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# RETHINKING ENGLISH: 21ST CENTURY SKILLS IN THE TEACHING OF FOREIGN LANGUAGES AT PRIMARY AND SECONDARY SCHOOLS





1

**21ST CENTURY  
LEARNING INTO  
PRACTICE**



2

**TECHNOLOGY  
MEDIA-DRIVEN  
APPROACHES 3.0**





3

**PROACTIVE TOOLS  
FOR THE LANGUAGES  
CLASSROOM**



1

**21ST CENTURY  
LEARNING INTO  
PRACTICE**

**¿WHICH SKILLS SHOULD  
WE TACKLE WITHIN 21ST  
CENTURY CLASSROOMS?**

# BRAINSTORMING

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Mentimeter

STEP 1:

ACCESS [MENTI.COM](https://menti.com)

STEP 2:

INSERT THE GIVEN CODE

STEP 3:

GIVE YOUR OPINION

**WHAT SKILLS DO WE NEED TO TEACH?**  
**HOW CAN WE TEACH STUDENTS EMOTIONAL**  
**INTELLIGENCE AND SELF-MANAGEMENT**  
**SKILLS?**  
**HOW CAN WE ENSURE THAT STUDENTS**  
**TRANSFER THEIR SKILLS AND KNOWLEDGE**  
**FROM ONE SUBJECT AREA TO ANOTHER**  
**ENCOURAGING INDEPENDENT, FLEXIBLE**  
**LEARNING CAPACITY?**



**“THE STUDENTS ARE LEARNING MORE ENGLISH OUTSIDE OF SCHOOL THAN IN THEIR FULL DAY OF ENGLISH-ONLY CLASSES. TEST PREPARATION AND TRADITIONAL CURRICULUM ARE NOT FACILITATING THEIR ENGLISH ACQUISITION. (...) THEY ARE SCARED TO BE WRONG SO THEY SPEAK VERY LITTLE, IF AT ALL, IN ENGLISH.”**

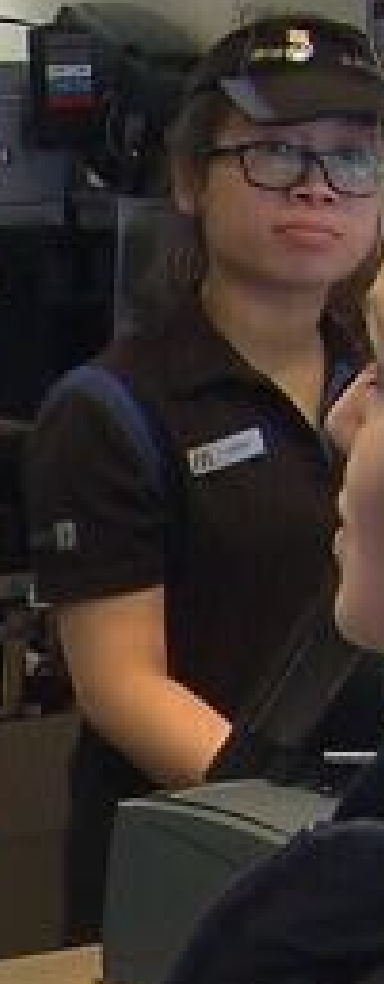
**MARY AMANDA STEWART**

**WHERE DO ENGLISH  
LEARNERS DEMONSTRATE  
LITERACIES?**













# glee








# GAME OF THRONES



A promotional poster for the TV series 'Fear The Walking Dead'. The background is a warm, orange-hued sunset scene. In the foreground, two people are silhouetted against the bright sun, one holding a basketball high above their head. In the middle ground, a man in a jacket and jeans stands in the center of a street. To the right, a dark-colored pickup truck is parked. In the background, a city skyline is visible through the haze, and several utility poles with power lines stretch across the sky. The title 'FEAR THE WALKING DEAD' is prominently displayed in the upper center in a large, distressed, red font.

# FEAR<sup>TM</sup> THE WALKING DEAD

NEW SERIES PREMIERE  
SUNDAY AUG 23 9/8C

**amc**





**THESE SKILLS ARE NOT  
CROSSING OVER INTO  
SCHOOL LIVES**



**“DO WE WANT A SOCIETY FULL OF MONOLINGUAL, MONOLITERATE, MONOCULTURAL TEST-TAKERS? OR DO WE WANT A SOCIETY OF MULTILINGUAL, MULTILITERATE, MULTICULTURAL CRITICAL THINKERS WHO POSSESS THE LINGUISTIC AND TECHNOLOGICAL RESOURCES NECESSARY FOR THE 21ST CENTURY?”**

**MARY AMANDA STEWART**



# SUBORDINATION TO THE EVENT

**TIN AMERICA**

Council of the Americas

L



7:17

CNN NEWS



Tweets  
35,5 mil

Seguindo  
45

**Donald J. Trump** ✓

@realDonaldTrump

45th President of the United States of America 🇺🇸

📍 Washington, DC

📅 Participa desde março de 2009

Tweetar para

👤 3 Seguidores que você conhece



🖼️ 2.196 Fotos e vídeos



Tweets Tweets



**Donald J. Trump**  
...conquests, how  
begged for forgiv

🌐 Traduzir do inglês

💬 24 mil ↺



**Donald J. Trump**  
Never in U.S. hist  
Blumenthal. He t

🌐 Traduzir do inglês

💬 17 mil ↺



**Donald J. Trump**  
Interesting to wat  
hoax Russian col

🌐 Traduzir do inglês

💬 16 mil ↺



**Donald J. Trump**

# HYPER- PERSONALIZATION OF POLITICS





**CONFUSION  
BETWEEN  
POLITICS AND  
ENTERTAINING**

**BREAK  
NEWS**

**RUGBY UN**

**WENDY C**

**OFFENCE AT HEARING REGU**

**HD BREAKING NEWS SKY SOUN**

**PRIMACY OF THE  
DIRECT OVER THE  
DEFERRED**



# VALORIZATION OF NON-VERBAL DIMENSIONS IN THE COMMUNICATION





# PREDOMINANCE OF REDUNDANCIES IN COMMUNICATION

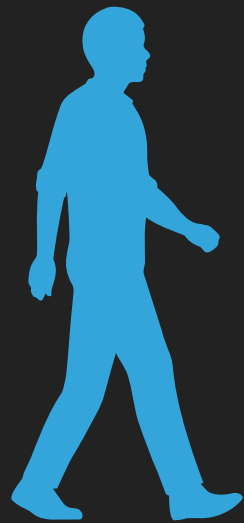
**“IN THE ERA OF 21ST CENTURY GLOBALIZATION, CYBERSPACE IS REPRESENTED AS A DIGITAL AND MATERIAL REVOLUTION, WHICH CONTAINS AN INFRASTRUCTURE (COMPUTER NETWORKS) IN RAPID GLOBAL EXPANSION AND A SUPERSTRUCTURE (VIRTUAL REALITY), COMPUTER SCREENS AND TELEVISION. IT IS THE CREATION OF A KIND OF OPPORTUNITIES FOR DOMESTIC PRESIDENCY OVER THE GLOBAL WORLD, THE USER IMMERSSED IN A WORLD OF DATA AND INFORMATION IS ABLE TO CAPTURE ALL KNOWLEDGE, TRAVEL WITHOUT LIMITS IN A SPACE WHERE VIRTUAL REALITY IS STRONGER THAN THE CONCRETE REALITY IT IS A HYPER-FICTION, AT THE SAME TIME HYPER-REALISTIC THAT ALLOWS ANY MORTAL TO REALIZE THE MOST AMBITIOUS BOURGEOIS DREAMS.”**

**Estanque (2009, WEB)**



THE YOUNG APPRENTICES QUESTION THE STATUS QUO THAT SURROUNDS THEM, ACCEPTING “LITTLE AT FACE VALUE... UNLIKE THE TV GENERATION WHICH HAD NO VIABLE MEANS TO INTERACT WITH MEDIA CONTENT, THE N-GENERATION HAS THE TOOLS TO CHALLENGE IDEAS, PEOPLE, STATEMENTS – ANYTHING. THESE YOUTH LOVE TO ARGUE AND DEBATE...THEY ARE ALSO LEARNING TO THINK CRITICALLY AS WELL” (TAPSCOTT, 2009:WEB).

Tapscott (2009, WEB)



homo sapiens



homo ocular



homo *pronetaire*

**EDUCATION**

**PRONETARIZATION**

**EDUCATION FOR  
PROACTIVE CITIZENSHIP  
THROUGH THE INTERNET**

A NEW TYPE OF INTERNET SERVICE USERS THAT ARE “CAPABLES DE PRODUIRE, DIFFUSER, VENDRE DES CONTENUS NUMÉRIQUES NON PROPRIÉTAIRES”, BY MAKING USE “BLOGS, SITES WEB INTERACTIFS, SORTES DE JOURNAUX PERSONNELS EN P2P (...)” IN ORDER TO CONTRIBUTE TO A REREADING AND RECREATION OF NATIONAL AND INTERNATIONAL NEWS.

Rosnay (2006, p. 25).



# PRO-ACTIVE CITIZENSHIP

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(cf. Cruz & Orange, 2016)

**HOW CAN WE TACKLE  
THESE AT SCHOOL?**



“ZOMBIES AT SCHOOLS”

---

# **TED<sup>x</sup>** RíodelaPlata

**x=evento TED organizado de forma independiente**



# WHAT IS CRITICAL THINKING?

---

INDEPENDENT, REASONABLE, REFLECTIVE THINKING THAT IS FOCUSED ON DECIDING WHAT TO BELIEVE AND DO.

THE PROCESS OF CRITICAL THINKING INVOLVES  
**ACQUIRING INFORMATION AND ASSESSING** IT TO REACH A WELL-JUSTIFIED CONCLUSION OR ANSWER.

CRITICAL THINKERS GATHER INFORMATION FROM **ALL SENSES**, EXPERIENCE. .



# IMPLEMENTING CRITICAL THINKING PEDAGOGIES

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PROMOTING **INTERACTION** AMONGST PUPILS;

ASKING OPEN-ENDED QUESTIONS;

ALLOWING **SUFFICIENT TIME** FOR REFLECTION;

USING **PAIR AND GROUP WORK** ACTIVITIES;

SPEAKING LESS AND LETTING PUPILS THINK MORE;

CALLING ON PUPILS THAT DO NOT USUALLY PARTICIPATE QUITE OFTEN;

CALLING ON PUPILS TO **SUMMARIZE IDEAS**;

REQUIRING REGULAR PROJECTS IN CLASS;

DEVELOPING **SELF-ASSESSMENT STRATEGIES**.



# LET YOUR STUDENTS LEAD THE LEARNING

---

EFFECTIVE TEACHERS ARE MORE LIKE **MODERATORS**, OFFERING INSPIRATION AND GUIDING STUDENTS TO DISCOVER FOR THEMSELVES.

GIVE STUDENTS THE OPPORTUNITY TO BE **SELF-LEARNERS AND SELF-EVALUATORS**, WHICH GUARANTEES LIFELONG LEARNING.





# QUESTIONING

---

STUDENTS SHOULD BE ABLE TO ASK QUESTIONS AND FIND A WAY TO GET ANSWERS FOR THEM.

STUDENTS (AND TEACHERS) MUST REFLECT OUT LOUD ON THEIR NEW DISCOVERIES.

A KWL CHART CAN FACILITATE THE PROCESS (WHAT DO YOU KNOW? WHAT DO YOU WANT TO KNOW? WHAT HAVE YOU LEARNED?)



# ENCOURAGE COLLABORATION

---

“WE ARE GREATER THAN THE  
SUM OF OUR PARTS.”

A HEALTHY, ACTIVE  
CLASSROOM IS A **SHARING**  
CLASSROOM.

STUDENTS ARE SOCIAL  
BEINGS, AND EVEN MORE SO  
IN A LANGUAGE CLASS.

FIND EVERY OPPORTUNITY TO  
ALLOW STUDENTS TO **FORM**  
**PAIRS AND SMALL GROUPS.**





# ENCOURAGE CREATIVITY

---

CREATIVE ACTIVITIES  
ALLOW STUDENTS TO  
**EXPRESS WHAT THEY'VE  
LEARNED IN A NEW WAY.**

THE SYNTHESIZING AND  
PERSONALIZING OF  
KNOWLEDGE  
CONSOLIDATES LEARNING,  
AND CREATES AN  
EXPERIENCE THAT REMAINS  
WITH STUDENTS LONG  
AFTER THE CLASS IS OVER.

**TEXTBOOKS?**

**YES OR NO?**



**“CONTENT (POTENTIAL INTAKE) IS NOT PREDICTABLE. IT IS, RATHER, SOMETHING THAT EMERGES BECAUSE OF THE INTERACTIVE NATURE OF CLASSROOM EVENTS.”**

**Allwright (1981:8)**

# Choosing your Coursebook

Alan Cunningsworth



MACMILLAN  
HEINEMANN  
English Language Teaching

# TEXTBOOKS?

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LACK OF VARIETY OF STRATEGIES;

A WEAK RESPONSE TO THE REAL NEEDS OF THE STUDENTS;

SPONTANEITY AND CURRICULAR FLEXIBILITY ALSO DECREASE;

LACK OF CREATIVITY IN THE USE OF THE LANGUAGE ITSELF.

(Cunningsworth, 1995)

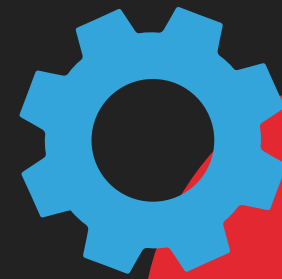
**FULL EMPLOYMENT?**



# TODAY'S SCHOOL OR YESTERDAY'S SCHOOL?

---

THE EDUCATION SYSTEMS, WHICH ARE STILL LINKED TO A TAYLORIST MODEL OF PREPARING PEOPLE FOR A FULL EMPLOYMENT ECONOMY ARE NOT CAPABLE OF CREATING CITIZENS FOR THE 21ST CENTURY.



**AUTOMATIZATION**



**PRECARIETY**



**LACK OF FRONTIERS**

**CULTURE OR  
CULTURES?**



# LINGUISTIC AND CULTURAL VARIETIES

---

“INCREASE THE CONFIDENCE OF THE SPEAKERS OF A LANGUAGE LEADING THEM TO THE UNDERSTANDING THAT LEARNING THE LANGUAGE DOES NOT HAVE TO BE TOTALLY BASED ON A SINGLE VARIETY BUT RATHER IN REAL AND USEFUL SITUATIONS SO THAT THEY CAN FEEL THAT THEY ARE PART OF THE CONSTRUCTION OF THE LANGUAGE THEY SPEAK”

“WE BELIEVE THAT THE GREATEST WEALTH OF LANGUAGE IS PRECISELY IN ITS DIVERSITY, SO IT MUST BE EXPLORED IN THE TEACHING OF MOTHER TONGUE AND FOREIGN LANGUAGE. (...) WE EXPECT OUR STUDENTS TO BE PREPARED TO DEAL WITH THE ACTUAL USE OF THE LANGUAGE IN CONCRETE SITUATIONS, SO THE IMPORTANCE OF ANALYZING DIFFERENT VARIETIES

(Del Rios, & Ayres, 2015)



A diagram consisting of ten red circles arranged in three rows on a dark gray background. The top row has three circles, the middle row has three circles, and the bottom row has four circles. Each circle contains a white text label representing a digital user group.

**NETIZEN**

**VIDEObLOGGERS**

**DIGITAL NATIVES**

**QUIZZERS**

**CYBERPUNKS**

**HACKERS**

**CHATTERS**

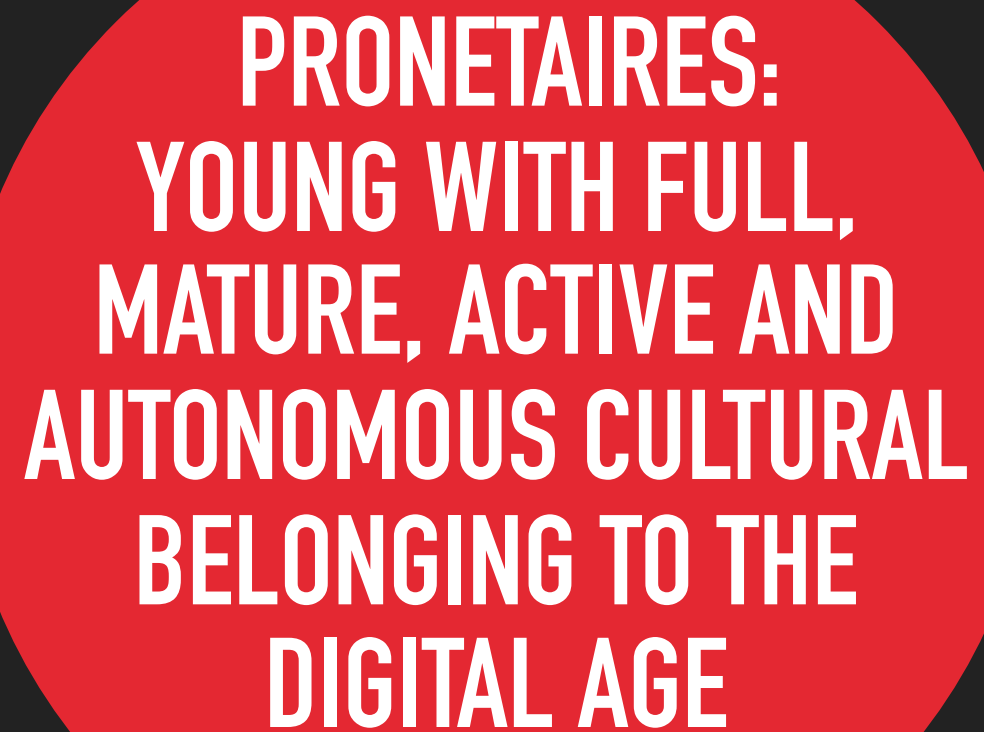
**VOYEURS**

**YOUTUBERS**

**BLOGGERS**

**(PALFREY, GASSER, SIMUN & BARNES, 2009)**





**PRONETAIRES:  
YOUNG WITH FULL,  
MATURE, ACTIVE AND  
AUTONOMOUS CULTURAL  
BELONGING TO THE  
DIGITAL AGE**

# PEDAGOGY OF INNOVATION OR RENEWAL?



explanation pedagogy



critical (hyper)pedagogy

post-method era > connectivism

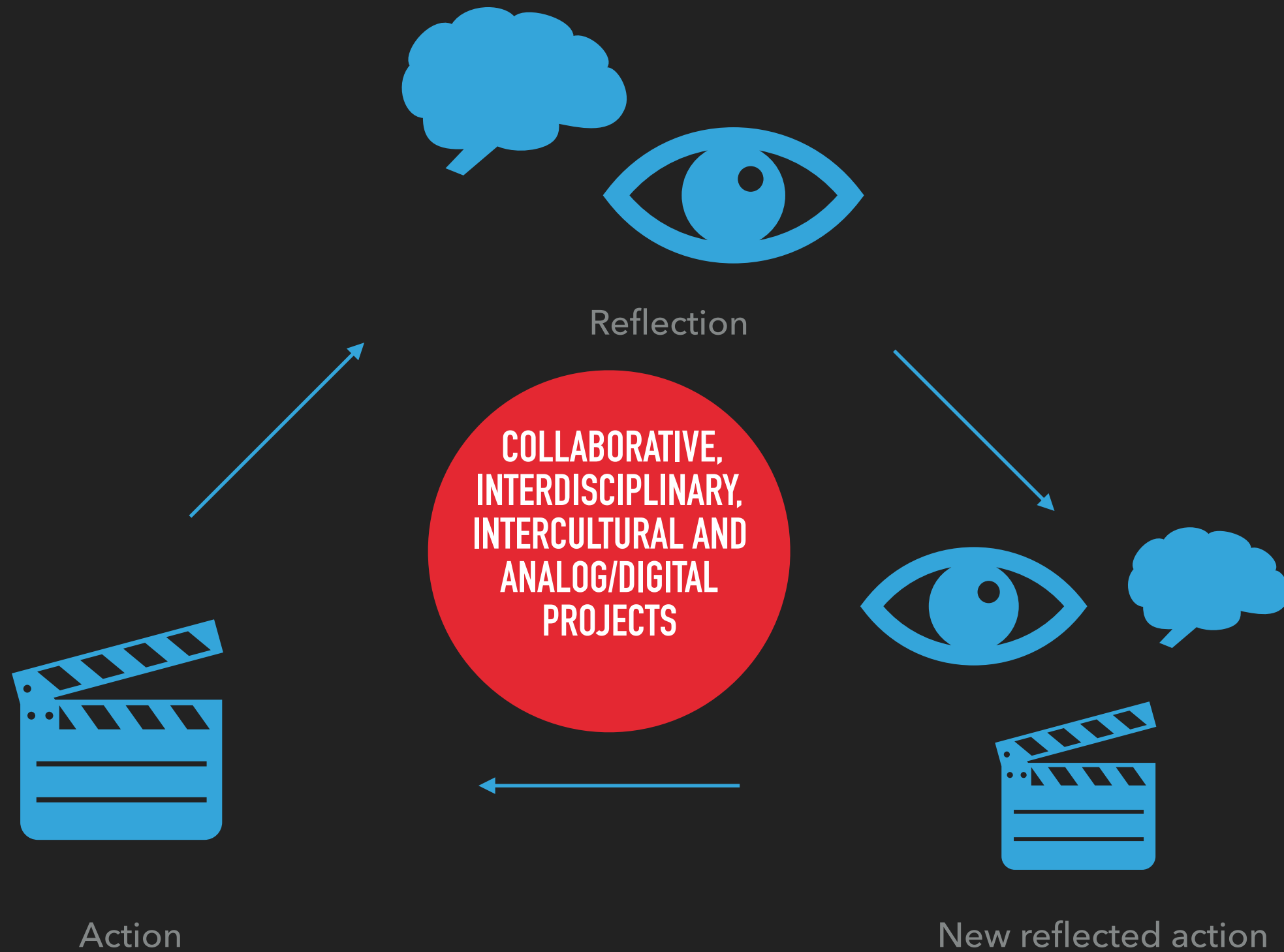


# IT IMPLIES

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PEDAGOGY FOR AUTONOMY THAT AIMS AT THE CONSTANT TRANSFORMATION OF THE CONDITIONS IN WHICH ONE LEARNS AND ALSO THAT IMPLIES THE DEVELOPMENT OF A SOCIAL RESPONSIBILITY, A CRITICAL AWARENESS OF THE STATE OF THE ECONOMIC-POLITICAL AND SOCIO-CULTURAL SOCIETY AND A ROLE PROACTIVE LEARNING BY THE LEARNERS IN THE WHOLE PROCESS.

(Jiménez Raya, et al., 2007; Lamb, 2000)



Freire (1997)



2

**TECHNOLOGY  
MEDIA-DRIVEN  
APPROACHES 3.0**

# EXPERIENTIAL COMMUNICATIVE APPROACH

**“EVERY LESSON SHOULD INCLUDE A HANDS-ON EXPERIENCE. IF THE LESSON IS ABOUT FRACTIONS, LET THE CHILDREN PLAY WITH PLASTIC PIES WITH SLICES TO UNDERSTAND. IF THE LESSON IS ON WRITING, PLAY GAMES THAT ALLOW STUDENTS TO IDENTIFY BETTER WRITING TECHNIQUES. USE THE COMPUTER AND ONLINE RESOURCES TO TAKE LEARNING TO A NEW LEVEL WHERE THEY CAN SEE AND HEAR AND INTERACT. CONSIDER THE POTENTIAL OF TOUCH SCREENS IN EDUCATION, WHERE A CHILD CAN EASILY SLIDE OBJECTS BACK AND FORTH ON THE SCREEN AND LEARN IN THE PROCESS.”**

**ARSLAN (2009:WEB)**





# COMMUNICATIVE EXPERIENTIAL APPROACH

CLASSROOM TASKS  
SHOULD ENGAGE  
STUDENTS IN  
COOPERATIVE  
STRATEGIES, MAKING  
THEM RESPONSIBLE FOR  
THEIR LEARNING

AUTHENTIC USE OF  
LANGUAGE, WITH  
MEANINGFUL AND  
STIMULATING ACTIVITIES,  
IS ALSO ADVISED.

EMOTION

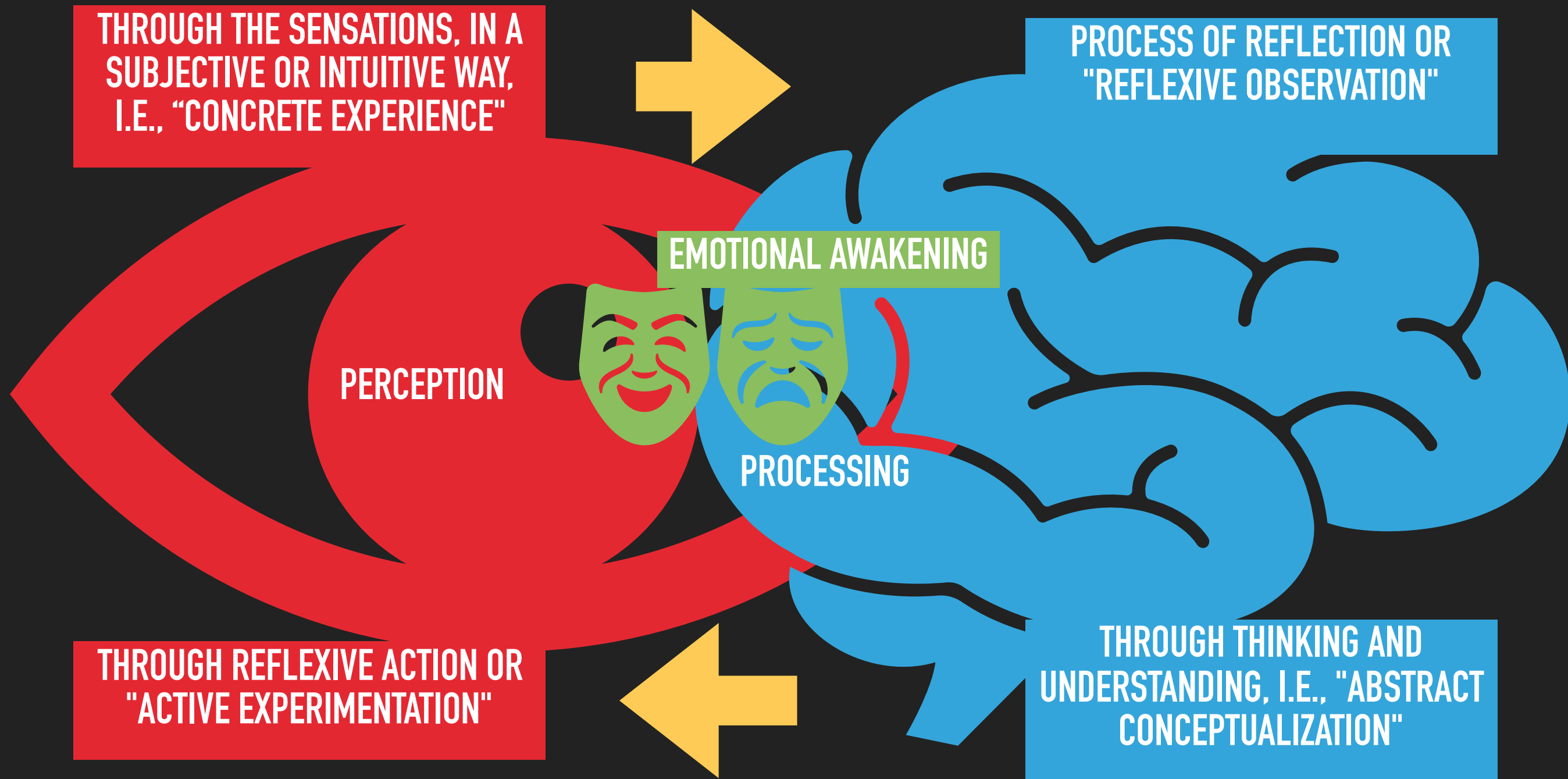
AFFECTION AND  
SECURITY ARE OF  
UTMOST IMPORTANCE AS  
PUPILS NEED TO FEEL  
BOTH SAFE AND PART OF  
A COMMUNITY, BUT ALSO  
REWARDED FOR THEIR  
ACHIEVEMENTS

EACH TASK SHOULD POSE  
CHALLENGES AND  
THEREFORE GENERATE  
INTEREST

(Fernández-Corbacho, 2014)

**“YOU ONLY REMEMBER WHAT  
YOU FEEL, AND THAT  
BECOMES EXPERIENCE”**

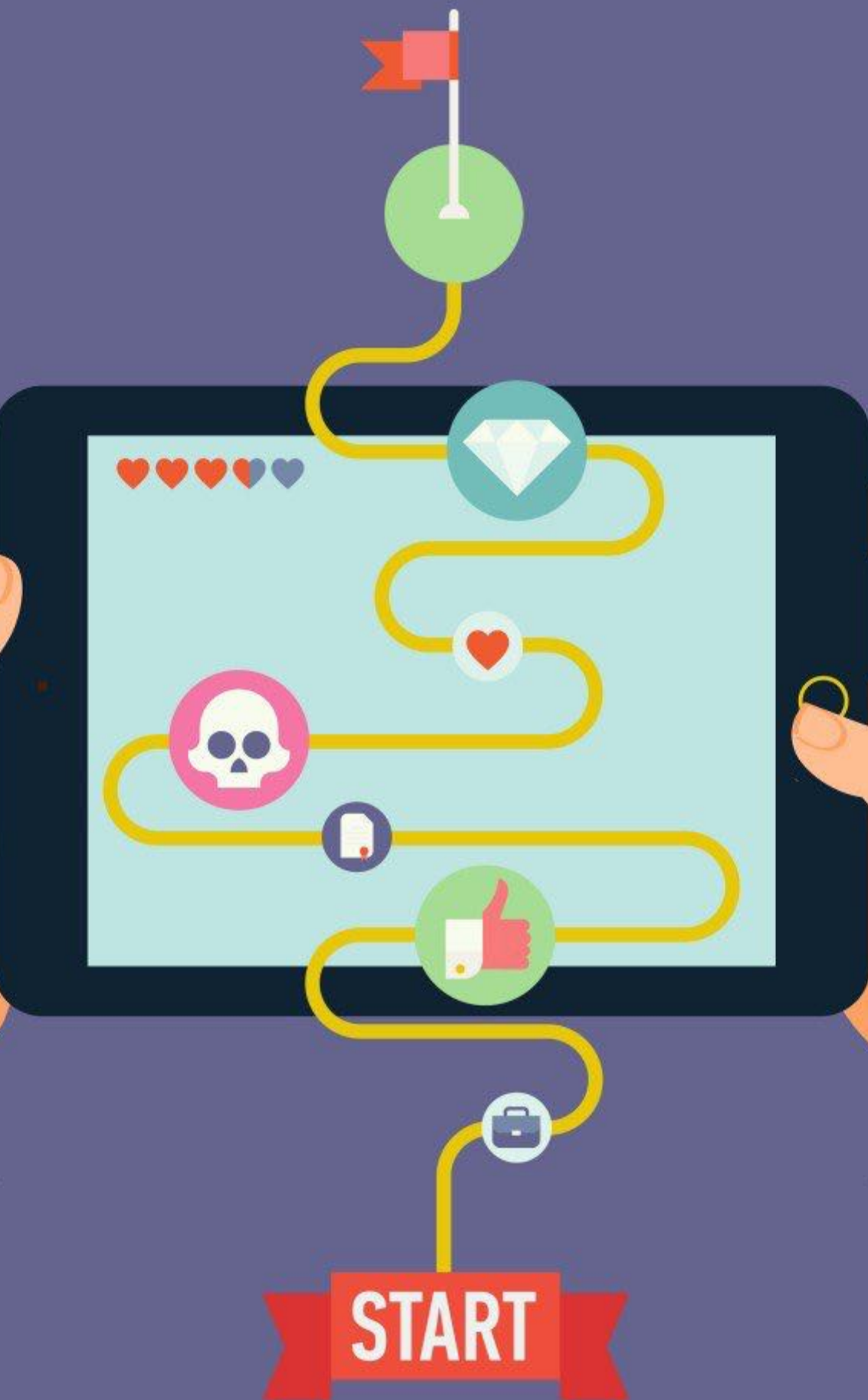
**(Brierley, 2011)**



(Kolb, 1984; Mora, 2013)

# GAMIFICATION PEDAGOGY





# WHAT DOES IT IMPLY?

TECHNOLOGY  
(ANALOGUE OR  
DIGITAL)

GAME ELEMENTS  
(LOGOS, TIME LIMIT,  
PUNCTUATIONS)

THINKING  
(CHALLENGES,  
COMPETITION, ETC.)

ENRICH THE  
LEARNING

MODIFY STUDENTS'  
BEHAVIOR

EMOTION



# WHY GAMIFICATION?

---

THE GROWTH OF  
COMPUTER GAME  
INDUSTRY

# WHY GAMIFICATION?

---

THE SPREADING OF  
SOCIAL MEDIA





# WHY GAMIFICATION?

---

THE QUEST TO  
INFLUENCE THE WAY  
PEOPLE BEHAVE  
(SOCIALLY,  
ECONOMICALLY, ETC.)



# GAMES VS GAMIFIED TASKS

---

| GAMES                            | GAMIFIED TASKS                             |
|----------------------------------|--|
| DEFINED RULES AND OBJECTIVES     | COLLECTION OF TASKS WITH POINTS OR REWARDS |
| POSSIBILITY OF LOSING            | MOTIVATION IS THE KEY WORD                 |
| HARD AND EXPENSIVE TO BUILD      | EASIER AND CHEAPER                         |
| CONTENT MORPHED TO FIT THE STORY | CONTENT IS CHANGEABLE AND CUSTOMIZABLE     |

(Enders, 2013)



# SELF-DETERMINATION THEORY

---

**SKILL**

**PROBLEM-SOLVING  
PROGRESS  
INSTANTANEOUS FEEDBACK**

**AUTONOMY**

**LEARNER-CENTRED  
EXPERIMENTATION  
CUSTOMIZATION**

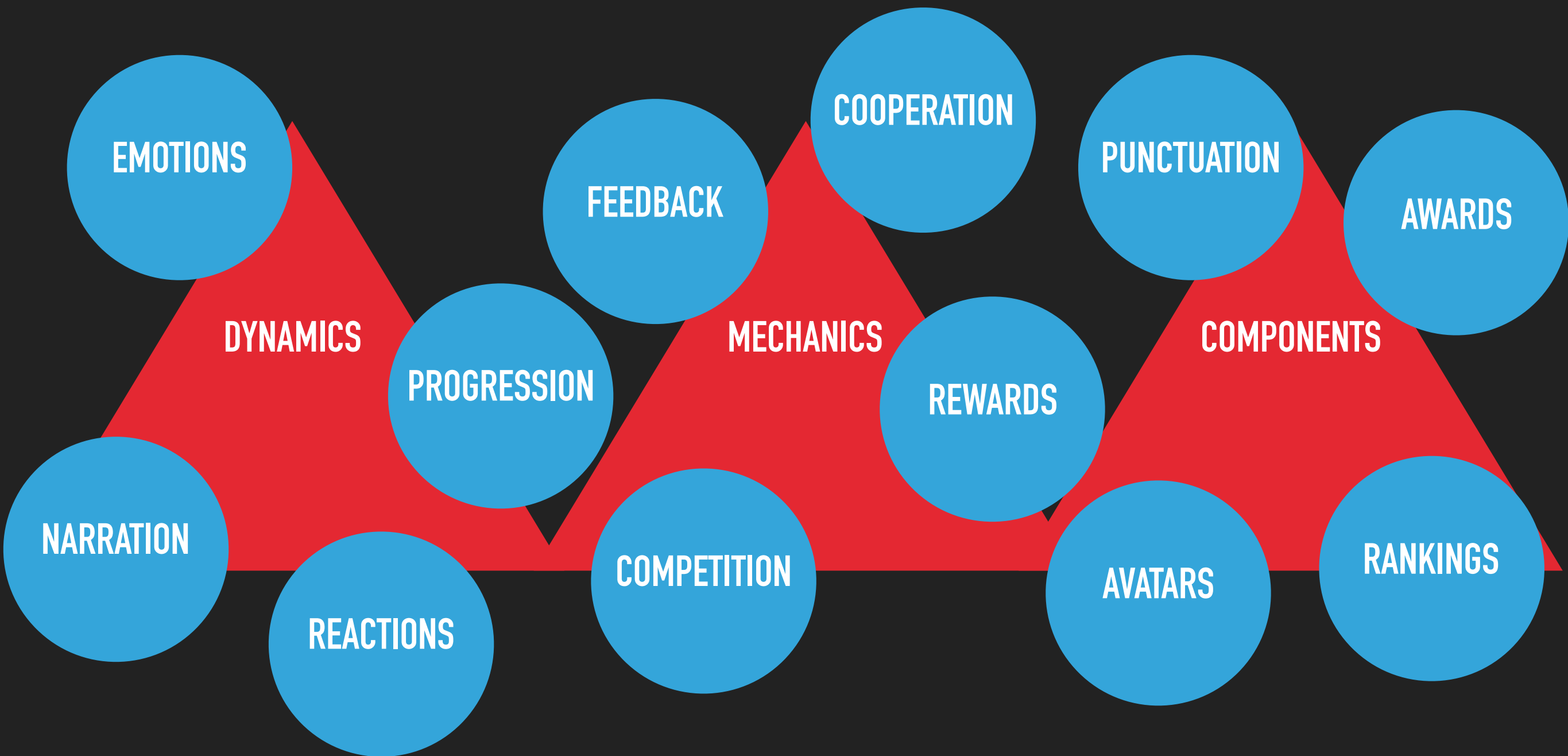
**RELATION**

**SENSE OF BELONGING  
SIGNIFICANCE  
SOCIAL INTERACTION**

**INTRINSIC  
MOTIVATION**

# GAMIFICATION ELEMENTS

---



(Foncubierta & Rodríguez, 2015)

**“TECHNIQUE THAT THE TEACHER USES IN THE DESIGN OF A LEARNING ACTIVITY (BE IT ANALOGUE OR DIGITAL) INTRODUCING ELEMENTS OF THE GAME (BADGES, TIME LIMIT, SCORES, DICE, ETC.) AND THEIR THINKING (CHALLENGES, COMPETITION, ETC.) IN ORDER TO ENRICH THAT LEARNING EXPERIENCE, DIRECT AND / OR MODIFY THE BEHAVIOR OF THE STUDENTS IN THE CLASSROOM.”**

**Foncubierta y Rodríguez (2015)**

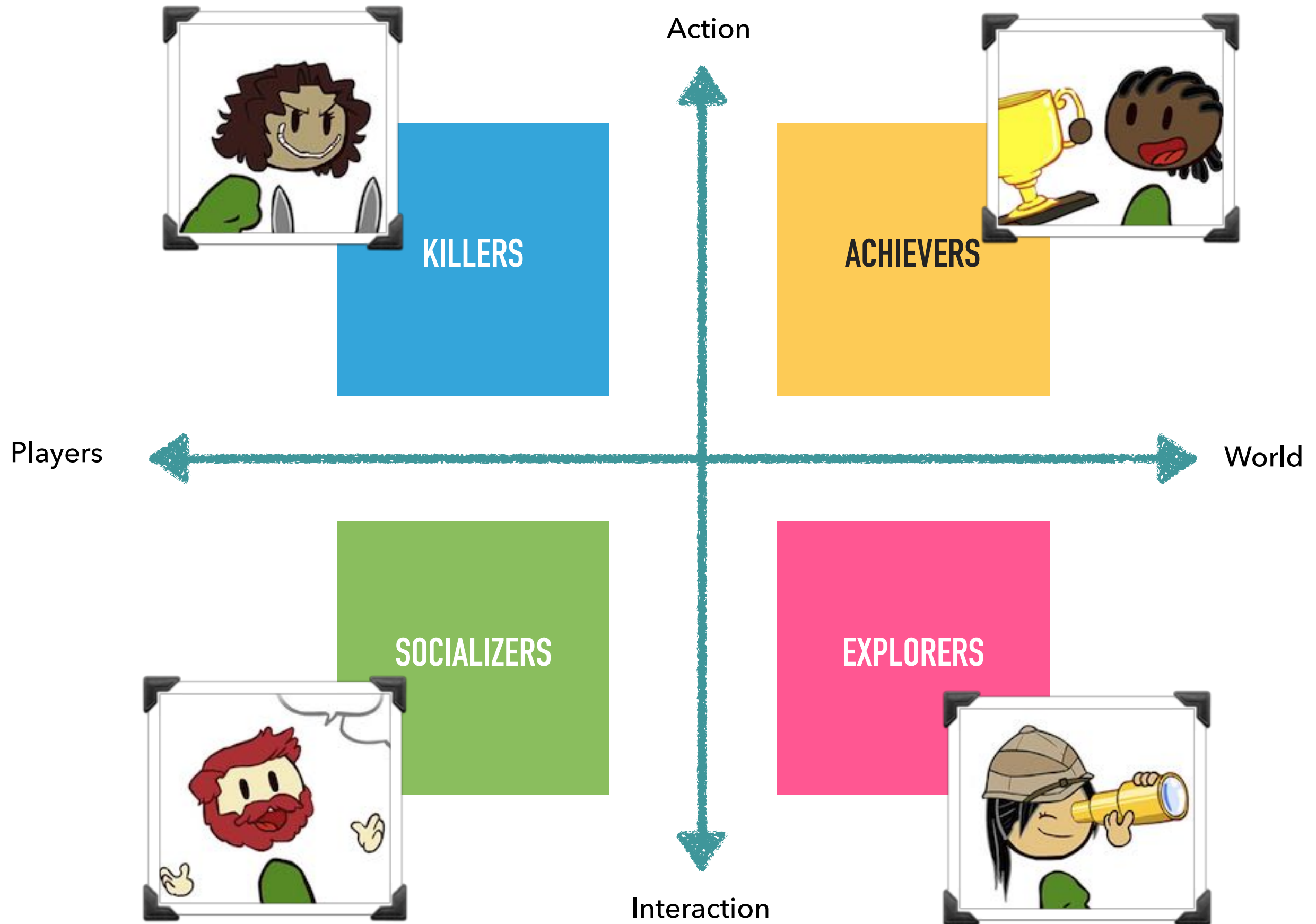
**THE ACTIVITY OF LEARNING  
GOES BEYOND THE MERE ACT OF  
MOTIVATING, SINCE IT IS AIMED AT  
SOLVING PROBLEMS SUCH AS  
DISPERSION, INACTIVITY, NON-  
COMPREHENSION OR THE SENSATION  
OF DIFFICULTY THROUGH THE ACT  
OF INVOLVING THE STUDENT  
(ENGAGEMENT)**

**THE FEATURES OF THE NATURE  
OF THE GAME CAN HELP TO CAPTURE  
ATTENTION, FACILITATE THE ABILITY OF  
MEMORIZATION AND RETENTION IN THE  
ACQUISITION OF SKILLS AND  
KNOWLEDGE OF OUR STUDENTS,  
MAKING THE ACTION OF LEARNING A  
MORE EXPERIENTIAL ACTIVITY**

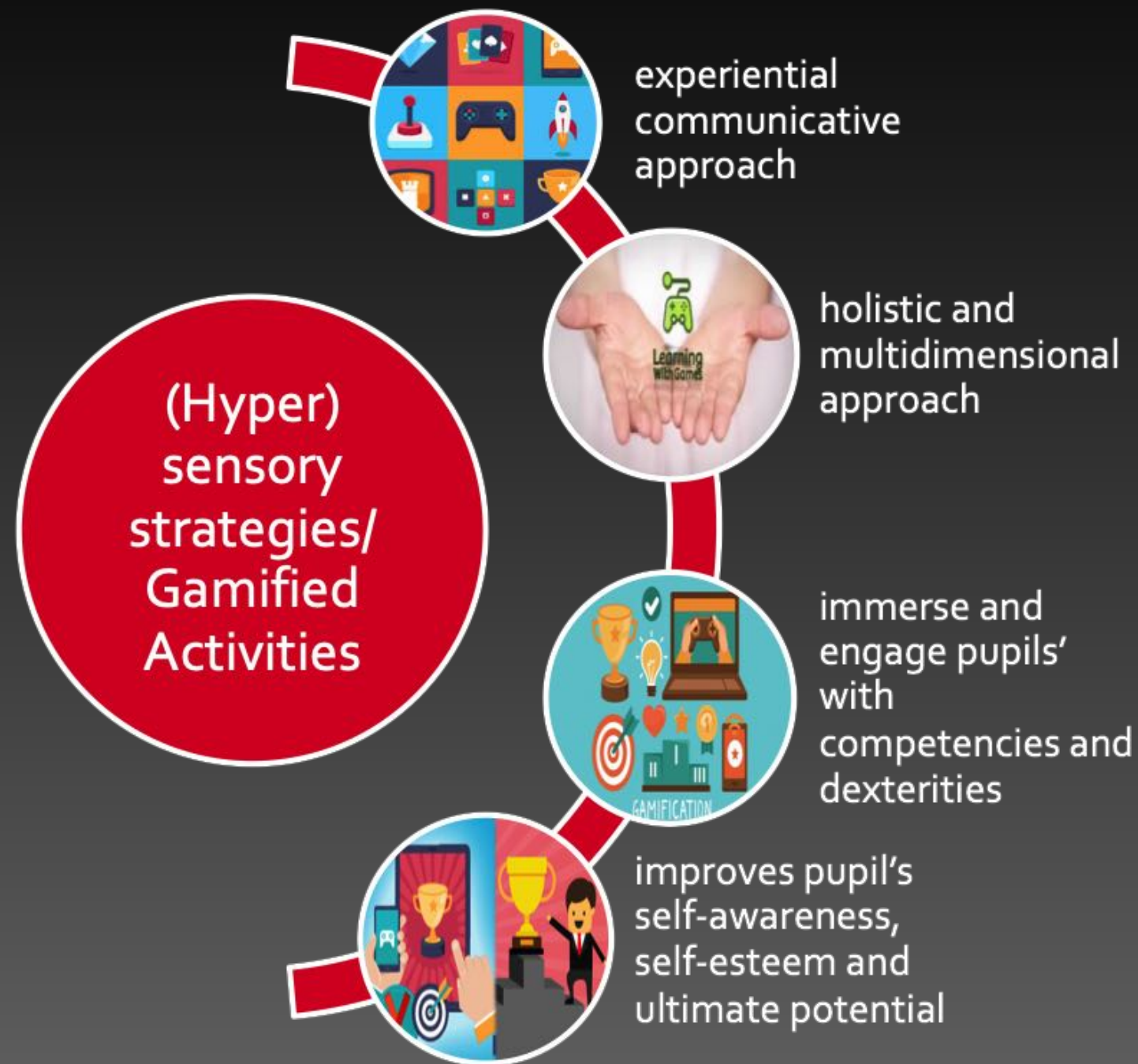
**THE CONTENTS AND CAPACITIES THAT  
ARE PRACTICED BY GAMIFIED ACTIVITY,  
ONCE LEARNED IN THE CLASSROOM  
CONTEXT, MAY BE MORE AVAILABLE  
IN NON-GAME CONTEXTS (THE  
REAL WORLD)**

(Foncubierta & Rodríguez, 2015)

# TYPE OF PLAYERS







# GAMIFICATION IS NOT...

the simple adding of points, badges and providing competitive leaderboards (PBL's) that it can make a tedious activity into something immediately exciting (cf. Chou, 2016).



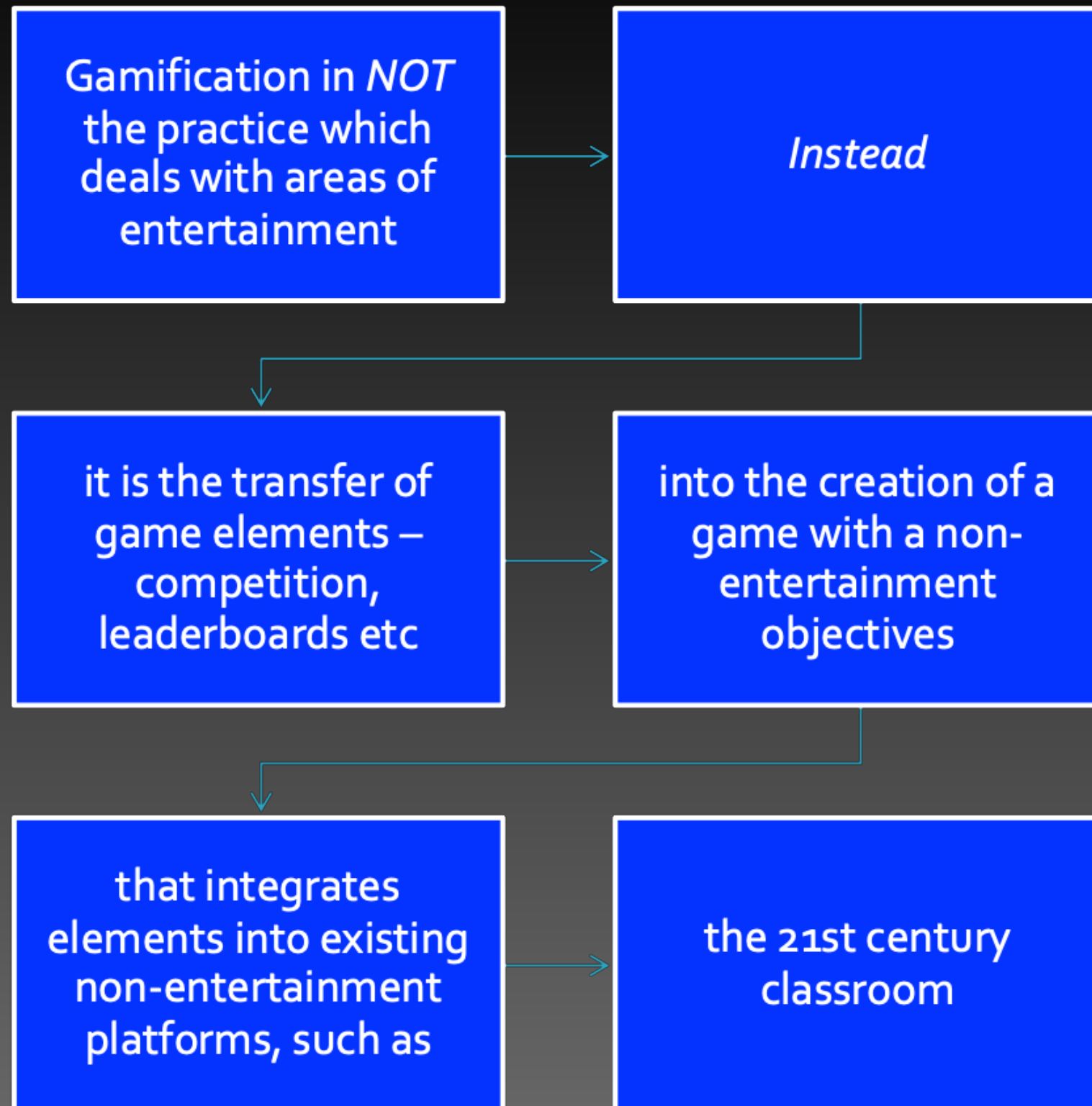
helps to engineer  
and design for  
motivation within  
a classroom  
setting



optimize  
motivation in  
order to fulfill  
short-term and  
long-term  
classroom goals



transforms  
activities into  
meaningful  
experiences



(cf. Chou, 2015; Oliveira, 2017)





# MOTIVATION

**EMOTION**

# THE OCTALYSIS FRAMEWORK

# GAMIFICATION OCTALYSIS FRAMEWORK

---



(cf. Chou, 2016)



# CORE DRIVE 1. EPIC MEANING & CALLING

---

- ▶ WHERE A PLAYER IS MOTIVATED BECAUSE THEY ARE ENGAGED IN DOING **SOMETHING BIGGER THAN THEMSELVES.**
- ▶ A SYMPTOM OF THIS IS A PLAYER WHO DEVOTES A LOT OF THEIR TIME TO MAINTAINING A FORUM OR HELPING TO CREATE THINGS FOR THE ENTIRE COMMUNITY (WIKIPEDIA OR OPEN SOURCE PROJECTS).





## 2. DEVELOPMENT & ACCOMPLISHMENT

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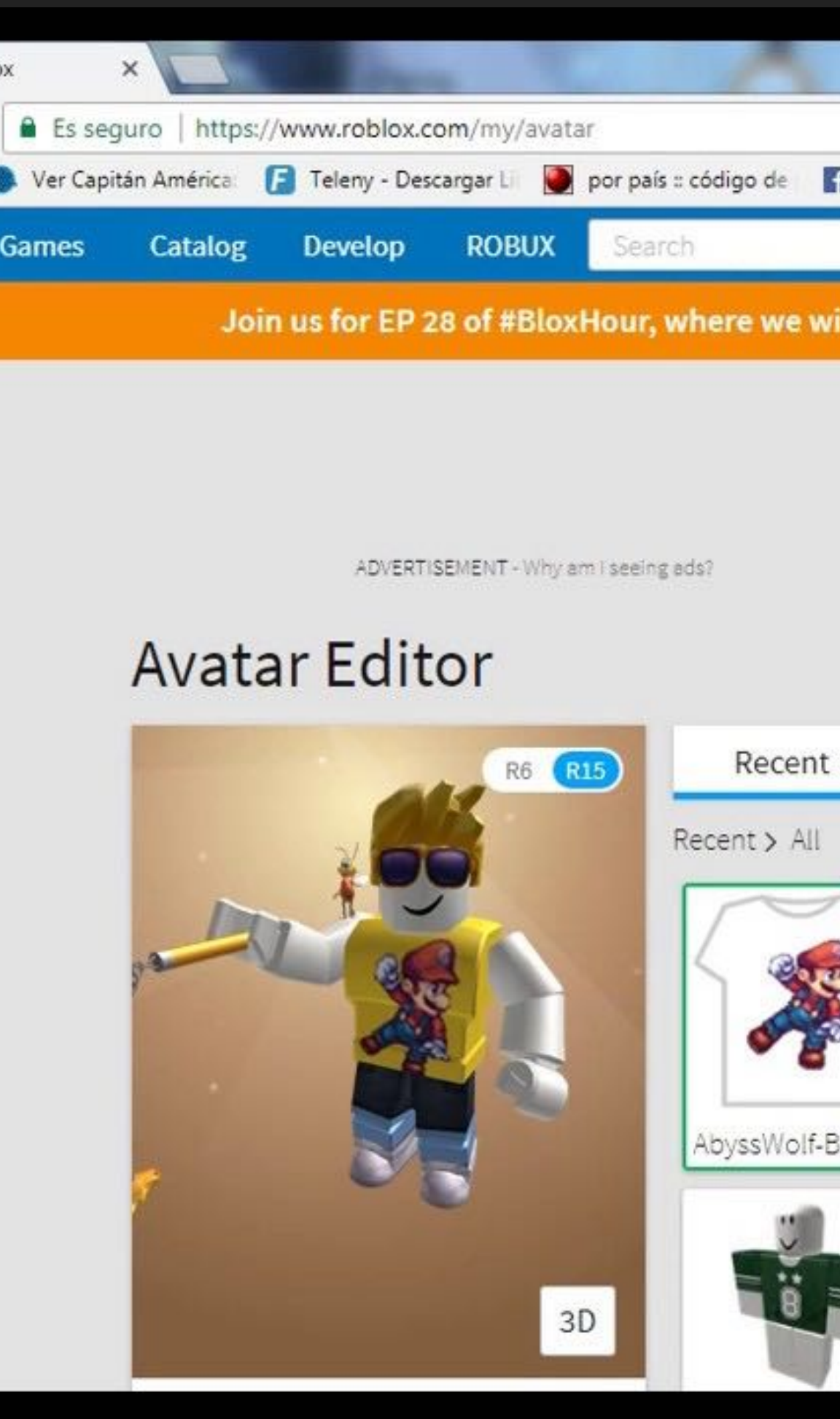
- ▶ THE INTERNAL DRIVE WHERE PEOPLE ARE DRIVEN BY A SENSE OF GROWTH, A NEED TO ACCOMPLISH A TARGETED GOAL.
- ▶ MAKING PROGRESS, DEVELOPING SKILLS, AND EVENTUALLY OVERCOMING MEANINGFUL CHALLENGES.
- ▶ THIS IS ALSO THE CORE DRIVE THAT IS THE EASIEST TO DESIGN FOR AND WHERE MOST OF THE PBLs: **POINTS, BADGES, LEADERBOARDS** CAN BE FOUND.



### 3. EMPOWERMENT OF CREATIVITY & FEEDBACK

---

- ▶ WHEN USERS ARE ENGAGED IN A CREATIVE PROCESS WHERE THEY HAVE TO REPEATEDLY FIGURE THINGS OUT AND TRY DIFFERENT COMBINATIONS.
- ▶ PEOPLE NOT ONLY NEED WAYS TO EXPRESS THEIR CREATIVITY, BUT **THEY NEED TO BE ABLE TO SEE THE RESULTS OF THEIR CREATIVITY, RECEIVE FEEDBACK, AND RESPOND IN TURN.**
- ▶ THIS IS WHY PLAYING WITH LEGOS ARE FUN AND ENGAGING BY ASSEMBLING, DISMANTLING AND REBUILDING THESE BASIC STRUCTURES, THEY BECOME AN "EVERGREEN MECHANIC". THE GAME-DESIGNER/STUDENT/CHILD IS ABLE TO BE CREATIVE AND SEE IMMEDIATE RESULTS.



## 4. OWNERSHIP & POSSESSION

- ▶ IT REPRESENTS THE MOTIVATION THAT IS DRIVEN BY OUR FEELINGS OF OWNING SOMETHING AND CONSEQUENTLY THE DESIRE TO IMPROVE, PROTECT AND OBTAIN MORE OF IT.
- ▶ IF A PERSON SPENDS A LOT OF TIME CUSTOMIZING **HIS/HER PROFILE** OR HER AVATAR, THEY AUTOMATICALLY FEEL MORE OWNERSHIP TOWARDS IT.
- ▶ IT IS THE DRIVE THAT **COMPELS US TO COLLECT STAMPS, PUZZLES, ACCUMULATE WEALTH**





## 5. SOCIAL INFLUENCE & RELATEDNESS

---

- ▶ THE ENGINE BEHIND MANY THEMES AND INCORPORATES ALL THE SOCIAL ELEMENTS THAT DRIVE PEOPLE:
  - ▶ MENTORSHIP,
  - ▶ ACCEPTANCE,
  - ▶ SOCIAL RESPONSES,
  - ▶ COMPANIONSHIP,
  - ▶ COMPETITION AND ENVY.
- ▶ THE DESIRE TO CONNECT AND COMPARE OURSELVES WITH ONE ANOTHER.
- ▶ WE ARE DRIVEN TO REACH THE SAME LEVEL.



## 6. SCARCITY & IMPATIENCE

---

- ▶ THIS IS THE DRIVE OF WANTING SOMETHING SIMPLY BECAUSE WE CAN'T HAVE IT, OR BECAUSE THERE IS DIFFICULTY IN OBTAINING IT.
- ▶ MANY GAMES HAVE **APPOINTMENT DYNAMICS** (COME BACK 2 HOURS LATER TO GET YOUR REWARD) – THE FACT THAT PEOPLE CAN'T GET SOMETHING RIGHT NOW MOTIVATES THEM TO THINK ABOUT IT ALL DAY LONG.



# 7. UNPREDICTABILITY & CURIOSITY

---



- ▶ THE MAIN FORCE BEHIND OUR INFATUATION WITH EXPERIENCES THAT ARE UNCERTAIN AND INVOLVE CHANCE.
- ▶ A HARMLESS DRIVE OF **WANTING TO FIND OUT WHAT WILL HAPPEN NEXT.**
- ▶ IF YOU WE ARE UNCERTAIN, OR IN SUSPENSE, OUR BRAIN BECOMES MORE ACTIVELY ENGAGED AND AWARE.





## 8. LOSS & AVOIDANCE

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- ▶ THIS CORE DRIVE MOTIVATES THROUGH THE FEAR OF LOSING SOMETHING OR HAVING UNDESIRABLE EVENTS TRANSPIRE.
- ▶ **THE AVOIDING OF SOMETHING NEGATIVE FROM HAPPENING.** IT IS THE REFUSAL TO GIVE UP AND ADMIT THAT EVERYTHING DONE UP TO THIS POINT HAS BEEN RENDERED USELESS.
- ▶ ACTING ON ANY PERCEIVED AS FADING OPPORTUNITIES SO AS NOT TO LOSE THE CHANCE TO ACT ON THEM FOREVER.



The Octalysis Tool enables you to develop the Octalysis for your product/process. Use the controls below to control the Octalysis core drives.

[Examples](#) | [Help](#)

**Project name**

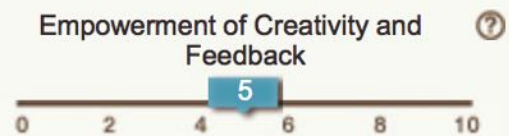
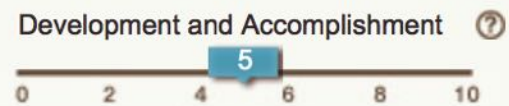
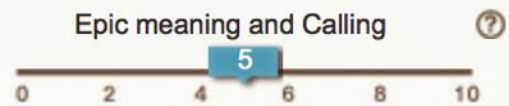
**Subtitle line 1**

**Subtitle line 2**

Play with the slides below to set the Core Drives. Set your project title and subtitles above. And set the logo for the project.



[My Octalysis Graphs](#)



Click to add text

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Click to add text

Click to add text



# FLIPPED CLASSROOM APPROACH

# WHAT IS IT ABOUT?

---

BY USING TECHNOLOGY  
TEACHERS ENHANCE  
LEARNING BY GIVING  
PUPILS ACCESS TO ANY  
SOURCES OF  
INFORMATION  
PREVIOUS TO THE  
LESSON.

(Moravec, Williams, Aguilar-Roca,  
O'Dowd, 2010; Flipped Learning  
Network, 2014; Reynard, 2007)





---

THESE AUDIO-SCRIPTS-VISUAL RESOURCES ARE OFTEN IN THE FORM OF NARRATED VIDEO PRESENTATIONS OR EDUCATIONAL MULTIMEDIA WEBSITES.

(Moravec, Williams, Aguilar-Roca, O'Dowd, 2010; Flipped Learning Network, 2014; Reynard, 2007)



---

CLASS TIME IS SEEN AS  
AN IMPORTANT PIECE  
OF THE LEARNING  
PROCESS FOR PUPILS  
AND SHOULD PROVIDE  
COLLABORATIVE WORK.

(Moravec, Williams, Aguilar-Roca,  
O'Dowd, 2010; Flipped Learning  
Network, 2014; Reynard, 2007)



# DIFERENCES

## traditional classroom

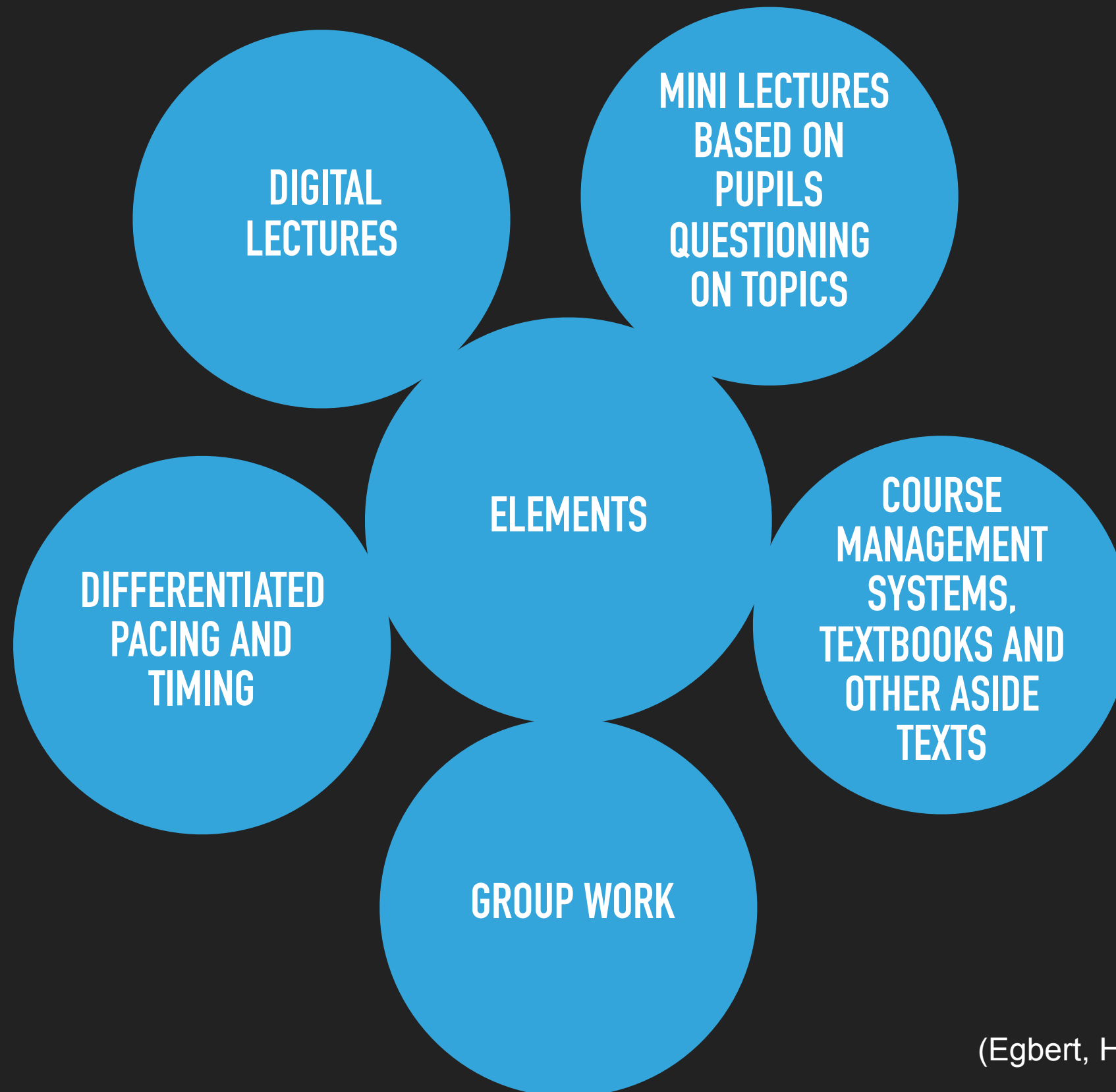
- ▶ teacher directed instruction
- ▶ students watch, listen and take notes
- ▶ students follow teacher's guided instruction
- ▶ students have classroom practice
- ▶ teacher assesses learning

## flipped classroom

- ▶ materials are assigned to be investigated at home
- ▶ class time is devoted to clarifying and rehearsing information
- ▶ debates, group work, problem-solving exercises, etc.
- ▶ teacher uses time to support student's individual learning

# FLIPPED CLASSROOM ELEMENTS

---



(Egbert, Herman and Lee, 2015)

# 20 TIME PROJECT

(OR GENIUS HOUR)



# WHAT IS IT BASED ON?

---

IT IS BASED ON THE WAY GOOGLE'S ENTERPRISE MANAGE THEIR EMPLOYEE'S WORK TIME.





# WHAT IS IT ABOUT?

---

IT IS ABOUT GOALS  
SETTING, IMPLEMENTING,  
REFLECTING,  
REDIRECTING AND  
SHOWCASING THEM, BUT  
IT ALSO STIMULATES  
RESEARCH,  
ORGANIZATION, CREATION  
AND CRITICAL THINKING.

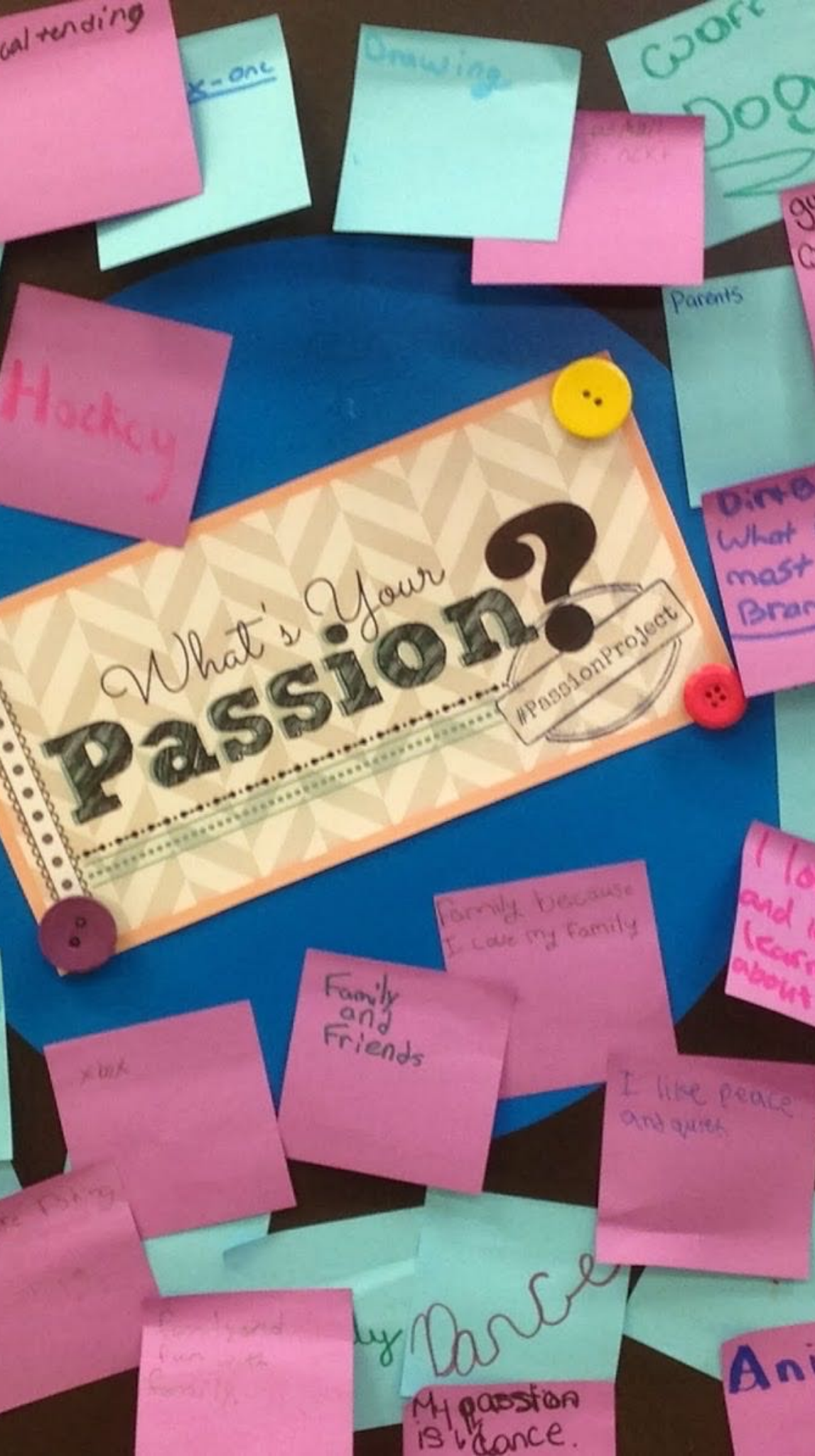


# STAGES

---



(Petty, Kirr, Driscoll, Krebs, Zvi, Schinkten & Baros, 2013)



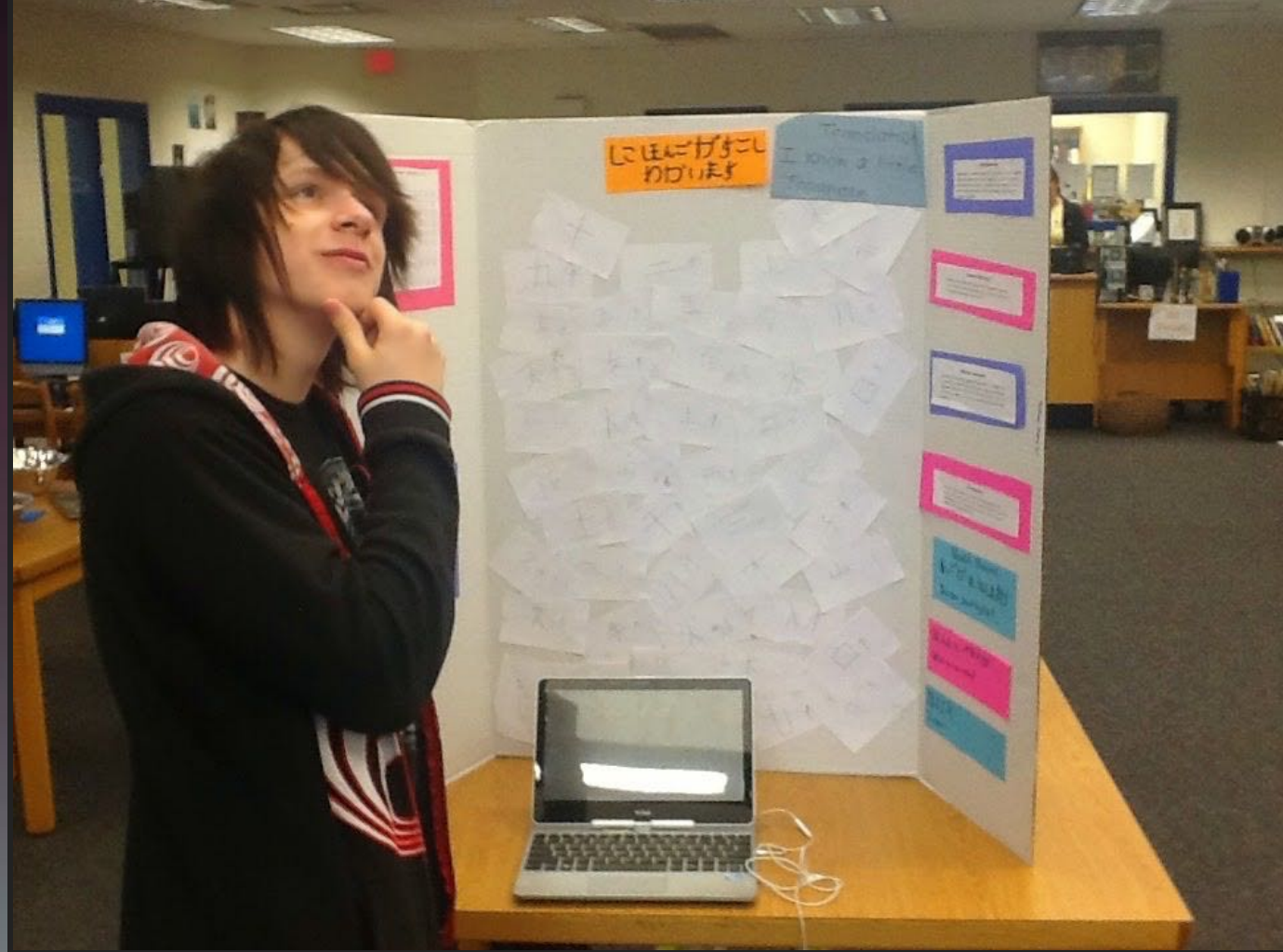
# EXAMPLES OF PROJECTS

---

WRITE A NOVEL OR EVEN A POEMS BOOK;  
KEEP A BLOG ABOUT A CURRENT TOPIC;  
CREATE A MUSIC ALBUM OF ORIGINAL  
TRACKS USING THE FOREIGN LANGUAGE;  
CREATE, MARKET AND SELL TYPICAL  
TRADITIONAL FOOD FROM THE TARGET  
CULTURE;  
CREATE A SHORT FILM ON A SPECIFIC TOPIC;  
CREATE AN ONLINE NEWSPAPER,  
ETC.









3

**PROACTIVE TOOLS  
FOR THE LANGUAGES  
CLASSROOM**



# **DIDACTIC PROPOSALS & OCTALYSIS FRAMEWORK**

# “¿WHAT DO YOU KNOW ABOUT...?”

**GROUP: GROUP OF STUDENTS OF ALL LEVELS**

**Aims:**

- to understand the representations that students have on different topics**

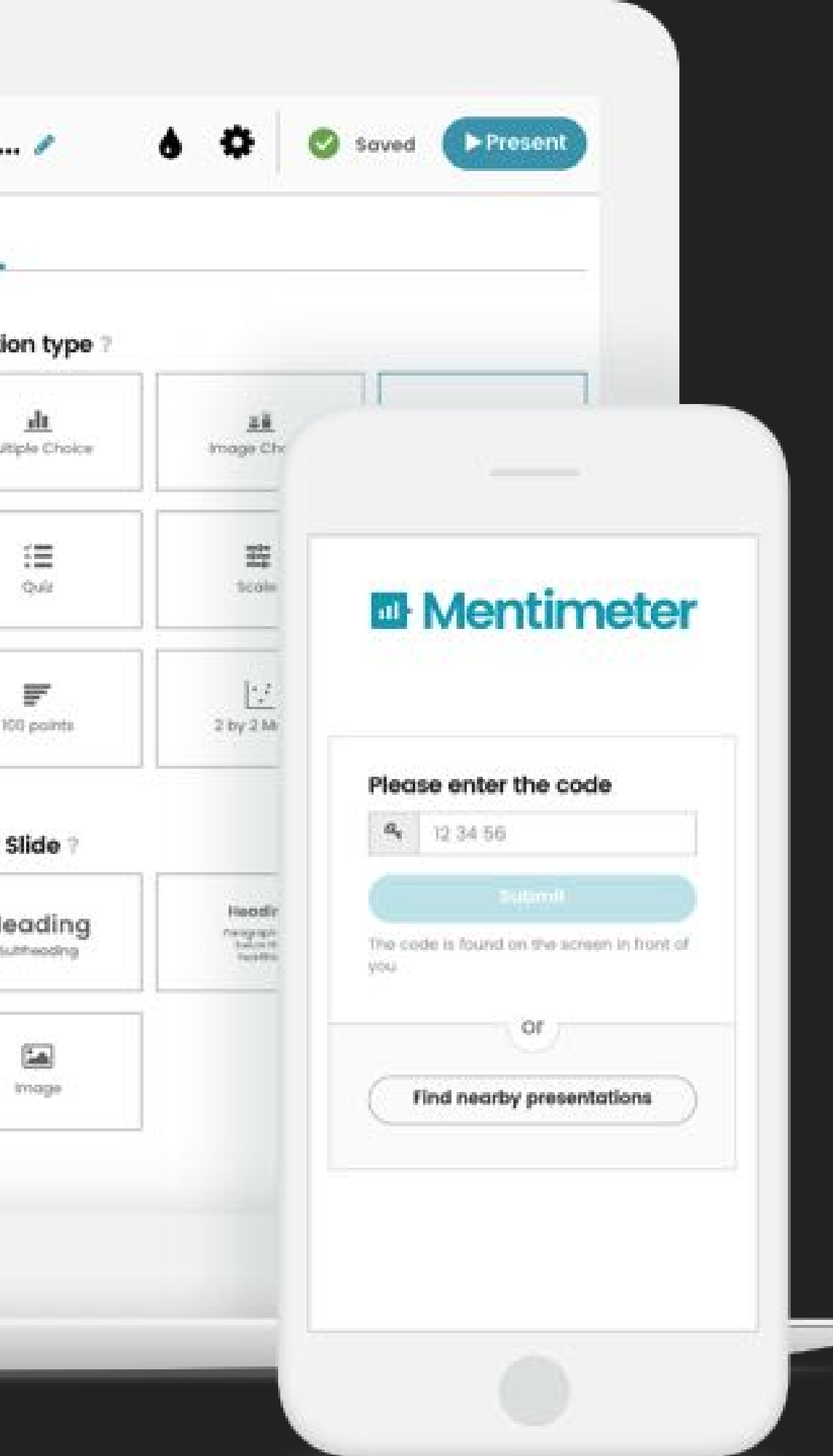
# QUESTIONNAIRES THROUGH MENTIMETER

1. LINK:

[HTTPS://  
WWW.MENTIMETER.COM](https://www.mentimeter.com)

2. TYPE OF QUESTIONNAIRES:

- ▶ CLOSE
- ▶ OPEN ENDED
- ▶ MULTIPLE CHOICE
- ▶ WORLD CLOUD
- ▶ SCALES



1 Share your story line here.



☐ Display image in preview ?

Type

Content

Customize

New

Your question ?

Share your story line here.

[Add a longer description](#)

Result layout ?



Speech bubbles



One by one



Flowing grid

Profanity Filter ?

Filter profanities ▾

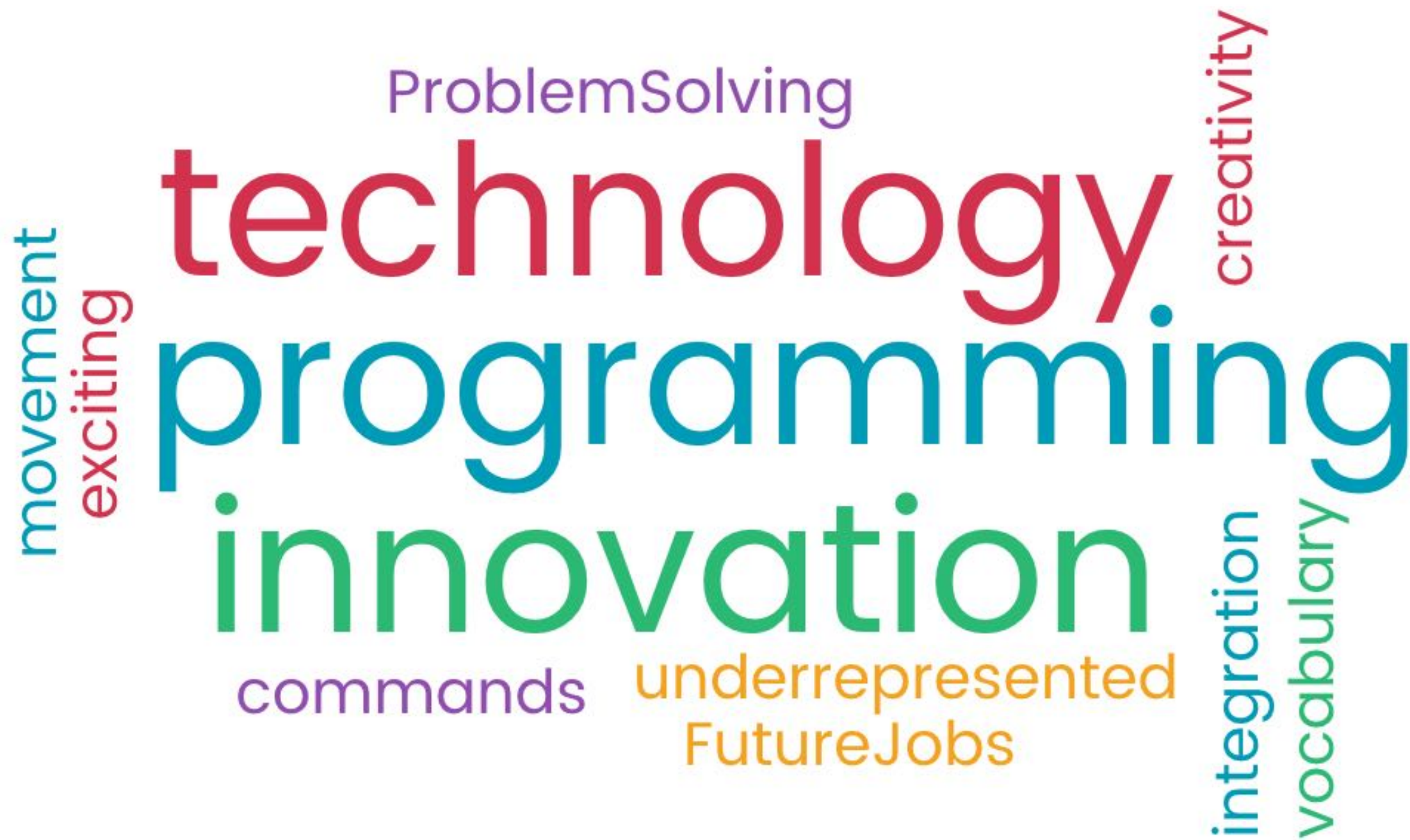
Extras

☒ Allow audience to submit more than once ?

**Psst!**

Have you noticed the new Customize tab? Scroll up to have a look!

# What words come to mind regarding 'coding'?



A word cloud visualization of words associated with coding. The words are arranged in a circular pattern around the center. The words and their colors are: 'technology' (red), 'programming' (blue), 'innovation' (green), 'creativity' (red), 'ProblemSolving' (purple), 'exciting' (red), 'movement' (blue), 'commands' (purple), 'underrepresented' (orange), 'FutureJobs' (orange), 'integration' (blue), and 'vocabulary' (green). The words are of varying sizes, with 'technology' and 'programming' being the largest.

technology

programming

innovation

creativity

ProblemSolving

exciting

movement

commands

underrepresented

FutureJobs

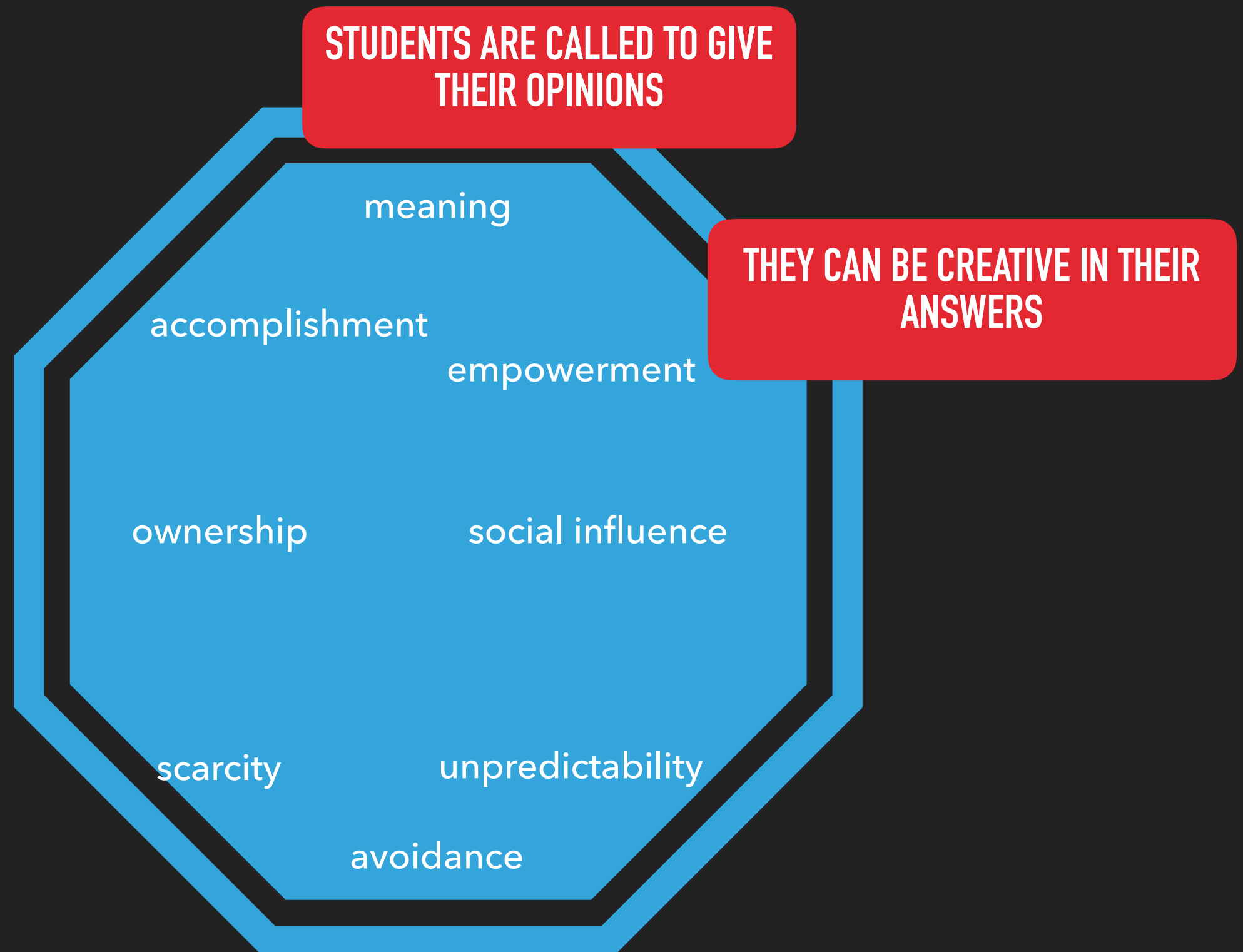
integration

vocabulary





# GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE



(Chou, 2016)

# **“WHAT DO YOU KNOW ABOUT ENGLISH SPEAKING COUNTRIES?”**

**GROUP: GROUP OF STUDENTS OF ALL LEVELS**

**Aims:**

- Make students aware of the existence of linguistic and cultural varieties of English**



## English Speaking Countries

Play

Challenge



### A public quiz for schools

A quiz about facts from different English speaking countries.

131 favorites 659 plays 6.4k players



Phoolan

Created 3 years ago

### Copy and share this playable link

<https://play.kahoot.it/#/k/83dea1f4-ce21-4305-afbc-3531cddb6c43>

# QUESTIONNAIRE ON KAHOOT

## 1. LINK:

[HTTPS://PLAY.KAHOOT.IT/#/K/83DEA1F4-CE21-4305-AFBC-3531Cddb6C43](https://play.kahoot.it/#/k/83dea1f4-ce21-4305-afbc-3531cddb6c43)

## 2. QUESTIONS ON DIFFERENT TOPICS:

GEOGRAPHY

HISTORY

SOCIETY

LEXICON

ACCENTS

EXPRESSIONS





## English Speaking Countries

Play

Challenge



### A public quiz for schools

A quiz about facts from different English speaking countries.

131 favorites 659 plays 6.4k players

 **Phoolan**  
Created 3 years ago

### Copy and share this playable link

<https://play.kahoot.it/#/k/83dea1f4-ce21-4305-afbc-3531cddb6c43>

### Questions (30)

[Show answers](#)

**Q1:** In which country is English NOT an official language?



**Q2:** Which is the capital of Canada?



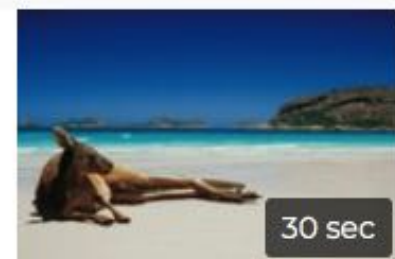
**Q3:** Which English speaking country does this flag belong to?



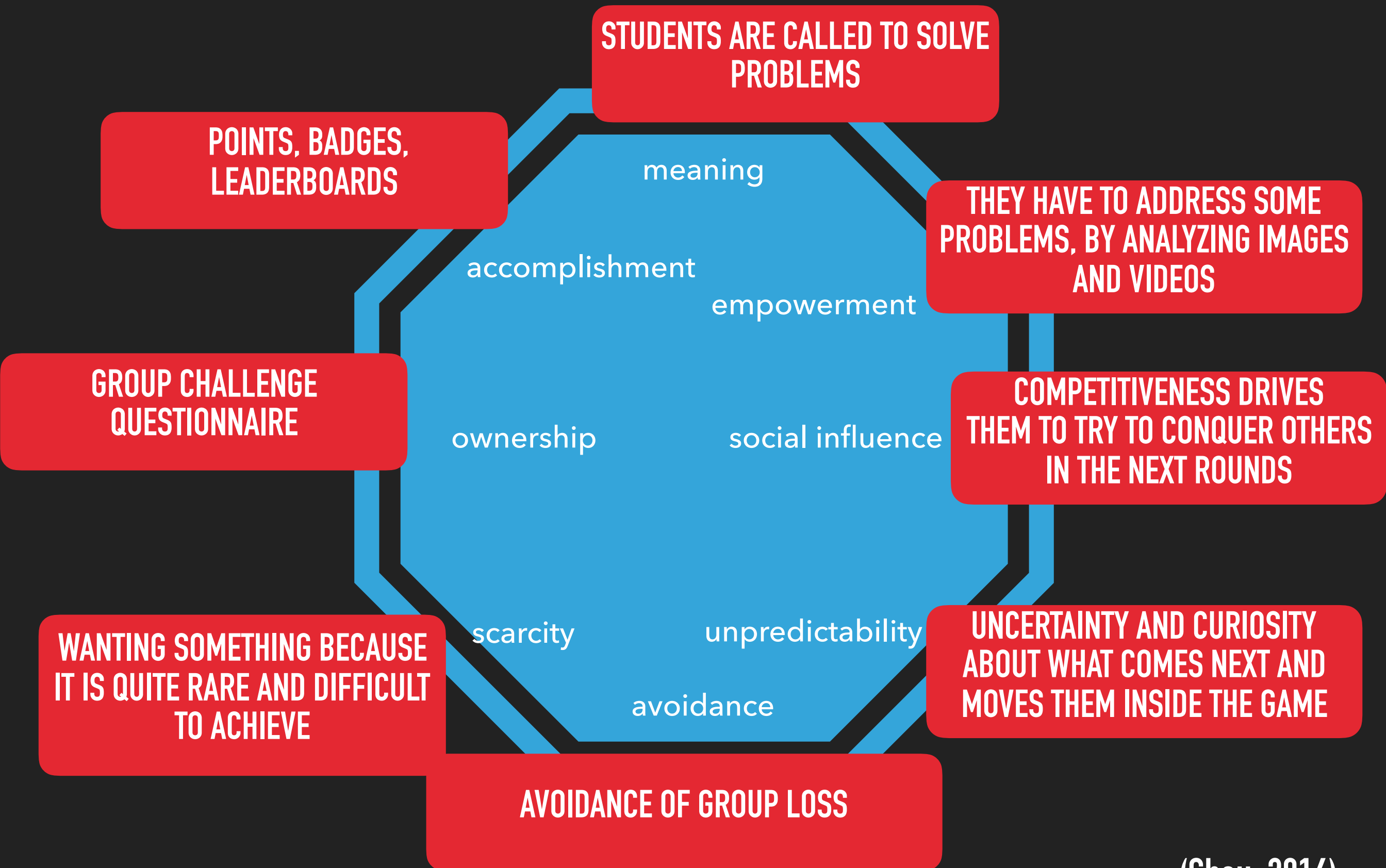
**Q4:** What does the Irish slang spotty dog mean?



**Q5:** If you have a blue in Australia, what do you have then?



# GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE



(Chou, 2016)



# **“SHORT FILMS ON ENDANGERED SPECIES IN THE ENGLISH-SPEAKING WORLD”**

**GROUP: STUDENTS FROM SECONDARY/ UPPER SCHOOL**

**Objetivos:**

- to make students aware of problems that surround them;**
- to develop their oral skill.**

# Threatened species: nine mammals and a mountain mistfrog could join the list

Number of extinct species on EPBC fauna list will rise 20% if species added to list
































▲ The Christmas Island pipistrelle, one of 10 animals that could be added to the list. Photograph: Lindy Lumsden

Ten species could soon be added to Australia's list of threatened species, including a Queensland frog that was last seen in 1990.

The federal government's scientific advisory body is recommending the addition of nine mammals and the **mountain mistfrog** to its list of species considered extinct under the Environment Protection and Biodiversity Conservation Act.

# STEPS

1. STUDENTS SEARCH FOR INFORMATION ON THE TOPIC;
2. STUDENTS CREATE AND TRAIN THEIR ORAL PRESENTATION;
3. THEY ACCESS THE FLIPGRID WEBSITE AND RECORD THEIR VIDEO THROUGH THEIR MOBILE PHONE OR TABLET.

|    | Viewed  | Name - Last First                               | Flip Code              | Date ↓       | Feedback | Activity            |   |
|--|---|---|------------------------|--------------|----------|---------------------|---|
|    |    | <b>Arada, Nuno</b><br>17 views 2 reactions      | <a href="#">9b959f</a> | Mar 12, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div>     |
|    |    | <b>Ferreira, Carla</b><br>24 views 1 reaction   | <a href="#">169695</a> | Mar 11, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div>     |
|    |   | <b>Castro, Fabiana</b><br>18 views 1 reaction   | <a href="#">684f37</a> | Mar 11, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div>     |
|  |  | <b>Carvalho, Soraia</b><br>43 views 4 reactions | <a href="#">6cb6b0</a> | Mar 11, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div> |
|  |  | <b>Machado, Leonor</b><br>23 views 2 reactions  | <a href="#">c2ab6a</a> | Mar 11, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div> |
|  |  | <b>Cerqueira, João</b><br>25 views 0 reactions  | <a href="#">f55445</a> | Mar 11, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div> |
|  |  | <b>Rocha, Maria Teresa</b>                      | <a href="#">23a7a3</a> | Mar 11, 2018 | -        | <div>Active ▾</div> | <div> Share</div> <div>Actions ▾ </div> |





My Grids &lt; Español

## Topic Details

¿Qué animal

Flip Code: 4aab1



Active

Describe un animal

## 21 Videos



View



LEAVE A VIBE!



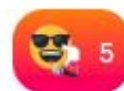
00:13



Fabiana Castro

Pangolins

Mar 11, 2018 10:52pm 38 views

[flipgrid.com/684f37](https://flipgrid.com/684f37)

5

Feedback

Edit

Share



Add Private Video Feedback

This video will **only** be available to Fabiana.

## Grading Rubric

Select grading for your student based on the rubric for the Topic.

5



Ideas

4



Performance

## Comments

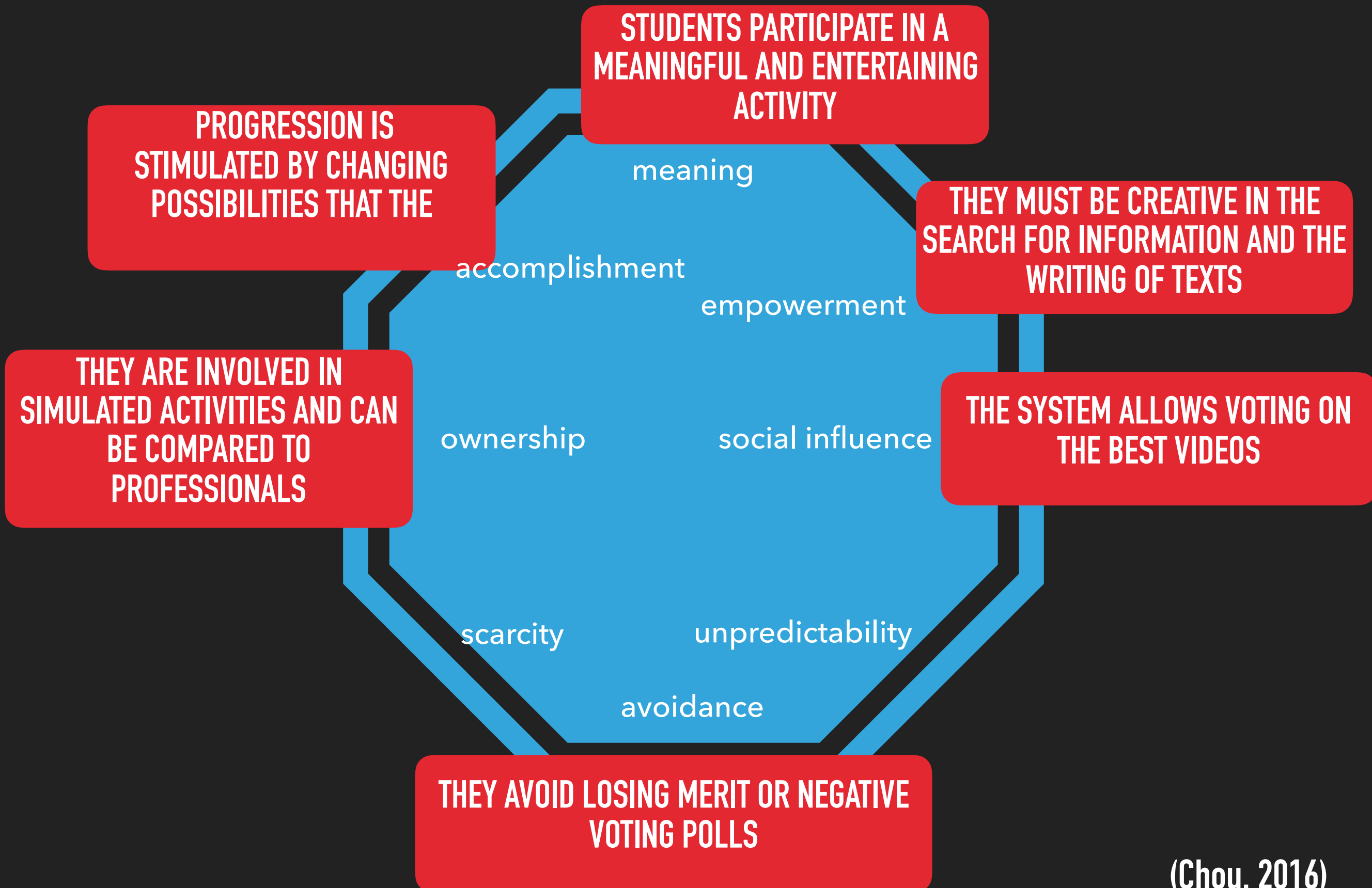
Leave a feedback comment to further describe your assessment of Fabiana's response to the Topic.

Hiciste un vídeo fenomenal, pues nos diste mucha información sobre el animal.

Copy Feedback Link

Email Feedback to Student

# GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE



(Chou, 2016)



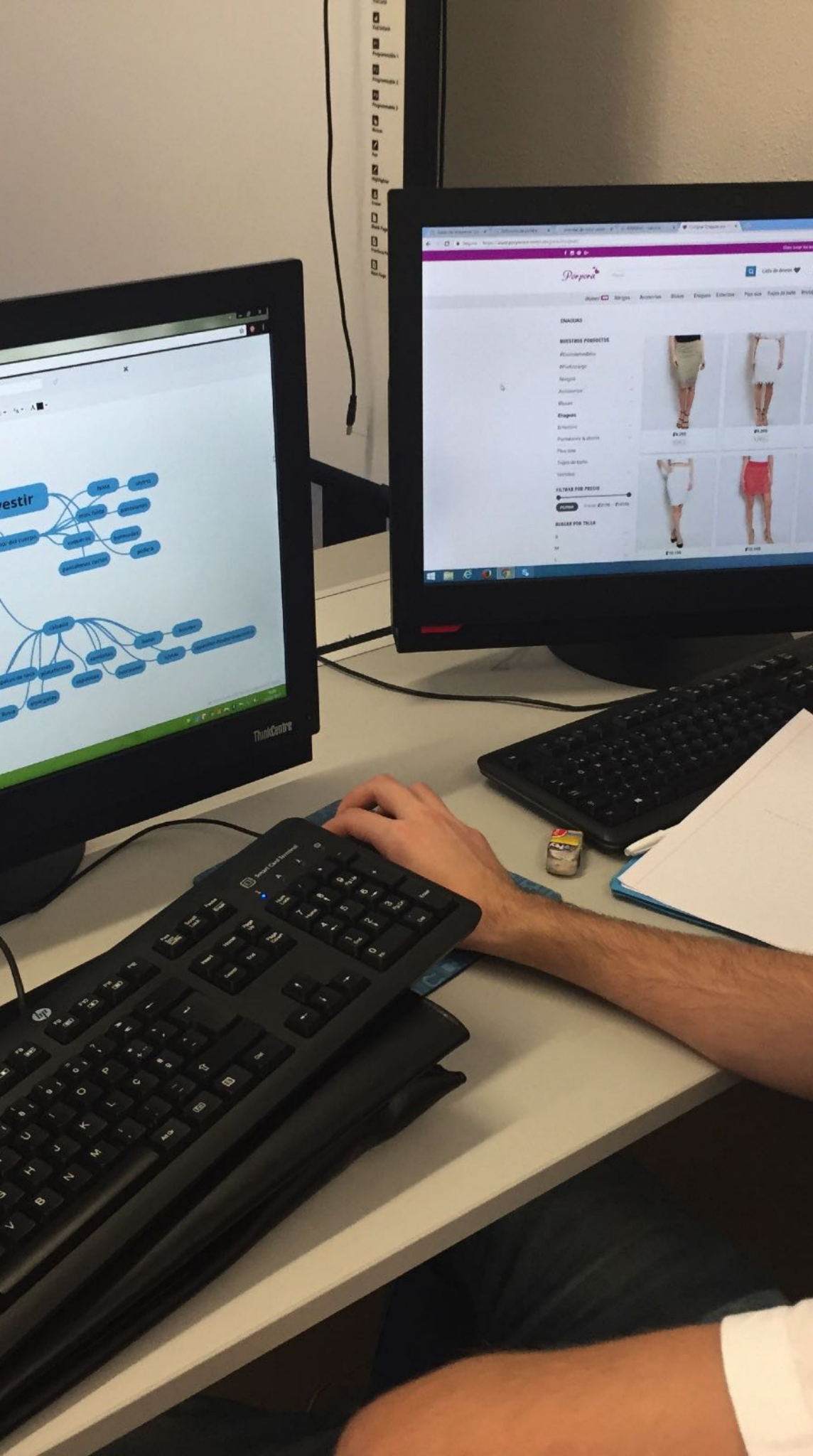
# **“MIND MAPS”**

**GROUP: STUDENTS FROM ALL LEVELS**

## **Aims:**

- to make students aware of the importance of phraseology;**
- to increase your knowledge about the lexicon and phraseological expressions.**

# MIND MAPS AS A LEARNING STRATEGY










- ▶ A TECHNIQUE TO TEACH-LEARN PHRASEOLOGY AND LEXICON;
- ▶ TEACHING-LEARNING OBJECTIVES: CLASSIFY MEANINGS AND MEMORIZE UNITS;
- ▶ IT IS BASED ON AN ONOMASIOLOGICAL CLASSIFICATION: FROM THE CONCEPTS TO THE UNITS OF THE LANGUAGE;
- ▶ BASES: AUSUBEL (1963) AND SIGNIFICANT LEARNING; NOVAK (1998)
- ▶ LEARNING SITUATION: DYNAMIC AND CREATIVE.




goconqr



CRIAR

-  Slides
-  FlashCards
-  Mapa Mental
-  Notas
-  Quiz
-  Fluxograma
-  Curso

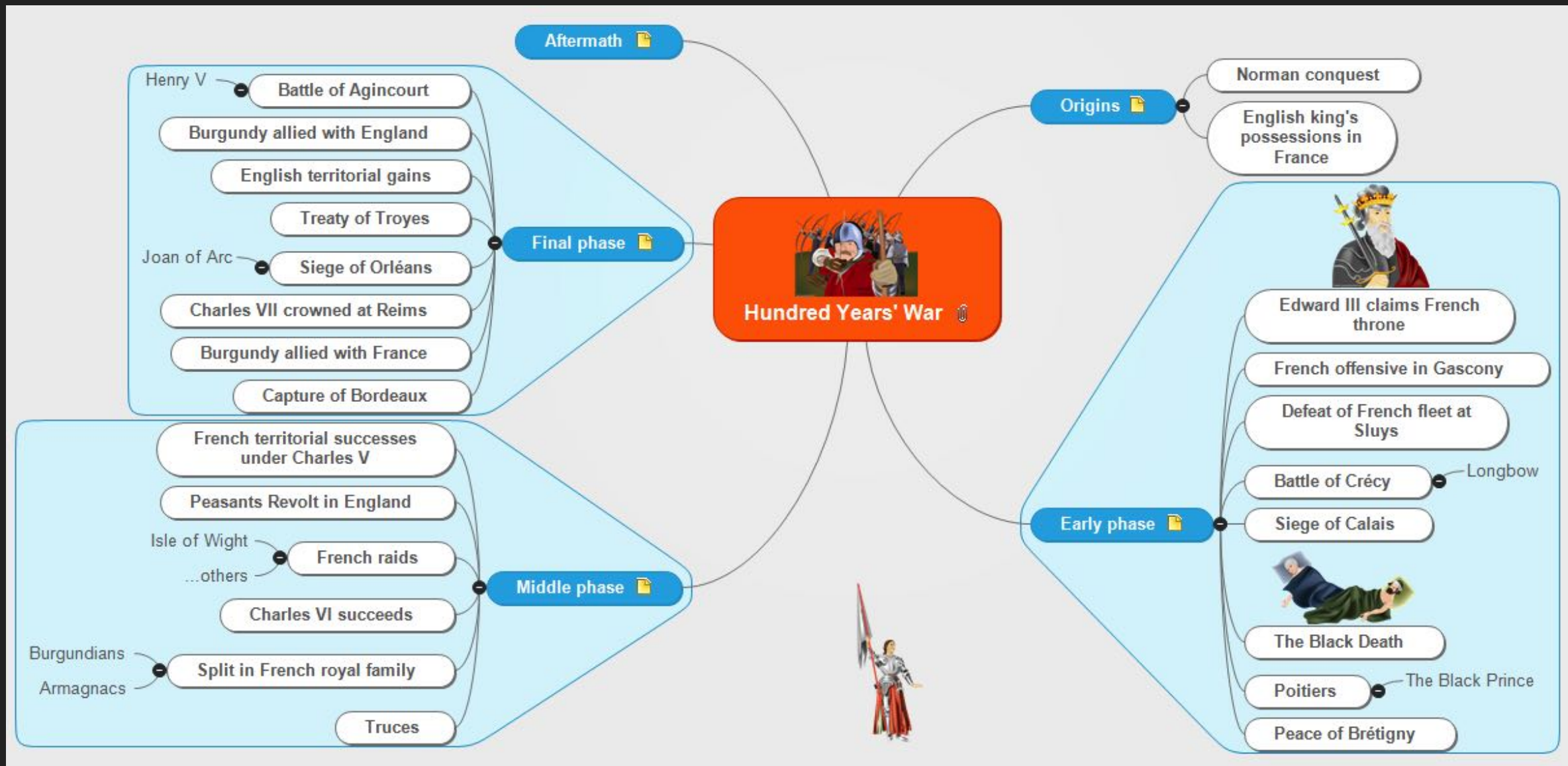
Letras

 Criar disciplina

# WHAT IS IT?

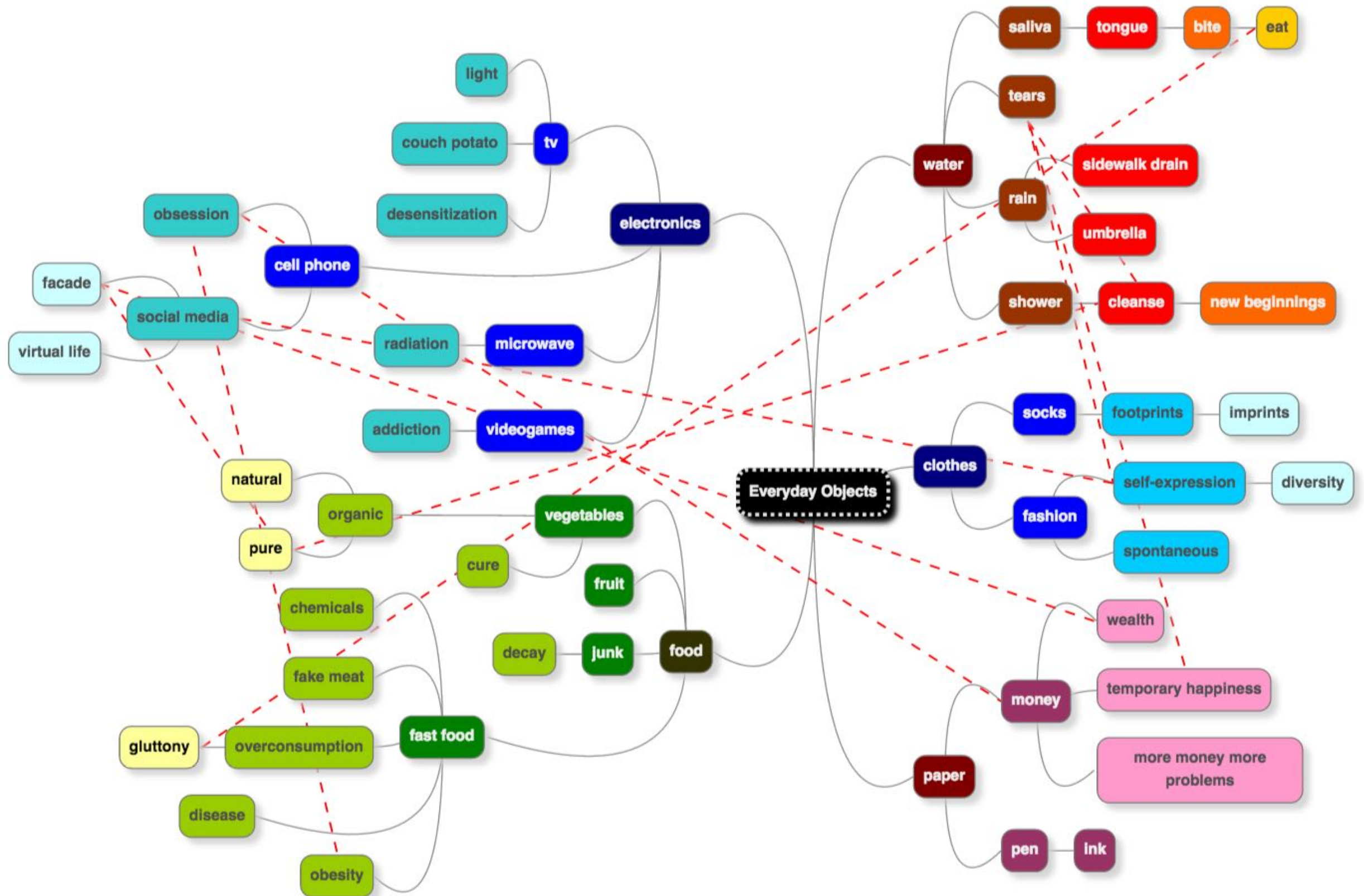
GOCONQR IS A PERSONAL LEARNING ENVIRONMENT THAT ALLOWS STUDENTS & TEACHERS TO CREATE, DISCOVER AND SHARE LEARNING RESOURCES.

# EXAMPLE

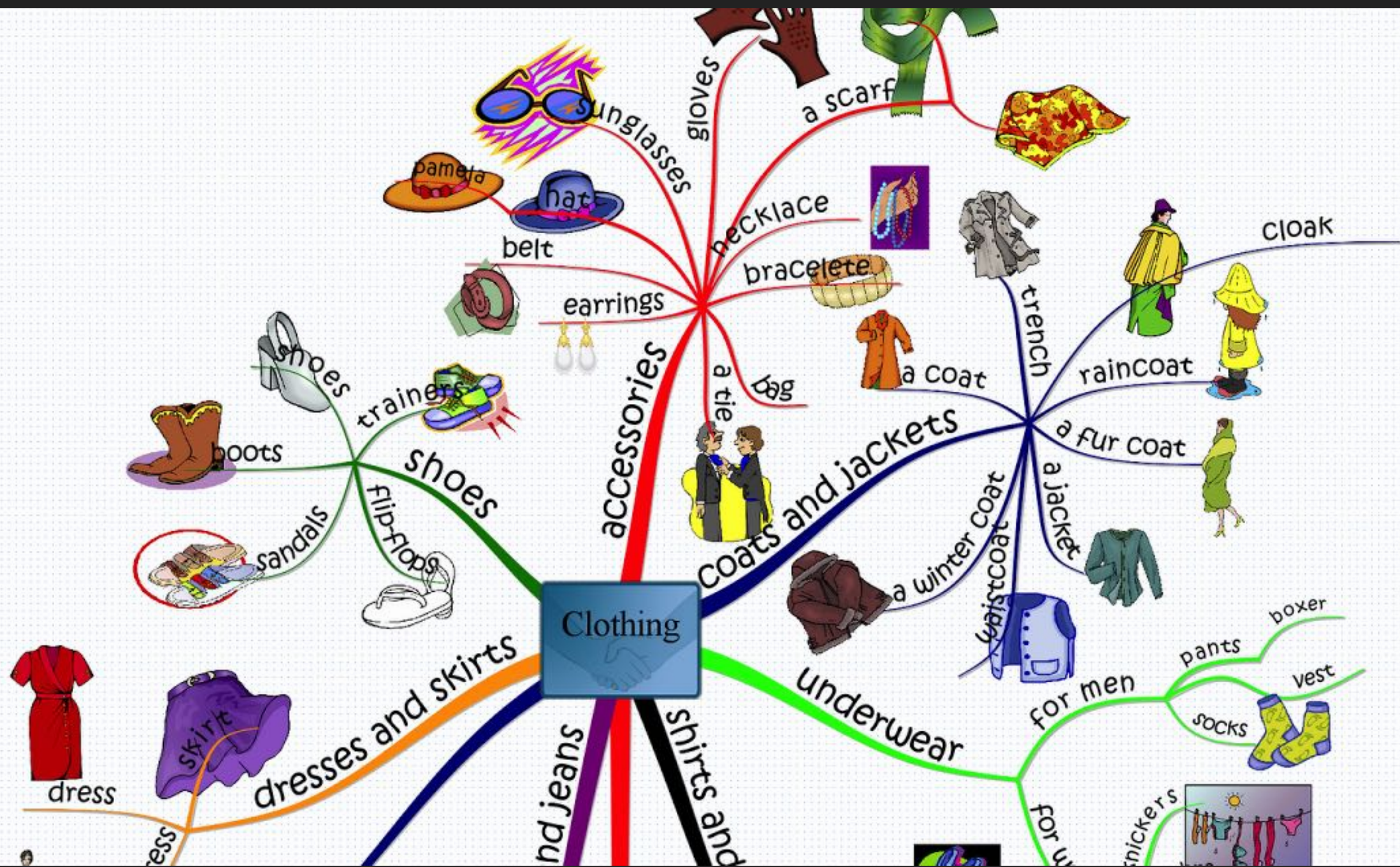




# BUBBL.US









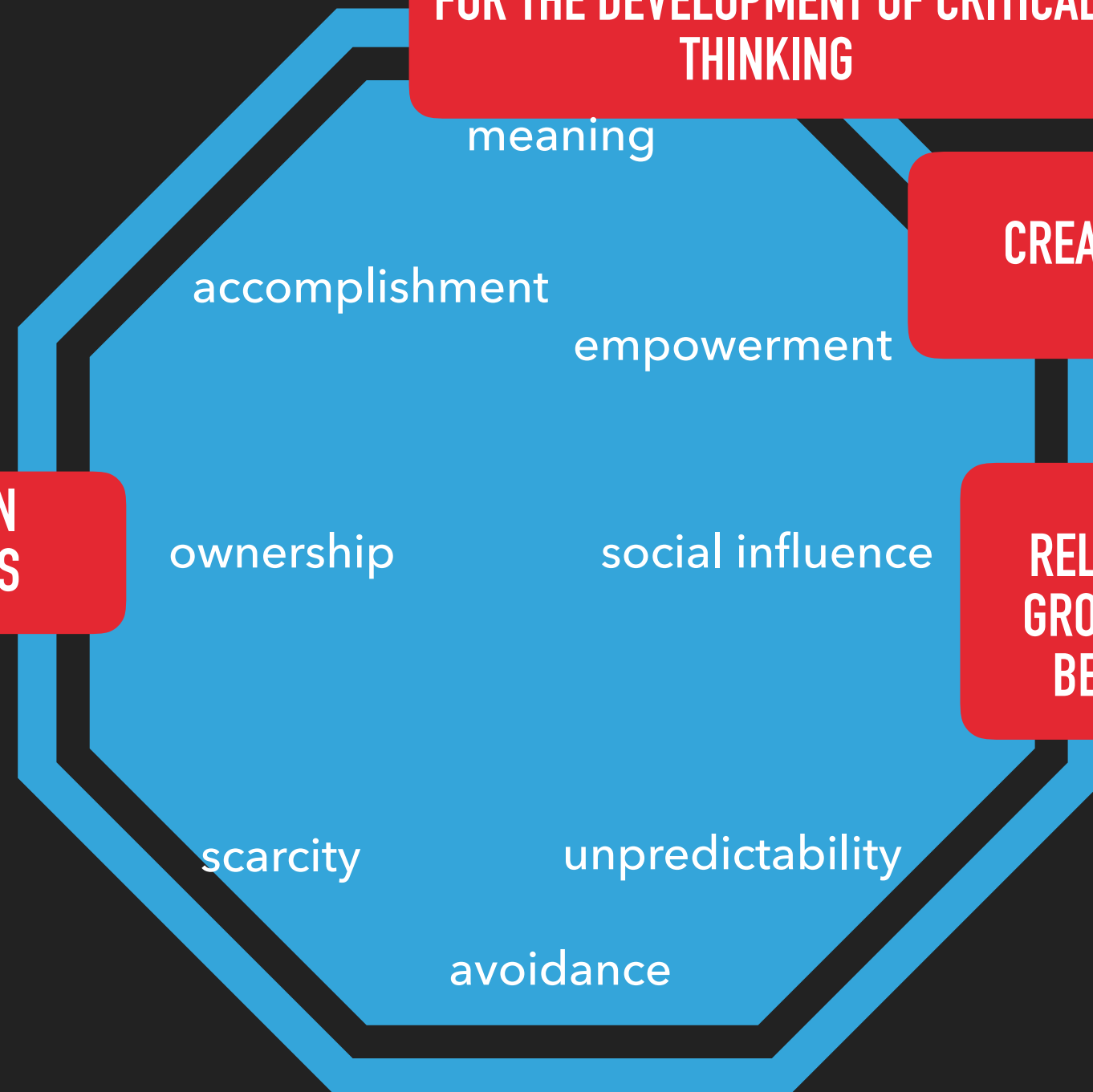
# GAMIFICATION OCTALYSIS FRAMEWORK INTO PRACTICE

**STUDENTS PARTICIPATE IN A  
MEANINGFUL ACTIVITY THAT ALLOWS  
FOR THE DEVELOPMENT OF CRITICAL  
THINKING**

**CREATIVITY IS STIMULATED**

**THEY ARE INVOLVED IN  
COLLABORATIVE TASKS**

**THE NUMBER OF  
RELATIONSHIPS CREATED PER  
GROUP FOSTERS COMPETITIVE  
BEHAVIOUR LEADING TO AN**



(Chou, 2016)

# APPS & ENGLISH LEARNING

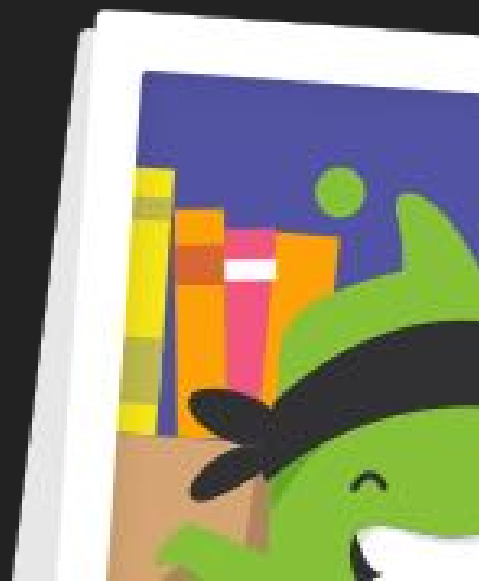
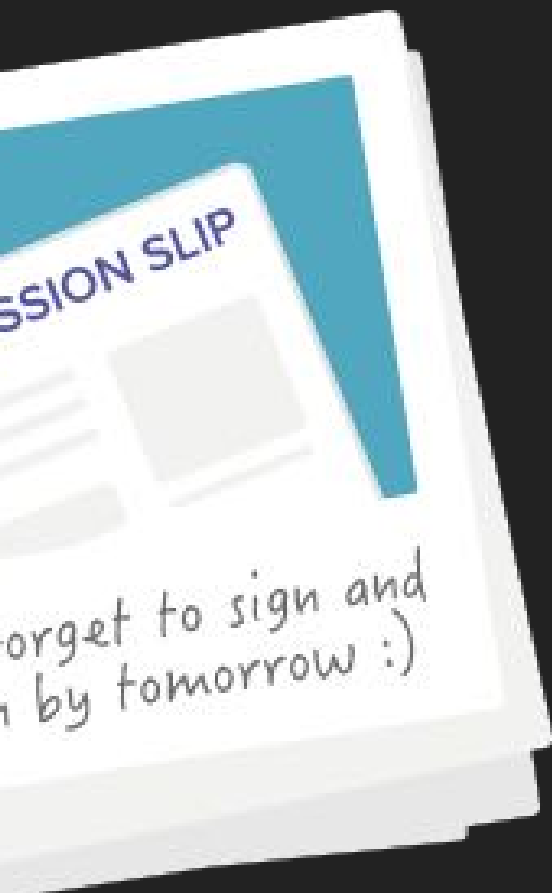
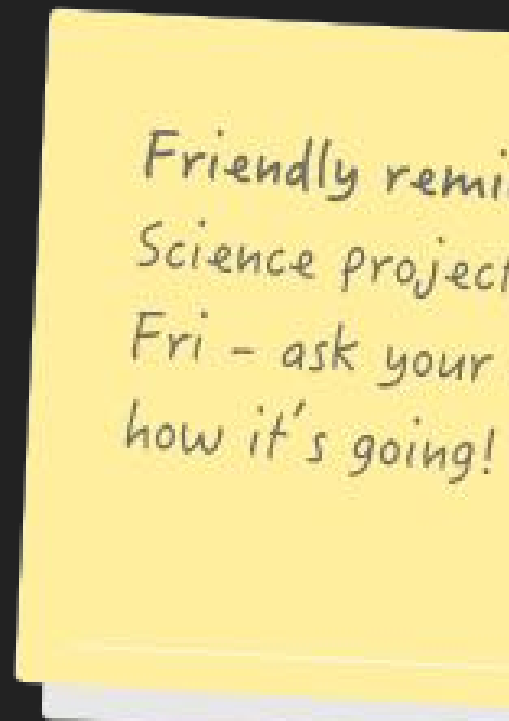


ClassDojo



# HOW DOES IT WORK?

---



PARENTS CAN SEE  
HOW THEIR CHILD IS  
DOING, PLUS  
TEACHERS CAN SHARE  
PHOTOS, VIDEOS, AND  
ANNOUNCEMENTS  
INSTANTLY FROM  
CLASS.



# CLASS CRAFT

# WHAT IS IT?

---



CLASSCRAFT IS A  
BEHAVIORAL GAME  
YOU PLAY WITH YOUR  
PUPILS THROUGHOUT  
THE YEAR.



# WHAT DO YOU NEED?

---

ALL YOU NEED TO  
PLAY IS A COMPUTER  
AND A PROJECTOR.





# HOW DOES IT WORK?

---

EVERY PUPIL  
CHOOSES A  
CHARACTER:

WARRIOR

MAGE

HEALER

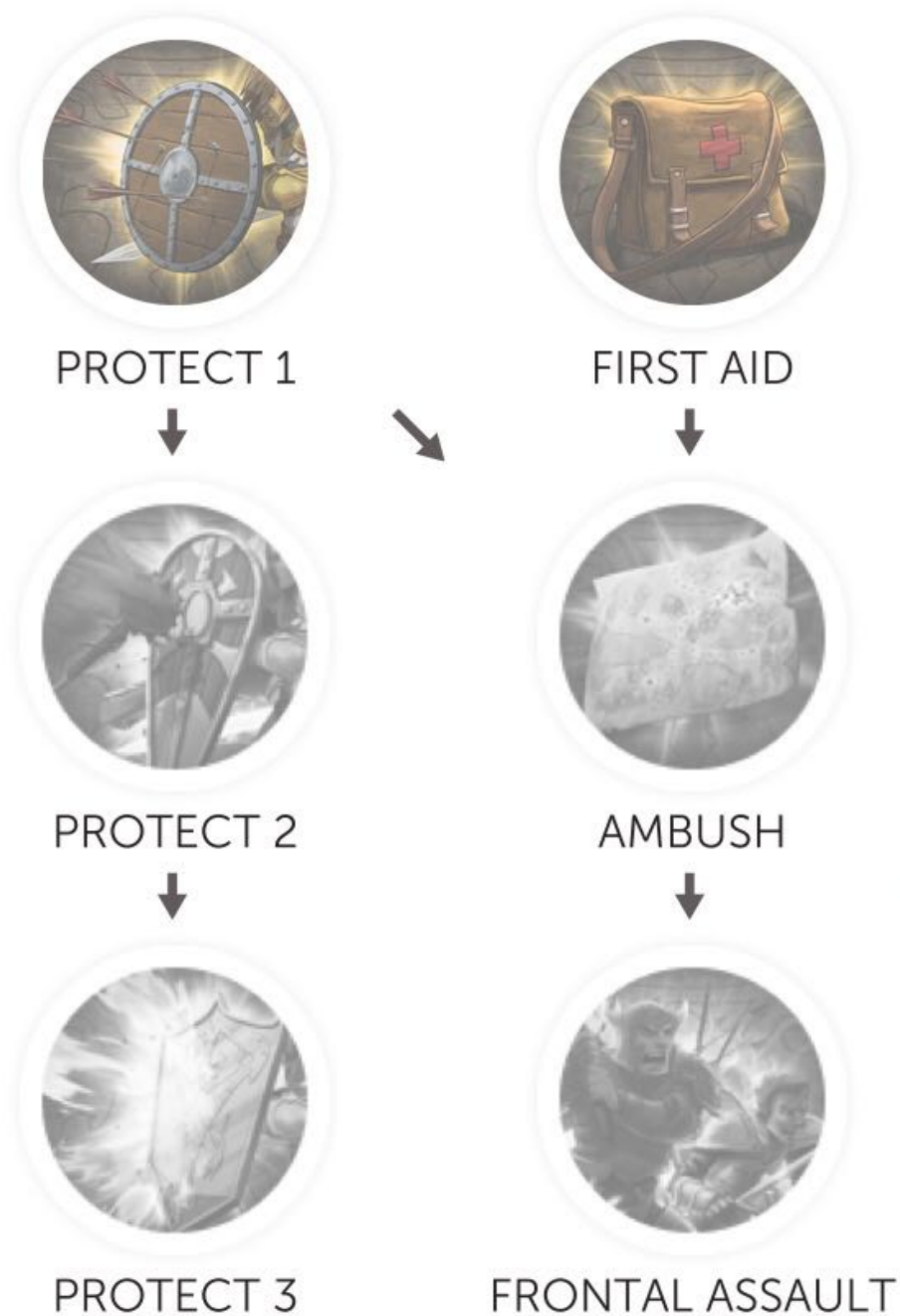


# HOW DOES IT WORK?

---

YOU PUT PUPILS INTO  
TEAMS OF 5-6  
ELEMENTS, AND  
EACH TEAM HAS  
WARRIOR, MAGE OR  
HEALER.

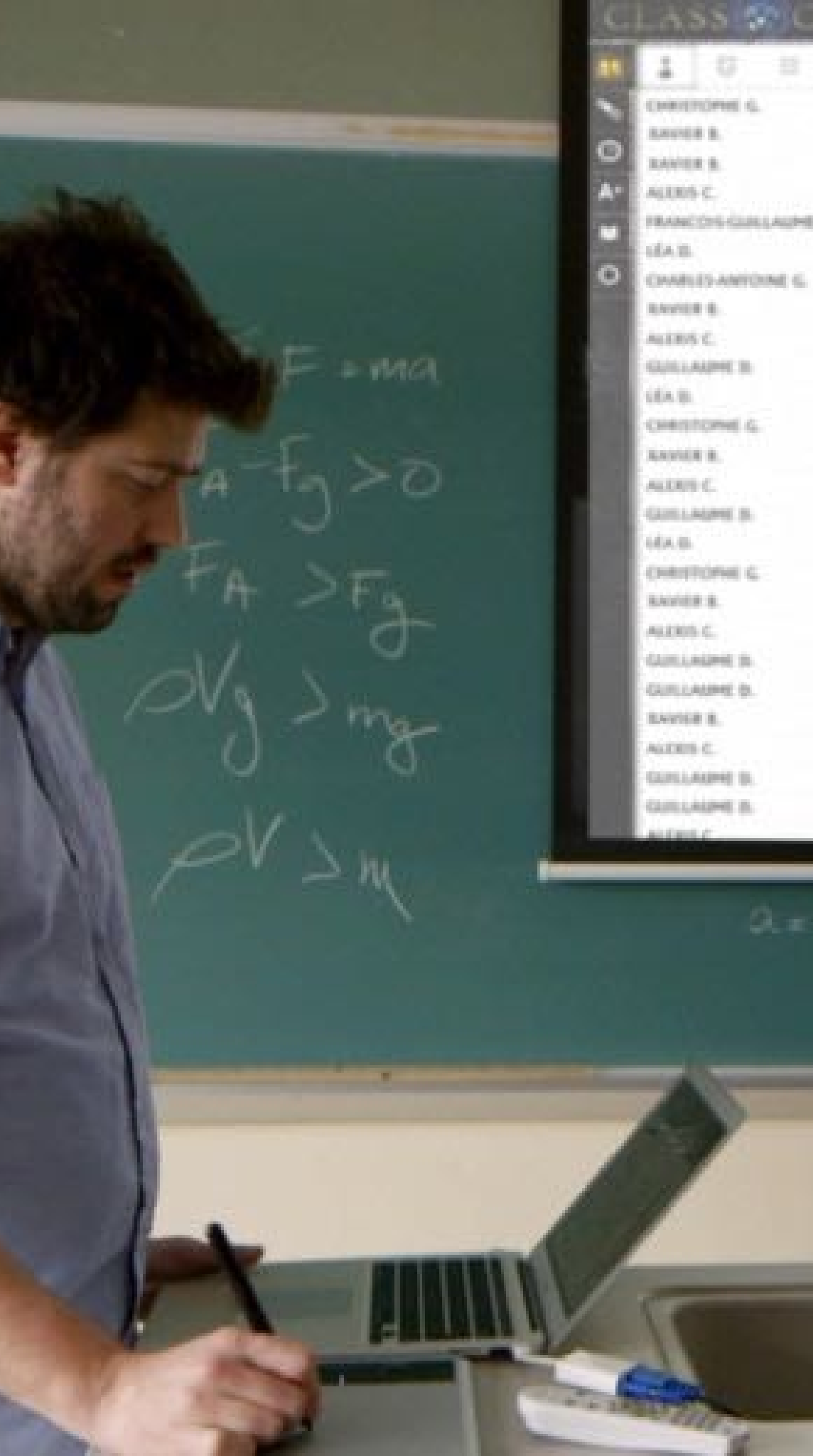
## *Learn Powers*



# HOW DOES IT WORK?

OVER TIME PUPILS  
LEVEL UP AND EARN  
POWERS.

POWERS CAN BE  
PERSONAL OR  
ACADEMIC  
PRIVILEGES.



# HOW DOES IT WORK?

---

THEY ALSO LOSE POWERS.

# HOW DOES IT WORK?

---



HAVE BATTLES (POP QUIZZES)!





padlet

Something new

with a blank ...



PREVIEW

Content in a brick-like  
out.

SELECCIONAR



**Canvas**

Scatter, group, and  
content in any way

SELECCIONAR



# WHAT IS IT?

---

PADLET IS AN ONLINE VIRTUAL "BULLETIN" BOARD, WHERE STUDENTS AND TEACHERS CAN COLLABORATE, REFLECT, SHARE LINKS AND PICTURES, IN A SECURE LOCATION.

PADLET ALLOWS USERS TO CREATE A HIDDEN WALL WITH A CUSTOM URL. PADLET CREATORS CAN ALSO MODERATE POSTS, REMOVE POSTS, AND MANAGE THEIR BOARD 24/7.



# Discuss Your Favorite Planet

## Grade 5B group discussion

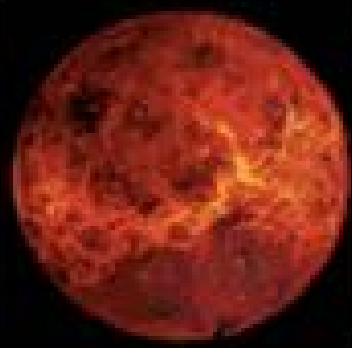
### Mercury

Mercury is my favorite because its first! - John



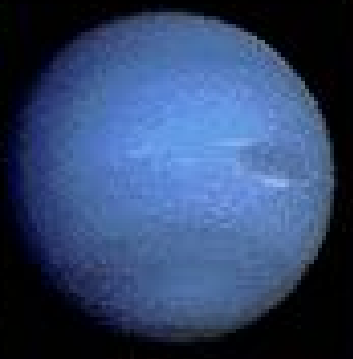
### Venus

I like the color of Venus! - Tori



### Neptune

Its blue color is so calming - Claire



### Andromeda

Its a galaxy but I like it!

REMOVE

APPROVE

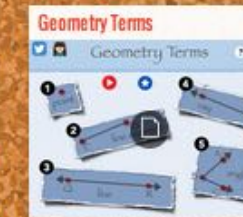
### Mars

I <3 Ma movies



### The Ultimate Word Wall

A wall of interactive vocabulary activities created by participants in the ThingLink Teacher Challenge during the summer of 2014. #TLChallenge



### Word of the day: fascinate

Make a sentence with this word and post it here. Remember to put your name on the post.

Tim

Harry Potter books are very fascinating.

Anton

I have always been fascinated by the Japanese culture.

Roger

The Pyramids of Egypt are still very fascinating.

Jennifer

The magician fascinated the audience.

Tarun

Our fascination with technology is not good for our health.

Carol

Martin Luther King Jr was a fascinated speaker.

Corinne

Walt Disney world has fascinating fireworks every night.

Jose

I was fascinated by the animals in the zoo.

Mr Sha

Carol, fascinated is a verb. You need to use the adjective form of the word here. What is that?

Jessica

We should not be fascinated by new things easily as they often have unknown bad

Melody

I am fascinated by the Nintendo Wii.

Aaron

My dog is fascinated to see me when I come home from school.

Mr Sha

Aaron, this is not the right use of the word. You want to try again?

Mr Sha

Jessica, good thought but you should try to make simpler sentences. You want to go again?

Sashi

Disc some show

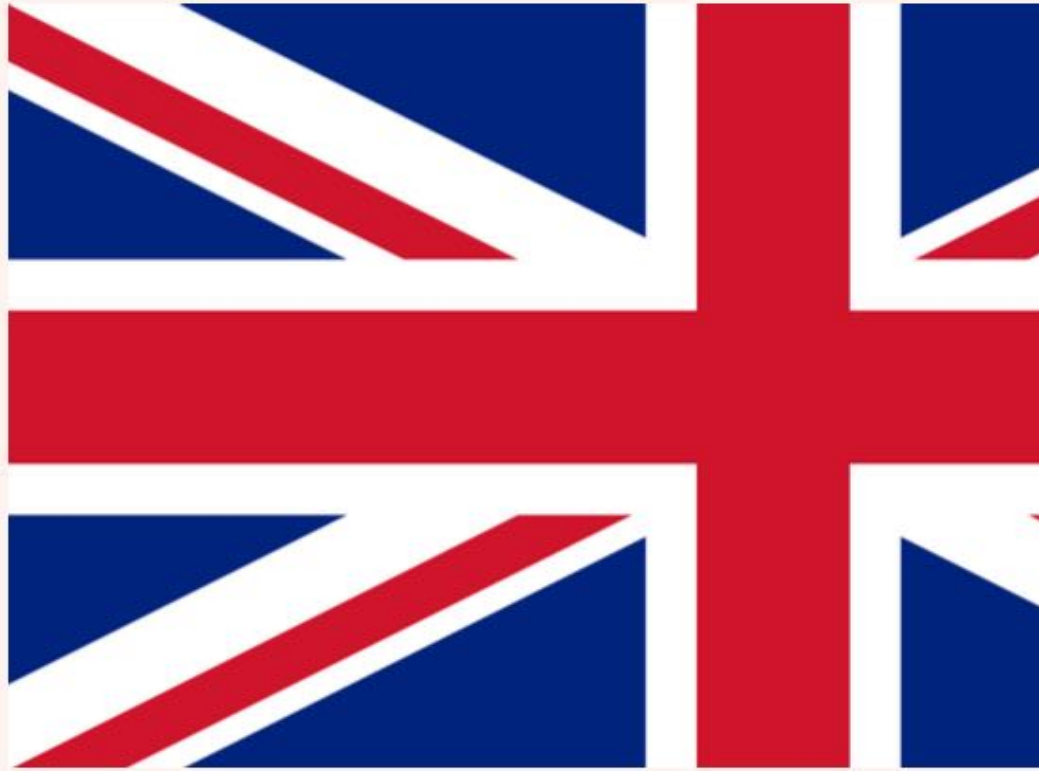
Patrick

My 1 year old finds the vacuum very fascinating



**Kahoot!**

Q4 Flag is known as



# HOW DOES IT WORK?

---

“THE CONCEPT IS VERY SIMILAR TO BUZZ! ON THE PLAYSTATION OR SCENE IT! FOR THE XBOX, WITH THE DISTINCTION THAT THE QUIZZES CAN BE CREATED BY THE TEACHER, AND THERE IS NOT LIMITATION ON A LOW NUMBER OF SIMULTANEOUS PLAYERS” (WANG, 2015).

n



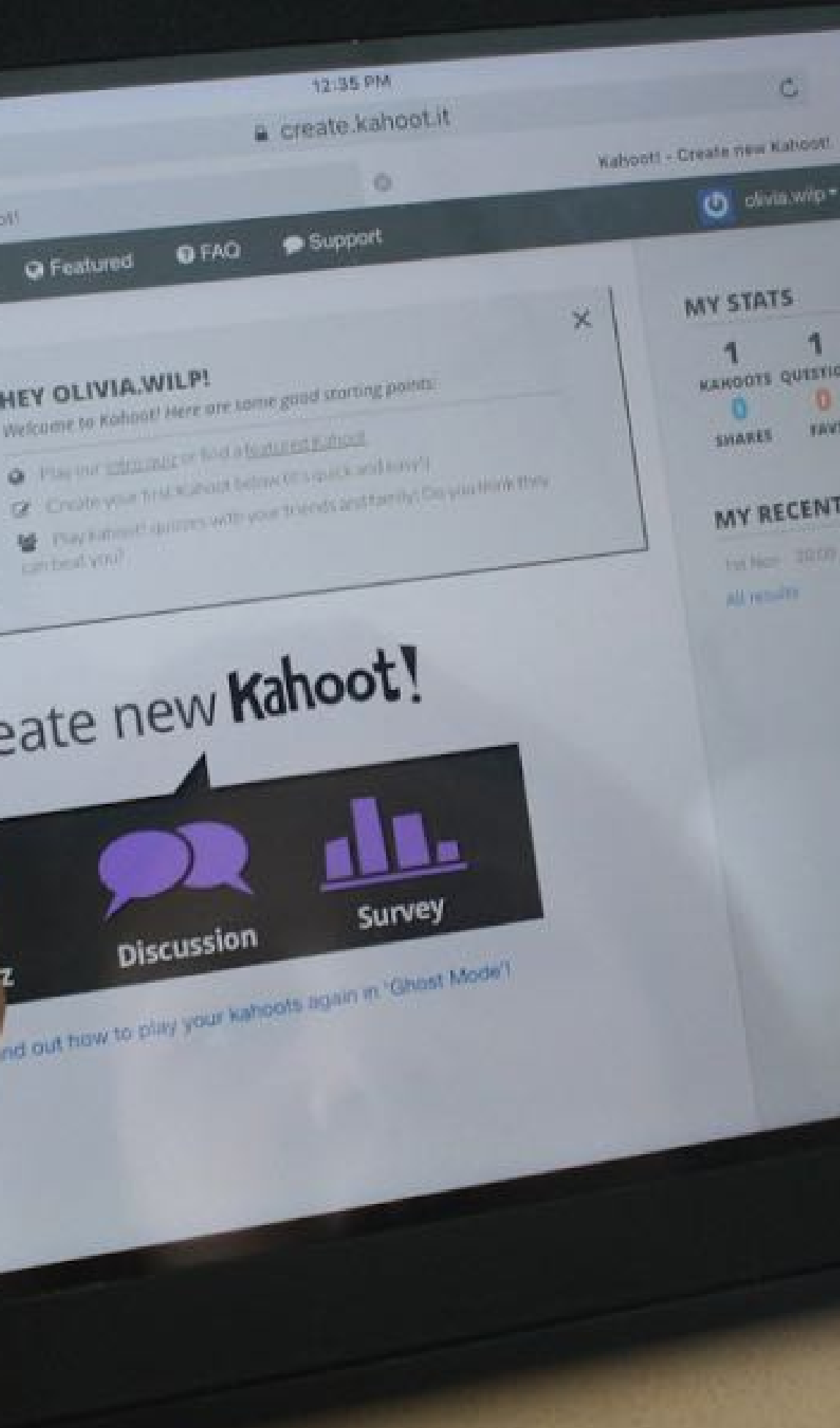
R

n Jack



Ja





# IS IT DIFFICULT?

---

YOU CAN WRITE QUESTIONS AND ANSWERS FOR A 10-QUESTION KAHOOT! IN ABOUT FIVE MINUTES.

THERE ARE QUIZZES (ASK QUESTIONS TO PLAY THE GAME), QUICK POLLS (A SINGLE QUESTION TO GATHER INFO AND SPARK DISCUSSION) AND SURVEYS (TO COLLECT FEEDBACK).

ve  
they were making o



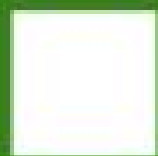
# THINGS YOU CAN DO

---

SYLLABUS TOPICS  
DRILL VOCABULARY  
READING COMPREHENSION  
LISTENING  
COMPREHENSION  
GRAMMAR EXERCISES



worked



were wor

e US consists of \_\_\_\_\_



# EXAMPLE

---

[HTTPS://](https://play.kahoot.it/#/?QUIZID=F9151DAE-33ED-4934-817A-2274493C2D97)  
[PLAY.KAH00T.IT/#/?](https://play.kahoot.it/#/?QUIZID=F9151DAE-33ED-4934-817A-2274493C2D97)  
[QUIZID=F9151DAE-33](https://play.kahoot.it/#/?QUIZID=F9151DAE-33ED-4934-817A-2274493C2D97)  
[ED-4934-817A-227449](https://play.kahoot.it/#/?QUIZID=F9151DAE-33ED-4934-817A-2274493C2D97)  
[3C2D97](https://play.kahoot.it/#/?QUIZID=F9151DAE-33ED-4934-817A-2274493C2D97)



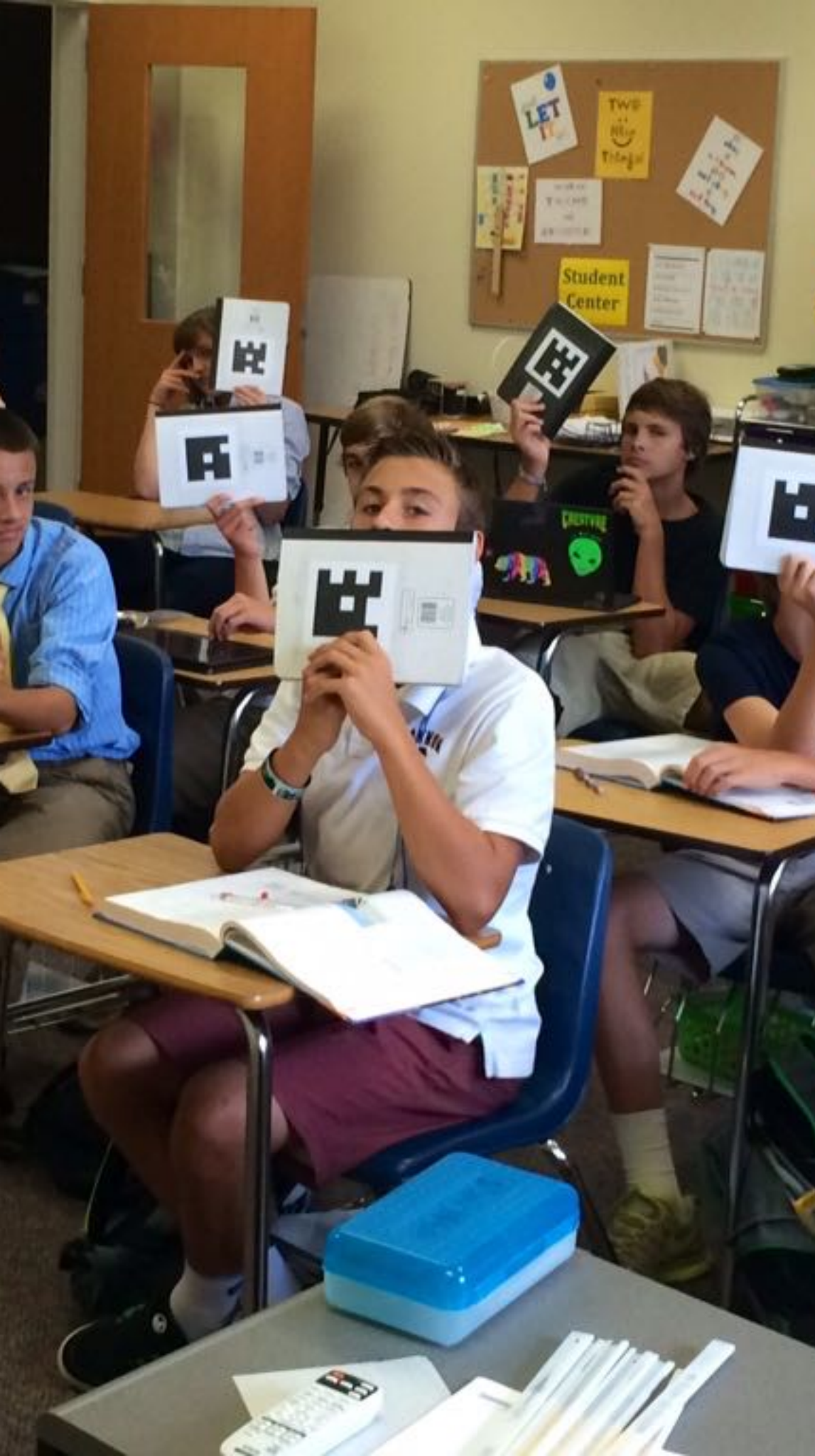
# KAHOOTS CREATED BY PUPILS?

---

“BY ENCOURAGING STUDENTS TO MAKE KAHOOTS TO CHALLENGE THE CLASS OR PLAY AGAINST ONE ANOTHER OUTSIDE OF SCHOOL, YOU CAN HELP INITIATE DEEP RESEARCH AND CRITICAL THINKING” (SCHLEICHER, 2014).



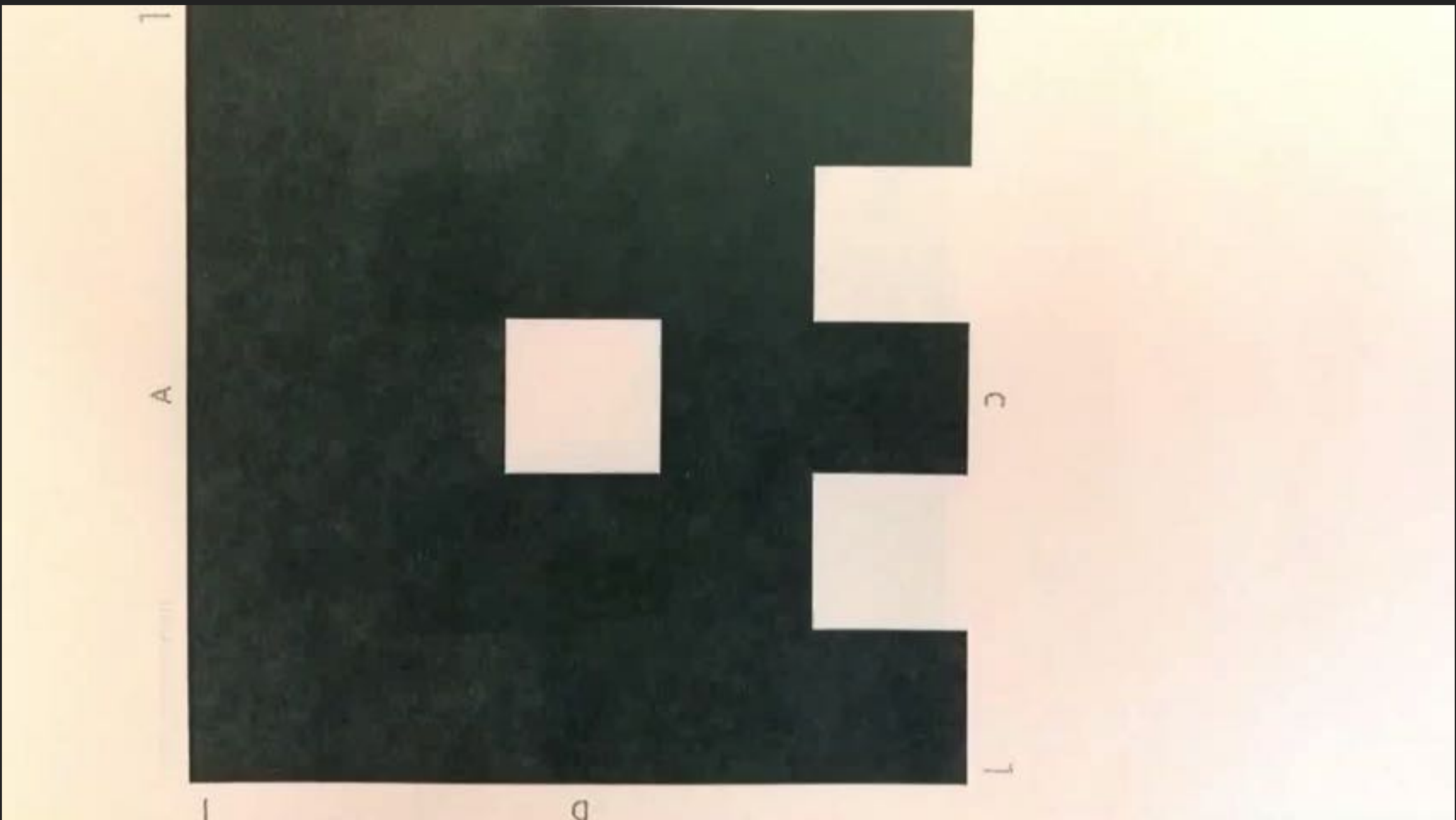




# WHAT IS PLICKERS?

---

IT IS A SIMPLE TOOL THAT LETS TEACHERS COLLECT REAL-TIME FORMATIVE ASSESSMENT DATA WITHOUT THE NEED FOR STUDENT DEVICES.





# EXAMPLE

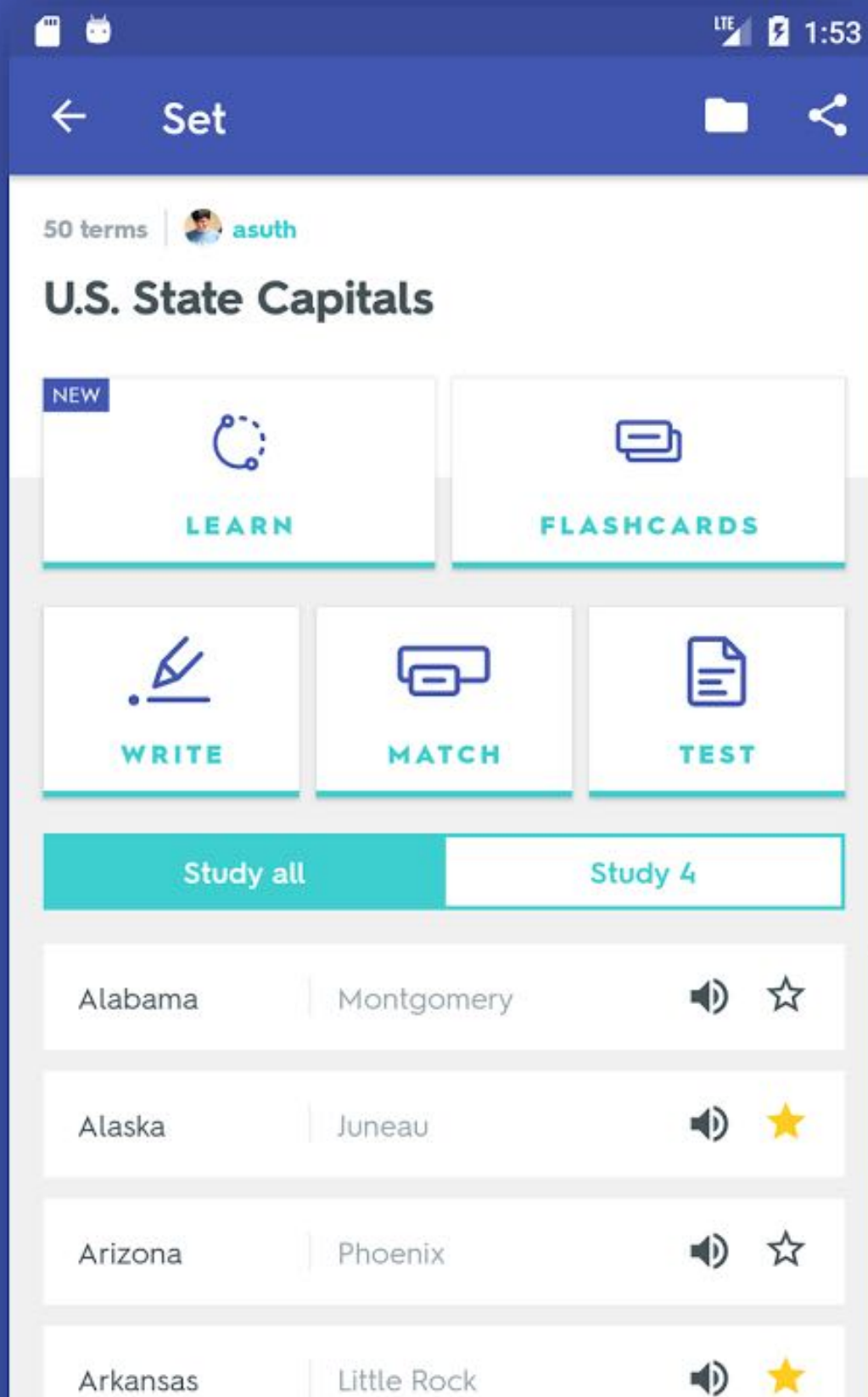
---

[HTTPS://  
CLICKERS.COM](https://clickers.com)

Quizlet | 



Study any subject  
on the go



# WHAT IS IT?

QUIZLET MAKES  
SIMPLE LEARNING  
TOOLS THAT LET YOU  
STUDY ANYTHING.  
START LEARNING  
TODAY WITH  
FLASHCARDS, GAMES  
AND LEARNING TOOLS



Quizlet Search Create

36 terms | MrSchild

# Europe Map

World Cultures Europe Map Study Guide

STUDY

LEARN FLASHCARDS WRITE

Albania

Austria

Belarus

# EXEMPLO

[HTTPS://  
QUIZLET.COM/  
4084226/EUROPE-  
MAP-FLASH-CARDS/](https://quizlet.com/4084226/europe-map-flash-cards/)



GET QR CODE GENERATOR PRO

# Create your QR code

 URL

 VCard

 Text

 Email

 App stores

 Images

 Multi

Website (URL)

http://www.example.de

☒ Static ☐ Dynamic ([What does dynamic mean?](#))

 Create QR code

# WHAT IS IT?

---

THE QR CODE GENERATOR LETS STUDENTS ACCESS THROUGH THE CAMERA FROM THEIR MOBILE PHONE OR TABLET AN INTERACTIVE PAGE WITH TEXT, SOUND AND / OR VIDEO.

IT CAN BE USED FOR GUIDED RESEARCH OR VERIFICATION OF HYPOTHESES.



# EXEMPLOS

---

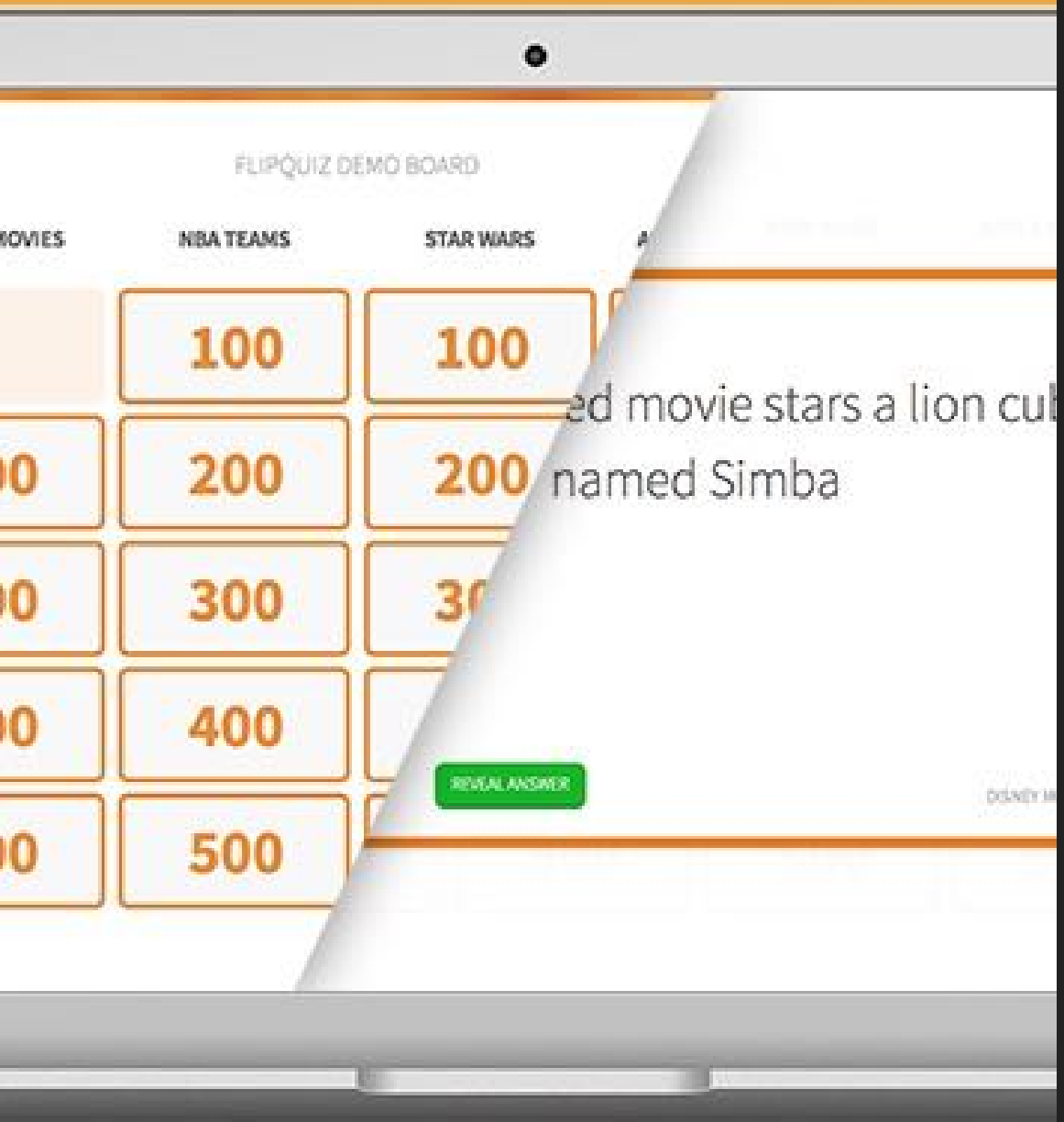
IN THESE EXAMPLES  
STUDENTS CAN:

- ACCESS INFORMATION  
RELATED TO OPHELIA  
HURRICANE;
- SEE VIDEOS RELATED TO  
THE TOPIC;
- SOLVE HOMEWORK.



FLIPQUIZ<sup>TM</sup>  
BETA





# WHAT IS IT?

---

IT IS A SITE DESIGNED  
TO MAKE IT EASY FOR  
TEACHERS TO CREATE  
AND DISPLAY  
JEOPARDY-STYLE  
REVIEW GAMES.

FILL IN THE GAPS  
WITH THE PRESENT  
PERFECT  
CONTINUOUS

ARE THE  
SENTENCES  
CORRECT

100

100

200

200

300

300

400

500

# EXAMPLE

---

[HTTP://FLIPQUIZ.ME/  
REVIEW/81920](http://flipquiz.me/review/81920)





# WHAT IS IT?

---



Shake to roll  
the cubes



Touch and drag to  
move the cubes



Pinch and twist to  
rotate the cubes



Pinch and hold to  
re-roll a single cube.

IT IS AN APPLICATION THAT  
ENCOURAGES CRITICAL  
THINKING AND PROBLEM  
SOLVING.

VIRTUAL DICE ARE USED  
AND STUDENTS HAVE TO  
USE THE CONCEPTS TO  
CREATE THEIR STORY.

[www.storycubes.com](http://www.storycubes.com)

© 2009-2015 The Creativity Hub Ltd.

# EXAMPLE

---



IT IS NECESSARY:

TO GIVE VERY PRECISE INSTRUCTIONS TO THE STUDENTS (ELEMENTS TO INCLUDE IN THE TEXT, MAXIMUM NUMBER OF WORDS, ETC.);

TO EXPLORE THE UNDERSTANDING OF CONCEPTS BEFORE MOVING ON TO WRITING.









# WHAT IS IT?

---

HEADS UP! IS THE FUN AND HILARIOUS NEW GAME THAT ELLEN DEGENERES PLAYS ON HER SHOW AND NOW YOU CAN PLAY IT WITH YOUR STUDENTS





# HOW DOES IT WORK?

---

FROM NAMING CELEBRITIES, TO SINGING, TO SILLY ACCENTS -- THEY HAVE TO GUESS THE WORD ON THE CARD THAT'S ON THEIR HEAD FROM THEIR COLLEAGUES' CLUES BEFORE THE TIMER RUNS OUT!







ARTIST

Complete

PLAY ON SPOTIFY

POPULAR

|   |   |                                    |
|---|---|------------------------------------|
|  | 1 | Lesson 1                           |
|  | 2 | Classroom Expressions and Dialogue |
|  | 3 | Lesson 1                           |

# SPOTIFY AND LANGUAGES?

---

SPOTIFY IS A FREE PLATFORM FOR LISTENING TO MUSIC.

BUT IT'S NOT JUST ABOUT MUSIC.

THEY ALLOW YOU TO LISTEN TO AUDIO LANGUAGE COURSES.

THEY ALSO OFFER YOU A LOT OF SONGS FOR CHILDREN.

1. My Family  
The Laurie Berkner Band • Love
2. Laurie Berkner Intro  
Various Artists • Laurie Berkner - Fa
3. Party Day  
The Laurie Berkner Band • Party Da
4. Let's Talk About Food  
Various Artists • Laurie Berkner - Fa
5. Fruit Salad Salsa  
The Laurie Berkner Band • Victor V
6. Name the Instruments  
Various Artists • Laurie Berkner - Fa
7. Come On In  
The Laurie Berkner Band • Party Da

# EXAMPLE

---

[HTTPS://](https://open.spotify.com/user/spotify4kids/playlist/4MPZK6GU6VQN7U2JNY9MC1)  
[OPEN.SPOTIFY.COM/](https://open.spotify.com/user/spotify4kids/playlist/4MPZK6GU6VQN7U2JNY9MC1)  
[USER/SPOTIFY4KIDS/](https://open.spotify.com/user/spotify4kids/playlist/4MPZK6GU6VQN7U2JNY9MC1)  
[PLAYLIST/](https://open.spotify.com/user/spotify4kids/playlist/4MPZK6GU6VQN7U2JNY9MC1)  
[4MPZK6GU6VQN7U2J](https://open.spotify.com/user/spotify4kids/playlist/4MPZK6GU6VQN7U2JNY9MC1)  
[NY9MC1](https://open.spotify.com/user/spotify4kids/playlist/4MPZK6GU6VQN7U2JNY9MC1)

**Webquest**



# WHAT ARE THEY?

---

WEBQUESTS INCREASE  
STUDENT MOTIVATION

WEBQUESTS ARE OFTEN  
COOPERATIVE IN NATURE,  
REQUIRING STUDENTS TO  
TAKE ON ROLES WHERE THEY  
ARE PART OF A TEAM THAT  
MUST ACCOMPLISH THE TASK.

## BACKGROUND KNOWLEDGE

me



### ROMA AND JULIET BACKGROUND KNOWLEDGE

Webquest designed to build background knowledge for visiting

English / Language Arts

Rome and Juliet, setting, William Shakespeare

Comero

The Public URL for this WebQ  
<http://zunal.com/webquest.php?v>

# HOW DOES IT WORK?

**INTRODUCTION:** THE INTRODUCTION IS USUALLY A SHORT PARAGRAPH THAT INTRODUCES THE ACTIVITY TO THE STUDENTS. IT OFTEN HAS A ROLE OR SCENARIO INVOLVED.

**TASK:** THE TASK INFORMS THE LEARNERS OF WHAT THEIR END-RESULT OR CULMINATING PROJECT WILL BE.

### **PROCESS:**

THE PROCESS IDENTIFIES THE STEPS THE STUDENTS SHOULD GO THROUGH TO ACCOMPLISH THE TASK. IT ALSO INCLUDES THE ONLINE RESOURCES THEY WILL NEED, AND PROVIDES SCAFFOLDING FOR ORGANIZING THE INFORMATION GATHERED.

### **EVALUATION:**

THE EVALUATION DESCRIBES TO THE STUDENTS HOW THEIR PERFORMANCE WILL BE EVALUATED, AND IS OFTEN IN THE FORM OF A SCORING RUBRIC.

### **CONCLUSION:**

THE CONCLUSION SUMMARIZES WHAT THE LEARNERS WILL HAVE ACCOMPLISHED BY COMPLETING THE WEBQUEST, AND OFTEN PROVIDES ADDITIONAL OPPORTUNITIES TO EXTEND THEIR THINKING.



# EXAMPLE

---

Welcome



**come:** Your own restaurant

**ription:** This web quest focuses on the English l  
re tense) and vocabulary (food). The web quest is  
nts.

**le Level:** 9-12

**iculum:** English / Language Arts

[HTTP://ZUNAL.COM/  
WEBQUEST.PHP?  
W=2563](http://zunal.com/webquest.php?W=2563)

calaméo

Search a publication...

Internet calameo download

Browse ▾

Groups ▾

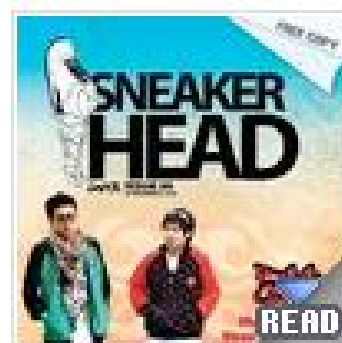
Community ▾

ok



[Sante Magazine N395](#)  
[Novembre 2008](#)

From [altavista](#)  
Viewed 67 times  
184 pages



[SNKR ISSUE5](#)

From [chimneychannel](#)  
Viewed 68 times  
32 pages



[Le Magazine de la Creuse](#)  
[n°24, mars -...](#)



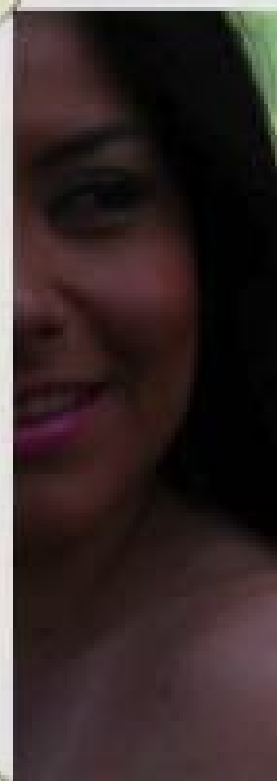
[Le Magazine de la Creuse](#)  
[n°23, janvier...](#)

# WHAT IS IT?

IT IS A PUBLISHING  
PLATFORM FOR DIGITAL  
INTERACTIVE  
PUBLICATIONS

CONVERT DOCUMENTS TO  
BEAUTIFUL PUBLICATIONS  
AND SHARE THEM  
WORLDWIDE.

Érase una vez una joven muy bonita y muy simpática que se llamaba Mercedes. Ella siempre tuvo una vida feliz desde niña hasta que se casó con un chico, Jorge, a quien amaba de verdad. Los dos tuvieron una hija pero el tiempo paró y el mundo se desmoronó cuando lo peor aconteció... Jorge tuvo un accidente y se murió, dejando Mercedes y su hija solitas.



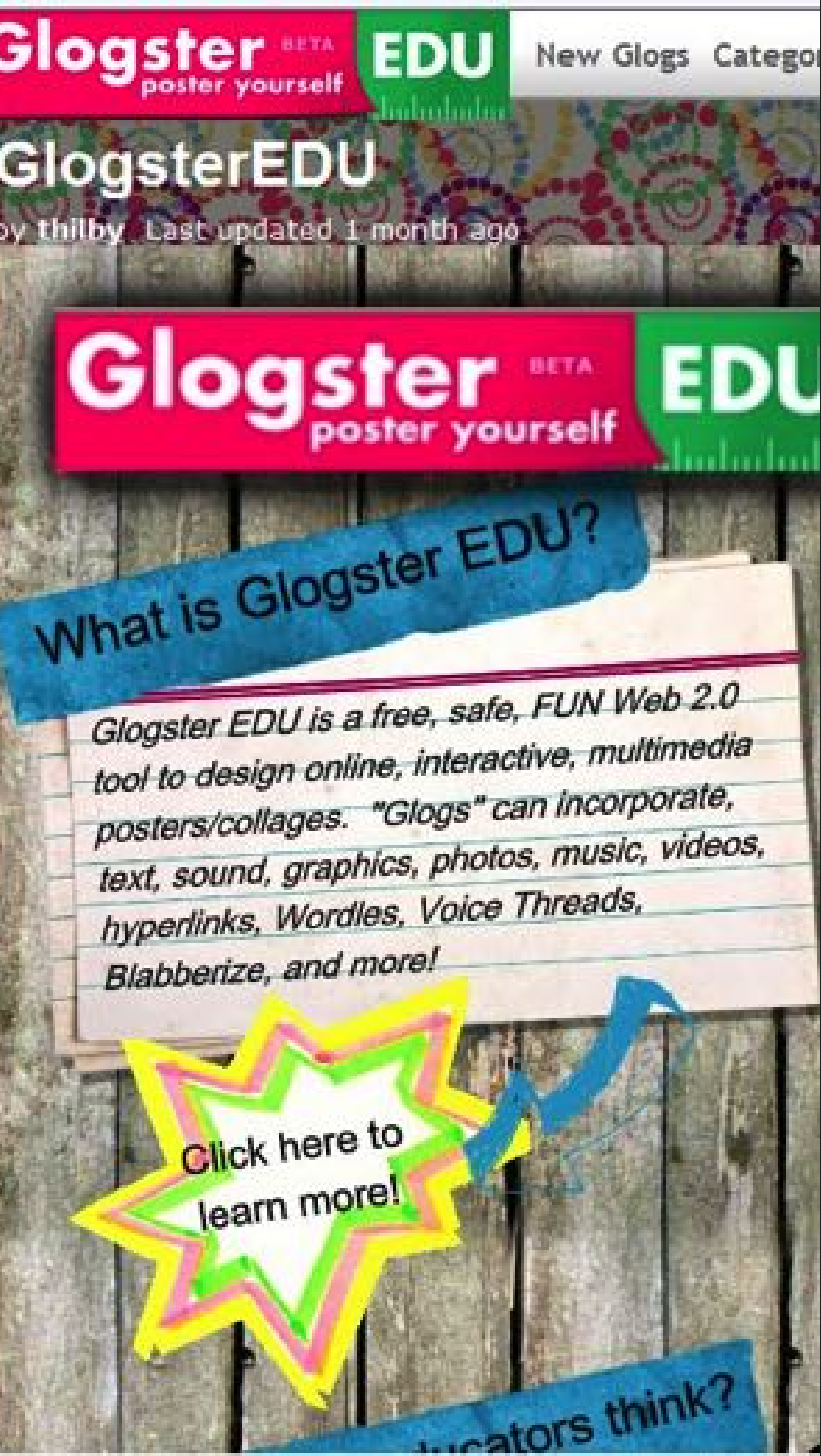
# WRITING SKILLS DEVELOPMENT

---

[HTTP://  
PT.CALAMEO.COM/  
READ/  
0046327193995D894F7  
CC](http://PT.CALAMEO.COM/READ/0046327193995D894F7CC)

**Glogster**





# WHAT IS IT?

---

GLOGSTER IS A CLOUD-BASED PLATFORM FOR DIGITAL STORYTELLING AND INTERACTIVE LEARNING.

# ENGLISH: VARIETIES, DIALECTS AND ACCENTS

Australian

Good onya  
Good for you

British English vs American English

Hugh Laurie, Ellen DeGeneres

Funny dialects and accents

The hamburger fun

## WHAT IS IT FOR?

IT ALLOWS USERS TO MIX ALL KINDS OF MEDIA ON A ONE VIRTUAL CANVAS TO CREATE MULTIMEDIA POSTERS.

# EXAMPLE



# EXAMPLE





Storyboard**That**





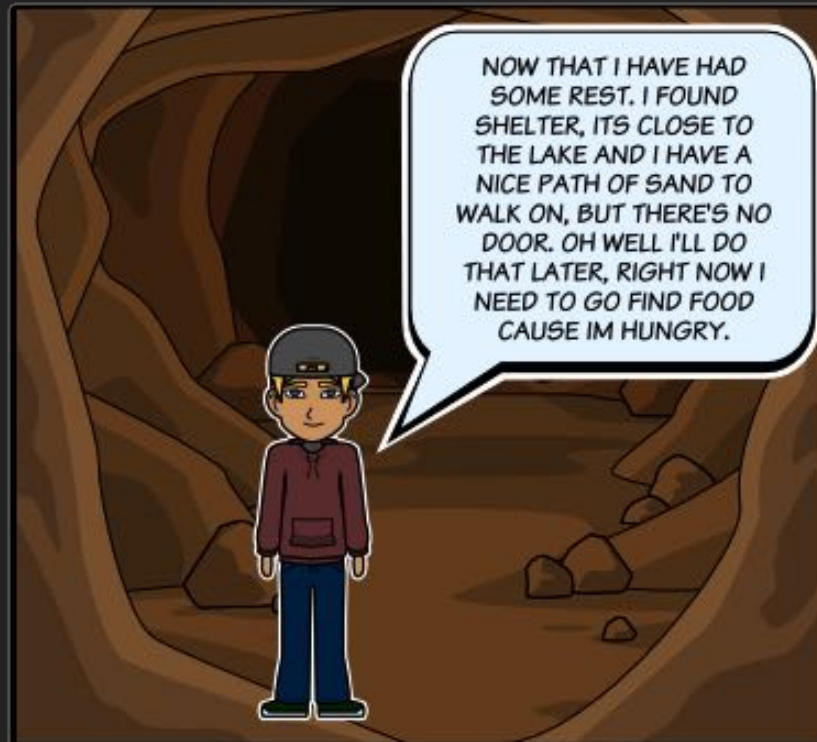
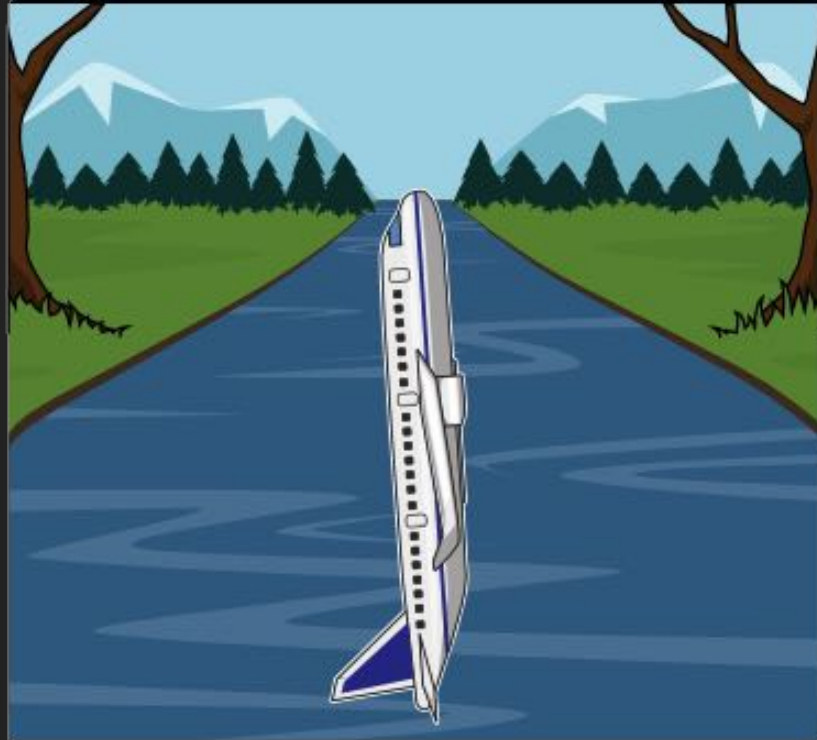
# STEPS

---

1. STUDENTS WRITE A SCRIPT: THEY COLLABORATE WRITING AND SHARING IDEAS FOR THE DIALOGUES AND ACTIONS.
2. THEY MAKE A STORYBOARD WITH THE NECESSARY PICTURES AND DIALOGUES THEY WOULD USE PER FRAME.

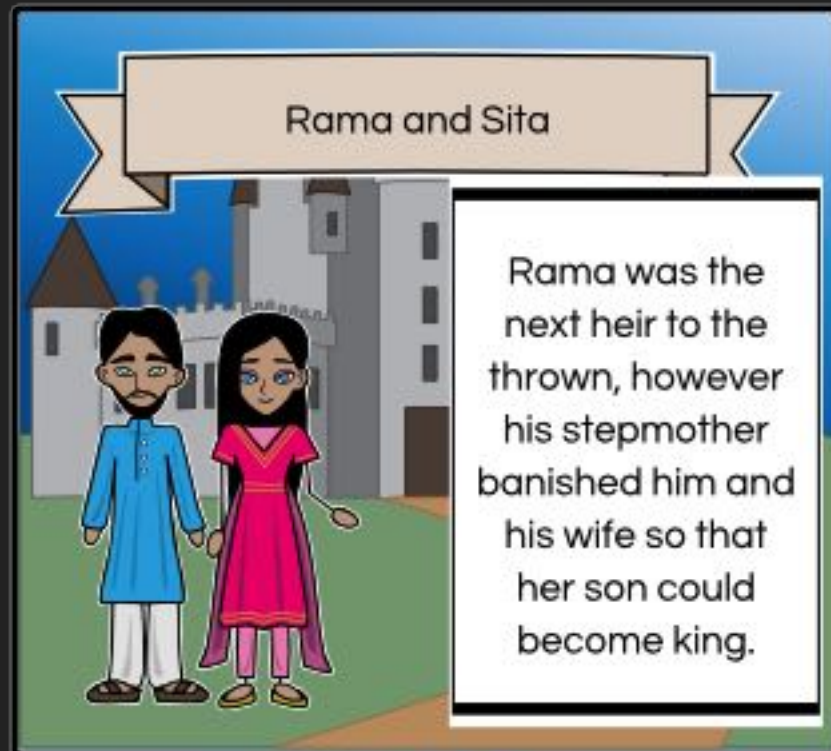


# EXAMPLE

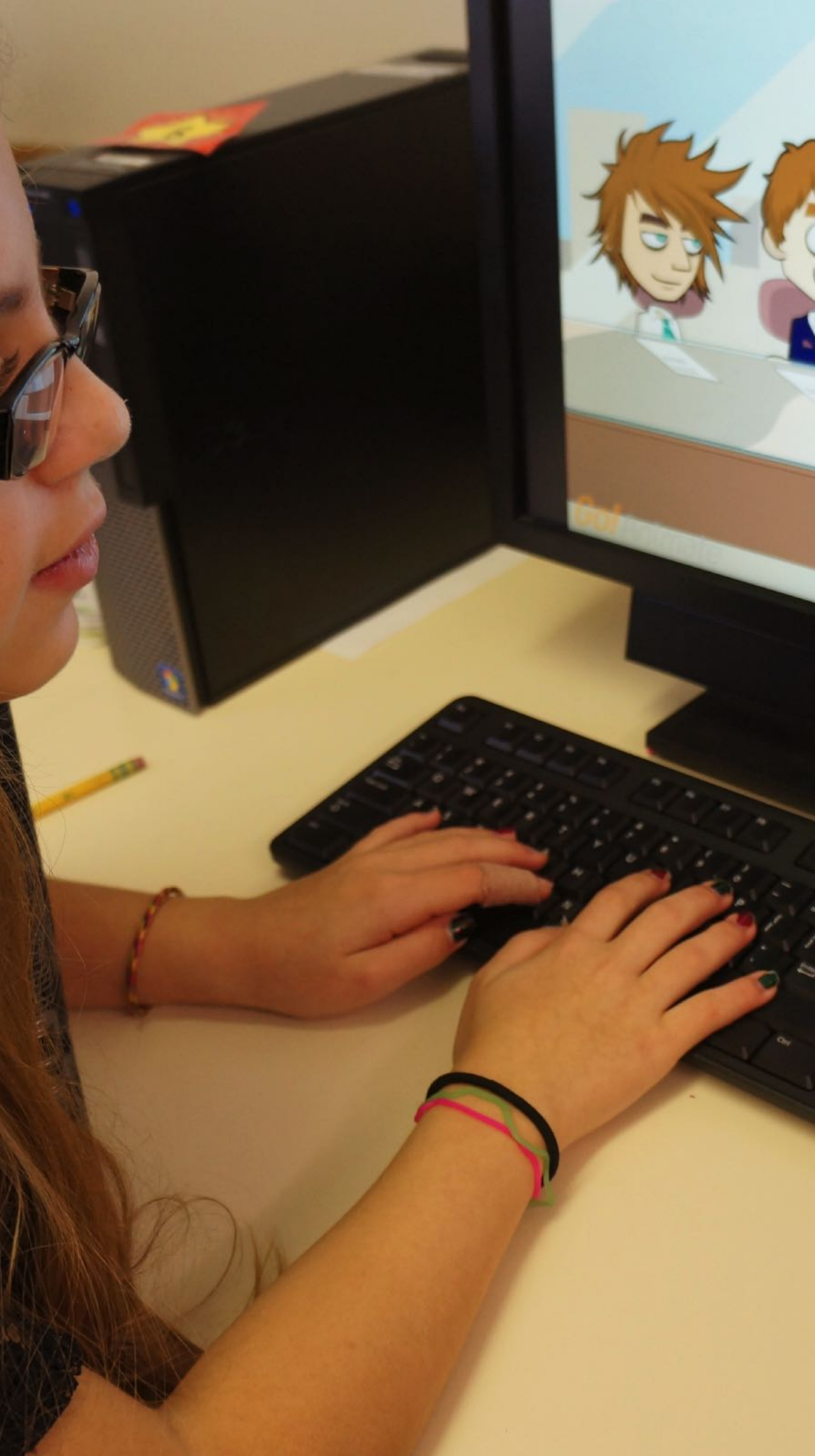




# EXAMPLE



**PowToon**



# WHAT IS IT?

---

POWTOON IS A SAFE ENVIRONMENT FOR STUDENTS TO FULLY EXPRESS THEIR CREATIVITY THROUGH VIDEO.



# HOW DOES IT WORK?

---



# EXAMPLE

DOT'S STORY  
BY AMELIA M. 19#



POWTOON<sup>EDU</sup>



# EXAMPLE

---

[HTTP://GOANIMATE.COM/  
VIDEOS/0W6P8XIRNTXM?  
UTM\\_SOURCE=LINKSHA  
RE&UTM\\_MEDIUM=LINK  
SHARE&UTM\\_CAMPAIGN  
=USERCONTENT?  
UTM\\_SOURCE=LINKSHA  
RE](http://goanimate.com/videos/0w6p8xirntxm?utm_source=linkshare&utm_medium=linkshare&utm_campaign=usercontent?utm_source=linkshare)

# OTHER PLATFORMS/ WINDOWS MOVIE MAKER/ IMOVIE

---





# PUPPET PALS

By Polished Play







# WHAT IS IT?

---

POSE YOUR CHARACTERS, MAKE THEM WALK AROUND AND INTERACT WITH VEHICLES, LOCATIONS AND PROPS.

THEIR MOUTHS AUTOMATICALLY MOVE IN SYNC TO YOUR VOICE! PLAY IT ALL BACK AND SHARE YOUR MOVIES.



# WHAT CAN I DO WITH IT?

---

BOOK REPORTS

LANGUAGE AND STORY  
DEVELOPMENT

STORYBOARDING

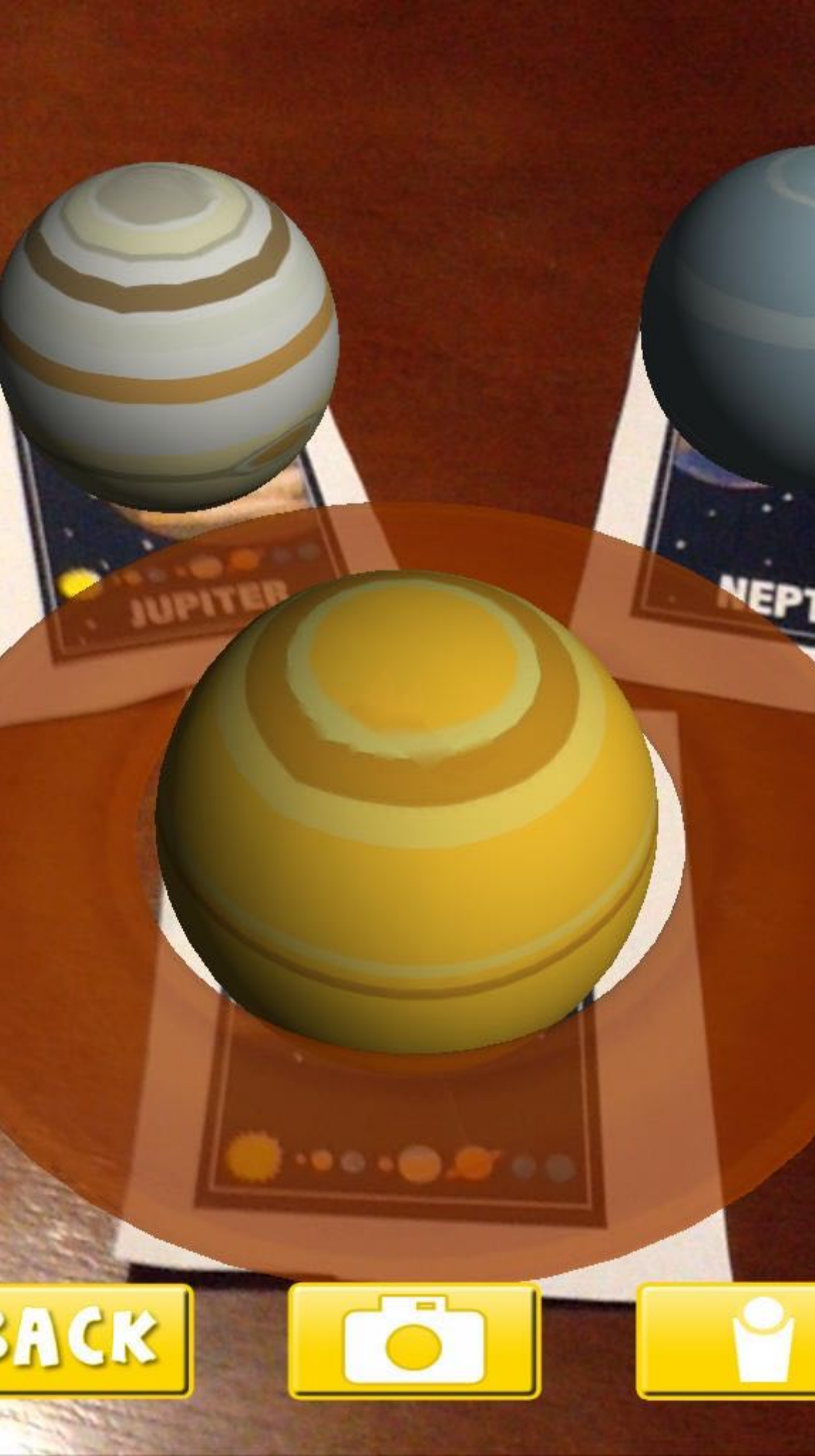
CREATIVE BRAINSTORMING

SECOND LANGUAGE  
PRACTICE









# WHAT IS IT?

---

AR FLASHCARDS ARE  
A NEW WAY TO  
INTERACT AND MAKE  
FLASH CARDS MORE  
ENTERTAINING.





# HOW DOES IT WORK?

---

AR FLASHCARDS ARE A NEW WAY TO INTERACT AND MAKE FLASH CARDS MORE ENTERTAINING WHEN YOU POINT YOUR DEVICE AT THE PRINTED FLASHCARD A BEAUTIFULLY RENDERED 3D ANIMAL WILL POP UP ON THE SCREEN.

TAP THE ANIMAL TO HEAR THE LETTER AND ANIMAL NAME.

# WHAT CAN I DO?

---



PLANETS,

ANIMAL SOUNDS AND  
NAMES

MATHS (ADDITION AND  
SUBTRACTION)

COLOURS



A 360° world  
where the story unfolds all around you.



# WHAT IS IT?

---

GOOGLE SPOTLIGHT STORIES  
MEANS STORYTELLING FOR VR.

ARTISTS AND TECHNOLOGISTS  
MADE IMMERSIVE STORIES.

YOU CAN HAVE A BRAND NEW  
EXPERIENCE - LOOK, LISTEN,  
EXPLORE...

PEARSON







# WHAT IS IT?

---

PHONIC TRICKSTERS IS AN IMMERSIVE AUGMENTED REALITY CHASE GAME WHICH CAN FOSTER PUPIL'S KNOWLEDGE OF PHONICS.

# HOW DOES IT WORK?

---



ch

TRICKSTERS HAVE  
ESCAPED FROM  
DISCOVERY ISLAND AND  
ARE STEALING LETTER-  
SOUNDS FROM THE  
ENGLISH BANK OF  
PHONEMES.



# HOW DOES IT WORK?

---



LOOK AROUND YOU THROUGH YOUR PHONE OR TABLET AND TRICKSTER HAS TO BE SOMEWHERE.

CATCH HIM BY PRESSING THE CAMERA BUTTON THAT APPEARS ON THE SCREEN

THEN YOU HAVE TO ANSWER A QUESTION RELATED TO THE STOLEN SOUND.







# WHAT IS IT?

---

MORFO CAN BE USED TO QUICKLY TURN A PHOTO OF SOMEBODY'S FACE, OBJECT OR EVEN A PAINTING INTO A TALKING CHARACTER.





# SOME IDEAS

---

BRING A HISTORICAL CHARACTER BACK TO LIFE TO TALK ABOUT THEIR LIFE.

BRING A BOOK CHARACTER TO LIFE TO TALK ABOUT HIS/HER STORY.

USE A PHOTOGRAPH OF A POLITICIAN TO TALK ABOUT ISSUES YOU ARE PASSIONATE ABOUT.

ANIMATE AN ANIMAL AND LET THEM EXPLAIN HOW THEY HAVE ADAPTED TO SURVIVE.

USE TO TALK ABOUT PHYSICAL AND CHARACTER DESCRIPTION.





# WHAT IS IT?

---

TELLAGAMI LETS YOU  
CREATE AND SHARE A  
QUICK ANIMATED  
VIDEO.

CREATE A SCENE,  
RECORD A DIALOGUE  
AND SHARE IT.







# SOME IDEAS

---

RECORD FLIPPED CLASSROOM VIDEOS

USE TO TALK ABOUT PHYSICAL AND CHARACTER DESCRIPTION

HAVE YOUR CHARACTER TELL A STORY

PICK A PERSON IN HISTORY AND HAVE THEM INTRODUCE THEMSELVES

USE A PLANT CELL AS THE BACKGROUND AND HAVE THE AVATAR NAME AND DISCUSS THE FUNCTION OF EACH PART OF THE CELL

RECITE A FAMOUS POEM OR SPEECH

READ A POEM THEY WROTE

MAKE A TRIP OR GO BACK IN TIME AND DESCRIBE WHERE THE LOCATION/TIME PERIOD

SPEAK IN ENGLISH, SPANISH, FRENCH, MANDARIN OR ANY OTHER LANGUAGE.

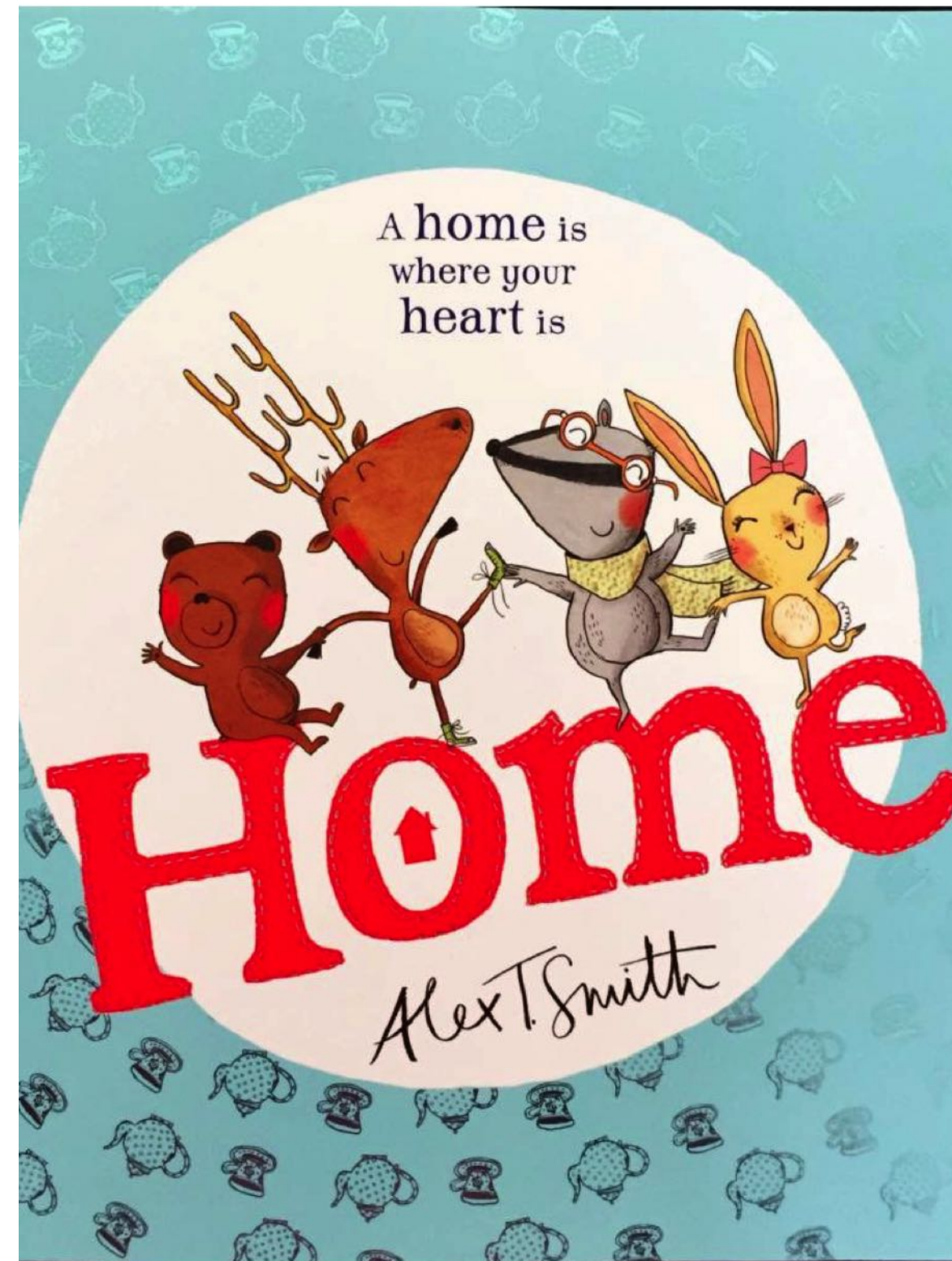
**OTHER PROJECTS/  
APPROACHES**



**'HOME PROJECT'**

# 'HOME PROJECT'

.....  
*Gamified Storytelling*



**HOW CAN STORYTELLING HELP?**  
**'HOME' PROJECT...**

**GET VISUAL,  
MOVE AND  
MAKE THEM  
SOLVE  
ISSUES...**



**PROBLEM  
SOLVING**

**EMOTIONALLY-  
CHARGED EVENT**



**YOU HAVE TO  
TOUCH THE  
HEART BEFORE  
YOU TOUCH THE  
HEAD**

**NOVELTY**



**MAKE THEM  
WONDER...**

**YOU ARE  
SELLING  
DREAMS, NOT  
PRODUCTS...**

**MEMORABLE**



The collage features 15 children's book covers arranged in a grid-like fashion. The books are: 'The Boy Who Swam with Piranhas' by Michael Bond; 'Barnyard Dance!' by Sandra Boynton; 'Harry the Dirty Dog' by Gene Zion, pictures by Margaret Blay Graham; 'The Story of Ferdinand' by Munro Leaf, pictures by Robert Lawson; 'Olivia' by Ian Falconer; 'The Elephant and the Pigeon' by John Schoenherr; 'Wild Things Are' by Maurice Sendak; 'The Rainbow Fish' by Marcus Pfister; 'The Monster at the end of this Book' by David Almond and Anthony Browne; 'Guess How Much I Love You' by Audrey Hepburn, illustrated by Anita Jeram; 'How the Grinch Stole Christmas!' by Dr. Seuss; and 'The Little Engine That Could' by Watty Piper.

THESE LANGUAGE SKILLS NOT ONLY INCREASE STUDENT COMFORT IN DISCUSSING THEIR UNDERSTANDINGS OF CONCEPTS BUT ALSO PROVIDE A FOUNDATION FOR THE STUDY OF OTHER SUBJECTS (MICHAELS ET AL., 2008; PRICE & LENNON, 2009).





# WHAT IS CRITICAL THINKING?

---

INDEPENDENT, REASONABLE, REFLECTIVE THINKING THAT IS FOCUSED ON DECIDING WHAT TO BELIEVE AND DO.

THE PROCESS OF CRITICAL THINKING INVOLVES **ACQUIRING INFORMATION AND ASSESSING** IT TO REACH A WELL-JUSTIFIED CONCLUSION OR ANSWER.

CRITICAL THINKERS GATHER INFORMATION FROM **ALL SENSES**, EXPERIENCE.

# IMPLEMENTING CRITICAL THINKING PEDAGOGIES

---

PROMOTING **INTERACTION** AMONG PUPILS;  
ASKING OPEN-ENDED QUESTIONS;

ALLOWING **SUFFICIENT TIME** FOR  
REFLECTION;

USING **PAIR AND GROUP WORK** ACTIVITIES;  
SPEAKING LESS AND LETTING PUPILS  
THINK MORE;

CALLING ON PUPILS THAT DO NOT USUALLY  
PARTICIPATE QUITE OFTEN;

CALLING ON PUPILS TO **SUMMARIZE IDEAS**;  
REQUIRING REGULAR PROJECTS IN CLASS;  
DEVELOPING **SELF-ASSESSMENT  
STRATEGIES**.







# LET YOUR STUDENTS LEAD THE LEARNING

---

EFFECTIVE TEACHERS ARE MORE LIKE **MODERATORS**, OFFERING INSPIRATION AND GUIDING STUDENTS TO DISCOVER FOR THEMSELVES.

GIVE STUDENTS THE OPPORTUNITY TO BE **SELF-LEARNERS AND SELF-EVALUATORS**, WHICH GUARANTEES LIFELONG LEARNING.



# ENCOURAGE COLLABORATION

---

“WE ARE GREATER THAN THE  
SUM OF OUR PARTS.”

A HEALTHY, ACTIVE CLASSROOM  
IS A **SHARING** CLASSROOM.

STUDENTS ARE SOCIAL BEINGS,  
AND EVEN MORE SO IN A  
LANGUAGE CLASS.

FIND EVERY OPPORTUNITY TO  
ALLOW STUDENTS TO **FORM  
PAIRS AND SMALL GROUPS.**





# ENCOURAGE CREATIVITY

---

CREATIVE ACTIVITIES ALLOW STUDENTS TO **EXPRESS WHAT THEY'VE LEARNED IN A NEW WAY.**

THIS SYNTHESIZING AND PERSONALIZING OF KNOWLEDGE CONSOLIDATES LEARNING, AND CREATES AN EXPERIENCE THAT REMAINS WITH STUDENTS LONG AFTER THE CLASS IS OVER.





# ASSESS THE WHOLE PROCESS, NOT THE PRODUCT

---

TRAIN AND ASSESS CHILDREN IN DIFFERENT WAYS THROUGHOUT THE WHOLE PROCESS OF LEARNING.

LET THEM...

- IDENTIFY **EMOTIONS** IN THEMSELVES AND IN OTHERS
- RELATE TO TEACHERS AND PEERS IN POSITIVE WAYS
- **MANAGE FEELINGS** OF ANGER, FRUSTRATION, AND DISTRESS
- **ENJOY ACADEMIC LEARNING** AND APPROACH IT ENTHUSIASTICALLY
- **WORK ATTENTIVELY, INDEPENDENTLY, AND COOPERATIVELY** IN A STRUCTURED CLASSROOM ENVIRONMENT (RAVER, & KNITZER, 2002)

**WHAT'S THE ROLE OF THE  
ENGLISH LANGUAGE?**

IDENTIFY  
SIMILARITIES AND  
DIFFERENCES  
BETWEEN THEIR  
OWN CULTURE AND  
OTHER'S

COMPARISONS

COMMUNICATION

THE ABILITY TO  
UNDERSTAND AND  
INTERPRET  
MESSAGES, TO  
PRESENT  
INFORMATION, ETC.

CONNECTIONS

ABLE TO ACCESS  
KNOWLEDGE FROM  
OTHER SUBJECTS  
THROUGH THE  
TARGET LANGUAGE

LEARN ABOUT THE  
CULTURAL VIEWS,  
PRACTICES AND  
PRODUCTS OF THE  
TARGET LANGUAGE

CULTURES

(cf. P21, 2010)

# METHODOLOGICAL APPROACH

# RESEARCH QUESTIONS

---

Can collaborative and cooperative activities help to contribute towards the development of pro-active pupils?

Can practices and resources based on the gamification pedagogy foster critical thinking amongst primary school pupils?



# DATA COLLECTION TOOLS

---



# THE CONTEXT



35 primary school pupils from the Oporto area

They are attending 3rd and 4th primary school years

They have English lessons 3 times per week

5 lessons (45 minutes each)



The main topics were 'Animals', 'Friends' and 'House'

'Home' picture book was used as the main resource

Gamified tasks based on Kahoot/Plickers comprehension questionnaire and problem-solving activities were implemented

# STRATEGIES

# LESSONS 1 & 2

## Questionnaire

Name: \_\_\_\_\_ Group: \_\_\_\_\_

Try to choose the option you feel more comfortable about. Tick an option or both.

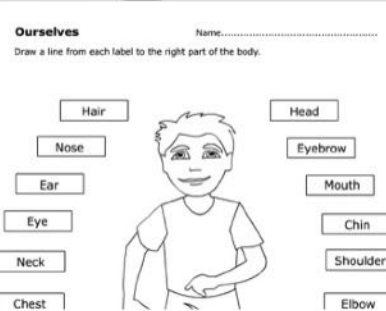
I prefer...

working alone ☐working with my colleagues ☐I have already  
played...Kahoot ☐board games ☐

I enjoy...

storytelling ☐reading the story on my own ☐

I love...

solving worksheets on my own ☐solving tasks with body/computers ☐

# PRE-QUESTIONNAIRE

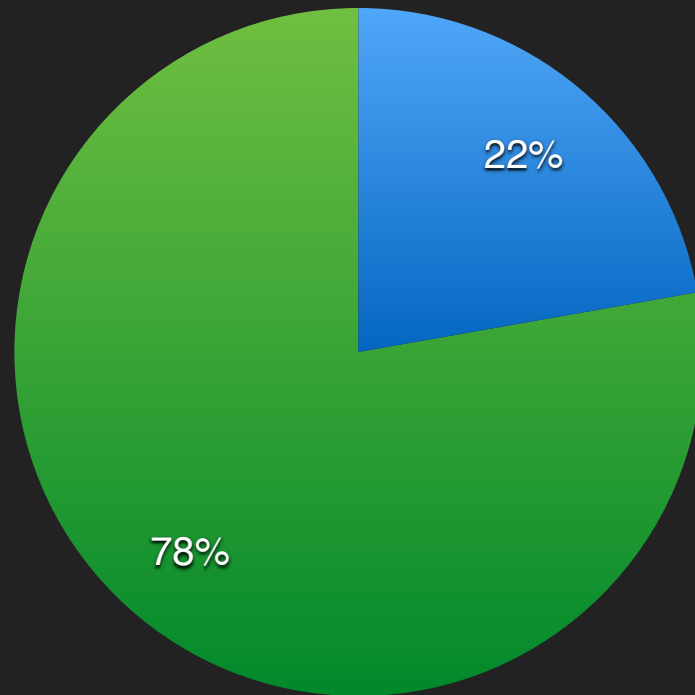
## AIMS

### DESCRIBE THE LEARNER TYPES INVOLVED IN THE PROJECT;

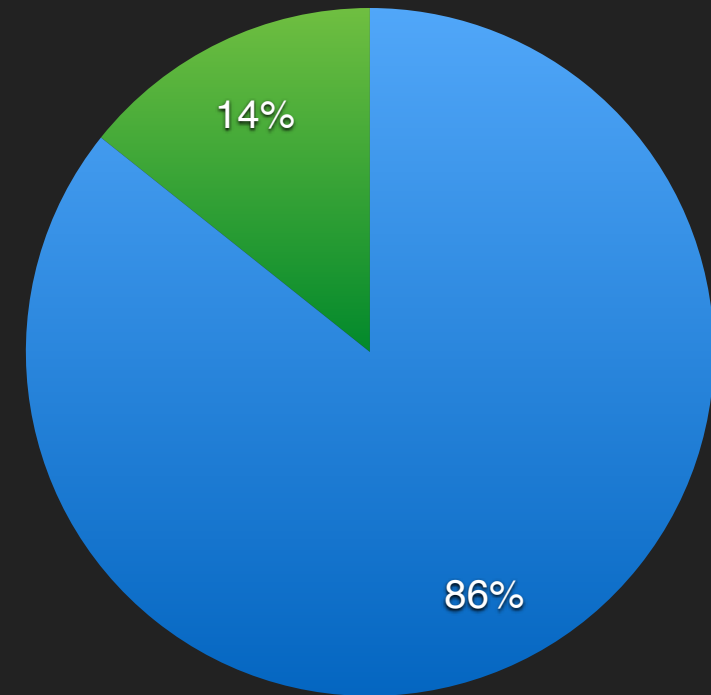
### ASSESS THEIR PREFERABLE WAYS OF LEARNING.



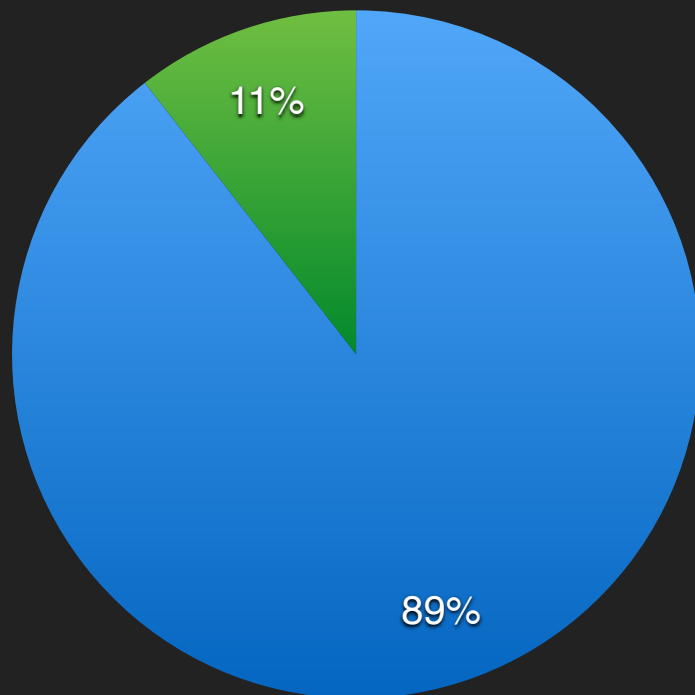
● working alone ● working with my colleagues



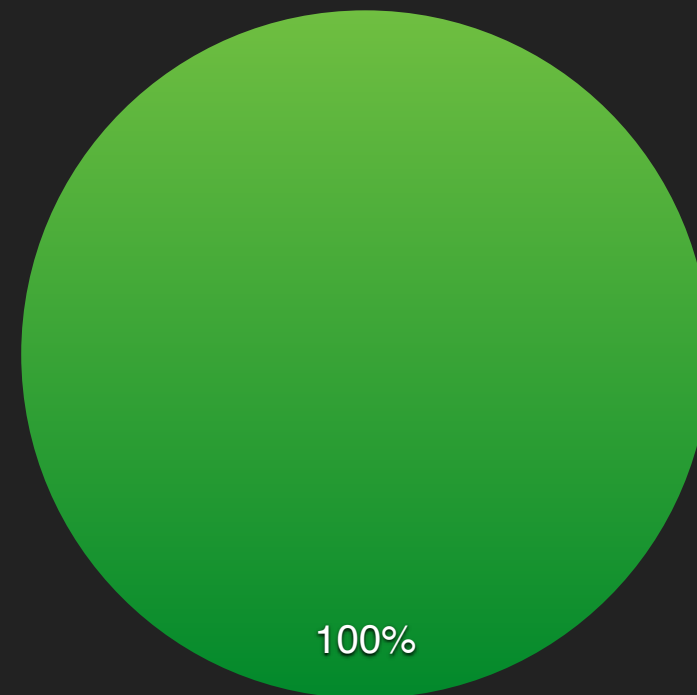
● Kahoot ● board games



● storytelling ● reading the story on my own



● solving worksheets on my own ● solving tasks with body/computers



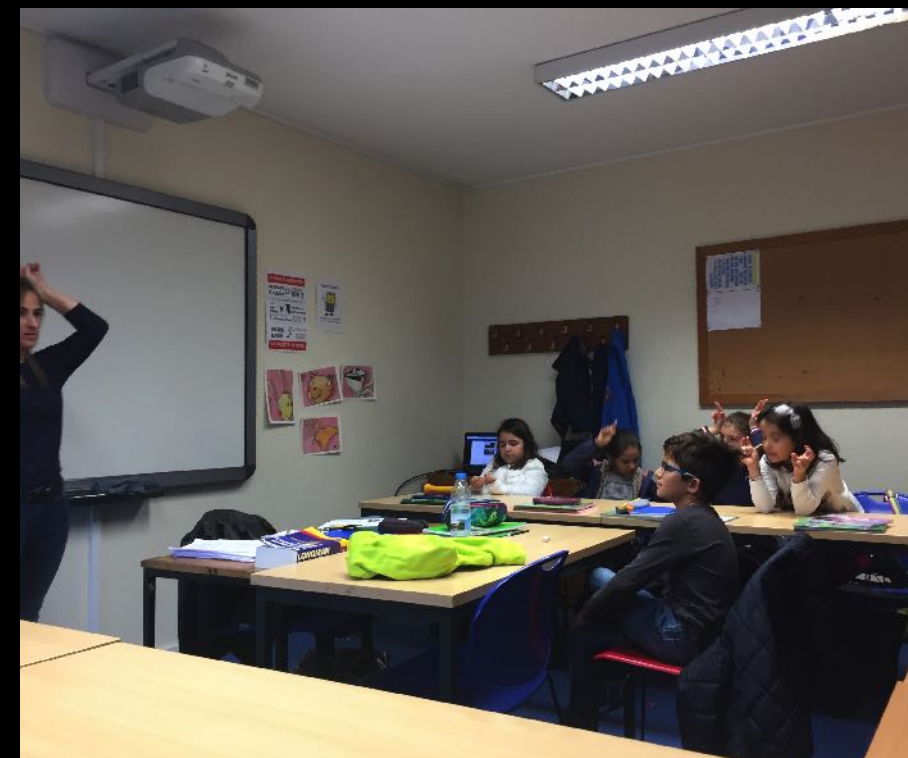


# WARMING UP

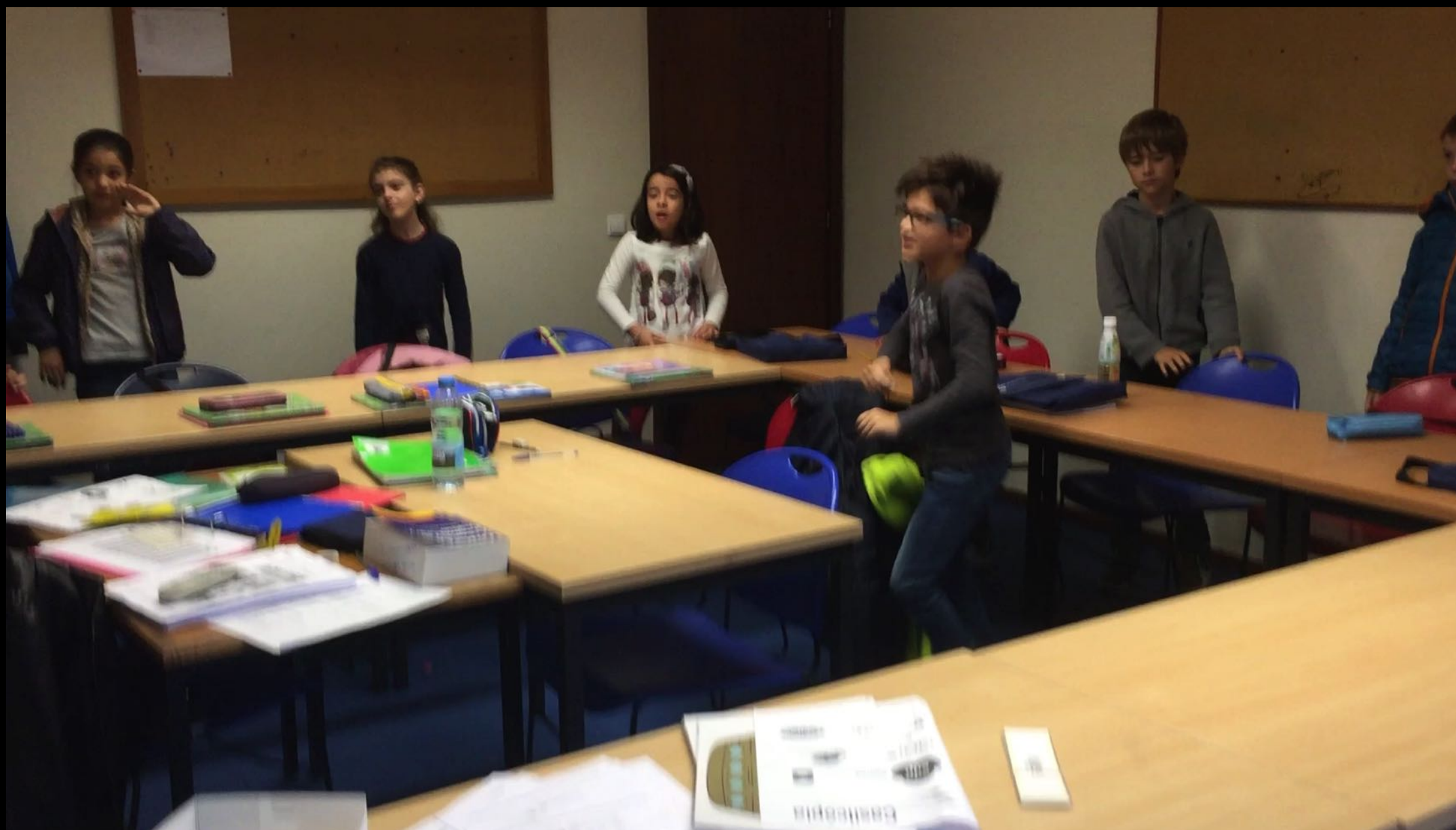
---

ACTIVATING  
VOCABULARY;  
STIMULATING OTHER  
BODY SENSES.





Flashcards and routines/ Activating vocabulary for the story



**Flashcards and routines/ Activating vocabulary for the story**





# STORYTELLING

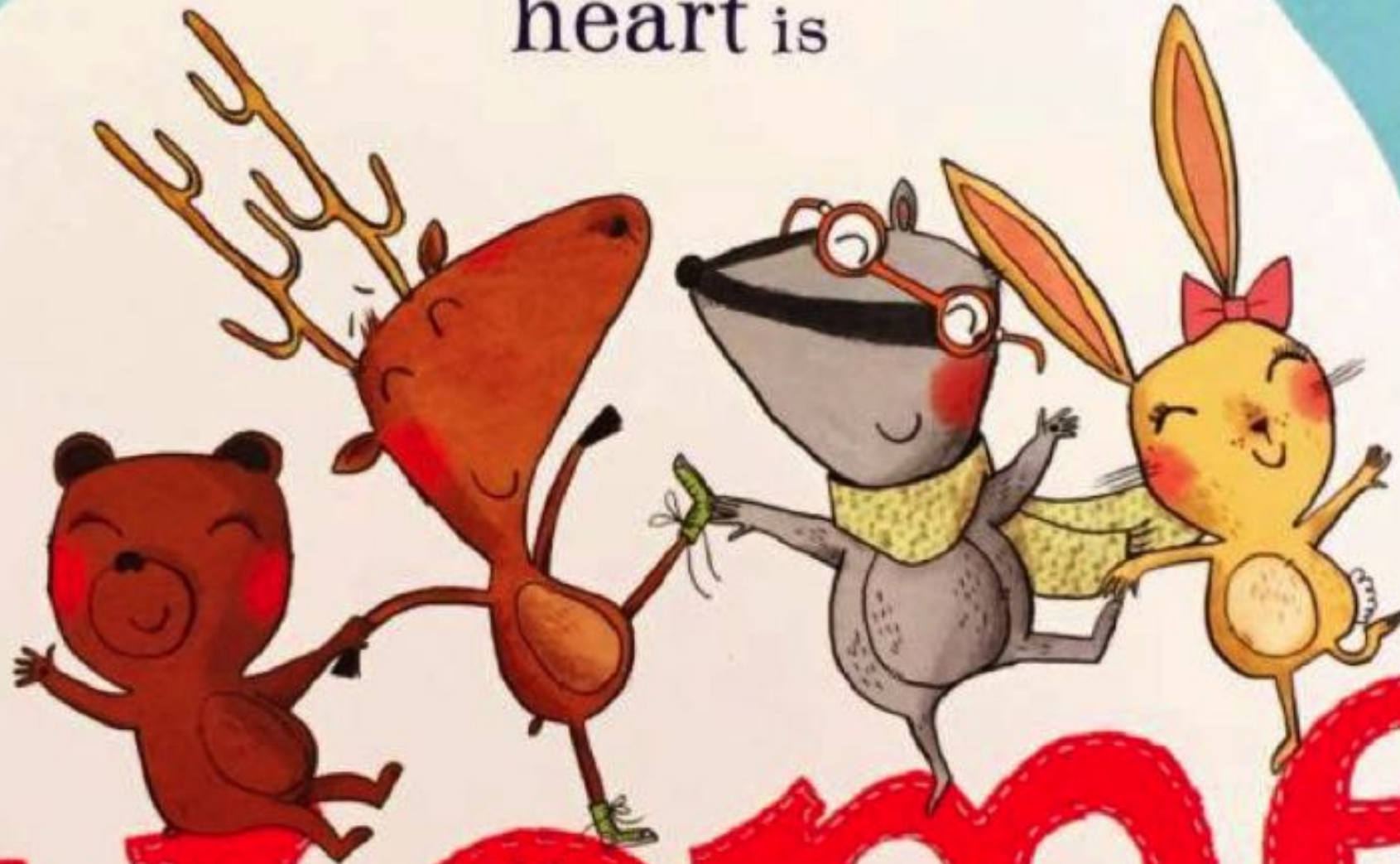
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INTERACTIVE  
READING;

TEACHER CALLED  
UPON PUPILS TO SUM  
UP IDEAS, POINT AT  
THINGS, DESCRIBE  
ITEMS, ETC.



A home is  
where your  
heart is



Home

Alex T. Smith





XXXX XXXX XXXX XXXX XXXX XXXX  
XX XX XX XX XX XX XX XX XX XX  
XX XX XX XX XX XX XX XX XX XX  
XX XX XX XX XX XX XX XX XX XX  
XXXX XXXX XXXX XXXX XXXX XXXX

A house is made of  
BOARDS and BEAMS



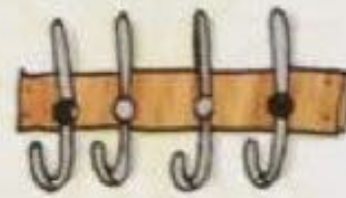


Once there was a house





... A house that was a home.  
And in the house that was a home  
lived four best friends. They were called:  
One, Two, Three and Four.

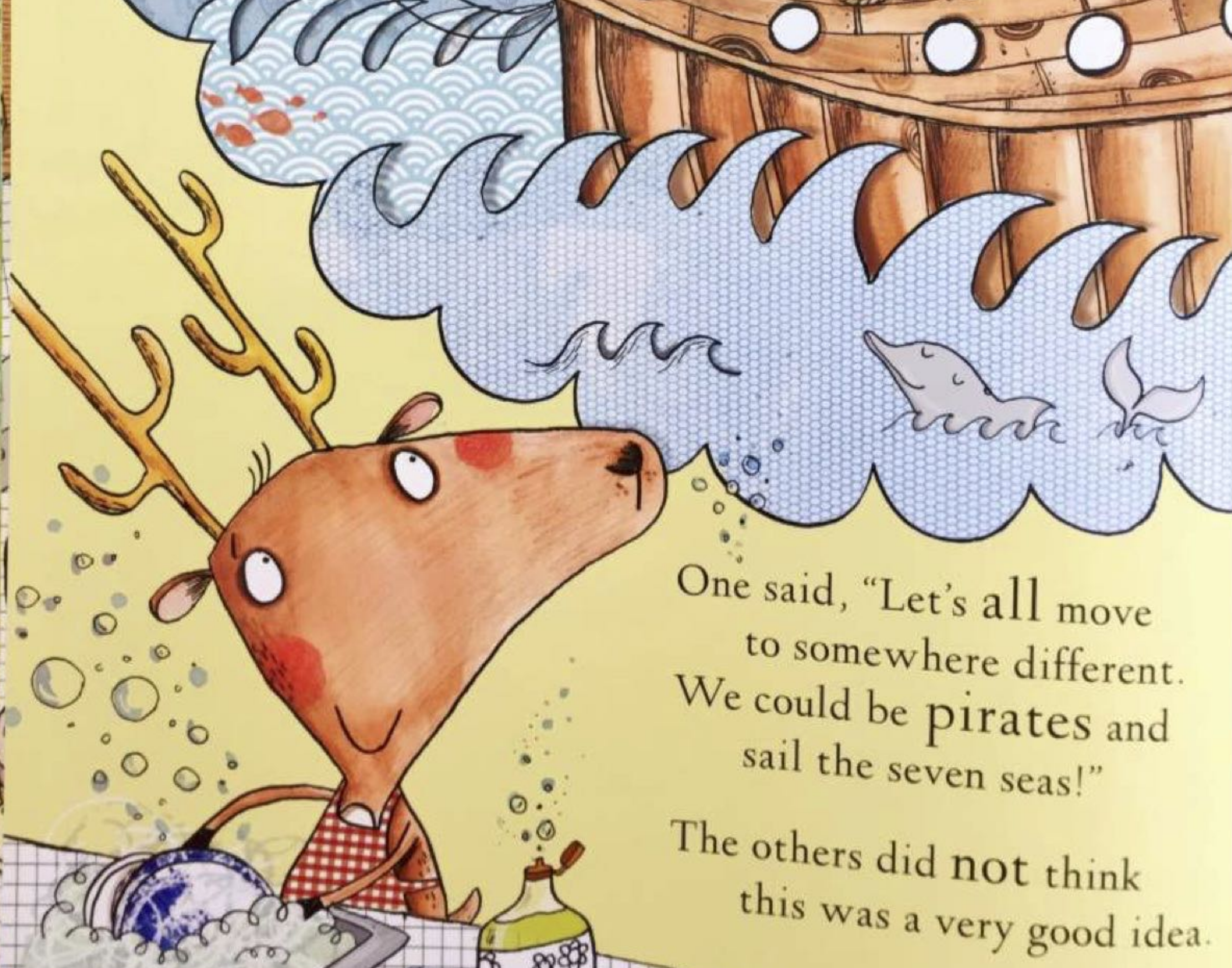






They lived happily  
ever after, until . . .





One said, "Let's all move  
to somewhere different.  
We could be pirates and  
sail the seven seas!"


The others did not think  
this was a very good idea.





Two said,  
“I don’t want to live on the sea!  
It’s far too wet. We should all live at the top  
of a mountain and learn to yodel!”  
The others didn’t think this was a good idea either.



The illustration depicts a whimsical scene inside a cave. A large, dark, textured rock formation dominates the center. Inside this formation, three animals are gathered: a white cat with black stripes and orange-rimmed glasses, a yellow rabbit with a pink bow, and a brown bear with a purple flower on its head. They all have wide, curious eyes. Above them, a small grey spider hangs from a thin thread. To the left, a broken orange vase with a black cat face on it lies on the ground, with a small ant on it. A yellow slug is also nearby. In the upper right, a string of pearls with a blue gemstone is floating. To the right of the rock formation, a white bone lies on the brown ground, with a small blue insect on it. Further right, another blue insect is visible. The background is a mottled brown and tan color, suggesting a cave interior. The text is written in a simple, black, serif font in the upper right corner.

Three sighed and said,  
“I don’t like heights!  
Let’s all live under the  
ground in a dark, dark cave  
and collect creepy-crawlies!”

This idea made  
the others feel a  
little bit itchy.

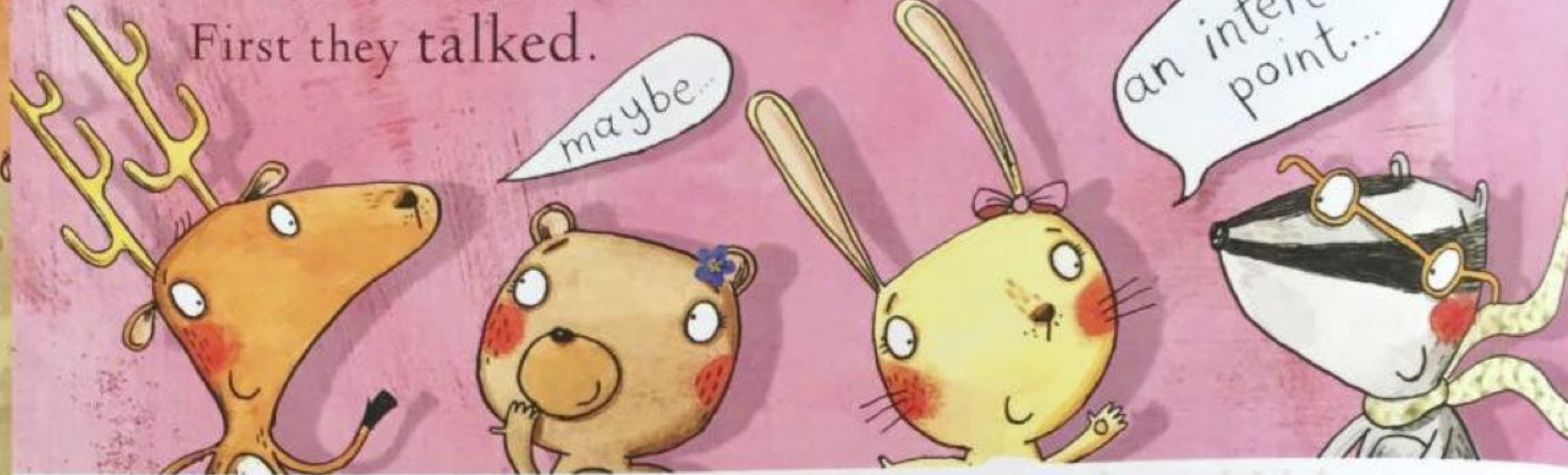




Four had other plans.  
“All those ideas are silly!” he said in a  
very bossy voice. “We should move to the  
big city. . . and go to parties and  
boogie-woogie all night long!”



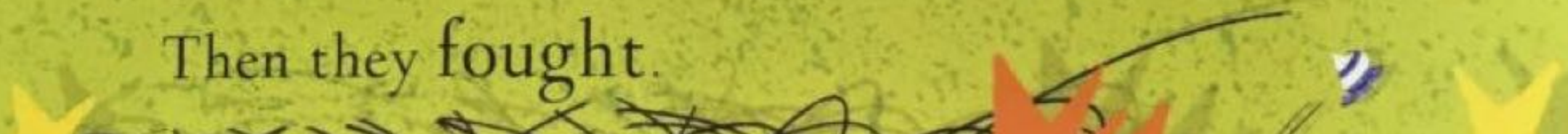
First they talked.



Then they argued.



Then they fought.





“If I’m going,”

they all shouted,

“I’m taking  
the house  
with me!”






One took the door and  
stormed off to the seaside.



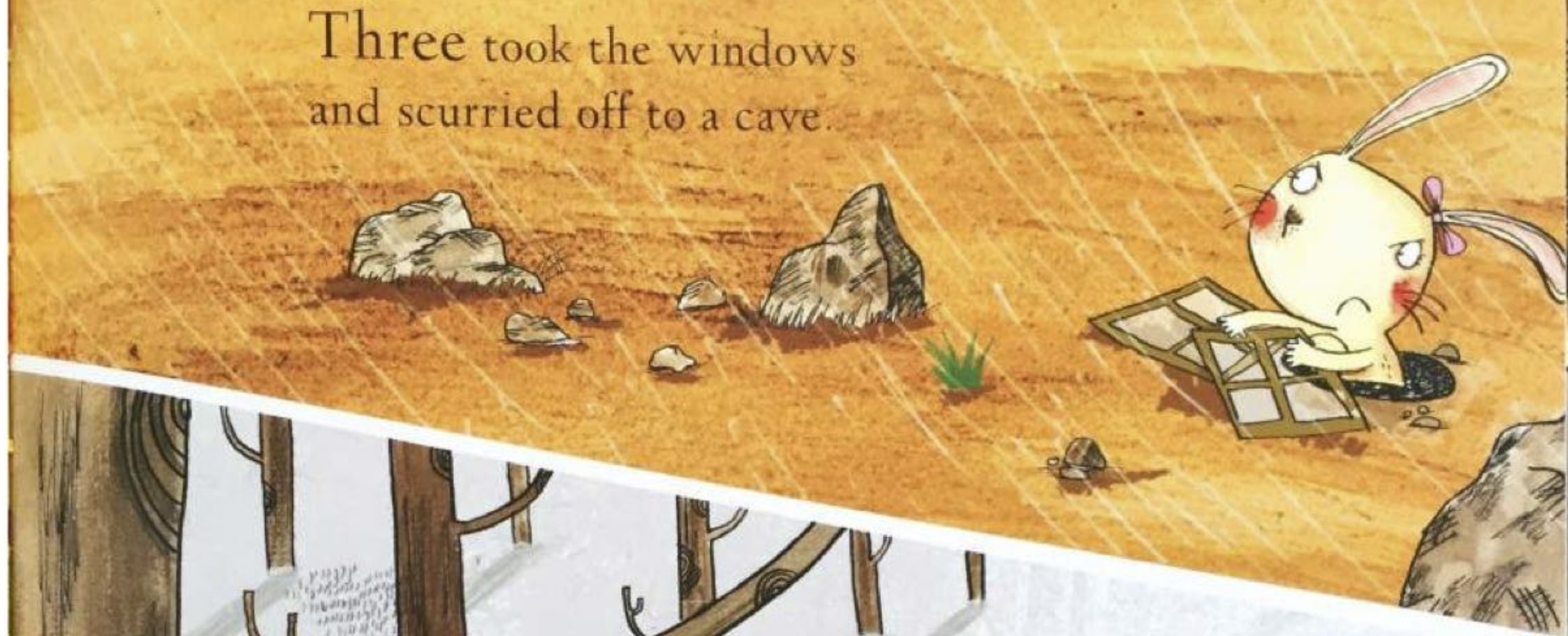




Two took the walls and  
stomped off up a mountain



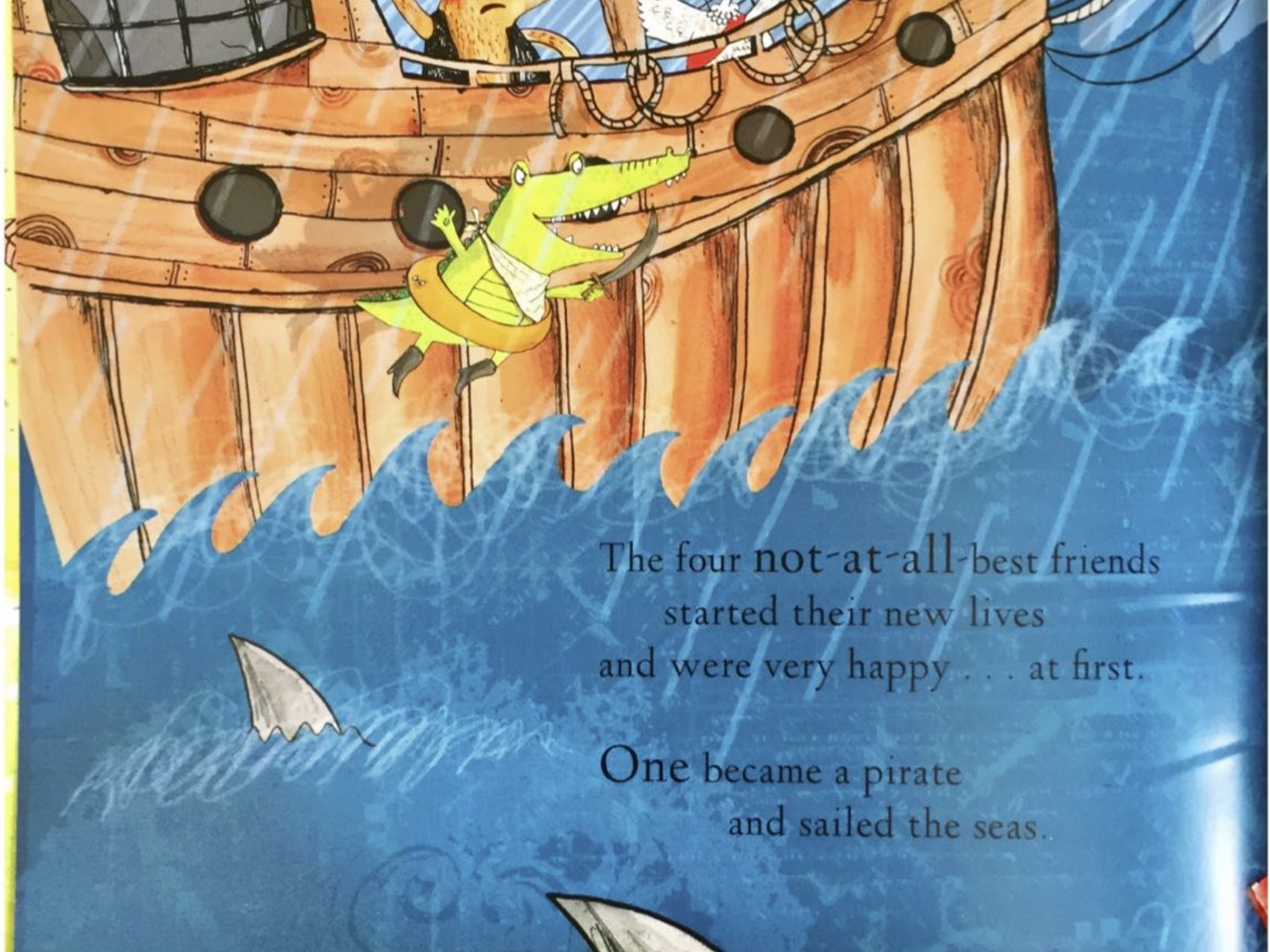
Three took the windows  
and scurried off to a cave.



Four picked up the floor and  
shuffled away to the big city.



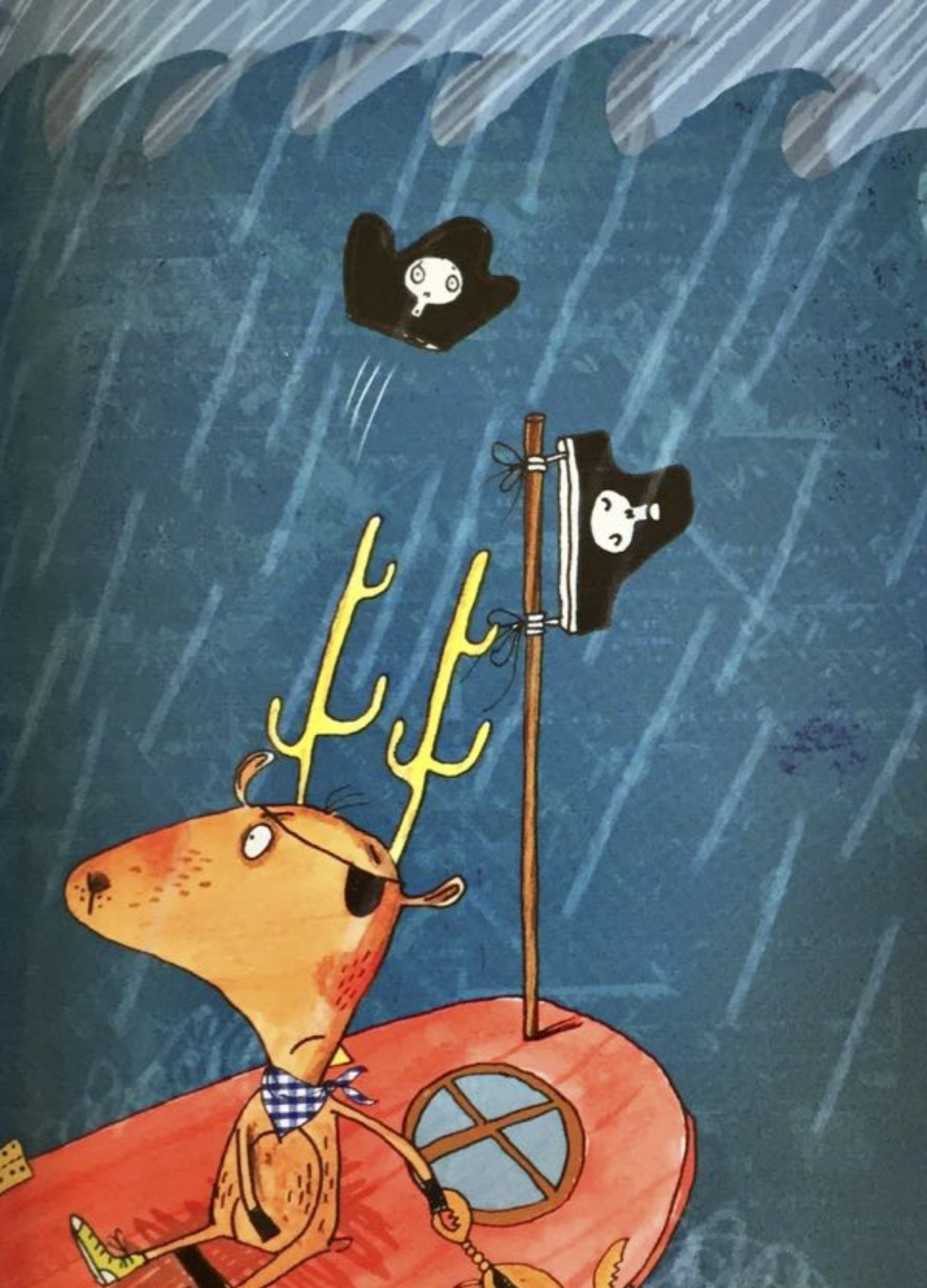




The four not-at-all-best friends  
started their new lives  
and were very happy . . . at first.

One became a pirate  
and sailed the seas.





But the sea was much  
bigger and wetter  
than he had imagined.

And, worst of all,  
his house simply  
wasn't a home when  
it was just a door.







Two learned how to yodel.


She yodelled and yodelled.

But all she got back was an e


And she soon realised that her  
house simply wasn't a home  
when it was just four walls.










Three collected creepy-crawlies  
in her underground cave.



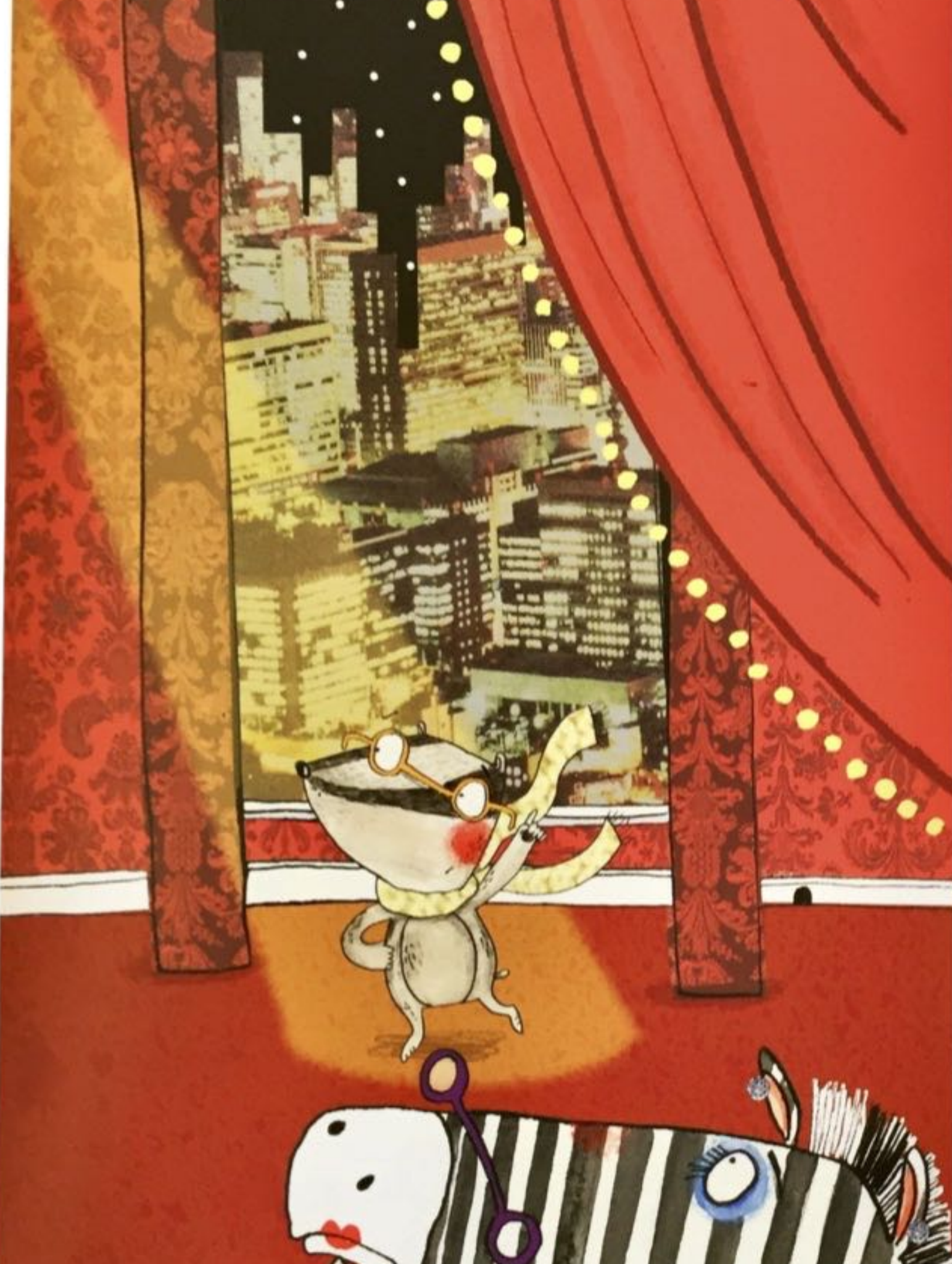
But she had to admit they weren't  
the most interesting company.



And soon she found that her  
house simply wasn't a home when  
it was just some windows.







Four went to parties.

But he didn't know  
anyone and the  
people weren't  
very friendly.

It was as if they had  
never seen a badger  
boogie-woogie before!

And, sure enough, he  
quickly learned that  
a house simply wasn't  
a home when it was  
just a floor.

# QUIZ TIME!



# Kahoot!





Interactive storytelling

5 Library Reports Classes Live View

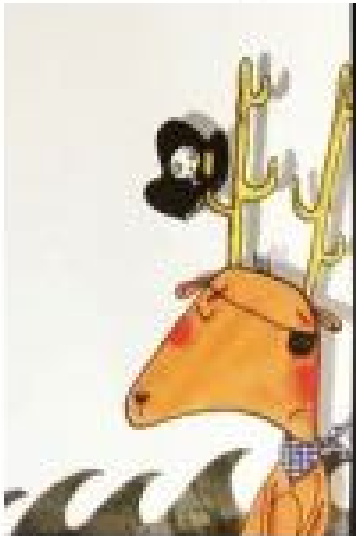
My Library /

+ New Question

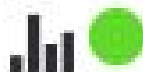
Search in My Library

+ New Folder


At first they felt happy but soon they felt...



A tired B sad C bored



Whereas...

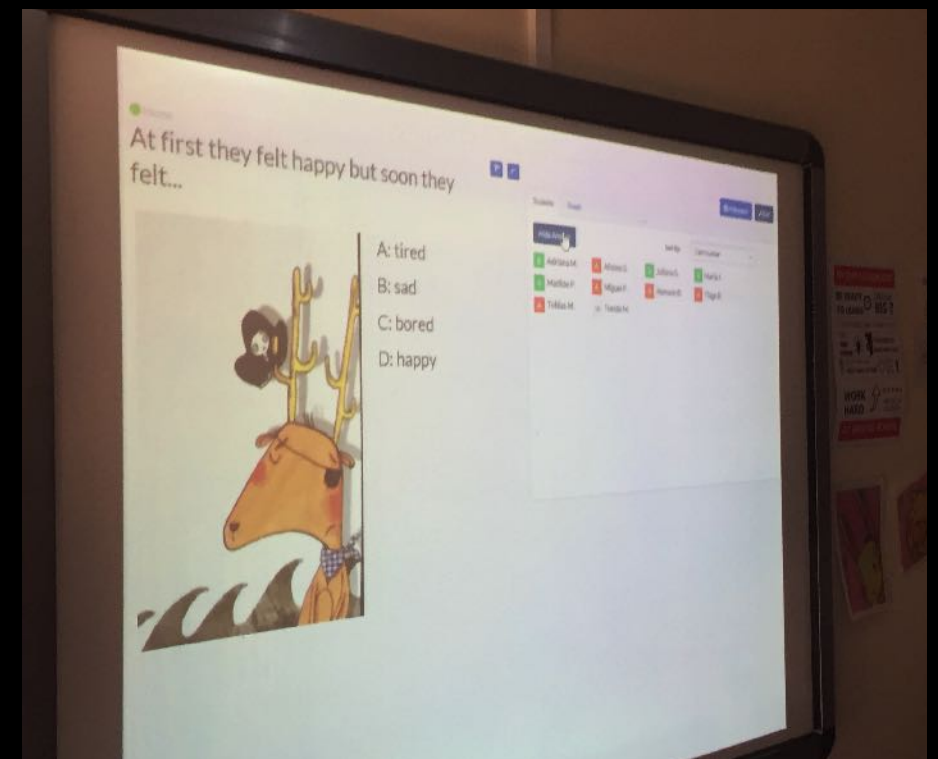
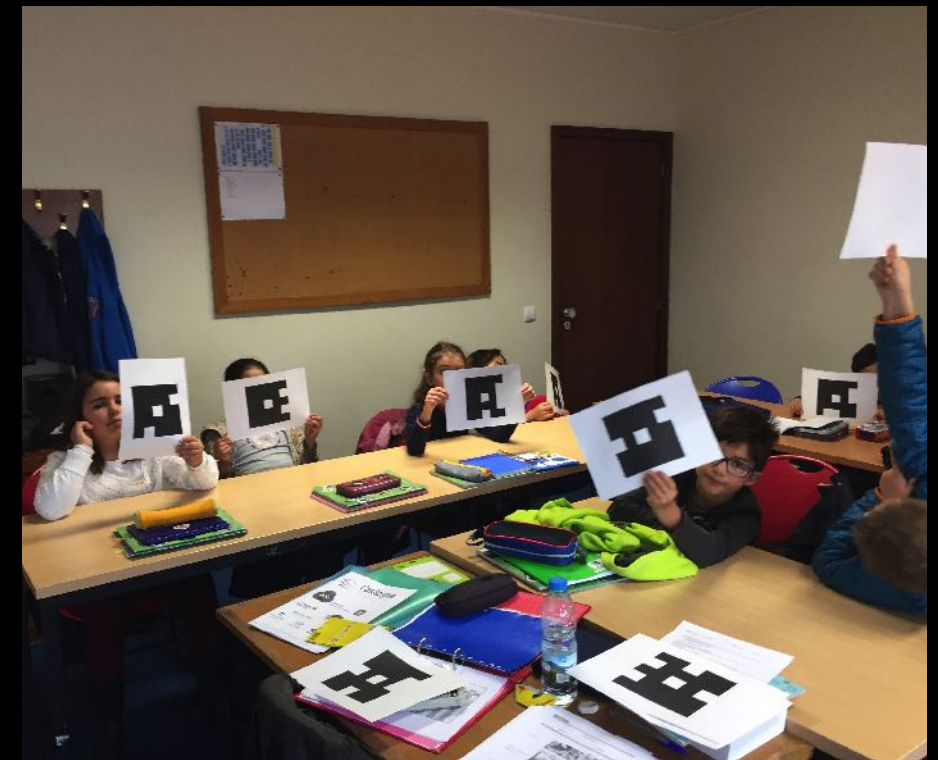
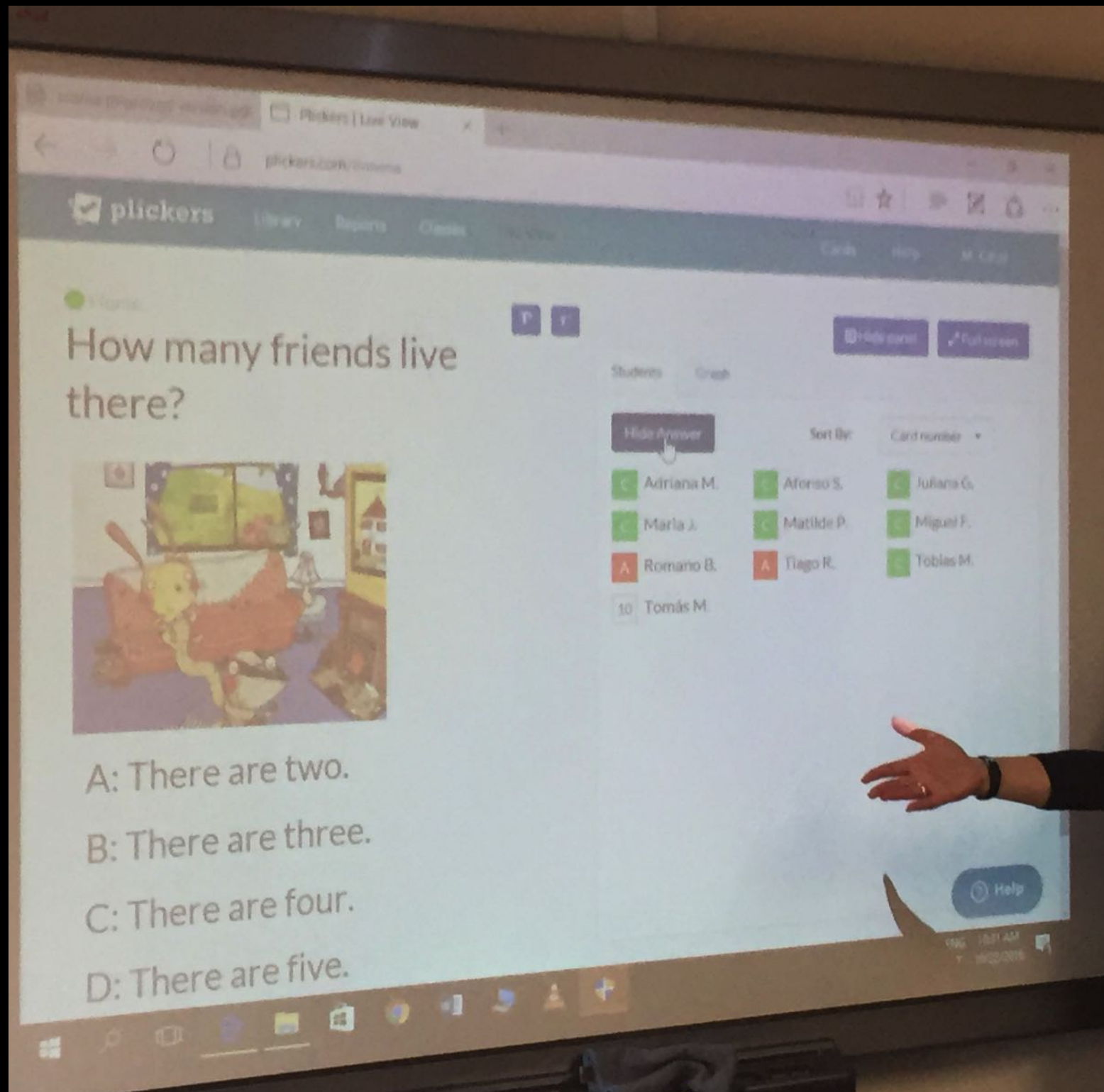


# KAHOOT/PLICKERS

ONE OF THE GROUPS USED PLICKERS AND THE OTHER USED KAHOOT;

BOTH SYSTEMS ALLOWED FOR PUPILS TO PARTICIPATE IN THE INTERACTIVE COMPREHENSION OF THE PICTURE BOOK.



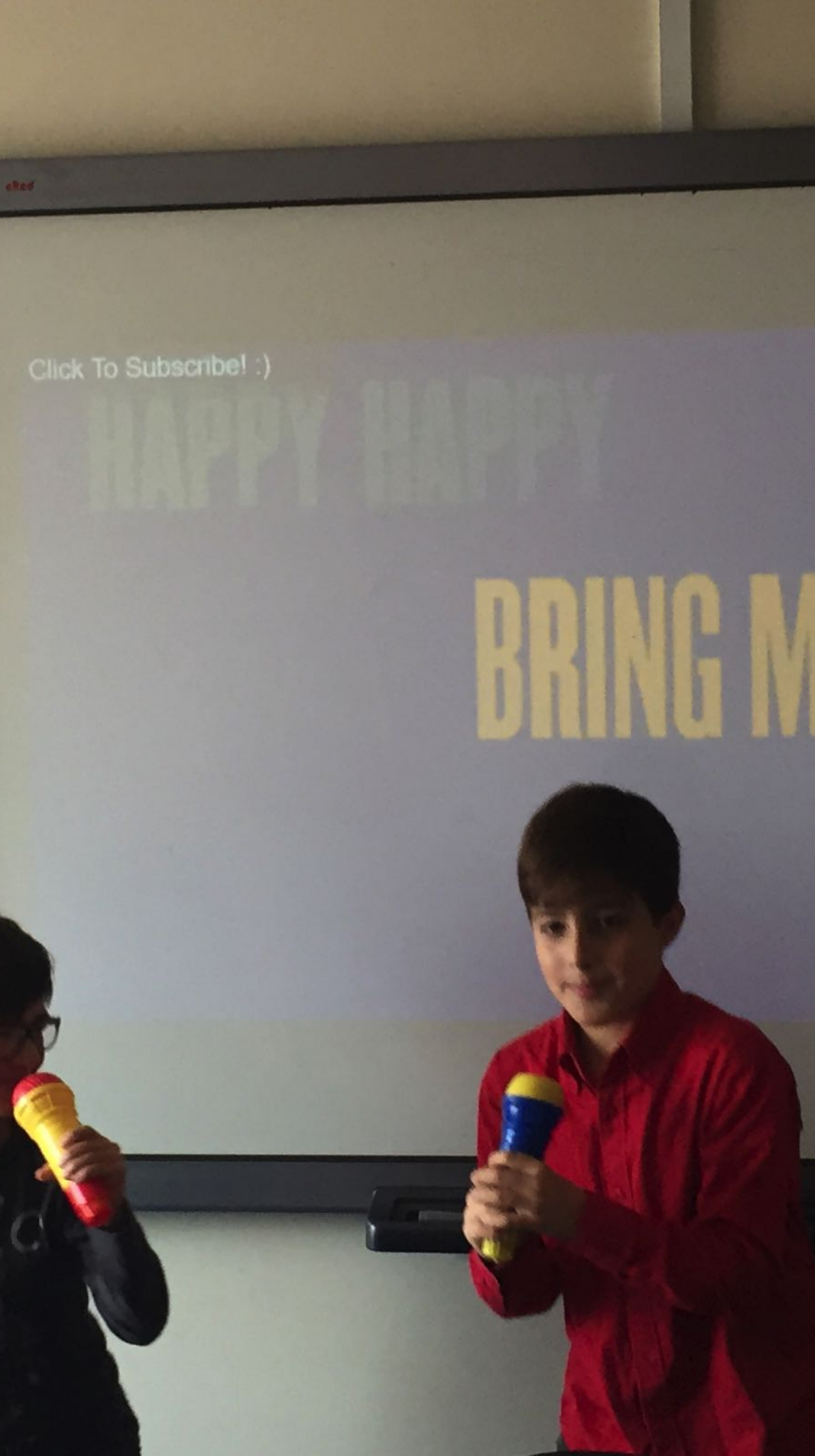


Plickers Questionnaire





**Kahoot! Questionnaire**



# CLOSE

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KARAOKE AND  
DANCE TIME;



# LESSONS 3, 4 & 5

# RETELLING THE STORY

---



INTERACTIVE RE-  
READING;

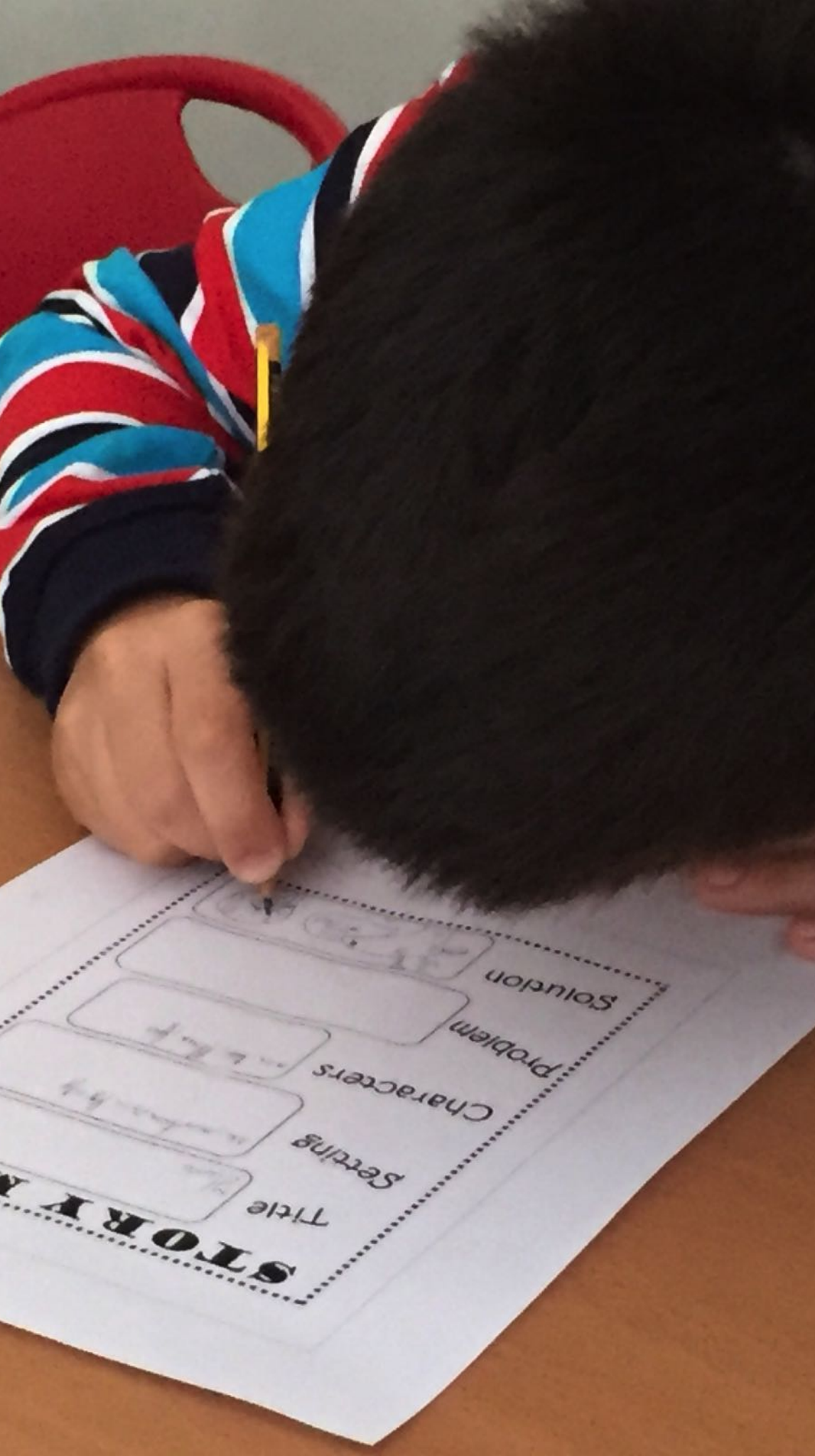
VOCABULARY RE-  
ACTIVATION;

FOCUS ON THE  
PROBLEM.

# STORY MAP

---

FOCUS ON  
INTERPRETATION;  
COLLABORATIVE WORK;  
WRITE/DRAW ABOUT  
THE TITLE, SETTING,  
CHARACTERS,  
PROBLEM, SOLUTION.



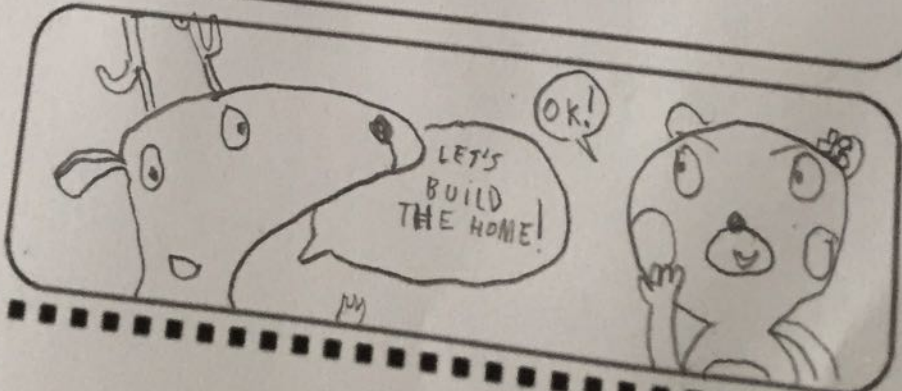


**Title** Home

**Setting** sea, mountain, cave, big city.

**Characters** one, two, three, four

**Problem** all go to sea, mountain, cave, bi

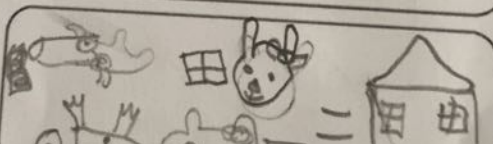
**Solution**


**Title** Home

**Setting** sea, mountain, cave & big city

**Characters** 1, 2, 3, 4

**Problem** fight

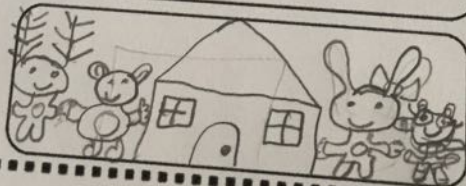
**Solution**


**Title** Home

**Setting** sea, mountain, cave, big city

**Characters** 1, 2, 3 & 4

**Problem** happy sad fight

**Solution**


Examples of pupils' production

# PROBLEM-SOLVING ACTIVITY

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## Comic Strip



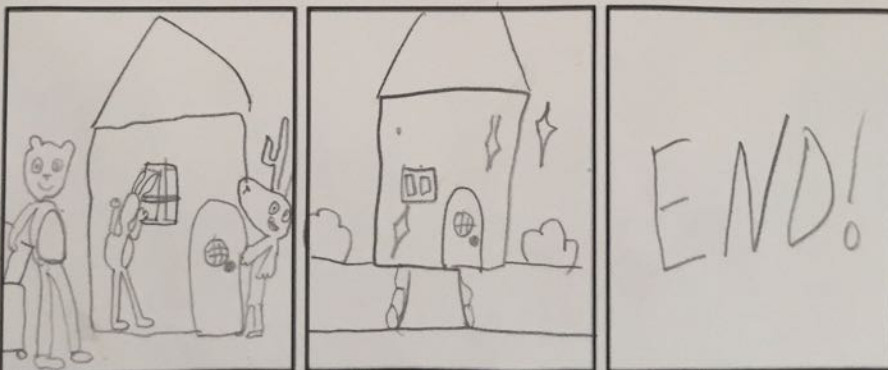
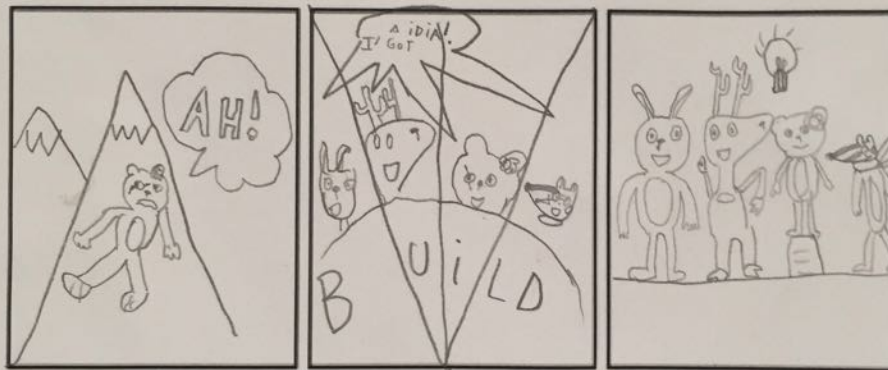
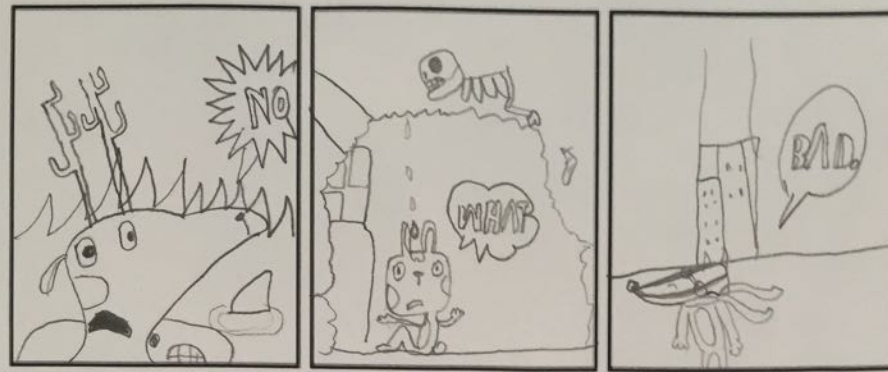
SESAME STREET FRIENDS LEARN WHAT IT TAKES TO BE A SUPERHERO IN IRON MONSTER AND SESAME HEROES!

CRITICAL-REFLECTIVE  
ACTIVITY;

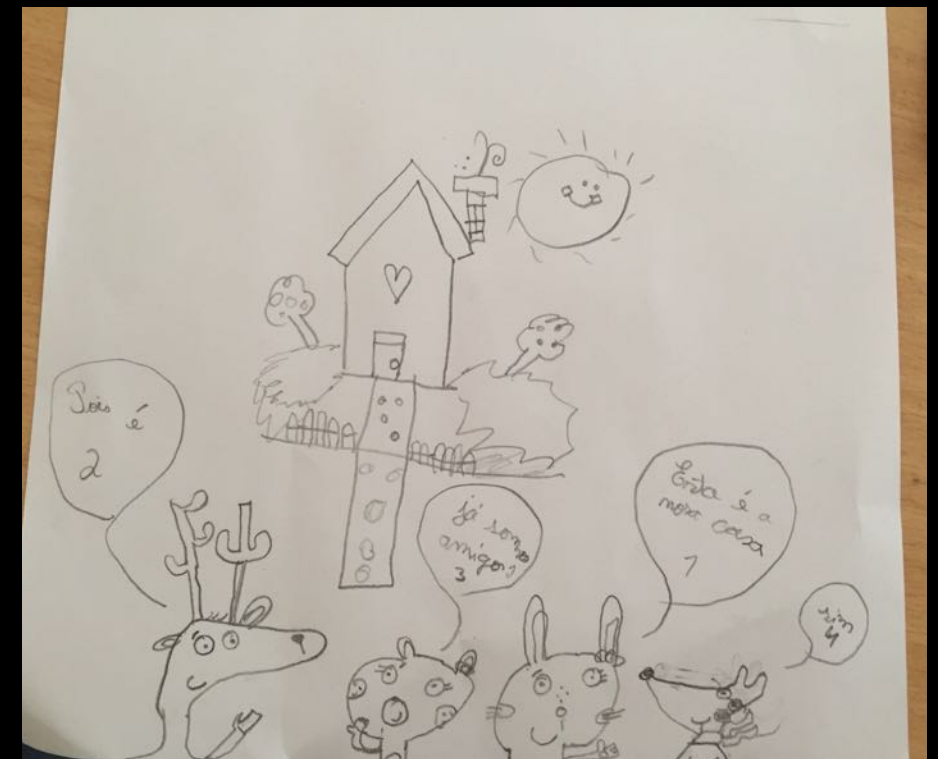
COLLABORATIVE WORK;

DIVERSE TASKS (COMIC  
STRIP, DRAWING, ACROSTIC  
POEM, YODEL SONG, FINGER  
PUPPETS DIALOGUE, WORD  
CLOUD, ETC.)



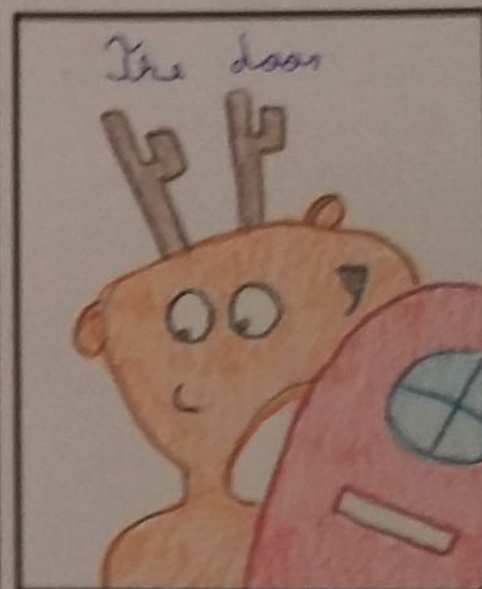
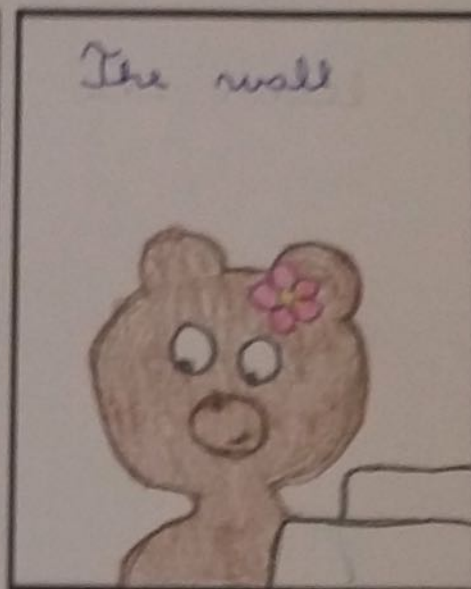
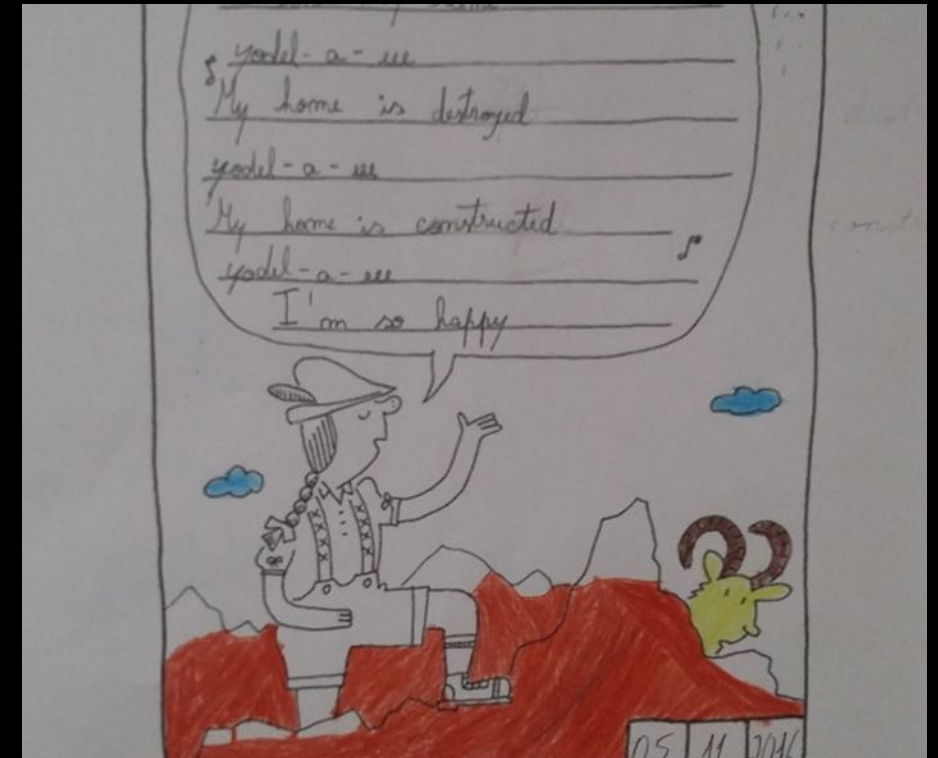
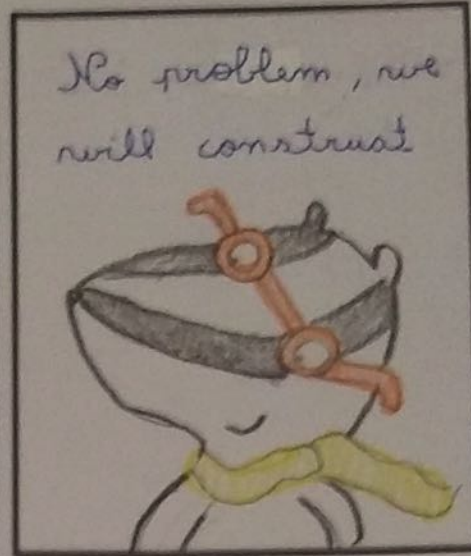
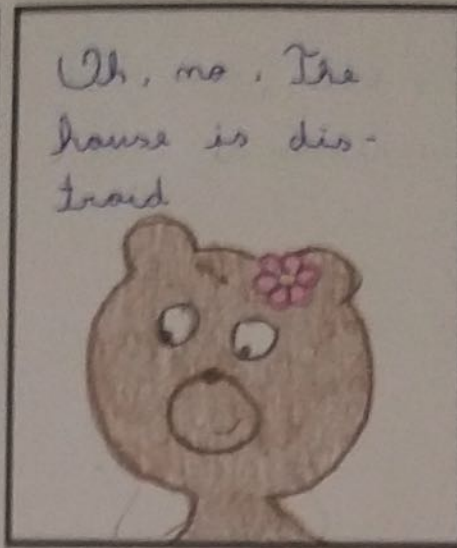
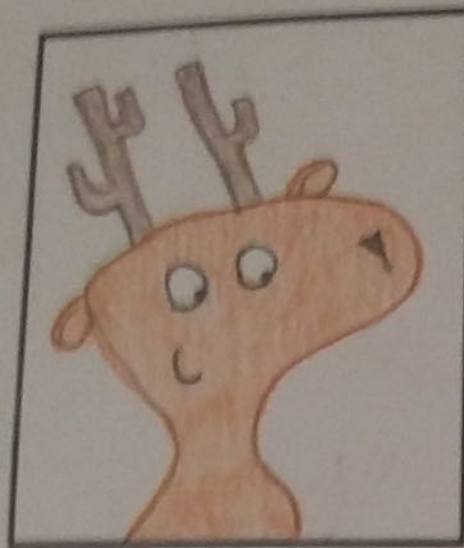


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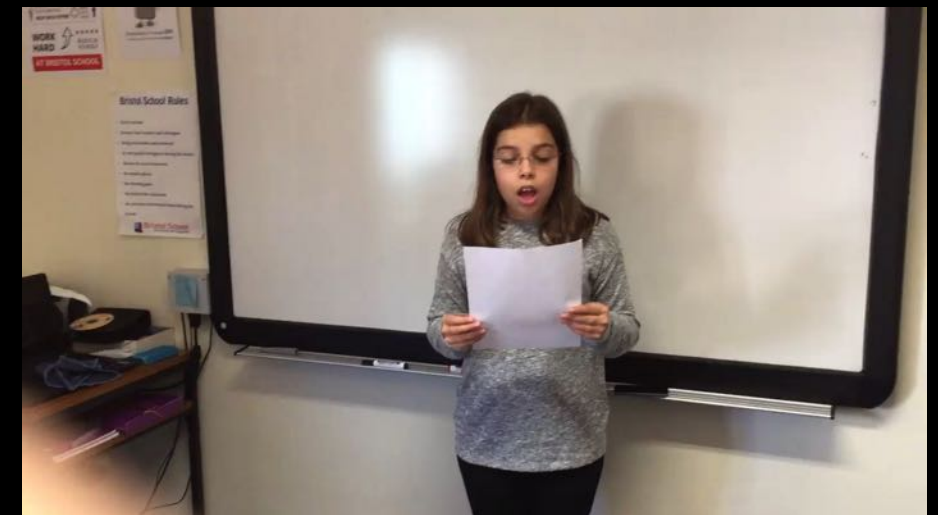
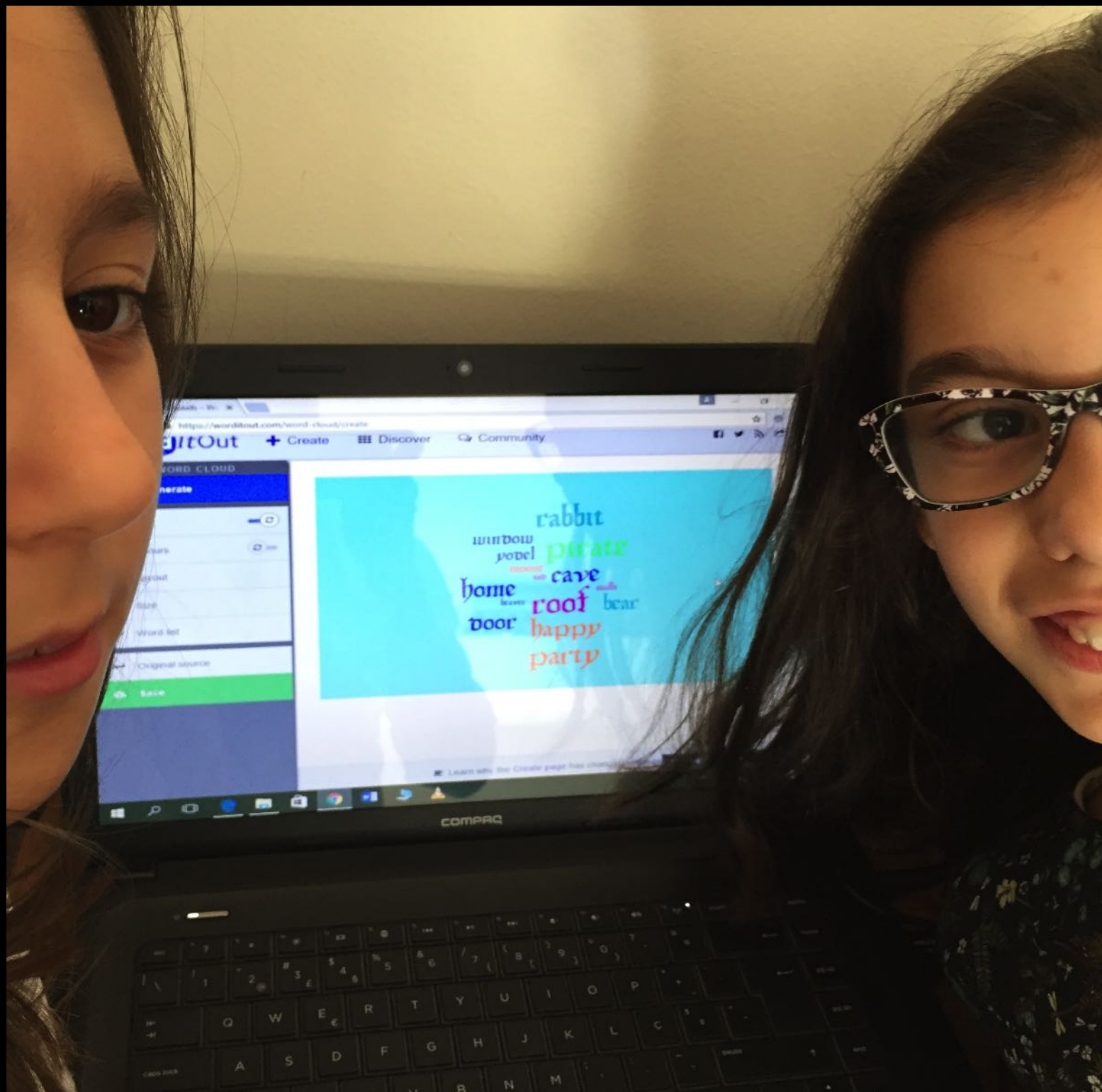
Examples of pupils' production





Examples of pupils' production














Examples of pupils' production

# SELF-ASSESSMENT QUESTIONNAIRE

2. Tick how you feel about having accomplished the lessons aims and give examples of what you have learned.

|   | I am able to...                            |    | Give an example...  |
|---|--|---|---|
|    | express feelings                           |    | Tell how you feel now.<br>_____<br>_____<br>_____                             |
|    | tell the names of the animals in the story |    | Give two examples.<br>_____<br>_____  |
|   | tell the names of some parts of the house  |    | Write four items you may find in a house.<br>_____<br>_____<br>_____<br>_____ |
|  | talk about the animals' wishes             |  | Give two examples of the wishes they had.<br>_____<br>_____                   |

3. Explain how the animals could solve their problem. Summarize the main ideas. You may use Portuguese.

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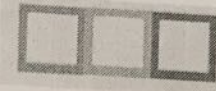
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THUMBS-UP/THUMBS-DOWN STRATEGY;  
GIVE EXAMPLES OF WHAT THEY HAVE LEARNED;  
WRITE A COMPOSITION ABOUT THE SOLUTION TO THE PROBLEM WITHIN THE STORY.





talk about the  
animals' wishes



Give two examples of the wishes they had.

3. Explain how the animals could solve their problem. Summarize the main ideas. You may use Portuguese.

↑  
Quando o Coelho e o arde e a doninha finalmente  
desideraram fazer a casa de novo primeiro a raposa  
telefonou ao Coelho e disse que era melhor fazer uma  
casa de novo o Coelho disse ao urso e o urso disse  
a doninha finalmente e construíram

Examples of pupils' production

# CONCLUSIONS

# FINDINGS

---

Interactive and gamified storytelling allows for a better comprehension of the story and its elements.

Reflection throughout the whole process (pre-reading/reading/post-reading) plays an important role in the learning process.

Creativity can be stimulated if you give pupils options and samples which may guide them in finding their own ways.

Pupils prefer activities which involve collaboration, body activity, senses, the use of computers/tablets/mobile phones.

Not all the pupils are able to develop creativity and collaborative skills at the same rhythm as others.

Gamified activities may work as a springboard for the development of pupils' critical thinking skills.

Mother tongue plays an important role in the reflective activities.

Progress is more important than assessment, but you can do the latter throughout the whole process by using a gamified approach.



**ESCAPE ROOMS**



# STEPS

---

## 1. OUTLINE

OF CONTENTS AND  
THE SUBJECTS THAT  
WE WANT TO INCLUDE  
IN THIS CHALLENGE.

SEVERAL SUBJECTS/  
TOPICS CAN BE  
CHOSEN.





# STEPS

---

## 2. DESIGN:

THE DESIGN IS ESSENTIAL TO GIVE AN ADDED REALISM TO THE ACTIVITY.

THE SETTING CAN BE SUGGESTED BY THE STUDENTS.



# STEPS

---

## 3. MATERIAL

MATERIAL IS PREPARED  
ACCORDING TO THE  
SETTING.

IT IS VERY IMPORTANT TO  
HAVE A TREASURE CHEST,  
SAFE OR OTHER OBJECT  
THAT MUST BE OPENED IN  
ORDER TO GET A REWARD.



# STEPS

---

## 4. ACTION

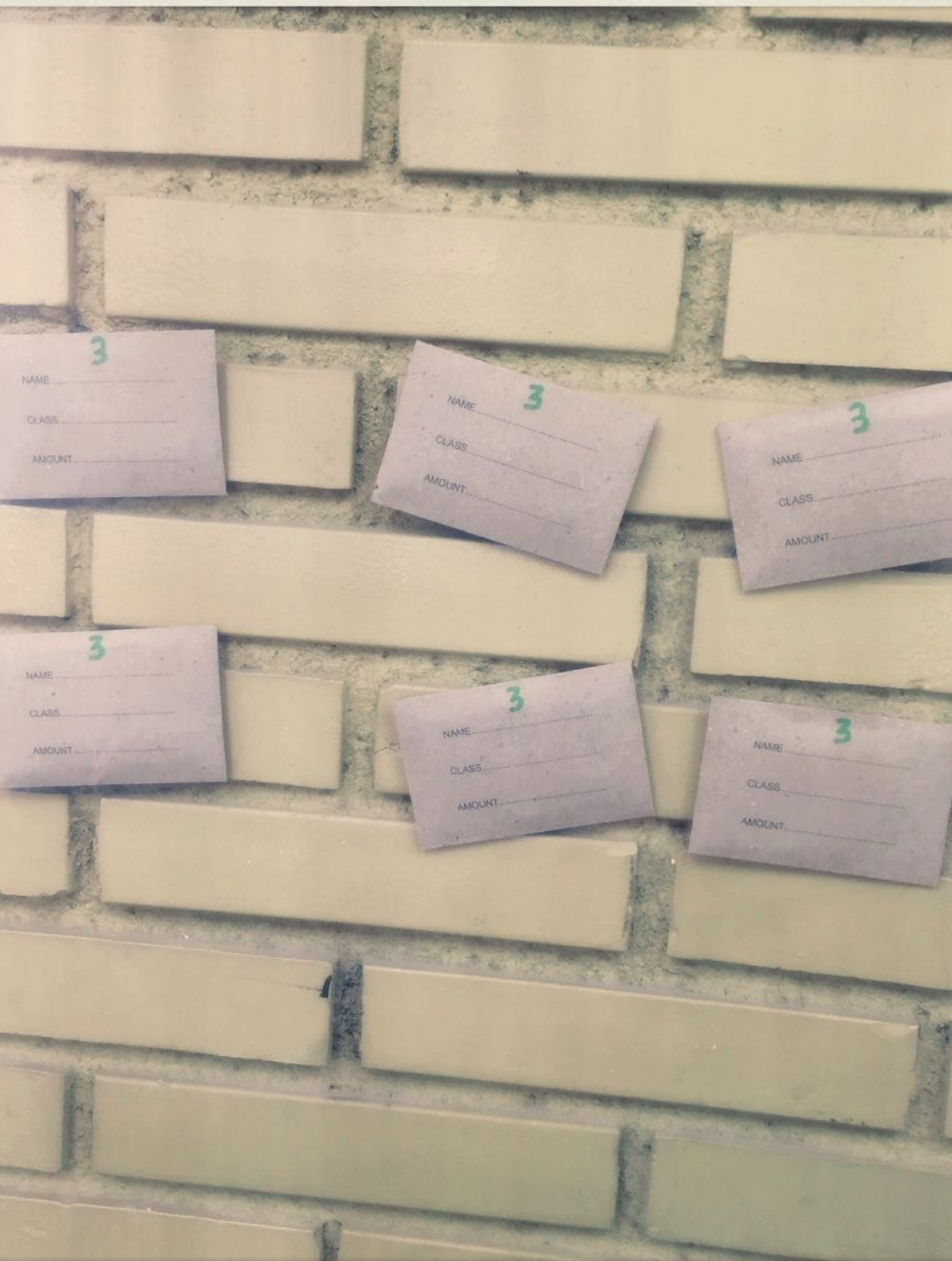
HAVE AN ALREADY PRE-PREPARED CLASSROOM.

PROJECT A LARGE COUNTDOWN ON THE BOARD TO ADD PRESSURE AND URGENCY TO THE ESCAPE ROOM.

A VERY IMPORTANT PLUS IS THE CREATION THE CREATION OF ANTICIPATION,

SEND AN EMAIL THE DAY BEFORE, TO ALL THE STUDENTS WITH AN "IMPORTANT MESSAGE" THAT SHOULD BE READ.

THE EMAIL NOTIFIES THEM AND ASKS IF THEY WOULD BE WILLING TO ACCEPT THE CHALLENGE.





# ESCAPE HINTS:

---

- ▶ **Hide objects**

- ▶ **secret codes, keys, classroom objects**

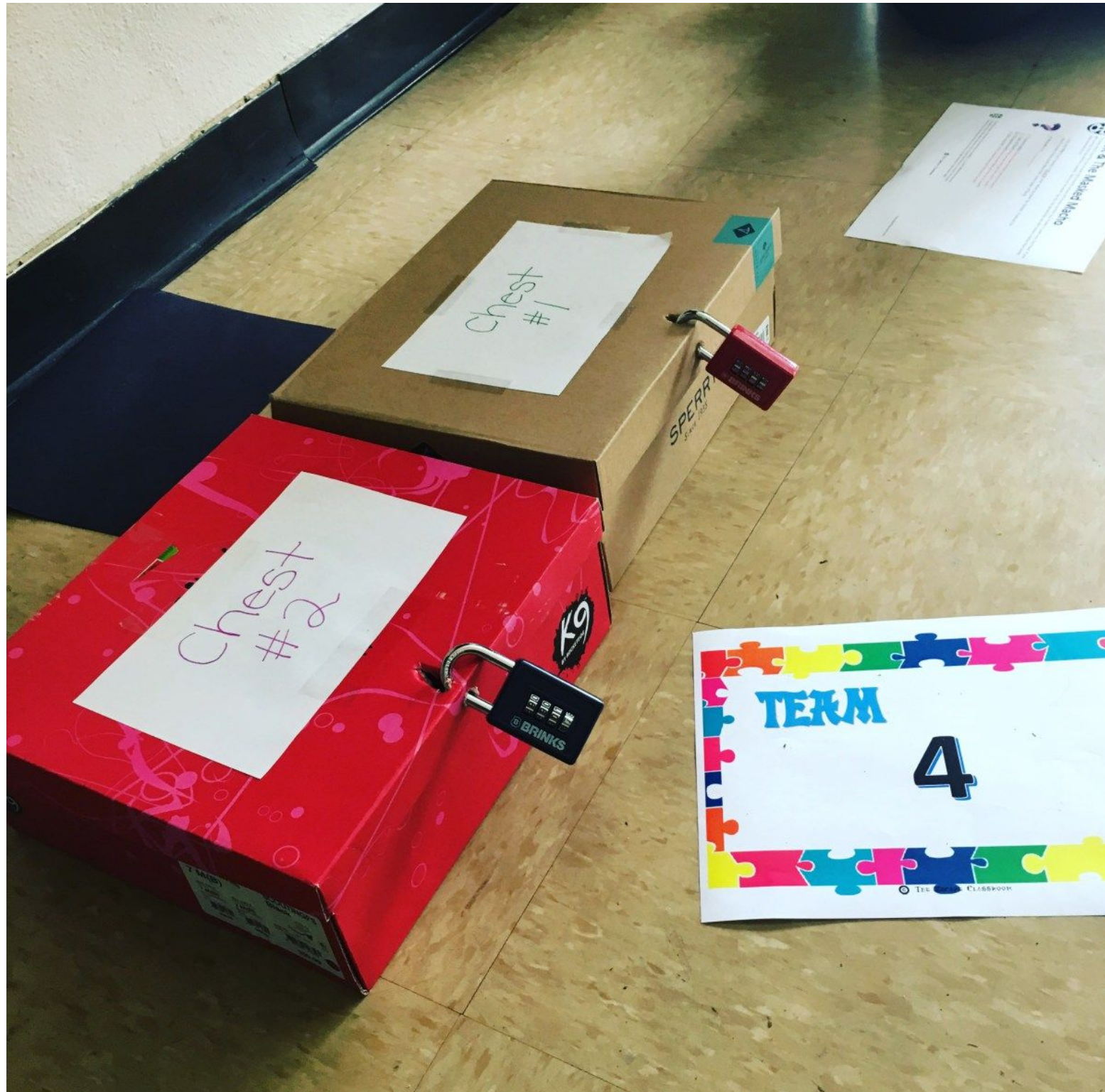
- ▶ **Use an ultraviolet flashlight**

- ▶ **With an invisible ink pen, write a secret code(s) on the wall**

- ▶ **Create codes**

- ▶ **Consider using other codes: braille, hieroglyphics, numbers**





*Some examples*

# UBUNTU PROJECT

**GROUP: STUDENTS FROM PRIMARY/LOWER SCHOOL**

## **Aims:**

- To learn vocabulary and expressions related to 'food';**
- To make them aware of South-African English linguistic and cultural variety.**



# UBUNTU



*I am because we are.*

# ACTIVITIES

---

1. PRE-TEACHING & ACTIVATION OF VOCABULARY (CALAMÉO PRESENTATION)
2. STORY MAP AND COLLABORATIVE PROBLEM SOLVING;
3. CREATIVITY: MAKE AN INVITATION; INVENT A MENU; DESIGN A DESSERT; DESIGN A GIFT;
4. BRANCHED ANALOG ACTIVITY "STOKVEL MARKET" (GAMIFICATION).





Title Fish Bones








Setting a village South Africa

Characters Nondwe, fish, dog, stemmother, Delwa, father, chie's

Problem No food.



2. Tick how you feel about the lessons and give examples of what you know.

|   | I know...   |    | Give examples...   |
|---|---|--|--|
|  the food vocabulary   | <input type="radio"/> <input type="radio"/> <input type="radio"/> |  | Write five foods you can remember.<br>_____<br>_____<br>_____<br>_____<br>_____  |
|  A/AN/SOME             | <input type="radio"/> <input type="radio"/> <input type="radio"/> |  | Write two foods with A<br>Write two foods with AN<br>Write two foods with SOME.<br>_____<br>_____<br>_____<br>_____<br>_____ |
|  I like/ I don't like. | <input type="radio"/> <input type="radio"/> <input type="radio"/> |  | Write what you like/don't like.<br>_____<br>_____<br>_____<br>_____<br>_____   |
|  what to create        | <input type="radio"/> <input type="radio"/> <input type="radio"/> |  | What can you make?<br>I can _____  |

Examples of pupils' production

# “AT THE STOKVEL–NUMERACY QUEST”

---



## Competition

- elements of fun and exploration
- urgent optimism
- actively involved
- ranking leaderboard
- encourages and enhances participation, motivation and engagement
- stimulates creativity



## Empowerment

- pupil's involvement
- problem solving and critical thinking
- numeracy* activities and *creative development*



## Collaboration

- collaborated creative tasks
- relationship building
- communication
- interdependence in goal achievement

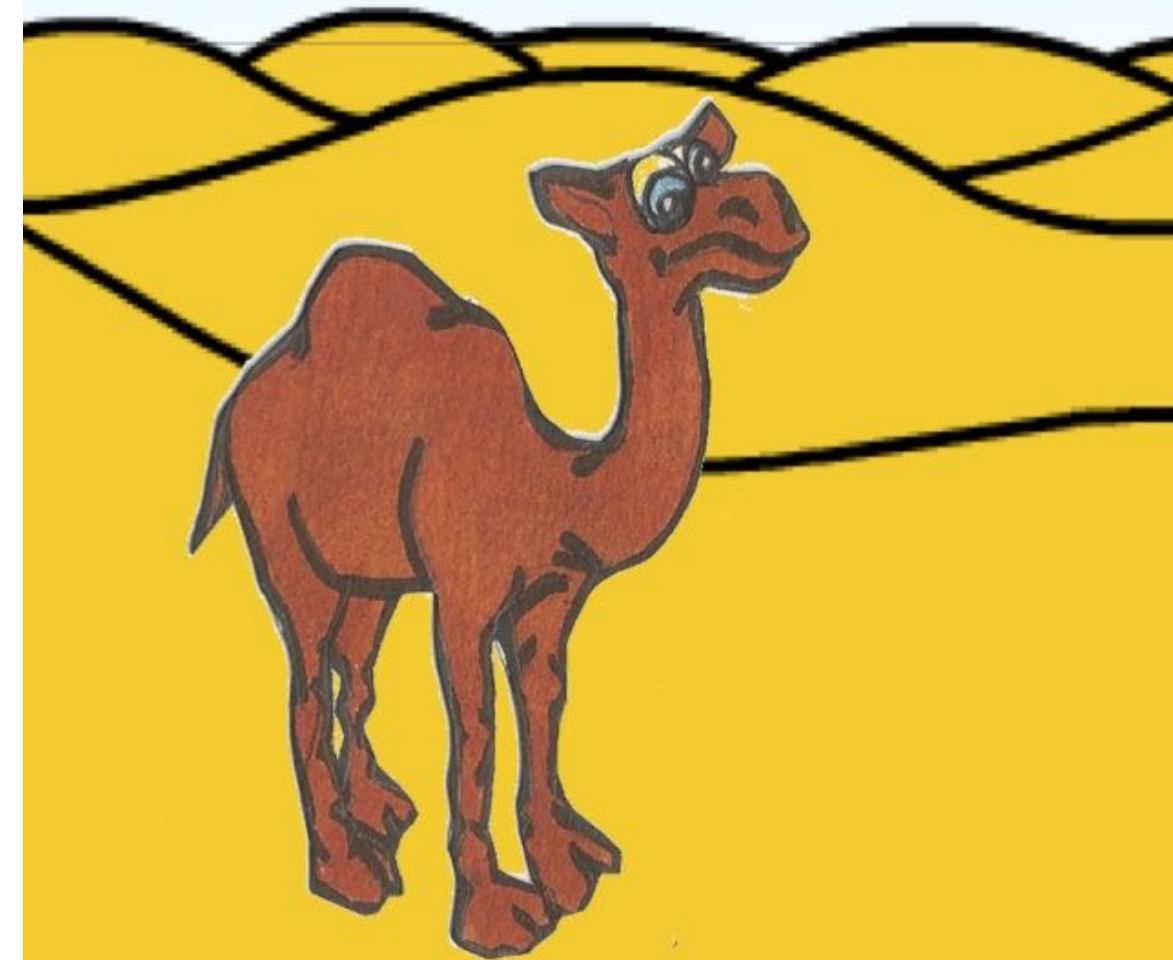
**'LUKO'S JOURNEY'**



# 'LUKO'S JOURNEY

.....  
*An example of EPTE's  
programme outcomes*

AND "FAR-FAR-AWAY" LIVES A S  
JKO. LUKO MISSES HIS BROTHER.



LAND, THE ANIMALS DO NOT FEEL  
E...

# THE SCHOOL CONTEXT: COLÉGIO DO SARDÃO

.....

- Private Catholic school in Vila Nova de Gaia
  - two classes of the 3rd year
  - 42 students between 8 and 10 years old
  - highly involved parents in the school routine working on different projects and hosting markets during the year
- 5 teachers-to-be from different European countries (Slovenia, Germany, Slovakia and The Netherlands) developed and put into practice some activities





## THE 'REFUGEE' TOPIC

.....

- The refugee topic is a current issue in Europe;
- More than one million people fled to Europe during the last years.
- They flee from war in their home countries and are seeking for their families in Europe.
- European children have to be aware of this subject.
- Coming from different countries, in which the teachers-to-be were recently exceptionally confronted with this topic, they found it important to draw attention to it.



IN THE LAND “FAR-FAR-AWAY” LIVE  
CALLED LUKO. LUKO MISSES HIS BROTH



IN THIS LAND, THE ANIMALS DO NOT  
ANYMORE...

## PICTURE BOOK'S PLOT

.....

A camel called Luko makes his way from Syria (here called *far far away*) to Europe. Scared in his home country his brother had already left before and Luko follows to be back united. Luko meets many different characters, is confronted with different languages and different cultures. It is not only a story about the difficulty of the refugees emigrating, but about feeling lonely, meeting new friends, being different and facing all these problems.

The readers develop awareness for intercultural interaction within a post-globalised society, in which each one of us has got multiple social identities roles and belongs to different social groups.

These roles are brought up by the 8 different characters within the story, having different identities, different cultures and languages but being combined as one group helping each other in an intercultural society.



# PROJECT STRATEGIES

.....

- *Plurilingual and Intercultural Education, Arts and Society, Culture and Education* were the modules which influenced the creation of this interdisciplinary project.
- *Dewey's Project Methodology: When immersed in a topic that is local and relevant, pupils actively participate in the educational experience. Along with the motivation it provides, project work also integrates all areas of learning and aspects of children's development. It presents many opportunities for young children to practise problem solving and critical thinking. Moreover, it helps them gain confidence in themselves and their abilities.*





# BLOOM TAXONOMY

.....

- 1st level, Knowledge
  - students researched in groups and found information of their own interests concerning different countries (Portugal, Slovenia, Germany, The Netherlands, Slovakia, Italy and France)
- 2nd level, Comprehension
  - they created a presentation of the students showing their results. The students had to explain what they learned;
  - they created landscape backgrounds showing what they learned about the different countries.





.....

- 3rd level, Application

- pupils know about the countries Luko travels to and the greetings used in these countries

- 4th level, Analysis

- they were able to understand the reasons for Luko's travel and could describe the characters feelings, as well as were able to explain why they interpreted those in that way.



.....

- 5th level, Synthesis

- pupils played a game, in which the students got confronted with 'real' intercultural situations;

- 6th level, Assessment

- They made a judgement about what and the way they learned.

# PROJECT WORK DEVELOP BY TEACHERS-TO-BE FROM SLOVENIA, GERMANY, SLOVAKIA AND THE NETHERLANDS

---

Day 1 - Getting  
to know the  
country

Day 2 -  
Travelling to the  
countries

Day 3 - Being in  
the country

Day 4 -  
Returning to  
Portugal





# DAY 1 – GETTING TO KNOW THE COUNTRY

| Content                                       | Activities   | Tasks   | Tim |
|---|--|---|-----|
| Motivation, introduction                      | <b>Mind Map</b><br>The class makes a mind map for each country, about what they know.  | Activate children's prior knowledge of the countries (The Netherlands, Slovenia and Slovakia)   | 15' |
| Geography                                     | <b>Locating in the Map</b><br>The teacher asks the pupils if they know where the countries are located. Each group gets its world map and has to locate where the countries are on the map.  | The students should be able to locate the 4 countries in the map (Portugal, The Netherlands, Slovenia and Slovakia)   | 15' |
| Exploring, searching with the <i>WebQuest</i> | <b>WebQuest (<a href="http://klaritam1.wixsite.com/epte-project">http://klaritam1.wixsite.com/epte-project</a>)</b><br>The class is divided in 3 groups, one for each country. Each child gets a worksheet with the questions which they have to answer through using the WebQuest. Each group searches about their country. | Children use the WebQuest to search for the information and are able to locate and select the right information. Children work and make decisions in group. | 60' |
| Arts  | <b>Creating the flag</b><br>Each group gets the materials to create two flags of the country of destination.   | Children create the flag of the country in a creative way; work and make decisions in group.  | 30' |

Attachment 4 – Math Worksheet

|                  |       |
|------------------|-------|
| Nome:            | Data: |
| País de destino: |       |

Vais agora começar a tua viagem!

Tu e o teu grupo alugaram uma carrinha (com o depósito cheio) e vão visitar ou o David a Amesterdão, ou a Veronika a Bratislava, ou a Barbara a Liubliana, dependendo do país que estudaste.

Traça no mapa o percurso que querem fazer sabendo que partem do Porto e que têm, obrigatoriamente, que parar em duas capitais:



As distâncias entre várias capitais Europa são as seguintes:

- Porto a Paris (França) – 1 556 000 m
- Porto a Madrid (Espanha) – 5 600 000 dm
- Porto a Berna (Suíça) – 182 400 dam
- Berna a Liubliana – 7 990 hm
- Madrid a Paris – 127 100 000 cm
- Paris a Amesterdão – 50 400 000 cm
- Paris a Luxemburgo – 372 000 m
- Luxemburgo a Bratislava – 10 250 000 dm
- Luxemburgo a Praga (República Checa) – 73 700 000 cm
- Praga a Bratislava – 332 000 000 mm

DAY 2 – TRAVELLING TO THE COUNTRIES

.....

| Content  | Activities   | Tasks  | Time |
|--|--|--|------|
| Maths:<br>Measures and<br>Conversions<br>Multiplication,<br>Sum and<br>Divisions | <b>Maths problems</b><br>The class is divided in 3 groups;<br>Each pupil gets a worksheet with mathematical problems and try to solve them in a creative way. The maths activity is about a trip to each country. The pupils have the freedom to choose the path they want to follow and they can work on groups, pairs or alone. For example, <i>Slovakia group</i> makes the calculations to Bratislava and <i>The Netherlands group</i> does the calculations to Amsterdam. | Children work their autonomy and group dynamics.<br>Children are capable of solving real problems by themselves. | 90'  |
| Arts   | <b>Creation of a typical symbol</b><br>Individual work in the group;<br>Each child builds a typical object/animal/etc. related to the country of the group, which they selected during the WebQuest.<br>After the conclusion of the work, the pupils present their work, the techniques that they used, the materials and why they have chosen it.   | Children are creative and can work autonomously.<br>Children are capable of speaking in front of the class.      | 60'  |



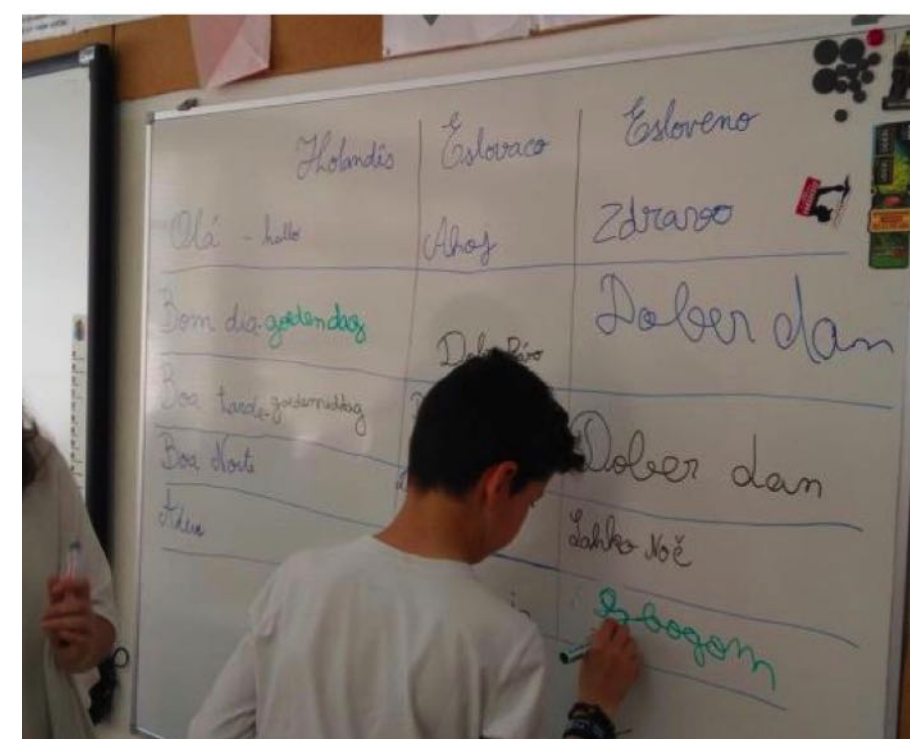
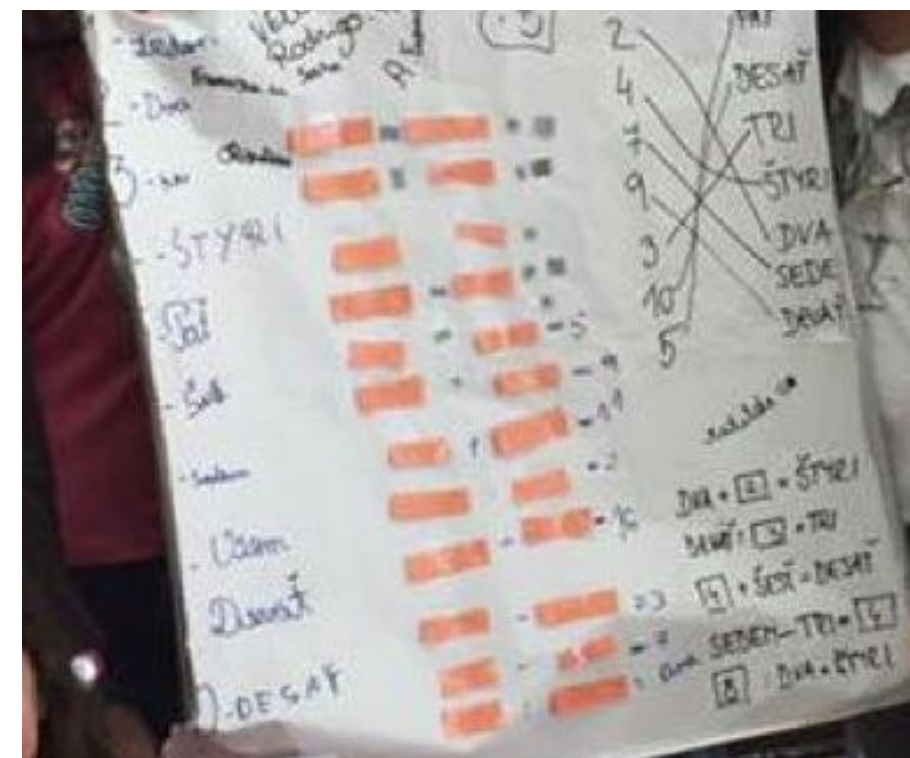


# DAY 3 – BEING IN THE COUNTRY

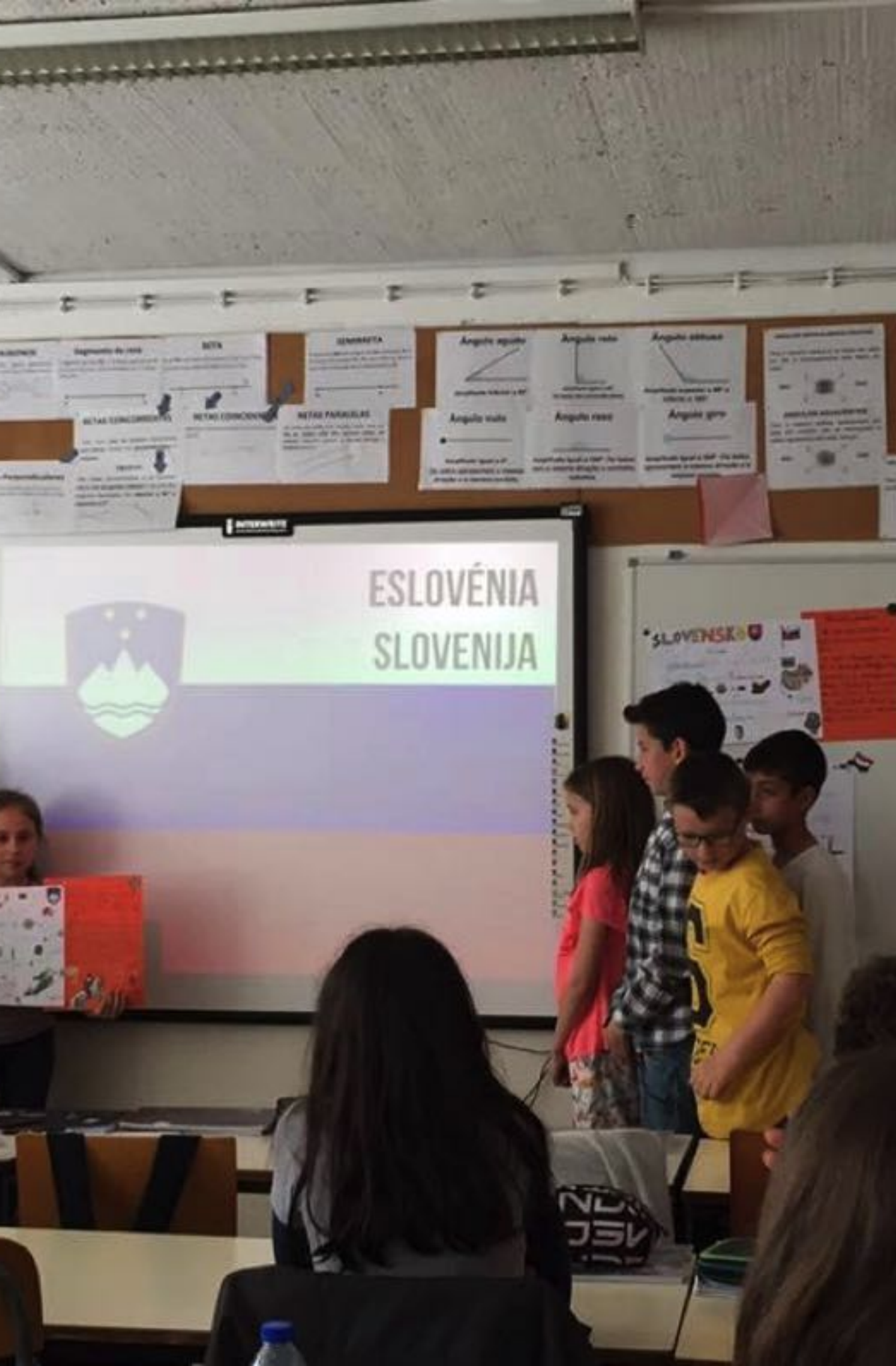
.....

| Content                             | Activities  | Tasks  | Time |
|-------------------------------------|---|--|------|
| Plurilingual and Cultural Education | <b>Learning the Numbers</b><br>The class is divided in 3 groups;<br>Each group stays with a tutor (David, Veronika, Barbara, etc.) and they teach them the numbers in their language through repetition and then the students demonstrate their knowledge through basic calculations. | Children are capable of learning a new language (numbers) and applying it.     | 60'  |
|                                     | <b>Learning the Greetings</b><br>Each group learns through repetition the greetings in their tutor language.<br>After they learn the greetings the class will make a little conversation about the importance of languages in Europe.   |  |      |
| Arts and Music                      | <b>Learning a song</b><br>Each group goes to different rooms and, with the help of the tutor, learns the Happy Birthday song from the country of the group.   | Children are capable of learning something from a new language through a song. | 30'  |





*Slovenia group learning the numbers, Poster from Slovenia, Writing the greetings on the whiteboard*



# DAY 4 – RETURNING TO PORTUGAL

| Content           | Activities  | Tasks  | Tim |
|-------------------|---|--|-----|
| Arts<br>Geography | Pupils finish the poster for the presentation with the information they collected and learned previously.   | Children are capable of summarizing what they learn through the project.       | 60' |
| Maths             | <b>Correction of Maths Activity</b><br>The teacher chooses a random route and each pupil corrects the exercises following the example. Some pupils go to the board in order to solve the exercises. | Children are capable of learning something from a new language through a song. | 30' |
| Presentation      | <b>Presentation of each country</b><br>Each group presents their poster.  | Children are capable of speaking in front of the class.                        | 45' |
| Assessment        | Each student completes an evaluation sheet about the activities and the teachers' performance.  | Children are capable of being critical.  | 15' |







# LUKO'S STORY: PLURILINGUAL AND PLURICULTURAL ACTIVITY BY TEACHERS-TO-BE FROM SLOVENIA, GERMANY, SLOVAKIA AND THE NETHERLANDS

| contents  | aims  | resources  |
|---|---|--|
| <b>Lexical</b> <ul style="list-style-type: none"><li>• Animals</li><li>• Feelings</li><li>• Countries</li><li>• Typical Objects</li></ul>   | <ul style="list-style-type: none"><li>• to express feelings in English;</li><li>• to learn words from different animals in English;</li><li>• to sing a dance to a tune, by integrating rhythm and movement;</li><li>• to strengthen the respect towards the other and other languages and cultures;</li><li>• to develop group working skills;</li><li>• to create projects and stimulate creativity</li></ul> | <ul style="list-style-type: none"><li>• paper animals for every student</li><li>• typical objects in a suitcase (Eiffel Tower, Pizza, Brezel...)</li><li>• book: 'Luko'</li><li>• song: 'Don't give up'</li><li>• Snap cards and coins</li><li>• Masks for roleplaying</li><li>• Chalk for the map</li></ul> |
| <b>cultural</b> <ul style="list-style-type: none"><li>• Greetings in different languages</li><li>• 'Don't give up' song</li><li>• Typical things from the European countries</li><li>• Typical animals from the different countries</li></ul> |   |  |
| <b>types of work</b>  | <ul style="list-style-type: none"><li>• Group Work</li><li>• Plenary</li></ul>  |  |



## LESSON PROCEDURES

| Steps  | Strategies  | Time |
|--------|---|------|
| Step 0 | <p>The teacher starts the lesson by greeting pupils. The class forms a circle. The teacher starts asking a question (How are you?, How old are you?, What is your name?...) and throws a ball to a pupil. The pupil who catches the ball answers the question and passes the ball on to another pupil.</p> <p>In another round the teacher asks the pupils which countries they have already visited. The students can answer when they have the ball and pass them over to the other pupils.</p> <p>Pupils: I have been to Spain, Portugal and France.<br/>Teacher: On my way to school this morning, I have found this suitcase. I have not opened it yet. Let us do it together.</p> <p>A pupil comes to the front and picks up a object from the suitcase. The pupil tells the others what he thinks the object is. The other pupils guess to which country the object belongs to. The pupils repeat the English word of the object and its origin.</p> <p>Pupil: This is a ... from ....</p> | 25'  |





# LESSON PROCEDURES

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| Steps  | Strategies   | Time |
|--------|--|------|
| Step 1 | <p>Each pupil gets 7 cards. Every card shows an animal. The teacher asks the pupils what they see. The class repeats the English words for the animals.</p> <p>Pupil: This is a donkey.</p> <p>And the pupils show the right card.</p>   | 30'  |
|        | <p>Afterwards the teacher performs the story of the book 'Lukos journey', with gestures, mimics and objects to help the comprehension. While telling the story, the teacher uses backgrounds the children created for each country. If the teacher talks about a new animal, the children have to raise the right one.</p> <p>In order to memorise the names of the animals,</p> |      |
|        | <p>Teacher:</p> <p>Which animals did Luko already meet?</p> <p>Which animal did Luko meet in Slovenia?</p> <p>Where does Maria come from?</p> <p>The teacher leaves the end of the story out.</p>  |      |



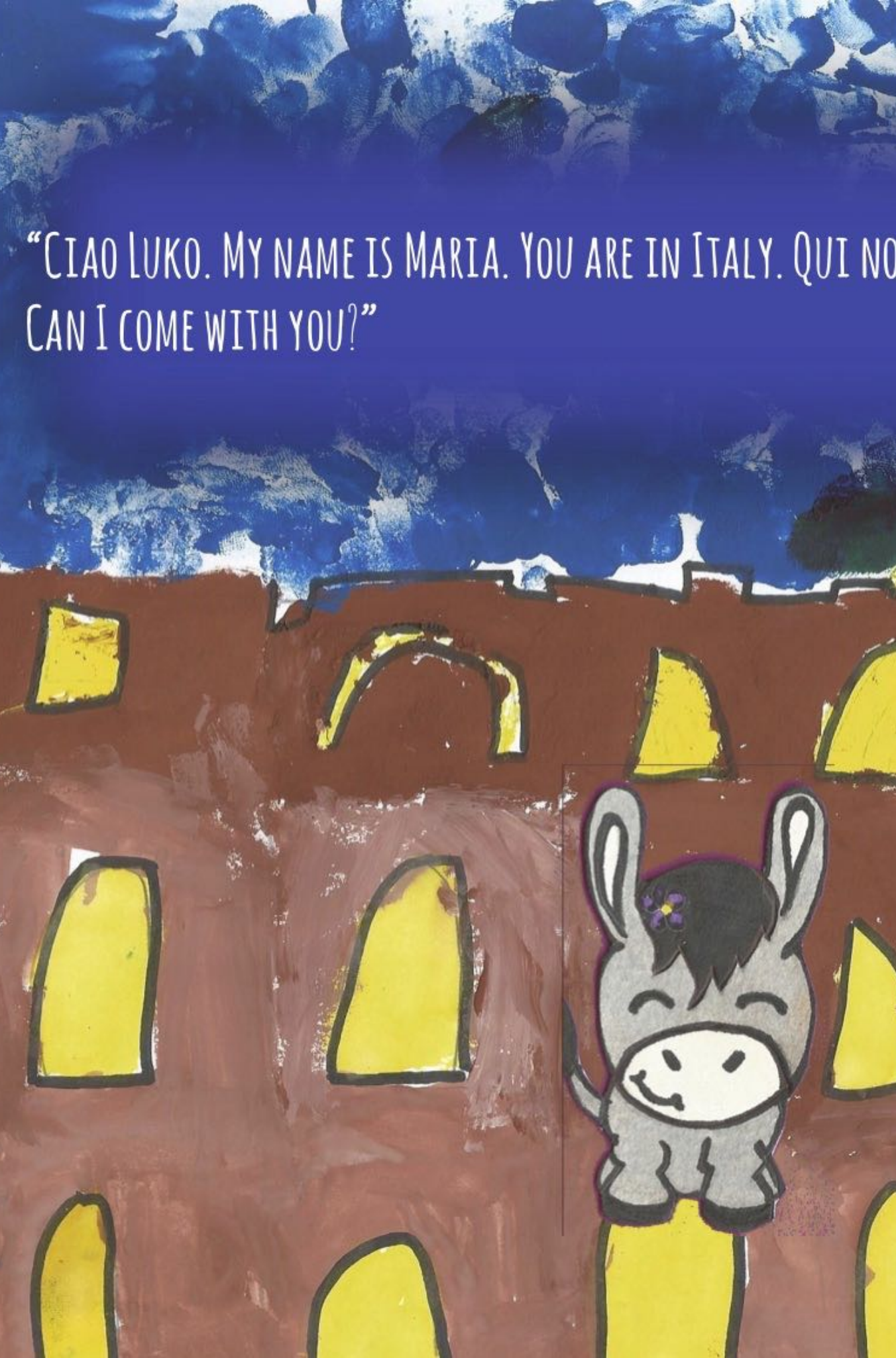
IN THE LAND “FAR-FAR-AWAY” LIVES A SAD CAMEL  
CALLED LUKO. LUKO MISSES HIS BROTHER.



IN THIS LAND, THE ANIMALS DO NOT FEEL SAFE  
ANYMORE...







“CIAO LUKO. MY NAME IS MARIA. YOU ARE IN ITALY. QUI NO  
CAN I COME WITH YOU?”

# LESSON PROCEDURES

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| Steps  | Strategies  | Time |
|--------|---|------|
| Step 2 | <p>The teacher discusses with the students about the content of the story. The students find out what Luko experienced.</p> <p>Teacher:</p> <p>“Where does Luko come from?”</p> <p>“How many friends did Luko made?”</p> <p>“How did Luko and his friends travel from Slovenia to Slovakia?”</p> <p>“How does Luko feel in Italy?”</p> <p>“How do people greet in Germany?”</p>   | 10’  |
| Step 3 | <p>In order to memorise the new vocabulary related to animals, the pupils play the Snap game. The class forms diferente groups of 4–5 students and each group sits around a table. In the middle of the table there are cards with animals, facing up. The teacher names an animal and the pupils try to find the right picture by laying flight swatters on it. The pupil who finds the right picture first receives a coin. The pupil with the most points wins this gamified activity.</p> | 15’  |





# LESSON PROCEDURES

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| Steps  | Strategies  | Time |
|--------|---|------|
| Step 4 | <p>The class gets divided in small groups. Together the students think about how the story of Luko will end. With new ideas, the pupils try to perform their version.</p> <p>Afterwards the different groups show their performance to the class wearing masks representing the animals of the story.</p>   | 30'  |
| Step 5 | <p>Pupils play a game which helps the comprehension of the story and teaches words for feelings. The teacher draws a large circle on the black board, with eyes, nose and ears. The teacher asks the class different questions.</p> <p>“How does Luko feel like when he arrived in Italy?”<br/>“How does Luko feel on his long journey?”</p> <p>The students answering the question walk up to the board and create a facial expression describing the feeling. The students have space for discussion if the expression characterizes the right feeling and to adopt the feeling to the story.</p> | 15'  |



Kahoot!

Discover

Kahoots

Reports

IN THE LAND “FAR-FAR-AWAY” LIVES A SAD CAMEL CALLED LUKO. LUKO MISSES HIS BROTHER.

IN THIS LAND, THE ANIMALS DO NOT FEEL SAFE ANYMORE... SO LUKO GOES ON A TOURNEY...

"Luko's Journey" Story Game

Play

Challenge

☆ ⋮

A public quiz for higher education

This Quiz have some questions about our EPTE final project, the book "Luko's Journey". This questions are about feelings...

SHOW MORE

0 favorites

2 plays

4 players

AnaRitaCarvalho71

Created 2 years ago

Copy and share this playable link

<https://play.kahoot.it/#/k/676bf66c-63d5-42e8-9c28-f26f2b2ec47b>

Questions (9)

Q1: How do the ani

Q2: How did Luko f

Q3: How does Luko

Q4: How does Luko

Q5: How does Luko

Q6: How do Luko's

| LESSON PROCEDURES |   |      |
|-------------------|---|------|
| Steps             | Strategies  | Time |
| Step 6            | In order to check on the comprehension of the story, the teacher uses a Quiz, which were developed within Kahoot application. This Quiz focuses on the repetition of feelings and the comprehension of the story.   | 10'  |
| Step 7            | <p>Afterwards the teacher lays a big map on the ground, focusing on the countries which can be found within the story. The class forms groups and each group analyses the map, recognising the shape of the country they researched on earlier. When they find it they have to stand beside the country shape.</p> <p>The teacher revises the different greetings of the story. He/she says a greeting (Hello, Ciao, Živjo, Ahoj, Hallo, Salut, Olá) and pupils have to identify the country which this belong to, by moving towards its shape.</p> | 35'  |



# LESSON PROCEDURES

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| Steps  | Strategies   | Time |
|--------|--|------|
| Step 8 | In order to end the lesson and sum up the subject, the students perform a song together. | 5'   |



# CONCLUSIONS

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Interdisciplinary approaches favour the development of a project work methodology.

The European values can be tackled through the development of both plurilingual and intercultural competences at primary school

In a world so full of radicalism, of fundamentalism and cultural prejudice, but also of connections between people, of migration, the key concept of the EPTE programme has undoubtedly been intercultural education – the building of a rich and inclusive 3rd intercultural space, within a dimension of respect for one's and the other's culture

Collaborative projects related to pupils' interests favour critical thinking

Languages education can contribute towards reflection on present-day topics

**SUMMING UP  
SOME IDEAS**



**GAMIFICATION IS  
NOT ABOUT  
MAKING  
SOMETHING INTO  
A GAME**





**FLIPPED  
CLASSROOM IS  
NOT HOMEWORK**



**20TIME PROJECT  
(GENIUS HOUR) IS  
NOT ABOUT  
LETTING  
STUDENTS ON  
THEIR OWN**

**PUPILS**



**INQUIRERS**

**THINKERS**

**COMMUNICATIVE**



**PRODUCTIVE**

**REFLECTIVE**

**COLLABORATIVE**



**CREATIVE**

**EMOTION**

**EMOTION<sup>2</sup> + (H)APPY**  
**TEACHING = ENG LEARNING<sup>2</sup>**



P.PORTO



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theoria poiesis praxis

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# THANK YOU!