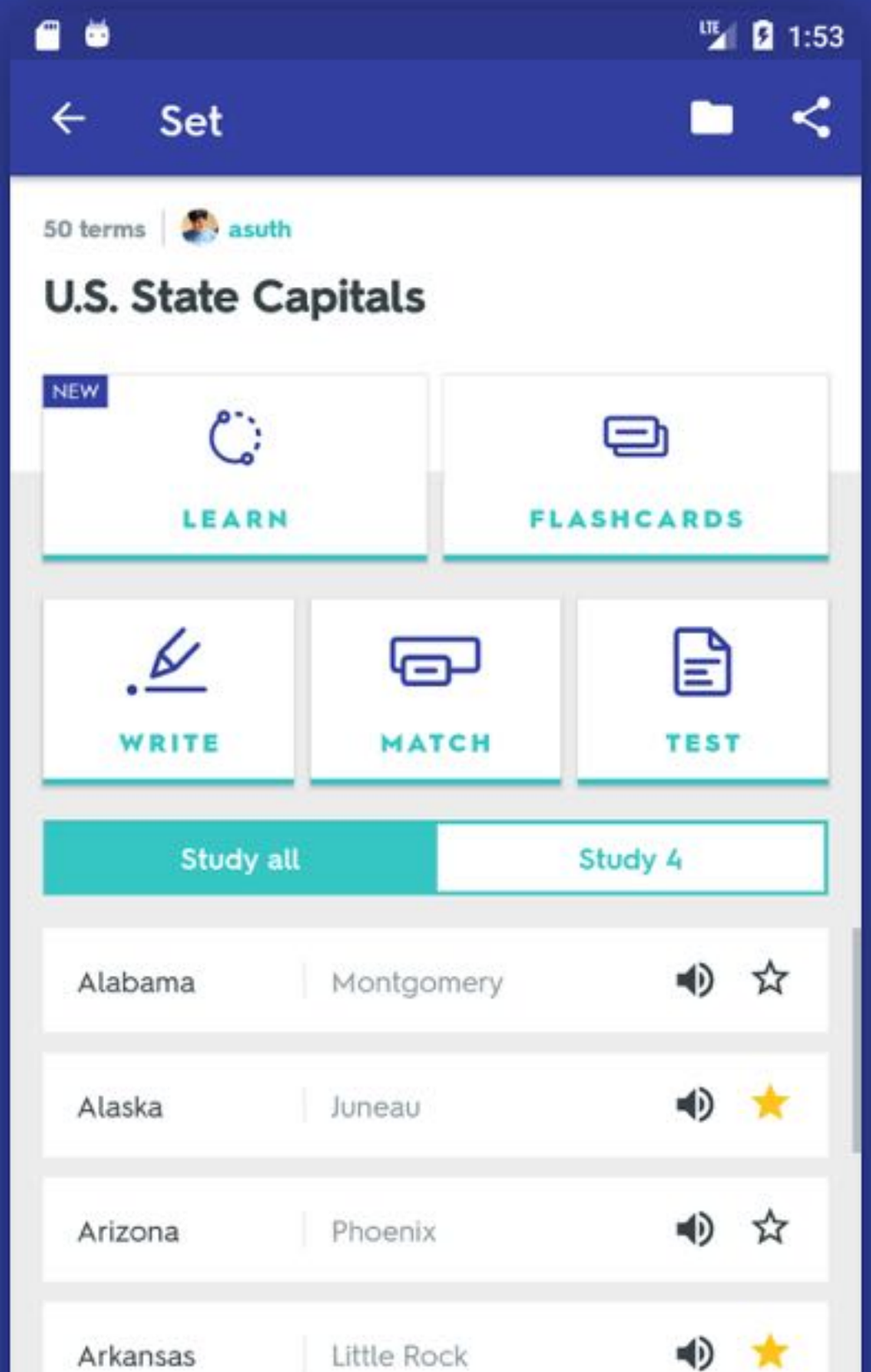
IT IS A SIMPLE TOOL THAT LETS TEACHERS COLLECT REAL-TIME FORMATIVE ASSESSMENT DATA WITHOUT THE NEED FOR STUDENT DEVICES.


C
D
A

EXAMPLE

[HTTPS://PLICKERS.COM](https://plickers.com)

Quizlet



WHAT IS IT?

QUIZLET MAKES SIMPLE LEARNING TOOLS THAT LET YOU STUDY ANYTHING. START LEARNING TODAY WITH FLASHCARDS, GAMES AND LEARNING TOOLS

Quizlet Search Create

36 terms MrSchild

Europe Map

World Cultures Europe Map Study Guide

STUDY

LEARN FLASHCARDS WRITE S

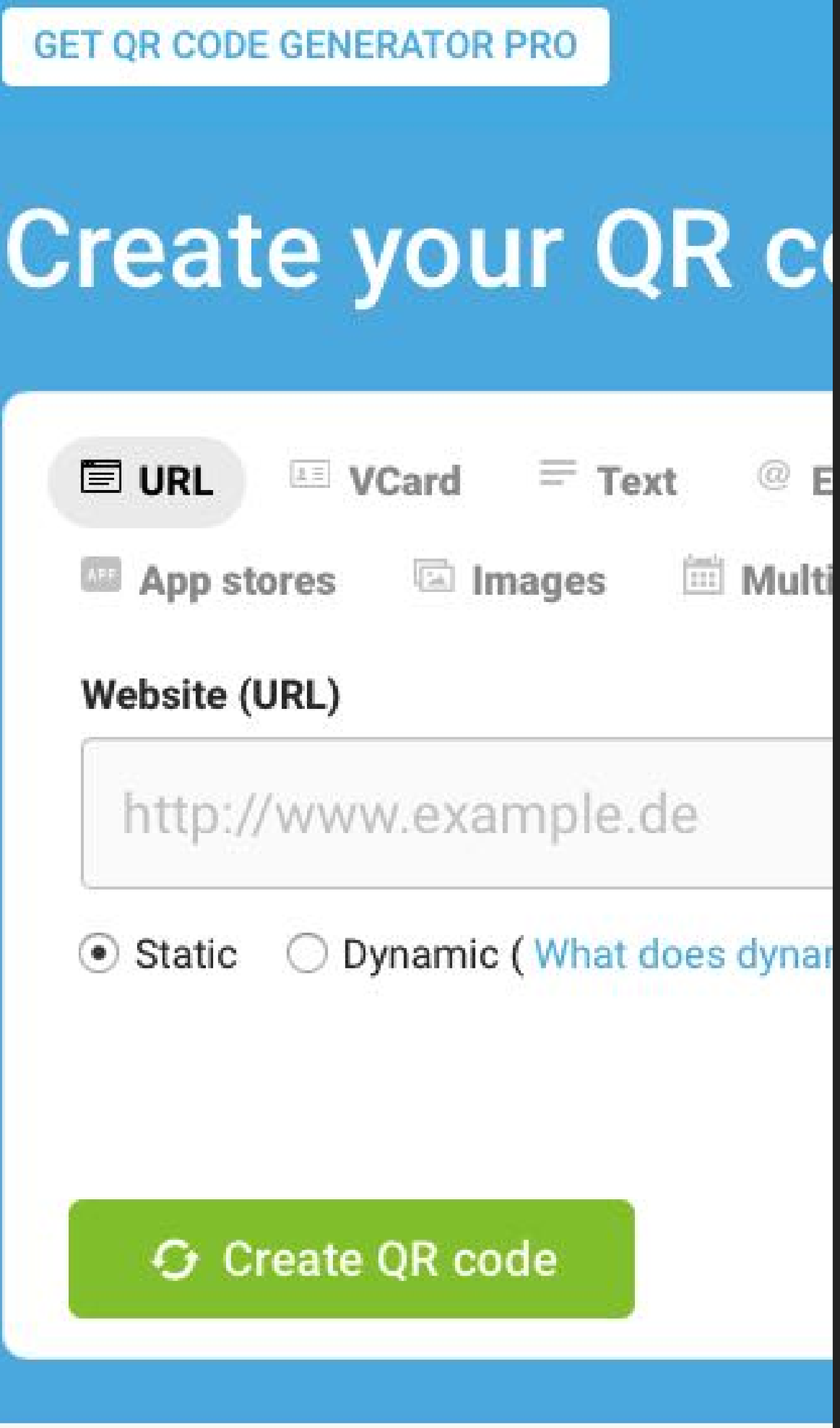
Albania

Austria

Belarus

EXEMPLO

HTTPS://QUIZLET.COM/408226/EUROPE-MAP-FLASH-CARDS/



WHAT IS IT?

THE QR CODE GENERATOR LETS STUDENTS ACCESS THROUGH THE CAMERA FROM THEIR MOBILE PHONE OR TABLET AN INTERACTIVE PAGE WITH TEXT, SOUND AND / OR VIDEO.

IT CAN BE USED FOR GUIDED RESEARCH OR VERIFICATION OF HYPOTHESES.

EXEMPLOS

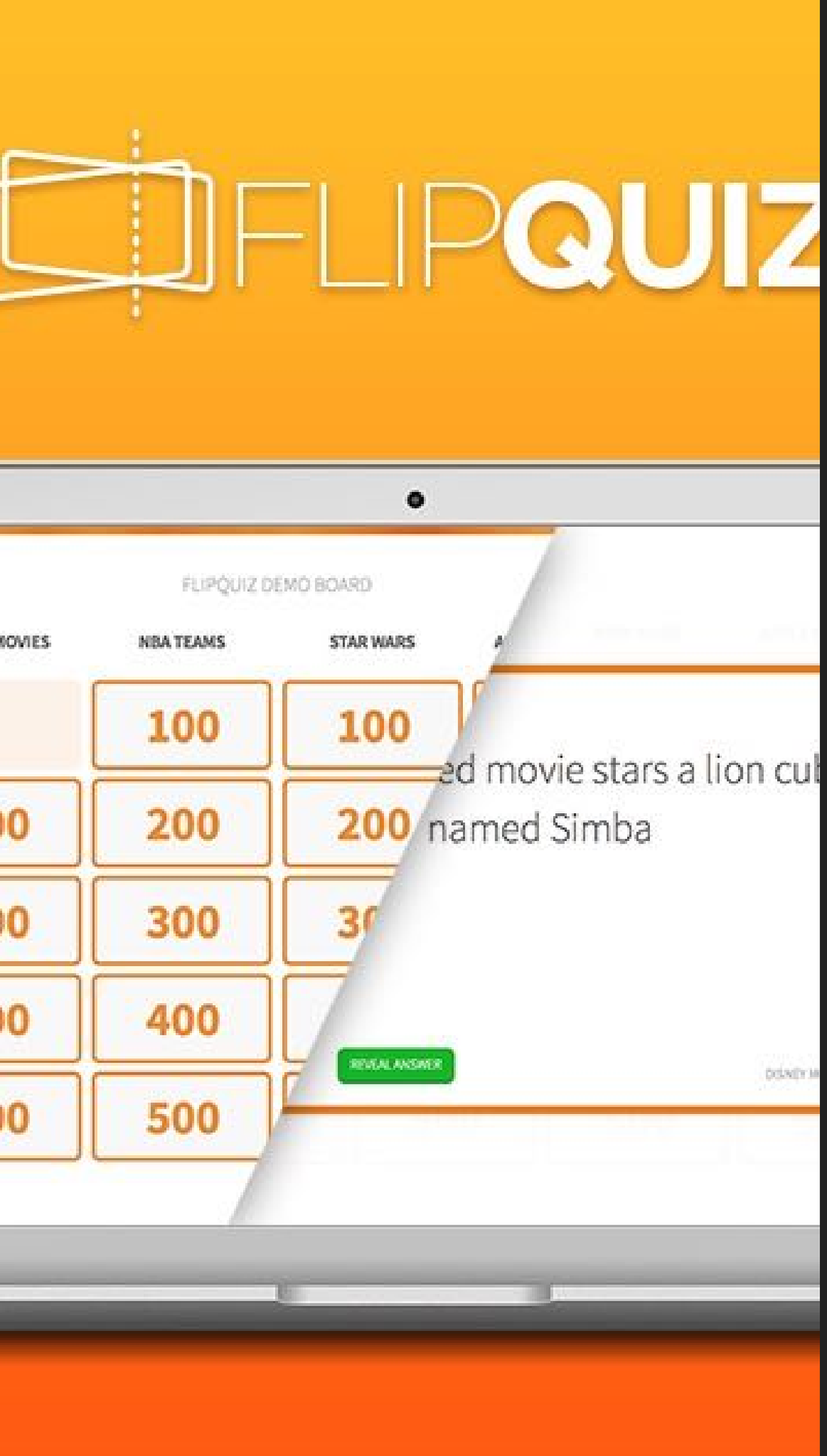
IN THESE EXAMPLES STUDENTS CAN:

-ACCESS INFORMATION RELATED TO OPHELIA HURRICANE;

-SEE VIDEOS RELATED TO THE TOPIC;

-SOLVE HOMEWORK.

FLIPQUIZ™
BETA



WHAT IS IT?

IT IS A SITE DESIGNED TO MAKE IT EASY FOR TEACHERS TO CREATE AND DISPLAY JEOPARDY-STYLE REVIEW GAMES.

FILL IN THE GAPS WITH THE PRESENT PERFECT CONTINUOUS

ARE T
SENTE
CORR

100

10

200

20

300

30

400

500

EXAMPLE

HTTP://FLIPQUIZ.ME/REVIEW/81920

Rory's
Story®
Cubes

WHAT IS IT?

IT IS AN APPLICATION THAT ENCOURAGES CRITICAL THINKING AND PROBLEM SOLVING.

VIRTUAL DICE ARE USED AND STUDENTS HAVE TO USE THE CONCEPTS TO CREATE THEIR STORY.

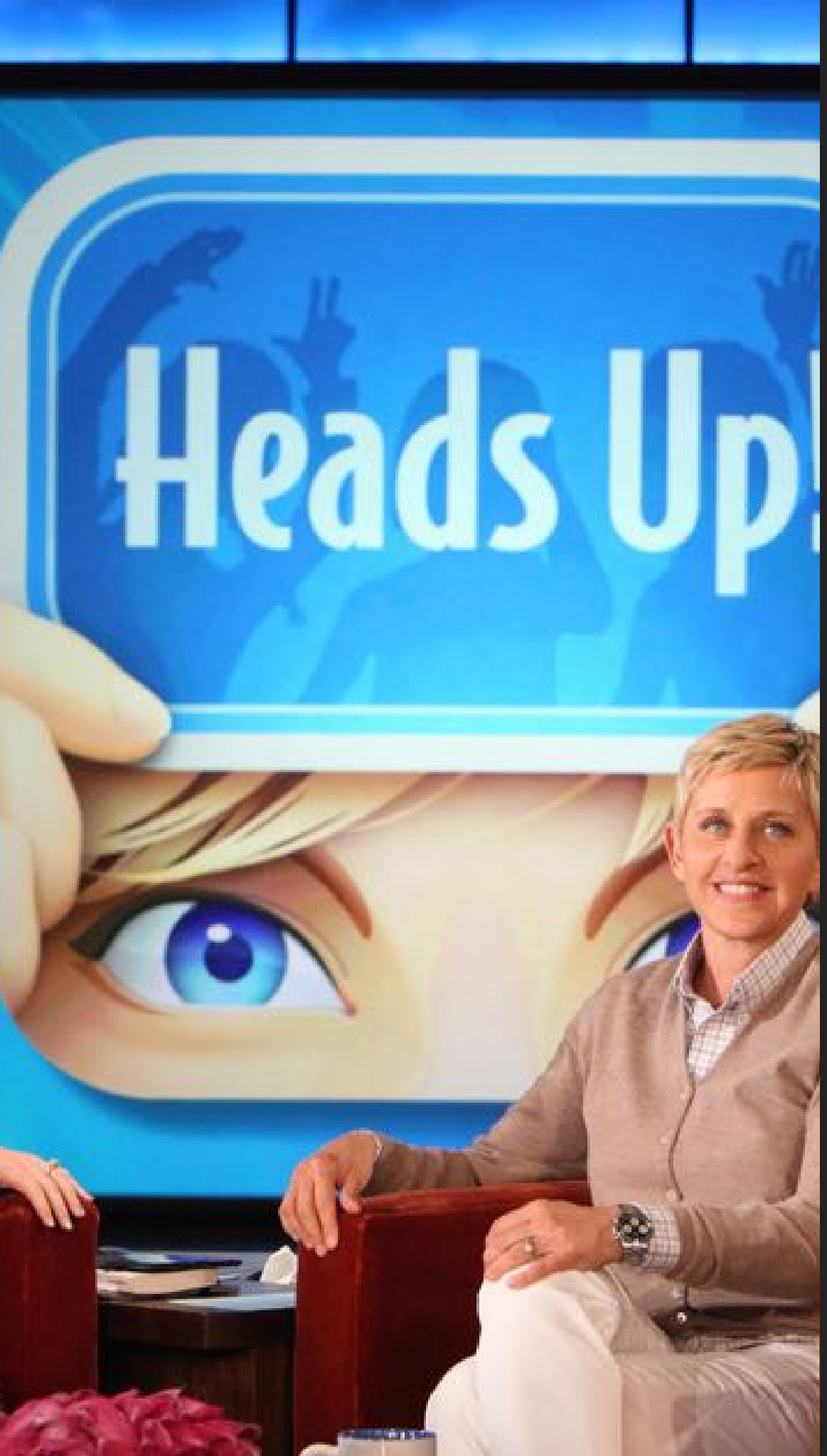
EXAMPLE

IT IS NECESSARY:

TO GIVE VERY PRECISE INSTRUCTIONS TO THE STUDENTS (ELEMENTS TO INCLUDE IN THE TEXT, MAXIMUM NUMBER OF WORDS, ETC.);

TO EXPLORE THE UNDERSTANDING OF CONCEPTS BEFORE MOVING ON TO WRITING.

Heads Up!



WHAT IS IT?

HEADS UP! IS THE FUN AND HILARIOUS NEW GAME THAT ELLEN DEGENERES PLAYS ON HER SHOW AND NOW YOU CAN PLAY IT WITH YOUR STUDENTS

ellentube

HOW DOES IT WORK?

FROM NAMING CELEBRITIES, TO SINGING, TO SILLY ACCENTS -- THEY HAVE TO GUESS THE WORD ON THE CARD THAT'S ON THEIR HEAD FROM THEIR COLLEAGUES' CLUES BEFORE THE TIMER RUNS OUT!

Spotify

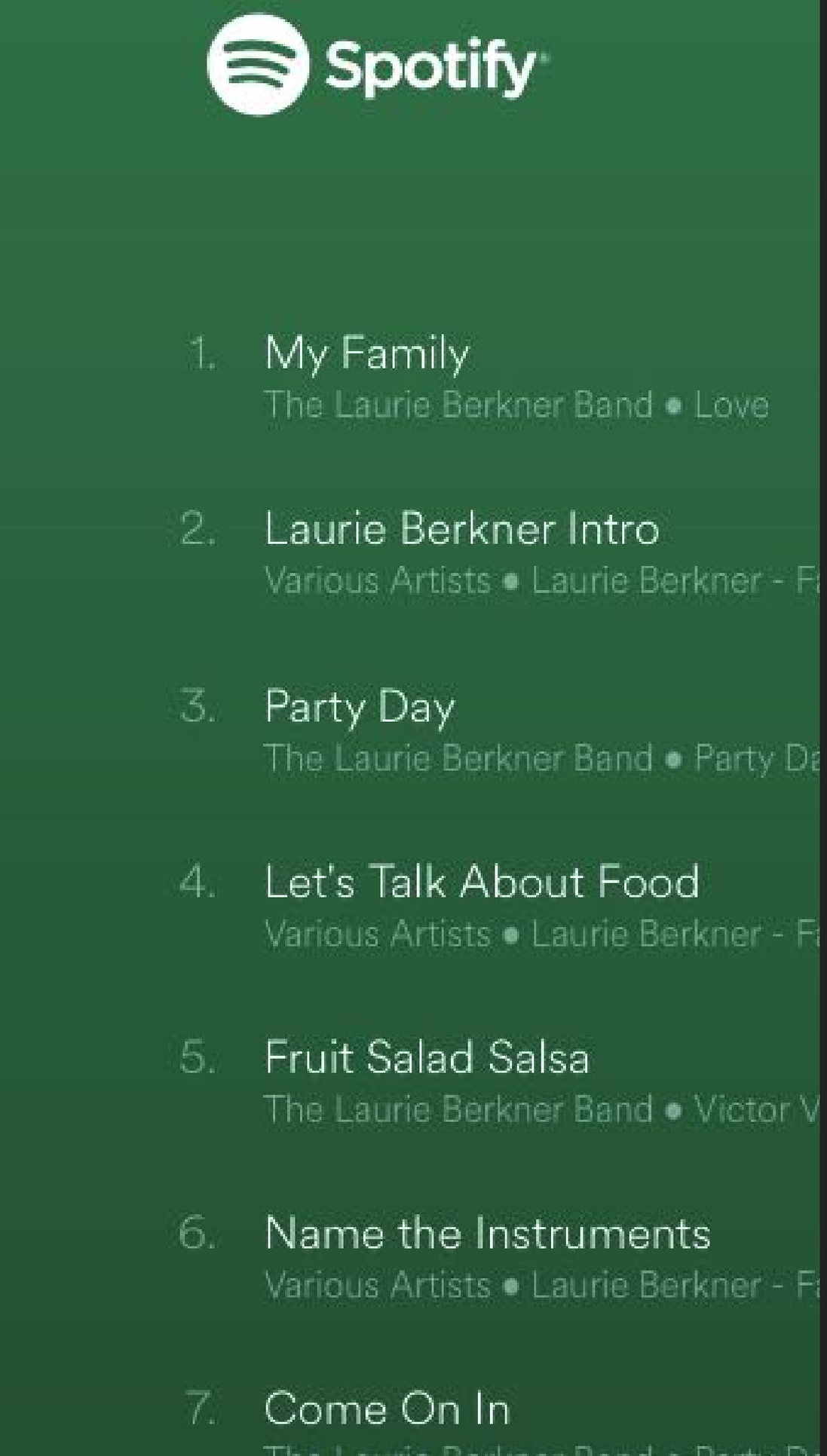
SPOTIFY AND LANGUAGES?

SPOTIFY IS A FREE PLATFORM FOR LISTENING TO MUSIC.

BUT IT'S NOT JUST ABOUT MUSIC.

THEY ALLOW YOU TO LISTEN TO AUDIO LANGUAGE COURSES.

THEY ALSO OFFER YOU A LOT OF SONGS FOR CHILDREN.



EXAMPLE

HTTPS://OPEN.SPOTIFY.COM/USER/SPOTIFY4KIDS/PLAYLIST/4MPZK6GU6VQN7U2JNY9MC1

Webquest

WHAT ARE THEY?

WEBQUESTS INCREASE STUDENT MOTIVATION

WEBQUESTS ARE OFTEN COOPERATIVE IN NATURE, REQUIRING STUDENTS TO TAKE ON ROLES WHERE THEY ARE PART OF A TEAM THAT MUST ACCOMPLISH THE TASK.

CKGROUND KNOWLEDGE

ne

O AND JULIET BACKGROUND KNOWLEDGE

ebquest designed to build background knowledge for visiti

2

lish / Language Arts

o and Juliet, setting, William Shakespeare

lomero

The Public URL for this WebQ

http://zunal.com/webquest.php?v

HOW DOES IT WORK?

INTRODUCTION: THE INTRODUCTION IS USUALLY A SHORT PARAGRAPH THAT INTRODUCES THE ACTIVITY TO THE STUDENTS. IT OFTEN HAS A ROLE OR SCENARIO INVOLVED.

TASK: THE TASK INFORMS THE LEARNERS OF WHAT THEIR END-RESULT OR CULMINATING PROJECT WILL BE.

PROCESS:
THE PROCESS IDENTIFIES THE STEPS THE STUDENTS SHOULD GO THROUGH TO ACCOMPLISH THE TASK. IT ALSO INCLUDES THE ONLINE RESOURCES THEY WILL NEED, AND PROVIDES SCAFFOLDING FOR ORGANIZING THE INFORMATION GATHERED.

EVALUATION:
THE EVALUATION DESCRIBES TO THE STUDENTS HOW THEIR PERFORMANCE WILL BE EVALUATED, AND IS OFTEN IN THE FORM OF A SCORING RUBRIC.

CONCLUSION:
THE CONCLUSION SUMMARIZES WHAT THE LEARNERS WILL HAVE ACCOMPLISHED BY COMPLETING THE WEBQUEST, AND OFTEN PROVIDES ADDITIONAL OPPORTUNITIES TO EXTEND THEIR THINKING.

Welcome

come: Your own restaurant

ription: This web quest focuses on the English l
re tense) and vocabulary (food). The web quest is
nts.

le Level: 9-12

iculum: English / Language Arts

EXAMPLE

[HTTP://ZUNAL.COM/WEBQUEST.PHP?W=2563](http://zunal.com/webquest.php?w=2563)

calaméo

rch a publication...

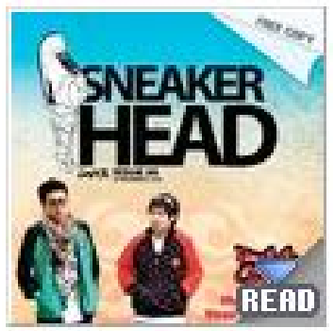
ernet calameo download

rowse Groups Community

ok

Sante Magazine N395 Novembre 2008

From altavista
Viewed 67 times
184 pages

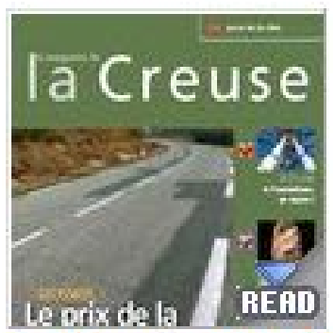


SNKR ISSUE5

From chimnneychannel
Viewed 68 times
32 pages

se

Le Magazine de la Creuse n°24, mars -...



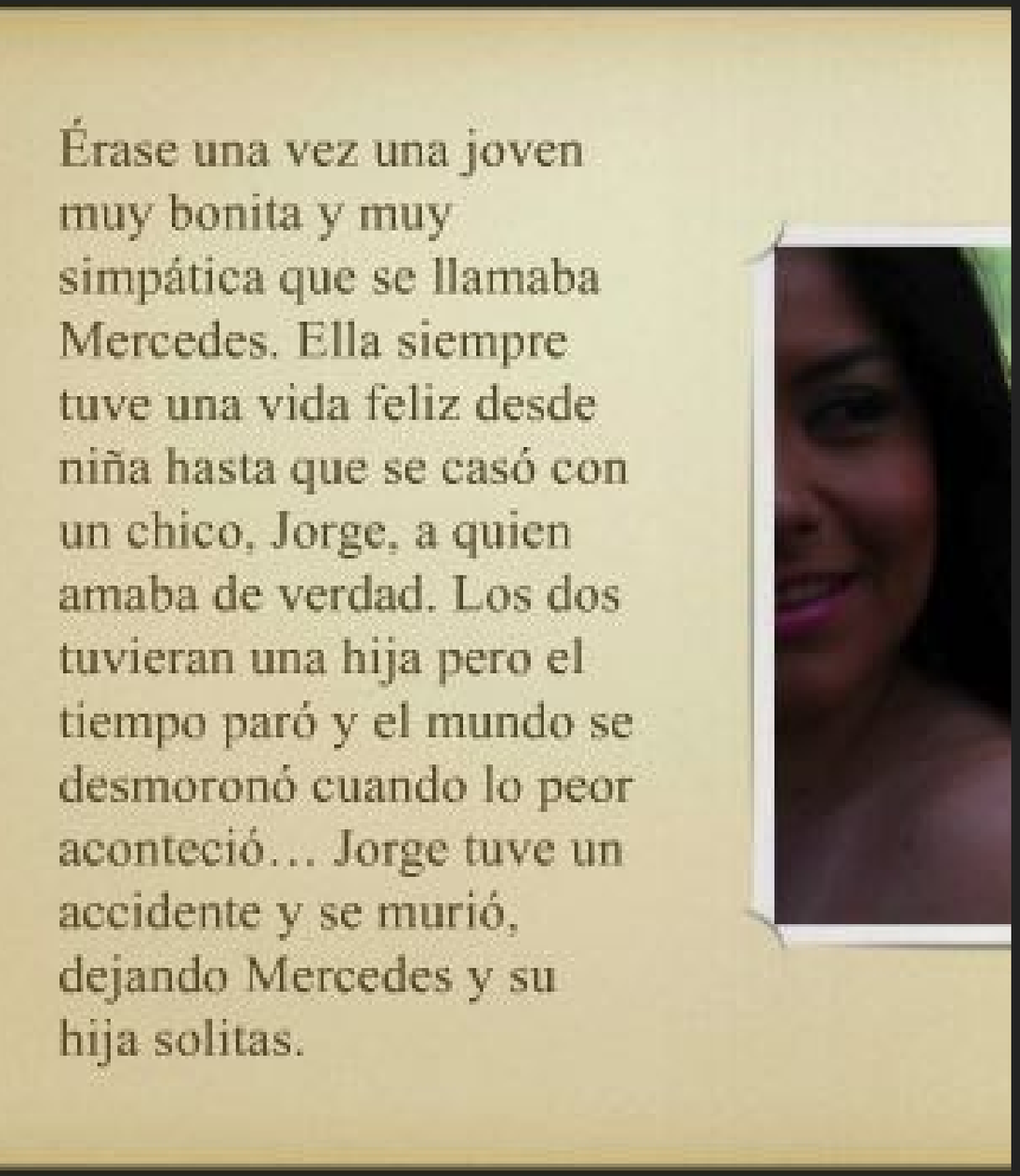
Le Magazine de la Creuse n°23, janvier...

WHAT IS IT?

IT IS A PUBLISHING PLATFORM FOR DIGITAL INTERACTIVE PUBLICATIONS

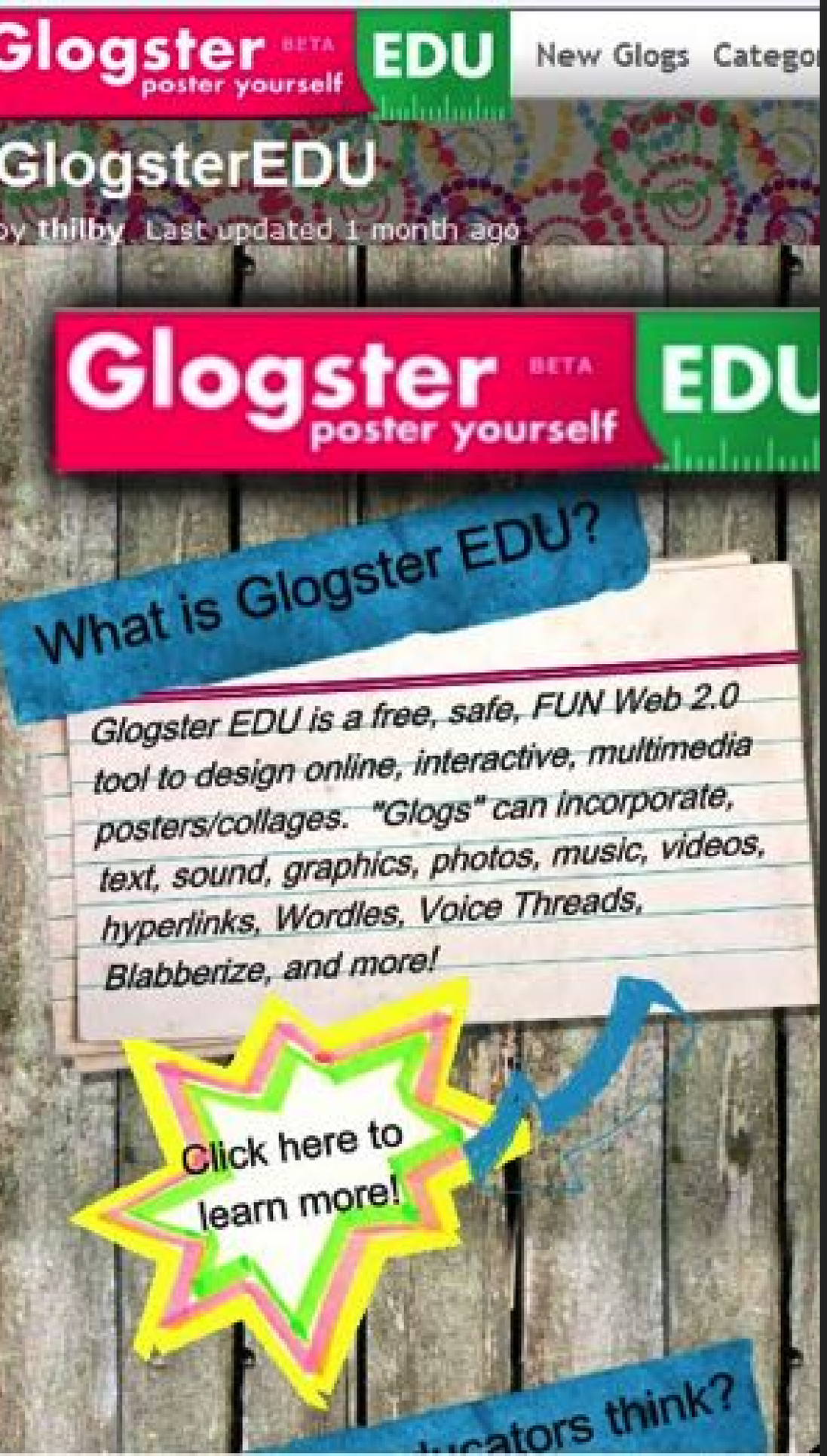
CONVERT DOCUMENTS TO BEAUTIFUL PUBLICATIONS AND SHARE THEM WORLDWIDE.

WRITING SKILLS DEVELOPMENT



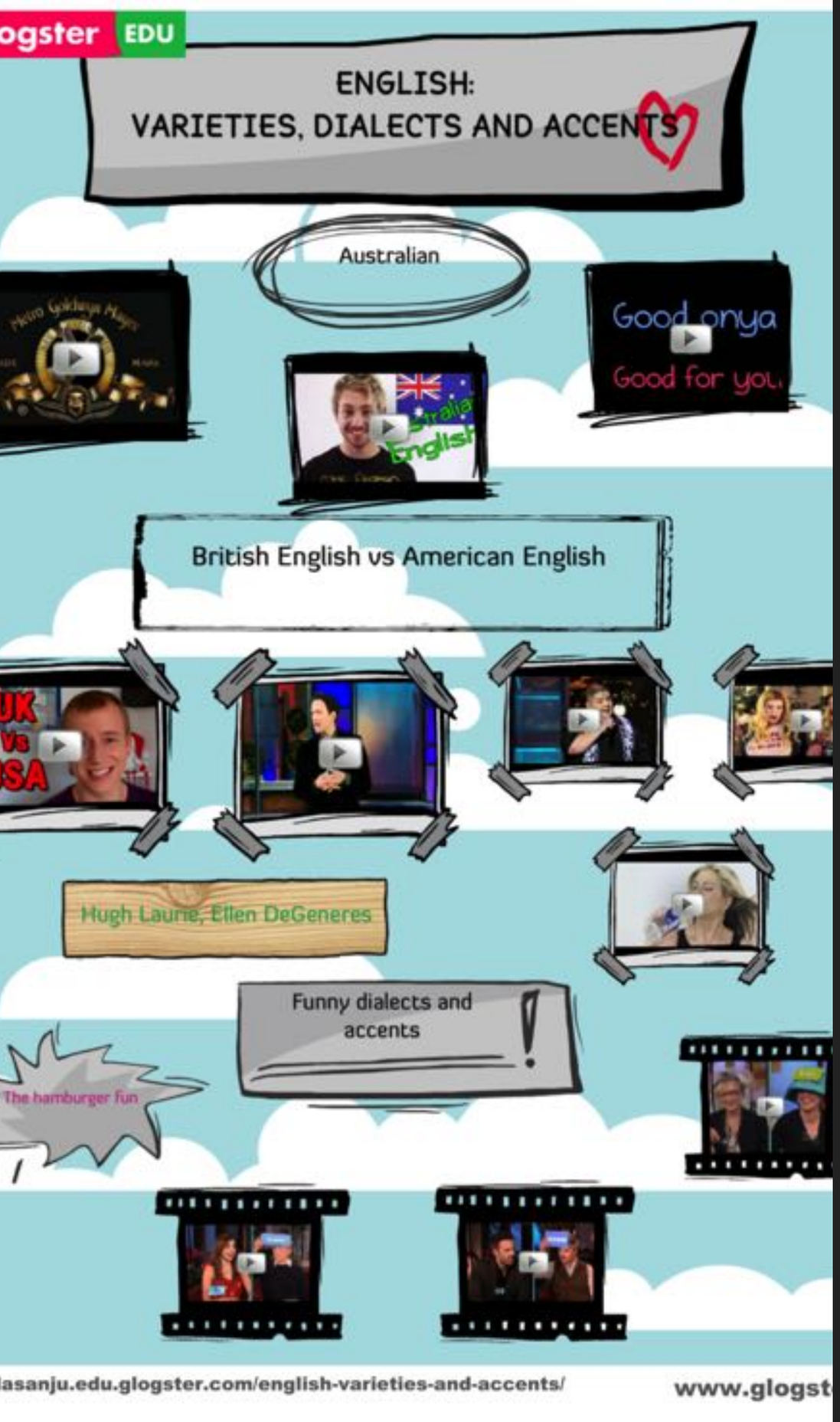
HTTP://PT.CALAMEO.COM/READ/004632719399 5D894F7CC

Glogster



WHAT IS IT?

GLOGSTER IS A CLOUD-BASED PLATFORM FOR DIGITAL STORYTELLING AND INTERACTIVE LEARNING.



WHAT IS IT FOR?

IT ALLOWS USERS TO MIX ALL KINDS O MEDIA ON A ONE VIRTUAL CANVAS TO CREATE MULTIMEDIA POSTERS.

EXAMPLE

EXAMPLE

WILD ANIMALS
I love animals!
interactive
I'm a bear!
Lion - Elephant -
Zebra - Bear -
Giraffe - Monkey
- Tiger - Fox -
Panther - Deer
LOVE

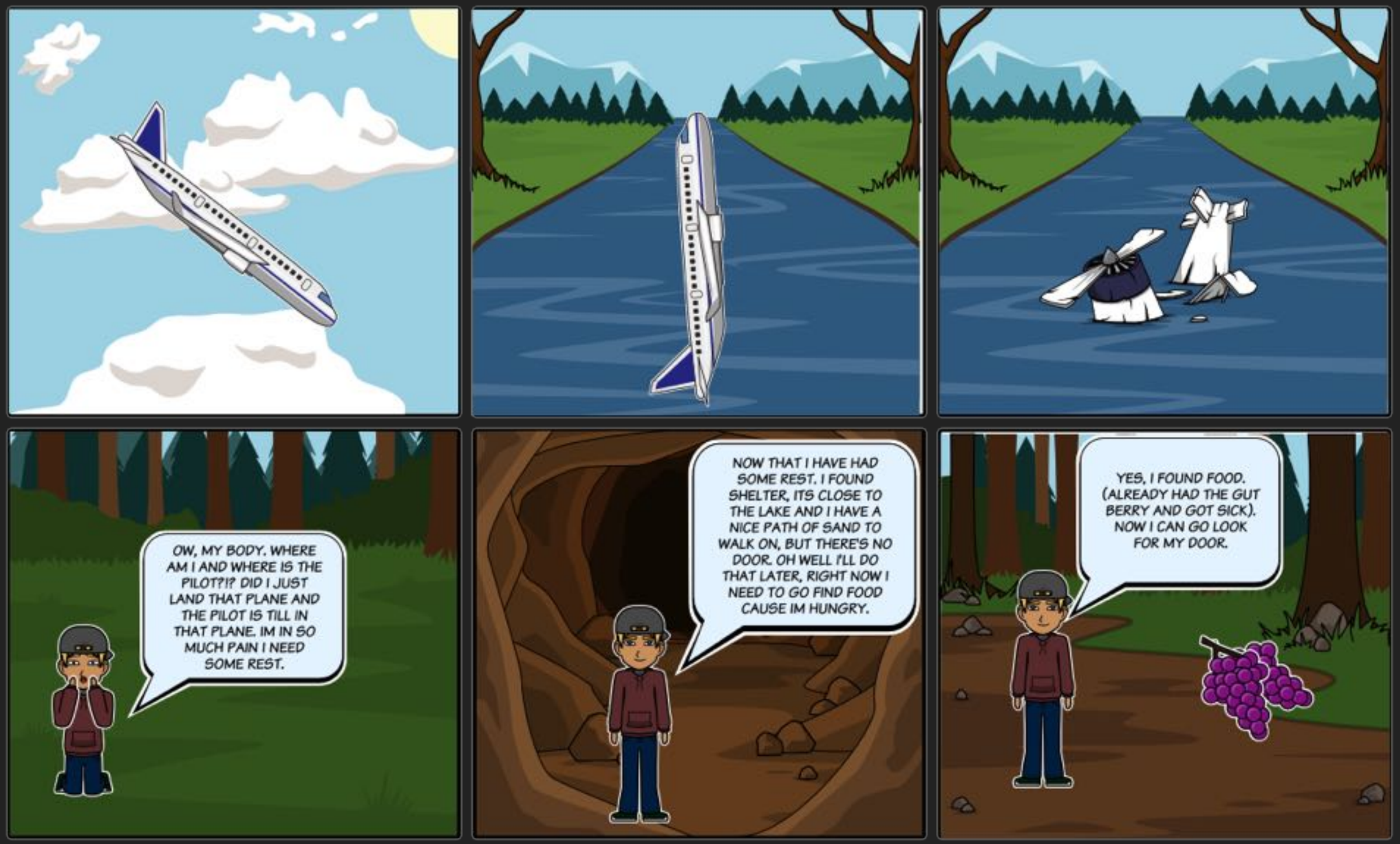
StoryboardThat

STEPS

1. STUDENTS WRITE A SCRIPT: THEY COLLABORATE WRITING AND SHARING IDEAS FOR THE DIALOGUES AND ACTIONS.

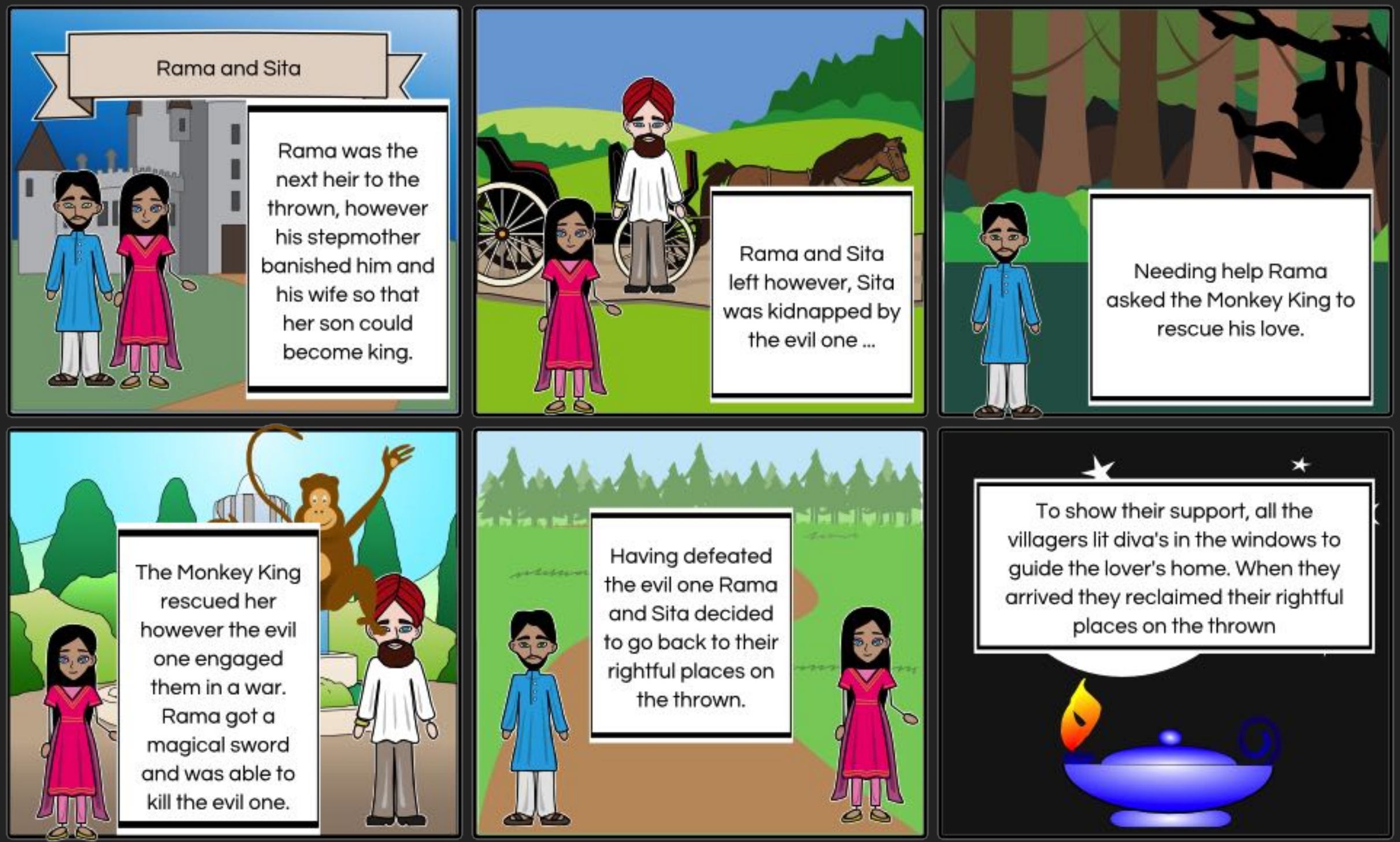
2. THEY MAKE A STORYBOARD WITH THE NECESSARY PICTURES AND DIALOGUES THEY WOULD USE PER FRAME.

EXAMPLE



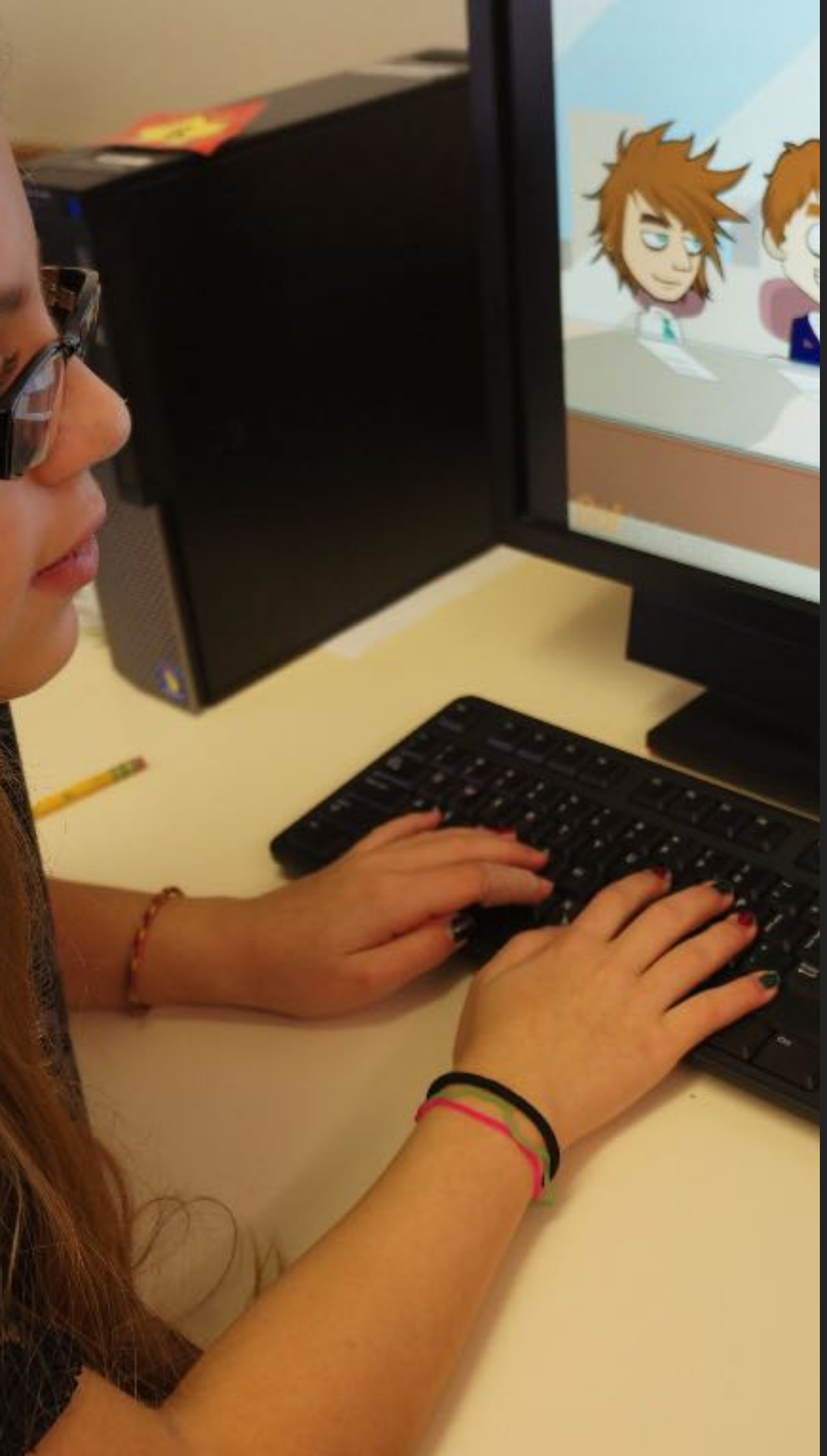
Create your own at Storyboard That

EXAMPLE



Create your own at StoryboardThat.com

POWTOON



WHAT IS IT?

POWTOON IS A SAFE ENVIRONMENT FOR STUDENTS TO FULLY EXPRESS THEIR CREATIVITY THROUGH VIDEO.

HOW DOES IT WORK?

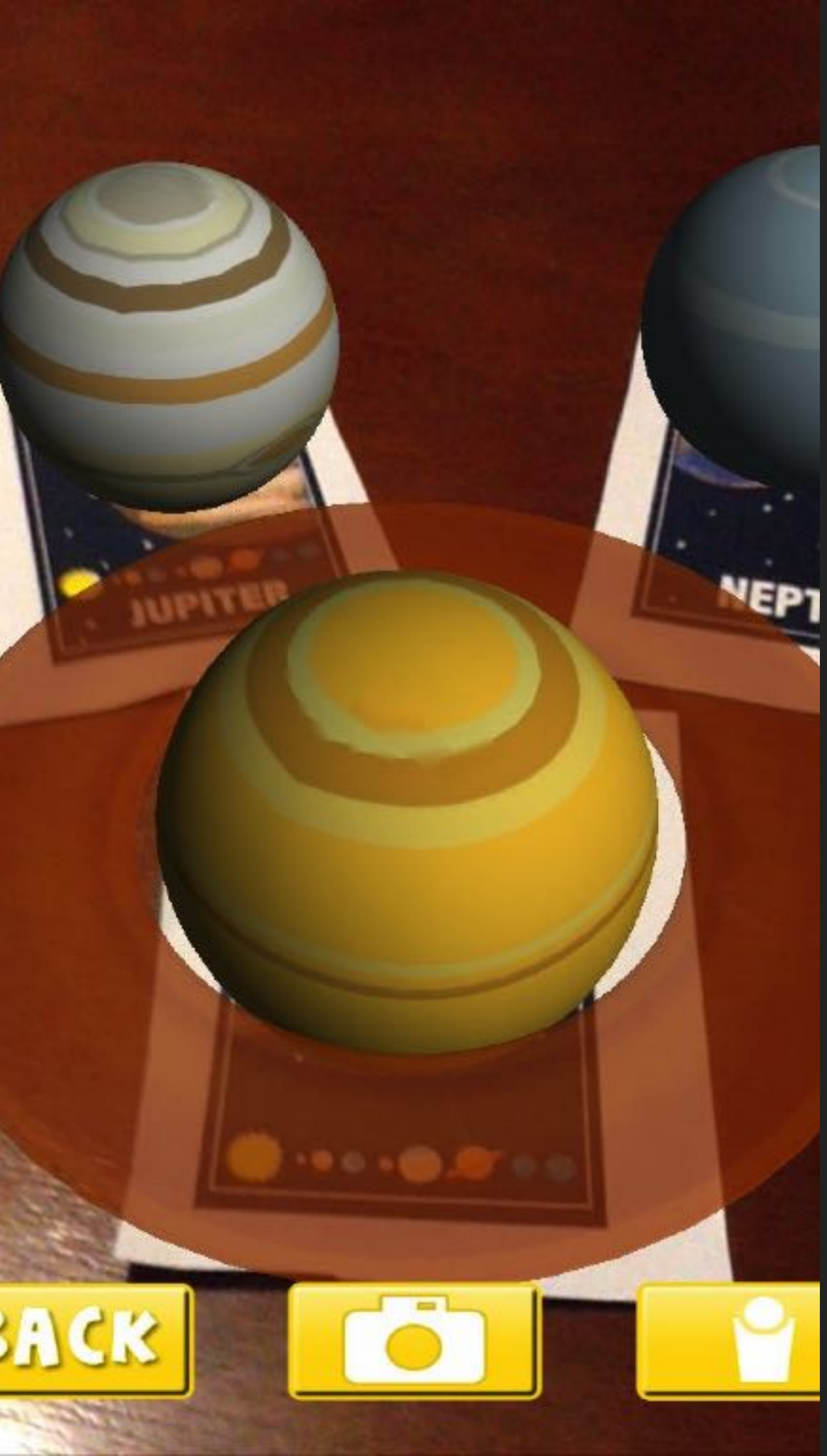
EXAMPLE

DOT'S STORY
BY AMELIA M. 19#
PowToon
EDU
Screencast-O-Matic.com
0:04

EXAMPLE

HTTP://GOANIMATE.COM/VIDEOS/0W6P8XIRNTXM?UTM_SOURCE=LINKSHARE&UTM_MEDIUM=LINKSHARE&UTM_CAMPAIGN=USERCONTENT?UTM_SOURCE=LINKSHARE

OTHER PLATFORMS/ WINDOWS MOVIE MAKER/ IMOVIE



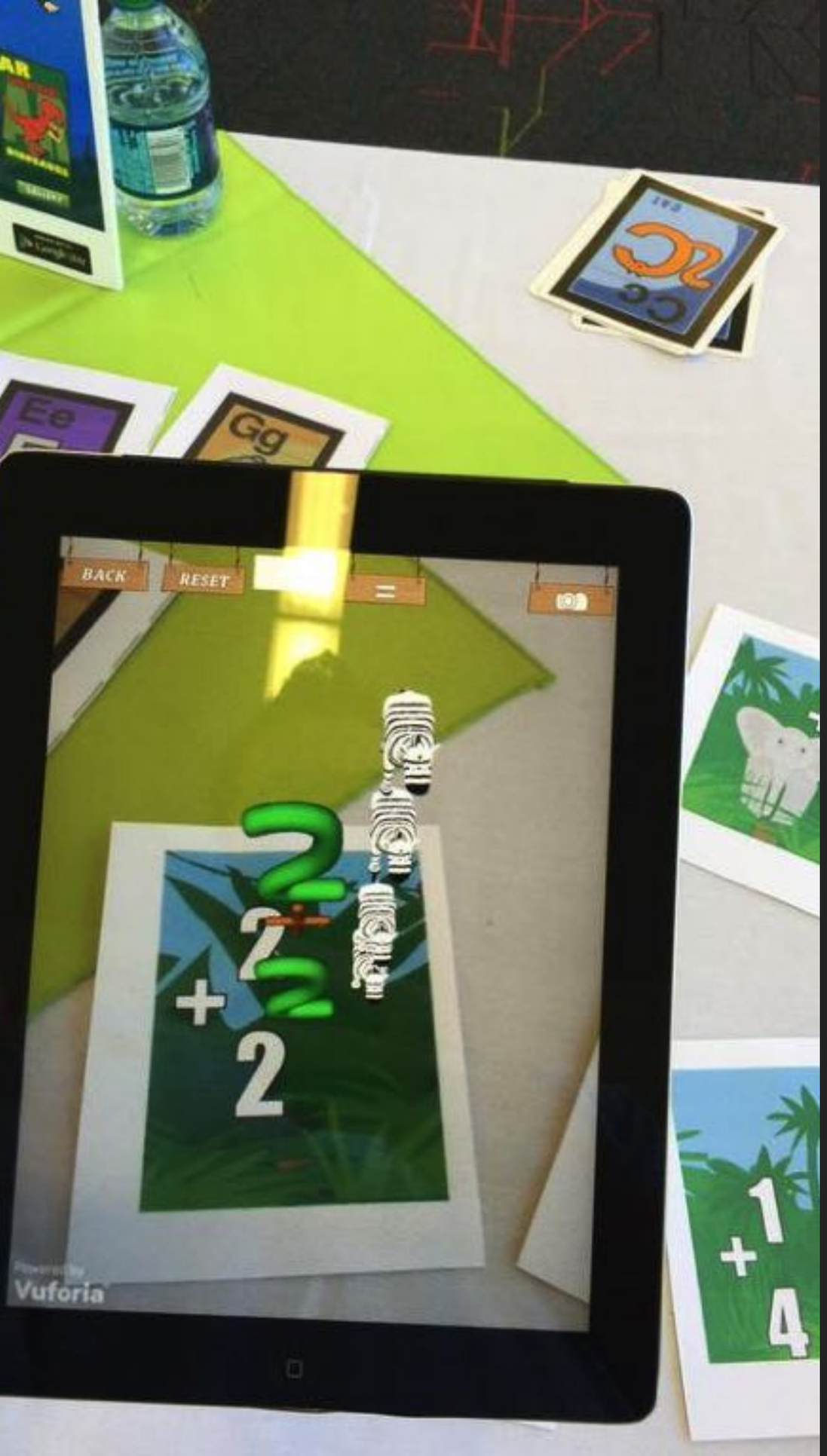
WHAT IS IT?

AR FLASHCARDS ARE A NEW WAY TO INTERACT AND MAKE FLASH CARDS MORE ENTERTAINING.

HOW DOES IT WORK?

AR FLASHCARDS ARE A NEW WAY TO INTERACT AND MAKE FLASH CARDS MORE ENTERTAINING WHEN YOU POINT YOUR DEVICE AT THE PRINTED FLASHCARD A BEAUTIFULLY RENDERED 3D ANIMAL WILL POP UP ON THE SCREEN.

TAP THE ANIMAL TO HEAR THE LETTER AND ANIMAL NAME.



WHAT CAN I DO?

PLANETS,

ANIMAL SOUNDS AND NAMES

MATHS (ADDITION AND SUBTRACTION)

COLOURS

Google
Spotlight
Stories

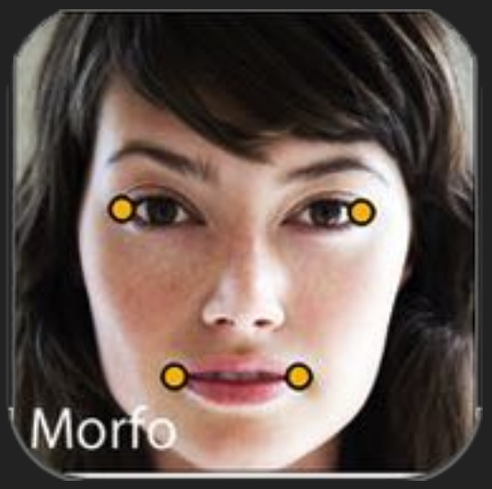
A 360° world
where the story unfolds all around you.

WHAT IS IT?

GOOGLE SPOTLIGHT STORIES MEANS STORYTELLING FOR VR.

ARTISTS AND TECHNOLOGISTS MADE IMMERSIVE STORIES.

YOU CAN HAVE A BRAND NEW EXPERIENCE - LOOK, LISTEN, EXPLORE…


Morfo

WHAT IS IT?

MORFO CAN BE USED TO QUICKLY TURN A PHOTO OF SOMEBODY'S FACE, OBJECT OR EVEN A PAINTING INTO A TALKING CHARACTER.

SOME IDEAS

BRING A HISTORICAL CHARACTER BACK TO LIFE TO TALK ABOUT THEIR LIFE.

BRING A BOOK CHARACTER TO LIFE TO TALK ABOUT HIS/HER STORY.

USE A PHOTOGRAPH OF A POLITICIAN TO TALK ABOUT ISSUES YOU ARE PASSIONATE ABOUT.

ANIMATE AN ANIMAL AND LET THEM EXPLAIN HOW THEY HAVE ADAPTED TO SURVIVE.

USE TO TALK ABOUT PHYSICAL AND CHARACTER DESCRIPTION.

SUMMING UP

SOME IDEAS

GAMIFICATION IS NOT ABOUT MAKING SOMETHING INTO A GAME

FLIPPED CLASSROOM IS NOT HOMEWORK

20TIME PROJECT (GENIUS HOUR) IS NOT ABOUT LETTING STUDENTS ON THEIR OWN

PUPILS

INQUIRERS

TUNKERS
THINKERS

COMMUNICATIVE

PRODUCTIVE

REFLECTIVE

COLLABORATIVE

CREATIVE

EMOTION

EMOTION^2+(H)APPY

TEACHING=LEARNING^2

P.PORTO

Erasmus+

INTER NETWORKING Seminar

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THANK YOU!