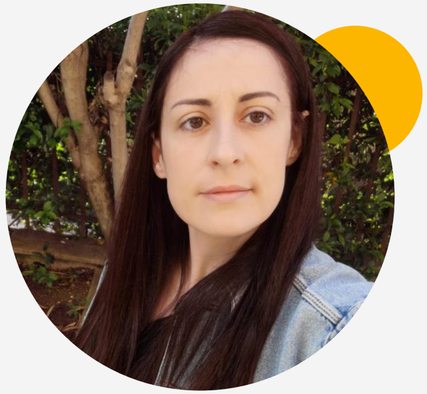
Tools for teaching, training and learning on different levels of education

Edicula Members

Gabriele FAVERO



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The development of methods

a transmissive model of knowledge, in which the teacher is the main actor

a collaborative model in which teacher and student participate together in the process of knowledge production

How to create an educational project that puts the student at the center?

First of all, it is necessary to stipulate a "formative pact" with the student.
Here is the definition of "pact" in general: convention, agreement between two people or between two parties; also, each of the points that are fixed in a convention, in an agreement. In private law, in general, contract, as an agreement of will that creates a legal bond

The educational path has to be clear at the beginning:

- contents
- timing
- examination typology
- learning outcomes

What is the instrument through which the formative pact is realized?

» The Syllabus is the main teacher's tool to achieve the training pact with his students. It is made by:

a. the objectives I propose to achieve;
b. the results I expect to get from students;
c. contents;
d. the apparatus;
e. instruments;
f. teaching tools, and evaluation methods;
g. timing

Reformulation of your course

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
List | Define	Translate	Operate | Apply	Analyze | Question	Create | Compose	Rate | Evaluate
Recall | Arrange	Paraphrase	Use | Solve	Differentiate	Argue | Design	Assess | Judge
State | Order	Discuss | Report	Demonstrate	Experiment	Plan | Support	Value | Revise
Label | Repeat	Locate | Explain	Prepare | Choose	Examine | Test	Arrange | Collect	Justify
Memorize	Restate | Describe	Show | Sketch	Categorize	Revise	Recommend
Name | Select	Express | Identify	Employ | Practice	Distinguish	Formulate	Conclude
Record	Generalize	Dramatize	Calculate | Inspect	Propose	Defend
	Recognize | Classify	Interpret	Contrast | Outline	Construct	Interpret
	Summarize	Illustrate	Infer | Compare	Set up	Predict
		Produce	Discriminate	Organize	Estimate
		Schedule	Appraise | Criticize	Manage	Appraise
			Diagram | Debate	Prepare	Compare
			Inventory | Relate	Assemble	Score
				Rearrange	Select
				Develop	Choose
					Measure

LOWER ORDER THINKING SKILLS

HIGHER ORDER THINKING SKILLS

Other aspects to be taken into account in the composition of the syllabus

- Take into account the **environment** in which I am operating (ideal learning environment vs real learning environment);
- Distribute content in educational **units** or nuclei;
- Elaborate the **lesson plan**, preferably weekly;
- **Link** the bibliography of study and reference to the teaching units;
- Conclude the teaching units with **training tests**.

The circle closes: the TEST

The circle closes: the TEST

- Summative or certification assessment
- Written tests (binary, True/False)
- Written tests (multiple choice questions)
- Written tests (fill in the blank)
- Written tests (open questions)
- Written tests (exercises to solve)
- Written tests (assay)
- Oral tests (questions)
- Oral tests (give a presentation)
- Practical tests
- Portfolio

Evaluation process

Important aspect in a joint master course

Different
evaluation scores

Different
backgrounds

Different learning
approaches

3 criteria

A good evaluation test must be:

- Relevant to learning outcomes
- Objective, impartial
- Feasible

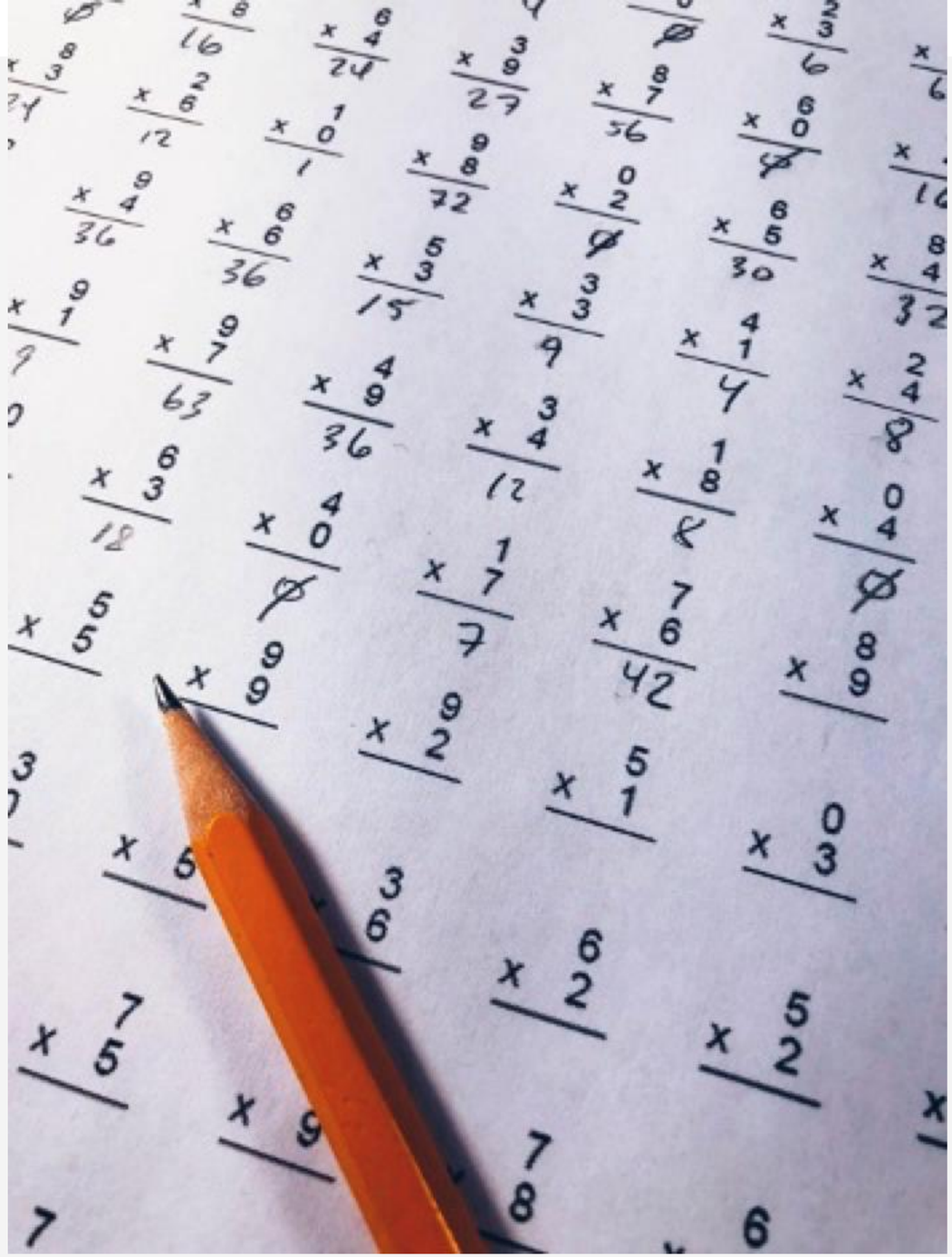
3 criteria

A good evaluation test must be:

Relevant to learning outcomes

A good assessment test must be relevant:

- to the levels of cognitive complexity of learning outcomes
- to what you have taught
- at the level of cognitive complexity at which you have taught it



Well-written learning outcomes help us

Choose which is the most effective test to evaluate the acquisition of
- knowledge
- practical skill (operational, relational…)
- professional skill

Understand if only one exam is sufficient

Write (well) learning outcomes

Think about what students will be able to do by the end of the course and that I will be able to evaluate

By the end of the course students will be able to.....

Use a verb that describes a verifiable action

Avoid verbs open to multiple interpretations

3 criteria

A good evaluation test must be:

Objective,
impartial

Objectivity of the test and evaluation grids

Example: Laboratory of Bioinformatic					
	Insufficient (<18)	**Sufficient (18-22)**	**Good (23-25)**	**Very Good (26-28)**	**Excellent (> 28)**
KNOWLEDGE COMPREHENSION PRESENTATION Fact reporting Description of subject matter Structure and readability of the text	Mostly wrong/absent. Major mistakes. Unorganised. No understanding	Some missing parts. Some are correct. Few major mistakes. Several inaccuracies. Unorganised and/or superficial. Limited understanding	Minimum acceptable work. Minor mistakes. Some inaccuracies. Unorganised and/or superficial. Some understanding	Adequate level of work that would have benefitted from more information. Some/few minor mistakes and/or inaccuracies. Organised and overall accurate. Good level of understanding	Exemplary and complete work. No mistakes and inaccuracies. Well-organised and very accurate. Deep understanding

3 criteria

A good evaluation test must be:

Feasible

Feasibility of the test

A fully objective test and very relevant to the learning objectives may, however, not be feasible... Time of preparation, execution, correction (support?) Can a managed evaluation with the oral exam alone with a class of 300 students be considered feasible?

The main qualities of the most effective teachers according to students

Executive Summary

Most Important Qualities of Teachers in the United States

1	Ability to Develop Trusting, Productive Relationships
2	Patient, Caring, Kind Personality
3	Knowledge of Learners
4	Dedication to Teaching
5	Subject Matter Knowledge
6	Professionalism
7	Ability to Engage Students in Learning
8	Teaching Skills/Pedagogical Practices
9	Creativity in Planning and Delivering Instruction
10	Managing the Classroom Learning Environment

The Pearson Global Learner Survey

Executive Summary

Most Important Qualities of Teachers in England

1	Ability to Develop Trusting, Productive Relationships
2	Patient, Caring, Kind Personality
3	Engaging Students in Learning
4	Subject Matter Knowledge
5	Knowledge of Learners
6	Professionalism
7	Classroom Management
8	Ability to Make Ideas and Content Clear
9	Dedication to Teaching
10	Teaching Skills/Pedagogical Practices

What does it means?

The teacher should constantly observe students to understand if they are understanding and learning and if something is wrong and why

TIPS

- observe the body language
- where are the smartphones?
- how much they are involved?
- who is actively participating?
- are they taking notes?

Technologies in class

PRESENTATION
(Power point, Canva...)

VIDEO and PICTURES
(youtube, google images...)

TOOLS and QUESTIONNAIRE
(Socrative...)

SHARED DOCUMENTS
(Google Drive, Moodle...)

AUDIO
(youtube, podcast...)

INTERACTIVE ELECTRONIC PLATFORM
(woodclap...)

Technologies at home

INTERACTIVE PLATFORM

LINK TO ONLINE SOURCES

FORUM

Innovative tools

Technologies as a tool at the service of active teaching

Support the exchange of information

Modifying knowledge products

Support a sense of community

Share ideas and documents

Increase the attention of the students

Enlarge the dialogic space

Different levels – different methods

- BA course
- Master Course
- PhD

BA COURSE

- Notionistic education
- Innovation in the tools
- Lectures and discussions

How can we use technology to increase interactivity?

Glossary

- Post a glossary of key terms for students to read before the lecture
- At the start of the lecture, invite students to indicate which terms from the glossary they remember or were new for them

Methods to increase interactivity

Graphic organizer/flow chart/mind map

- Give it to student with some information and space for them to complete
- Give students a note-taking framework with main headings & subheadings for them to complete during the lecture.

Methods to increase interactivity

Test at the beginning or during lesson:

set a reading task/video/quiz or add instant true/false questions throughout the lecture

- Help having the idea of the bases of students (fundamental in the heterogenous classes, ex. Erasmus Mundus Joint Masters)
- Monitor learning of students during lecture
- Identify problematic topics which should be repeated

MASTER COURSE

- Ability to find information
- Autonomous processing
- In-situ integration of different disciplines using hands-on activities

Methods maintaining engagement during the lecture

- Pose one or two questions that will be answered in the first 20 minutes of your lecture.
- Allow students 2 minutes to discuss these in pairs.
- Pose a question that requires students to apply what you have explained so far in the lecture. Allow students some time to discuss this in pairs before expose to the class.

End of lecture: reflection and debrief

- In pairs students spend 3 minutes reconstructing the main points of the lecture and which part was most interesting / most difficult.
- Students write 5 key words to summarise the lecture and write the perfect title for today’s lecture.
- In pairs students write 2/3 questions that they could be asked in an exam covering the topic of today’s lecture.

Working progress...

to improve the autonomous elaboration of the concepts:

- Working groups during the first hours and presentation of the work the second one
- Flipped classes

PhD COURSE

- Autonomous elaboration
- Working alone with suggestion and guide-lines

Autonomous elaboration

SCUOLA DI DOTTORATO IN SCIENZE DELLA TERRA, CURRICULUM AMBIENTE E BENI CULTURALI
Sapienza Università di Roma
Piazzale Aldo Moro, 5, 00185 Roma RM

PROGETTO

Maestranze Antiche: un nuovo percorso museografico all'interno del Vicus Caprarius

1. DESCRIZIONE E CONTESTO DEL PROGETTO

Il sito archeologico del Vicus Caprariu
successione di interventi costruttivi e per la ric
durante i lavori di ristrutturazione del vecchio
nel 1999, ha permesso di intraprendere lavc
l'evoluzione edilizia dell'area, a partire dal con
una domus signorile nel IV sec., per veni

VALORIZZAZIONE MUSEO UNIVERSITARIO "GIUSEPPE SERGI", TRAMITE PARZIALE RIQUALIFICAZIONE DEI LOCALI E CAMPAGNA PUBBLICITARIA

Progetto a cura di Marta Pioggia, Flaminia Gianchiglia e Marta Porcaro

FINALITÀ

Intervento di riqualificazione parziale dei locali del Museo "Giuseppe Sergi" e creazione di una campagna pubblicitaria sui social media per valorizzare l'eredità storica del Museo ma anche la dimensione d'avanguardia dell'antropologia come settore scientifico in continua evoluzione.

Gli obiettivi

Obiettivo 1: dare più ampia visibilità al museo, anche al di fuori della comunità accademica.
Obiettivo 2: aumentare il flusso di visitatori del museo.
Obiettivo 3: ottenere fondi da reinvestire nel museo.
Obiettivo 4: contribuire alla divulgazione delle linee di ricerca dell'antropologia umana.

Questionnaire

It was so lovely to have met all of you!

Thank you for listening