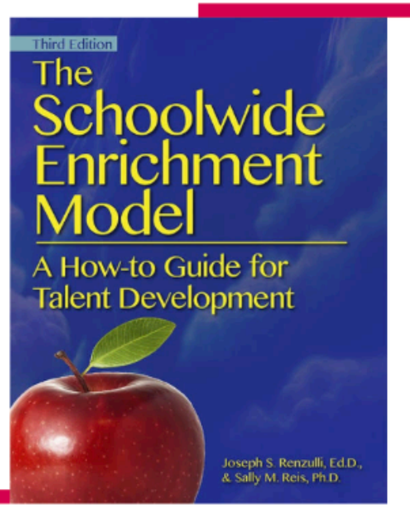
ADAPTING TEACHING TECHNIQUES FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS: SEM (II)



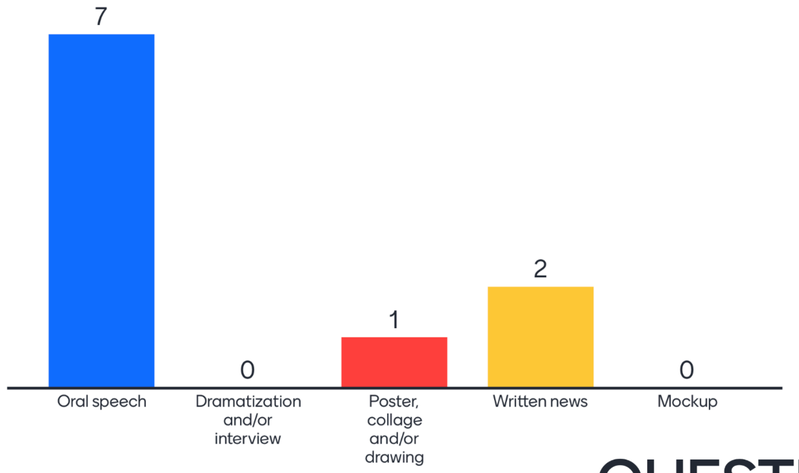
Betina Represas
Isabel Calvelo

- Arthur Costa's *16 habits of mind*
- Ron Richhart's *Thinking routines*
- David Hyerle's *Thinking maps*
- Tony Buzán's *Mind maps*
- Robert Swartz's *Thinking skills*
- Tony Ryan's *Thinkers keys*
- Standford University *Design Thinking*
- Edward de Bono's *Six Thinking Hats*
- Dan Roam's *Visual Thinking*

The use of all these resources gives rise to a CULTURE OF THINKING

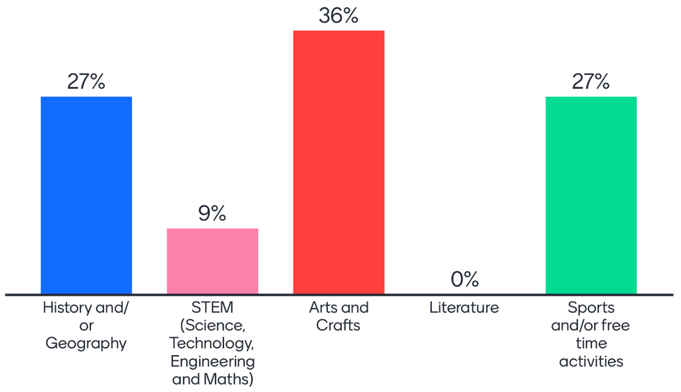
HOW DO YOU LIKE EXPRESSING WHAT YOU LEARN?

Mentimeter



QUESTION 2: WHAT ARE YOU INTERESTED IN (THE MOST)?

Mentimeter



CLASSROOM PROFILE

CLASSROOM PROFILE

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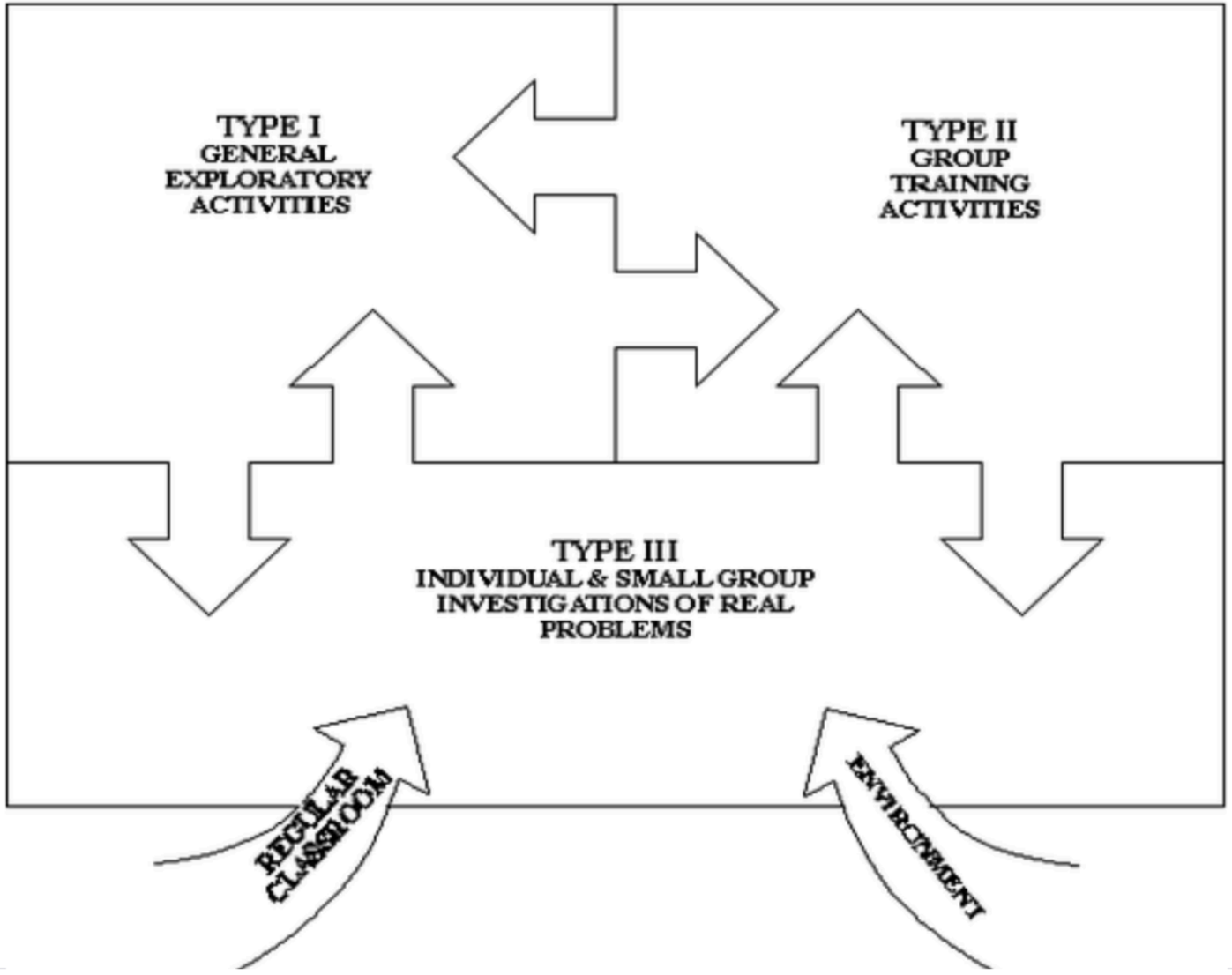
CURRICULUM → STARTING POINT TO DESIGN LEARNING SITUATIONS

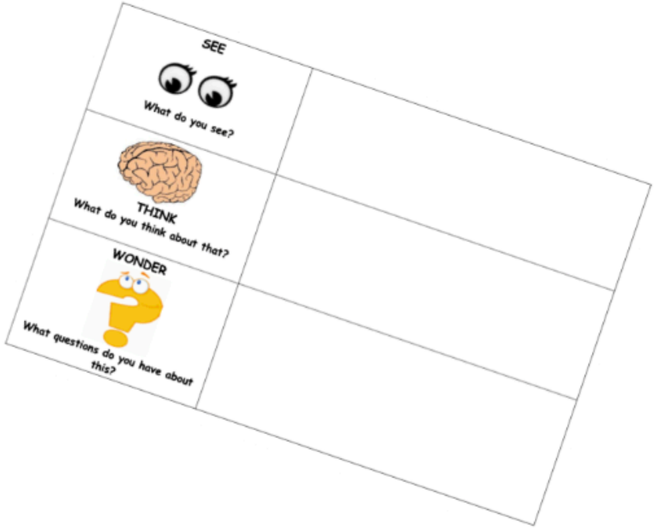
CLASSROOM PROFILE

IS IT ENOUGH?

CURRICULUM → STARTING POINT TO DESIGN LEARNING SITUATIONS

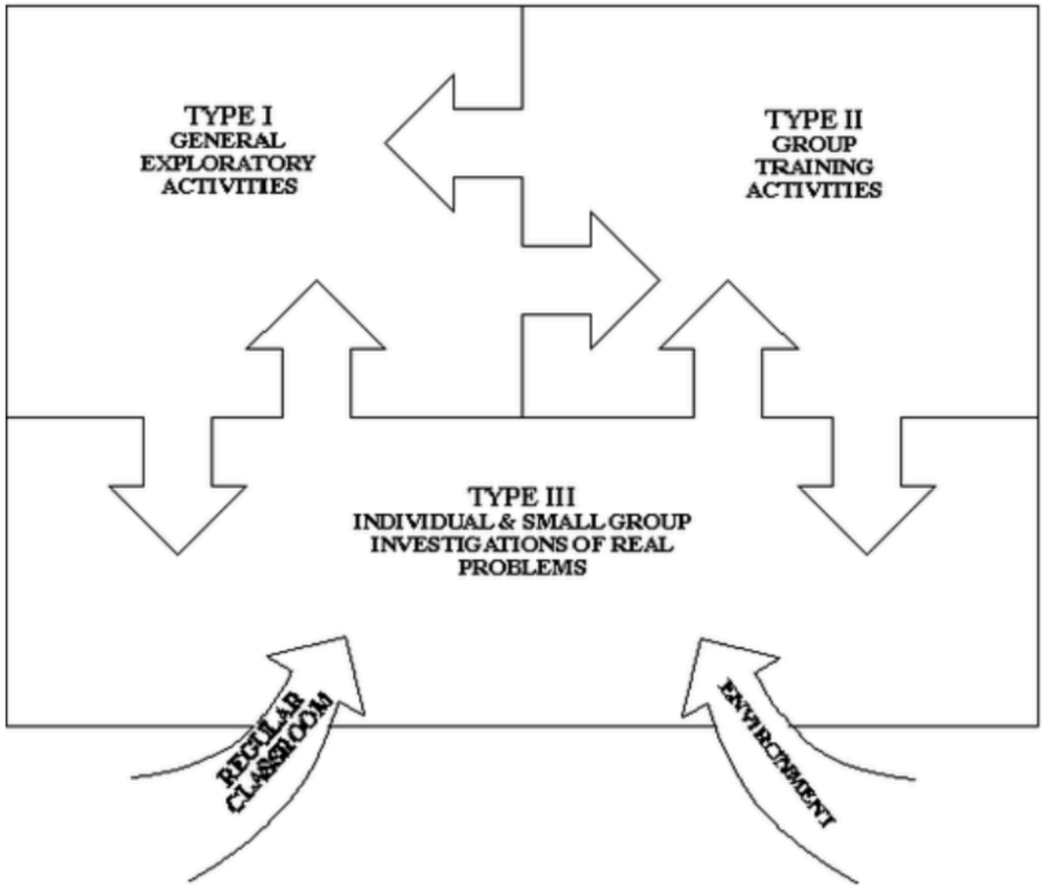
THE ENRICHMENT TRIAD MODEL





Triad consists of three stages, referred to as Type I, Type II, and Type III. The stages combine to create a student-centered model, focusing on engagement and motivation by addressing the talents, passions, and interests of all students.

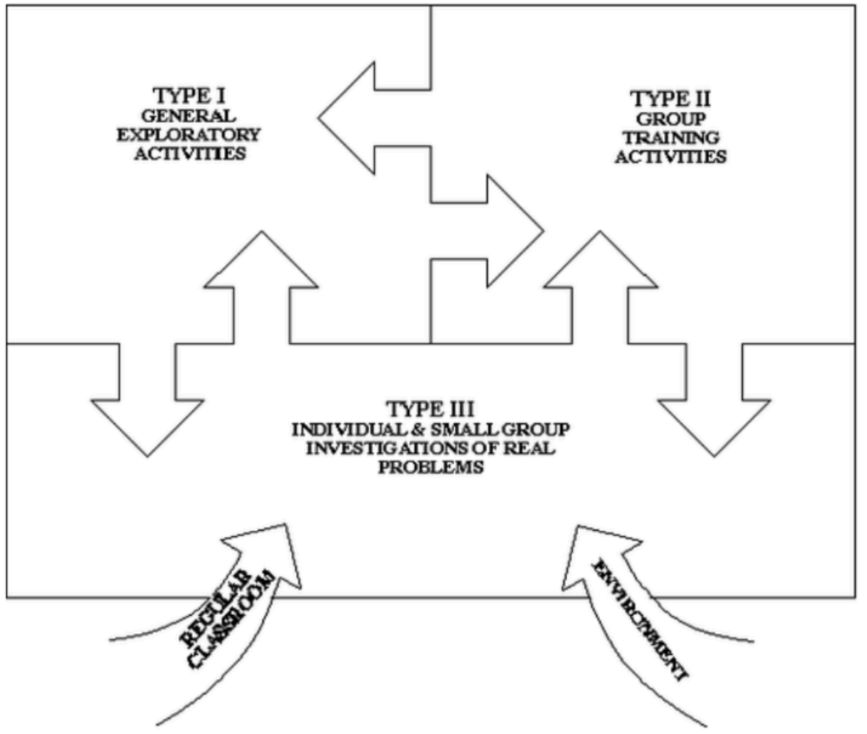
The Triad



The Triad

The triad is student-driven and the interests and questions of students determine their learning path. It challenges students to develop their critical thinking and problem-solving skills.

When properly implemented, the triad impacts the learning of all students, enriching their lives and developing lifelong learners.



Activities Type I

-All students benefit from type I activities

-Motivation: dynamic activities that will stimulate new interests

-Introduce students to big ideas

-Provide opportunities for type II and type III

-Expose young people to subjects and ideas not usually offered in the regular class.

Activities Type II

-General cognitive skills such as creative problem solving, critical and creative thinking, decision making, cooperative working

-How – to skills: interviewing, analysing, taking notes, etc (Bloom Taxonomy)

- Research skills: use the ICTs

-Written, oral and visual communicative skills

Activities Type III

-Dynamic and unplanned by the teacher

-Personalized learning by doing

-Production of authentic products for an authentic audience

-Real – life situations; real life solutions to problems that can bring about a change

-Use of checklists, rubrics, portfolios to assess the final product

SCHOOL ENRICHMENT PROGRAMME

-16 TEACHER TRAINERS AND MENTORS

-400 TEACHERS AT SCHOOLS

-36 SCHOOLS

-4000 STUDENTS INVOLVED

-40 FUTURE TEACHER TRAINERS

SEMGAL
PROGRAMA DE ENRIQUECEMENTO ESCOLAR

IDENTIFY ACTIVITIES TYPE I, II AND III IN THE FOLLOWING PROJECTS