

Stay@School

Workshop on Module n°:3

Name of the Module: Learning methodologies

Name of the School: Florida Secundària

City ,Country: Catarroja, Valencia - Spain

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Minutes

Participants /

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Our teachers liked the 3 first chapters of this module because they give interesting and synthetic information about the different methodologies of learning. We liked the main idea that all the methodologies can be mixed because we are working on an Interdisciplinary Cooperative Projects during the last years and we believe that this methodology has parts from the 3 explained on this module:

Active Learning: Our way of working is based on the idea of active learning, we show a challenge to the students and they have to follow all the steps to get it including all the aspects from the different disciplines. This project is structured on the phases described on the chapter and is following the steps of a research.

Cooperative Learning: Our projects are done in big groups, the class groups, and normally based on the idea of experts and heterogeneous groups. This way of working tries to develop the social and emotional competences of the students and needs an specific organization of the classroom and change the traditional role of the teacher.

Peer Education: Also it's an interesting part of the module, and in our school what we do, it's to make pairs between students: one with the responsibility of being the helper and the other with the responsibility of being help, what means to follow the instructions of the other. This is a way to transfer knowledge between equals and a way to improve the responsibility.

ICT: We are using blogs and wikis to collect all the information that has to do with the projects and then, students and teachers can share everything, and what is more important for us, then the students can see what the others are doing and then, they can think about the quality of their own work.

In general what is more important it's to assume the change of the teacher role, as a need to get the change of the methodological approach:

OLD ROLE	NEW ROLE
Teacher-centered classroom	to Learner-centered classroom
Product-centered learning to	To Process-centered learning
Teacher as a 'transmitter of knowledge'	to Teacher as an organizer of knowledge
Teacher as a 'doer' for children	to Teachers as an 'enabler', facilitating pupils in their learning
Subject-specific focus	to Holistic learning focus