



# NEW TEACHING METHODOLOGIES

Venue: Beyoğlu Öğretmenevi, İstanbul/TURKEY

DESIGN THINKING COURSE  
14th and 15th of January 2020

## OBJECTIVES:

- To widen teachers' and students' perspective when solving problems
- To facilitate teams to generate new ideas.
- To use stories to handle feelings and creating impact.
- To fuel children's creativity and improve their thinking/innovation skills in multiple disciplines.
- To provide ability to isolate problems and identify characteristics in order to build an understanding to the goals that need to be achieved.



- To use brainstorm possible solutions for the problems based on collecting data and discussing creative solutions with group of students and peers.
- To evaluate and examine solutions based on prototypes and models that help in learning more about proposed solutions.
- To appreciate failure and learn from experience in future projects.
- To help schools to focus on creativity and innovation in everyday class activities
- To create a mindset focused on solutions and not the problem.

## COURSE SCHEDULE

09:30	Trends Linking Education & Design Thinking
10:00 - 10:45	Wicked Problems in Education
11:00 - 11:45	Design Star
12:00 - 12:45	Creative Brain & Collaborative Thinking
14:00 - 14:45	Bubbling For Educational Design
15:00 - 15:45	Creating A Point of View
16:00 - 16:45	HMW Questioning
17:00 - 17:45	Bridging The Design Day
09:00	Pre-Design Stages
10:00 - 10:45	Design Tools & Steps
11:00 - 11:45	Empathy For Insights
12:00 - 12:45	Ideation Techniques
14:00 - 14:45	Creating Impact
15:00 - 15:45	Becoming
16:00 - 16:45	From Ideas To Action
17:00 - 17:45	Sticky Steps

Date: 17 <sup>th</sup> January	
Venue: Beyoğlu Öğretmenevi	
09:30 - 10:00	• Icebreaker activity • Filling KWI Chart to track what the participant knows (K), wants to know (W) about Multiple Intelligences (MI)
10:00-11:15	• Descriptions of intelligence, definitions of common concept of intelligence, review of important terms, introduction to Howard Gardner's Multiple Intelligences (MI)
11:15 - 11:30	Coffee break
11:30 - 14:00	• Identifying the eight intelligences (bodily-kinaesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-linguistic, and visual-spatial) and the primary characteristics and sub-capacities evident within a lesson. • Experts' table activity & Discussion session to share the results of experts' table • Evaluation of the day, Filling KWI Chart to track what has the participant has learned (L) about Multiple Intelligences (MI)
Date: 18 <sup>th</sup> January	
Venue: Beyoğlu Öğretmenevi	
09:30 - 09:45	• Warmer activity
09:45 - 11:00	• Differences between Multiple Intelligences (MI) and learning styles, opposing views of Multiple Intelligences (MI) Characteristics of a lesson plan adjusted for Multiple Intelligences
11:00 - 11:30	Coffee break
11:30 - 14:00	• Designing integrated multiple intelligences lesson with 5E Model • Deep study on bodily-kinaesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-linguistic, and visual-spatial and group work activities to plan how to integrate into designs. • Reflecting on and continuously evaluate personal practices
Date: 19 <sup>th</sup> January	
Venue: Beyoğlu Öğretmenevi	
09:30 - 09:45	• Warmer activity
09:45 - 11:00	How to plan activities for the lesson plans with Multiple Intelligence offerings Defining Student Centred Lessons & Activities focused on Multiple Intelligences
11:00 - 11:30	Coffee break
11:30 - 14:00	• VAK (Visual, Auditory, kinaesthetic/physical/tactile) learning styles and sample lesson plans • Planning the evaluation tools and how to assess the skills of learners • Working collaboratively to design own lesson plans (LPs) and sharing and getting feedback on LPs • Sharing and getting feedback on LPs • Reflecting on and continuously evaluate personal practices

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## MULTIPLE INTELLIGENCES 16th and 18th of January 2020

- Discuss and apply current, validated research underlying the theories, principles, and practices that lead to and support multiple intelligences.
- Identify the eight intelligences (bodily-kinaesthetic, interpersonal, intrapersonal, logical-mathematical, musical-rhythmic, naturalist, verbal-linguistic, and visual-spatial) and the primary characteristics within a lesson.
- Analyse and discuss their own MI profile and how that has affected them as both learner and teacher.



- Explain and demonstrate how to create lessons which reflect an understanding of multiple intelligences.
- Define the link between multiple intelligences in the learner and the lesson plans.
- Create effective instructional designs to be adapted for different styles of learner.
- Assess students to ascertain their MI profile.
- Design and analyse a range of specific instructional strategies designed to meet the learning needs of each intelligence.
- Identify and design entry points for integrating multiple intelligences in the classroom.
- Planning the evaluation tools and instruments to assess the skills of the learners.