

## Stay@School

### Workshop n. 2 on Module 3 “Teaching Methods”

Firenze (Italy) 21 January 2013

#### Participants

Giovanna Ponzanelli	Ist. Minuto Massa
Patrizia Briganti	Ist. Minuto Massa
Lucia Isabella Bozza	Ist. Minuto Massa
Paola Salvadori	Sasseti-Peruzzi Firenze
Cinzia Checchi	Ist. Pertini Lucca
Lucia Nicolai	Ist. Pertini Lucca
Maria Antezza	Ist. Pertini Lucca

At 13,00 teacher Mauro di Grazia presents a summary of the debating on module ‘teaching methods’ held among the European partners in the forum.

Even though he underlines the poor participation, with regard to contents, Di Grazia refers that most of the posts has highlighted the suitability of the guidelines given by the module, except for the negative post of the Belgian partners. In their opinion the teaching methods introduced by module 3 aren’t scientifically recognized by the international pedagogical culture, laboratory teaching and ‘learning styles’ box in teaching and risk to divide students into ‘categories’. Scarcely significant are cooperative learning and peer education. At last, the Belgian work-group wonders how this module can be useful for teachers since it is pretty theoretical and not so accurate in its description.

At 13,30, after the presentation of teacher Di Grazia, it follows a discussion that derives from the participant observation on module 3. Marussia Pastacaldi is the coordinator.

At the end of debating, we come to the following conclusions:

With regards to the teaching methods it is presented the huge literature existing on it together with some works made by universities, they remind the professors. Cardellini of the University of Ancona and Felder of the Department of Chemical Engineering, North Carolina State.

In Italy the recent school reforms encourage in overcoming the traditional methods and focusing the attention on active learning and on those new methods that foster the laboratory teaching for every subject.

New technologies have deeply changed the cognitive learning styles of today's students and this makes even more necessary the use of this approach.

The usage of new technologies in teaching, even if it doesn't solve the difficulties of learning, represents a teaching resource that certainly is more suitable with digital natives. The experiences of peer education can give excellent results if planned and applied with rules and regularly- with no improvisation.

It is necessary to prepare teachers to make them exploit all the opportunities offered by new technologies and it is necessary to prepare a series of teaching materials ad hoc.

At 15,00 the meeting ends.