

Schleicher, Robinson & Mitra

Self-Sustained Learning (SSL)

Assignment:

- Explore current, original visions on learning and teaching.
- Authors: Schleicher, Robinson & Mitra



#1



#2



#3



Goals

- Analyse the authors' inspiring presentations and experiences
- Exchange thoughts and insights in group
- Grow in reflection



Approach

- Project groups with 3 different expert roles)
- Watch and discuss inspiring presentations in group
 - <http://www.youtube.com/watch?v=q1I9tuScLUA>
measuring student success
 - <http://www.youtube.com/watch?v=iG9CE55wbtY>
education kills creativity ted
 - http://www.ted.com/talks/sugata_mitra_build_a_school_in_the_cloud.html
build a school in the cloud (hole in the wall project)
- Answer questions (handouts)



Organisation

- Allocate roles
 - ✓ A (Schleicher) #1
 - ✓ B (Robinson) #2
 - ✓ C (Mitra) #3
- Do tasks (check assignments)
- Form expert groups
 - ✓ $(1A+2A+3A+4A)$; $(1B+2B+3B+4B)$ and $(1C+2C+3C+4C)$
 - ✓ $(1A+1B+1C)$; $(2A+2B+2C)$; $(3A+3B+3C)$; $(4A+4B+4C)$



Processing the assignment on education forms

(Schleicher, Robinson & Mitra)

- Step 1: Introduction speakers and assignment (10')
- Step 2: Watching and answering (20')
- Step 3: Discuss in group and share with teammates. Explain thoroughly! (15')
- Step 4: Showcase drawing + poem (2')



D3 Question lecturette

'The future of education and the Hole in the wall project' (Mitra):

D3 Question lecturette 'The future of education and the Hole in the wall project' (Mitra):

3.1 Make a colourful drawing (A4 format landscape) of what your group thinks is the crucial step in 'the Hole in the wall project'. Reserve and use a 10 by 10cm square in the bottom right corner. Use that area to (hand)write your summarising poem of the project. You (colour) scan the final result and copy it into this answer template as a picture. Downsize the total file/document size to 500Kb maximum!





Poem

Teaching gives you satisfaction
Knowledge gives you power
Learning is a form of action
Study your lessons, even if it takes you hours

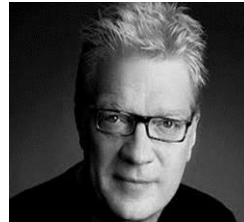
You can do it on your own
Or be taught by a friend
Consider your mind as a throne
Education is a story without an end

Open your eyes
Listen to what people say
Your brain never dies
You can learn something everyday



E6 assignment '3 fields'

- Make an appealing lesson (2h)
- In groups of three (A/B/C)
- Introduce 3 Fields: CLT/FonF/SSL
- Check:



- Doublecheck:



options

- Animated sitcom: e.g. The Simpsons,...
- Stop-motion: e.g. Chicken Run,...
- Sitcom: e.g. Fawlty Towers,...
- Film: e.g. Saving Private Ryan,...
- **Use** Creative education assignment template (Schleicher, Robinson , Mitra task)
- **Link** with curriculum! (you decide -multiple- focus!)
- Upload deadline 6th June midnight



Raw materials discussion (phase 1)

To keep:

Room for improvement:



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Raw materials discussion (phase 1)

The Simpsons (animated sitcom):

To keep: clear instructions, multiple choice, transcripts, visuals, intro, 3Ps, learners' world, connectivity,...

Room for improvement: not appealing, limited didactics & ICT, older episode,...



Raw materials discussion (phase 1)

Chicken Run (stop-motion):

To keep:

Room for improvement:



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Raw materials discussion (phase 1)

Fawlty Towers (sitcom):

To keep: grading, fun, clippings, intro characters, turning points,

Room for improvement: not appealing, text only, boring didactics, tricky & unclear questions, transcripts, no production, video,



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Raw materials discussion (phase 1)

Saving Private Ryan (film):

To keep: plenty of activities, correction keys, use of songs, 3Ps, (make) poetry, intro (history), focus on character, quiz, ...

Room for improvement: sober worksheet, structure (staple, sort,...), no ICT,



Students' materials discussion (phase 2)

- Inspiration: look up vocab, intro: visuals, cultural link: text, jig-saw, pre-study: flipping the classroom, Kahoot, Padlet, crossword, statement game, cross curricular, gaming element, meaningful play, ...
- No go: translation in taboo language, 3Ps, 4 skills, limited variety, unclear instruction, no matching level, poor grading,

Your choices (phase 3)

- **Animated sitcom:**
 - The Simpsons: 'Stark Raving Dad', ...
 - South Park 'You have 0 friends', ...
 - Futurama: Multiple clips, ...
- **Stop-motion:**
 - Coraline:
 - Corpse bride:
- **Sitcom:**
 - Friends (the one with Ross's wedding):
 - The Fresh prince of Bel-air: The Fresh Prince Project
- **Film:** anyone?

DEADLINE 6th June midnight



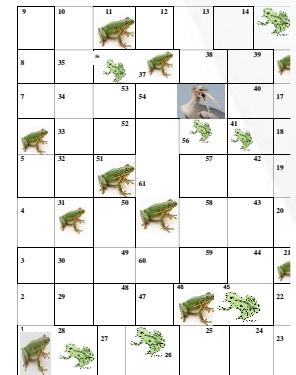
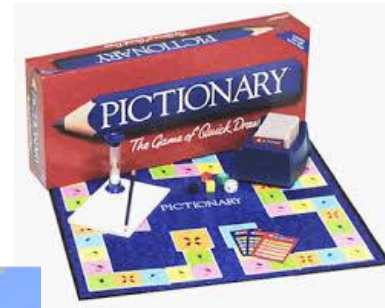
E6 assignment 'board game'

- Make an appealing all new board game
- Pair work
- Fun game lasting approx. 30' (max)
- Boardgame design (focus on form)
 - Grammar, vocabulary, pronunciation, culture,..., blended form,...
 - Link with curriculum!



E6 assignment 'board game'

- Examples
 - Froggy the frog
 - Trivial Pursuit
 - Snakes and ladders
 - Monopoly
 - Pictionary
 - ...



- Deadline 31st May(try-out!)

- AP**
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<u>Presentation:</u> place your activity in a setting, motivate, the why and other WH-questions?	
<u>Practice:</u> students DO things and LEARN stuff (give content) Only playing a game is NOT enough.	
<u>Production:</u> students PRODUCE things (tasks, homework, test, creative element,...)	

BOARDGAME FROLICS*						
relevant OBJECTIVES	YES or NO					
Link with CURRICULUM	YES or NO					
useful VOETEN	YES or NO					
Timing respected: 30' max	YES or NO					
Looks and feel: DESIGN	0	1	2	3	4	5
INTERACTION (teacher – pupil – pupils)	YES or NO					
EVALUATION (key, ...)	YES or NO					
Clear INSTRUCTIONS	0	1	2	3	4	5
FEEDBACK present	YES or NO					
ACTIVATE learners	YES or NO					
MOTIVATING game	YES or NO					
CREATIVITY of game	0	1	2	3	4	5
GRADING (easy > difficult) present	YES or NO					
INTEGRATION (of 4 skills)	YES or NO					
DIFFERENTIATION (& variation)	YES or NO					
USE OF ICT	YES or NO					
REPETITION present	YES or NO					
FUN factor	0	1	2	3	4	5
OVERALL game appreciation Feedback:	/20					

Assessment sheet speaking skill

Language: You teach in ENGLISH!

NAME:

RESULT:

1. Technical aspects:

<i>Pronunciation</i>	0	1	2	3	4	5
<i>Pace and fluency</i>	0	1	2	3	4	5
<i>Intonation</i>	0	1	2	3	4	5

Remarks:

2. Language aspects:

<i>Correct word use</i>	0	1	2	3	4	5
<i>Correct sentence structure</i>	0	1	2	3	4	5
<i>Fluency</i>	0	1	2	3	4	5

Remarks:

3. Body language:

<i>Enthusiasm/ mimic</i>	0	1	2	3	4	5
<i>Eye contact</i>	0	1	2	3	4	5

Remarks:

4. Content:

<i>Arguments/motivation</i>	0	1	2	3	4	5
<i>Interaction (with public)</i>	0	1	2	3	4	5

Remarks:

OVERALL COMMENT:

➤ Didactics

➤ Speaking



Portfolio presentation

- 1st June

Portfolio Presentation Evaluation:

VG: very good	TI	I	A	G	VG
G: good	0	1	2	3	4
A: average					
I: insufficient					
TI: totally insufficient					
The presentation captures the following elements thoroughly:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> - Is well-prepared and enthusiastic - Shows process of growth / reflective mode present - Future aims and ambitions present 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentation shows innovative ideas, has a logical build-up and is easy to follow.					
The student focuses on the portfolio aims and doesn't get sidetracked. S(he) is structured and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lay-out and the materials used are appealing, creative and functional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentation is interesting and enjoyable to listen to. The language is accurate and correct.					



Portfolio presentation

- 1st June

Gives proof of (supply examples):

- 1. Critical thinking:**
- 2. Innovation:**
- 3. Being meticulous (great attention to every detail):**
- 4. Competence:**
- 5. Reflection:**
- 6. Clever time management (20' sharp):**
- 7. Best feature:**
- 8. This person is ready for education and his/her portfolio is the proof: agree / disagree**



Stay on track

- 20/4: 2h 02.004: intro study guide + Schleicher, Robinson, Mitra
- 25/4: 2h 03.007: SSL lesson assignment + boardgame + portfolio
- 2/5: 2h 05.006: work time
- 15/5: 2h 02.004: work time
- 30/5: 2h 02.006: boardgame presentation
- 1/6: 2h 02.004: portfolio presentation
- 21/6: 15' per person 06.002 oral examination



... for the marbles

Evaluatieonderdeel	Punten	Deadline
Portfolio reflection	40%	Instructies op Digitap, toelichting o.a. tijdens het mondeling examen
Projectopdracht permanent (Permanente evaluatie)	40%	<p><u>SSL-opdrachten:</u> De student heeft normaal gezien tijd om tijdens de (afstands)lesmomenten te werken aan deze opdracht. SSL-opdrachten die mondeling gepresenteerd moeten worden, worden meestal 1 week na het maken van de opdracht voorgesteld.</p> <p><u>Presentaties:</u> Voor afwezigheden tijdens presentaties moet een rechtvaardiging voorgelegd worden.</p> <p>Indien de student bepaalde taken niet op tijd kan afgeven moet de student zelf initiatief nemen om dit te bespreken met de lector. Afhankelijk van de situatie zal hierover een beslissing genomen worden.</p> <p>Bij CLT-opdrachten worden de evaluatiecriteria meegedeeld op het moment dat de opdracht vrijgegeven wordt – toelichting tijdens het mondeling examen</p>
Kennistoets	20%	Mondeling examen (15'/student): juni. Verdere uitleg onderaan.



