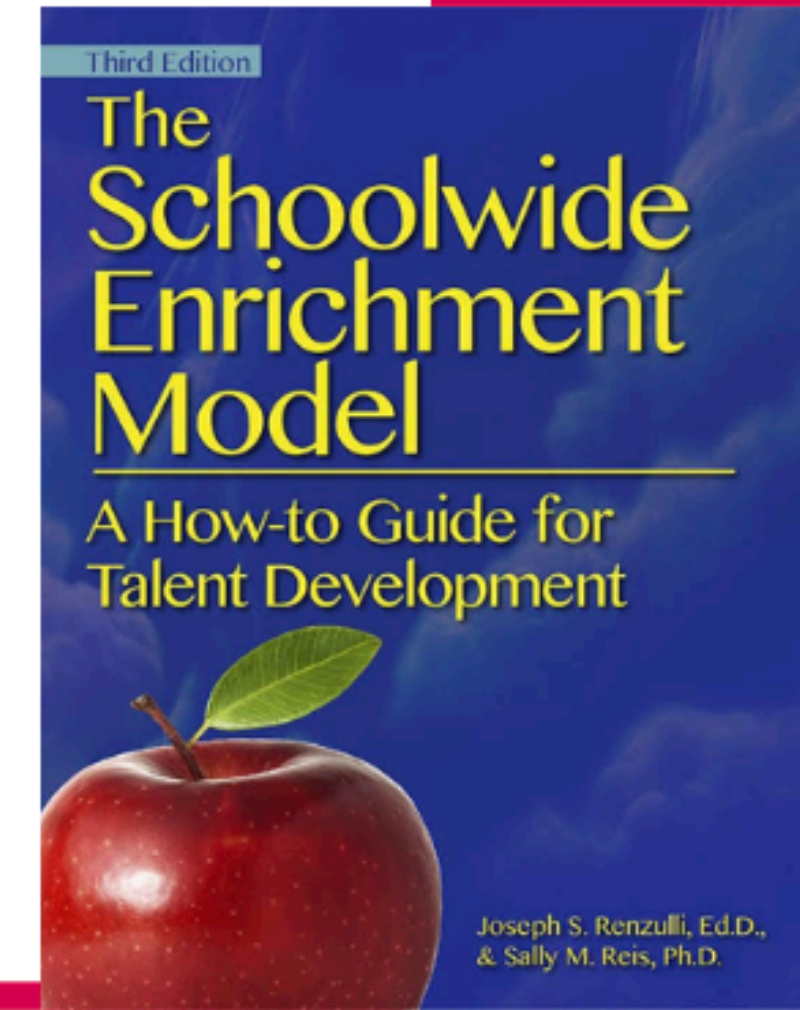
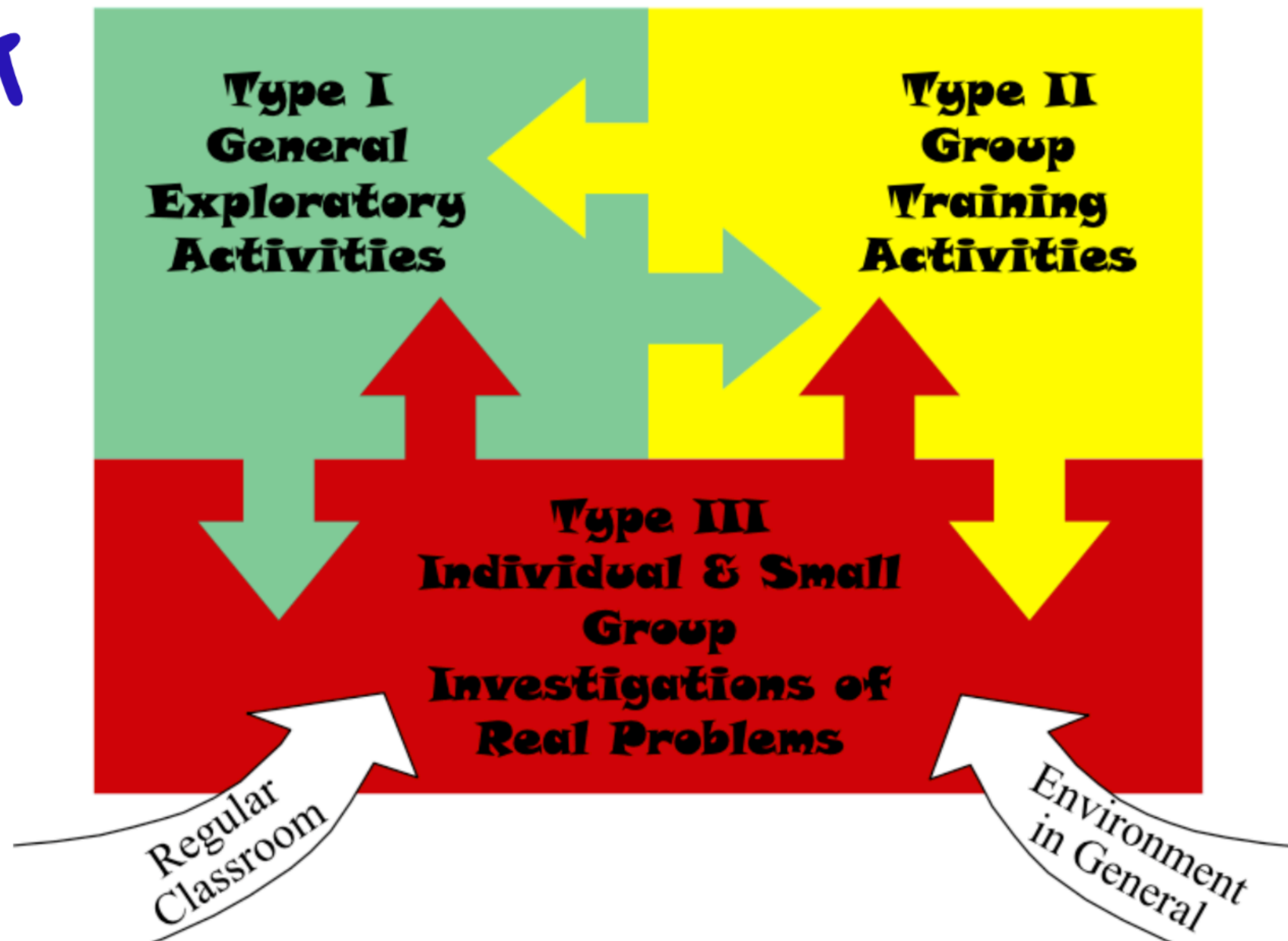


ADAPTING TEACHING TECHNIQUES FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS: SEM (III)



Betina Represas
Isabel Calvelo

ENRICHMENT TRIAD

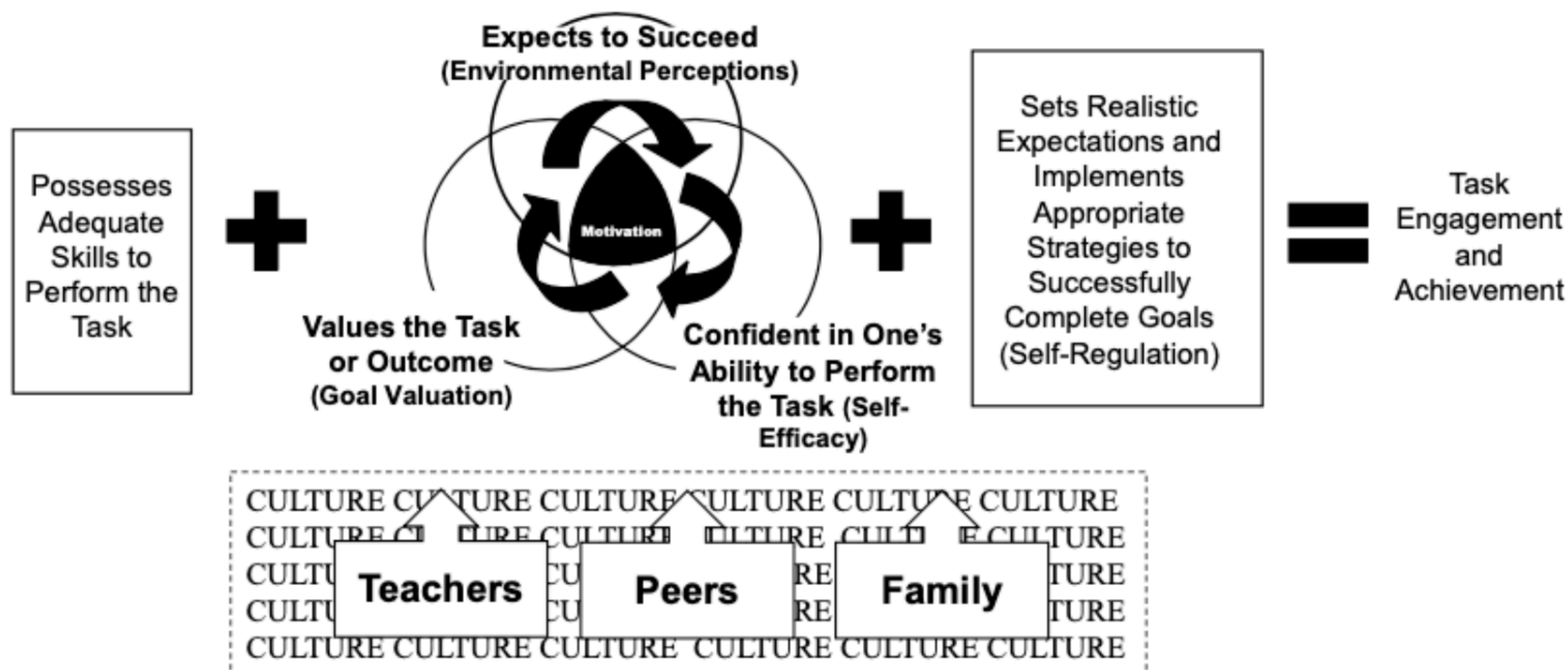


Achievement Orientation Model

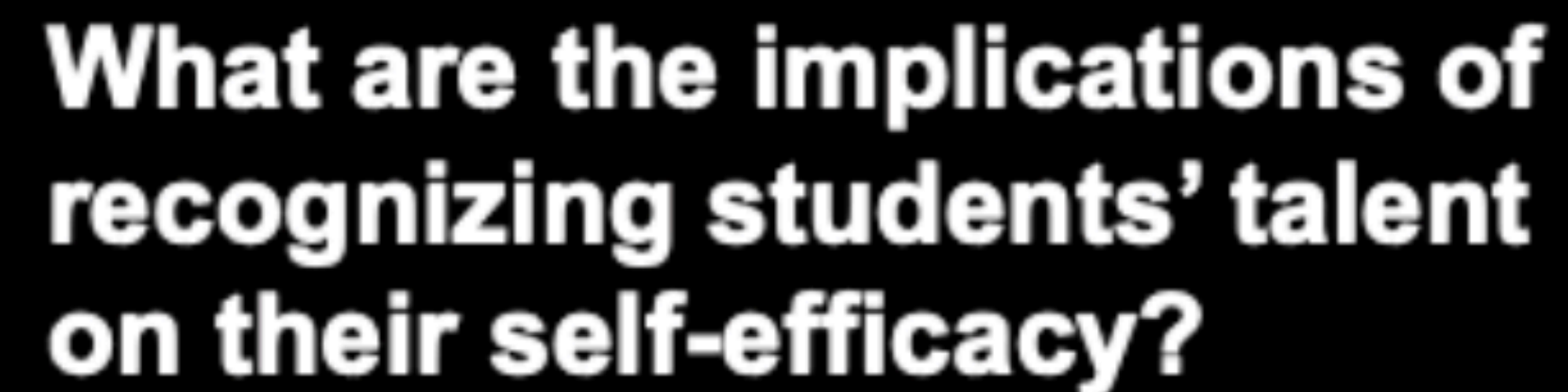
Del Siegle and D. Betsy McCoach

Neag School of Education

University of Connecticut



What do we do about students with great potential who do not value developing their talent?



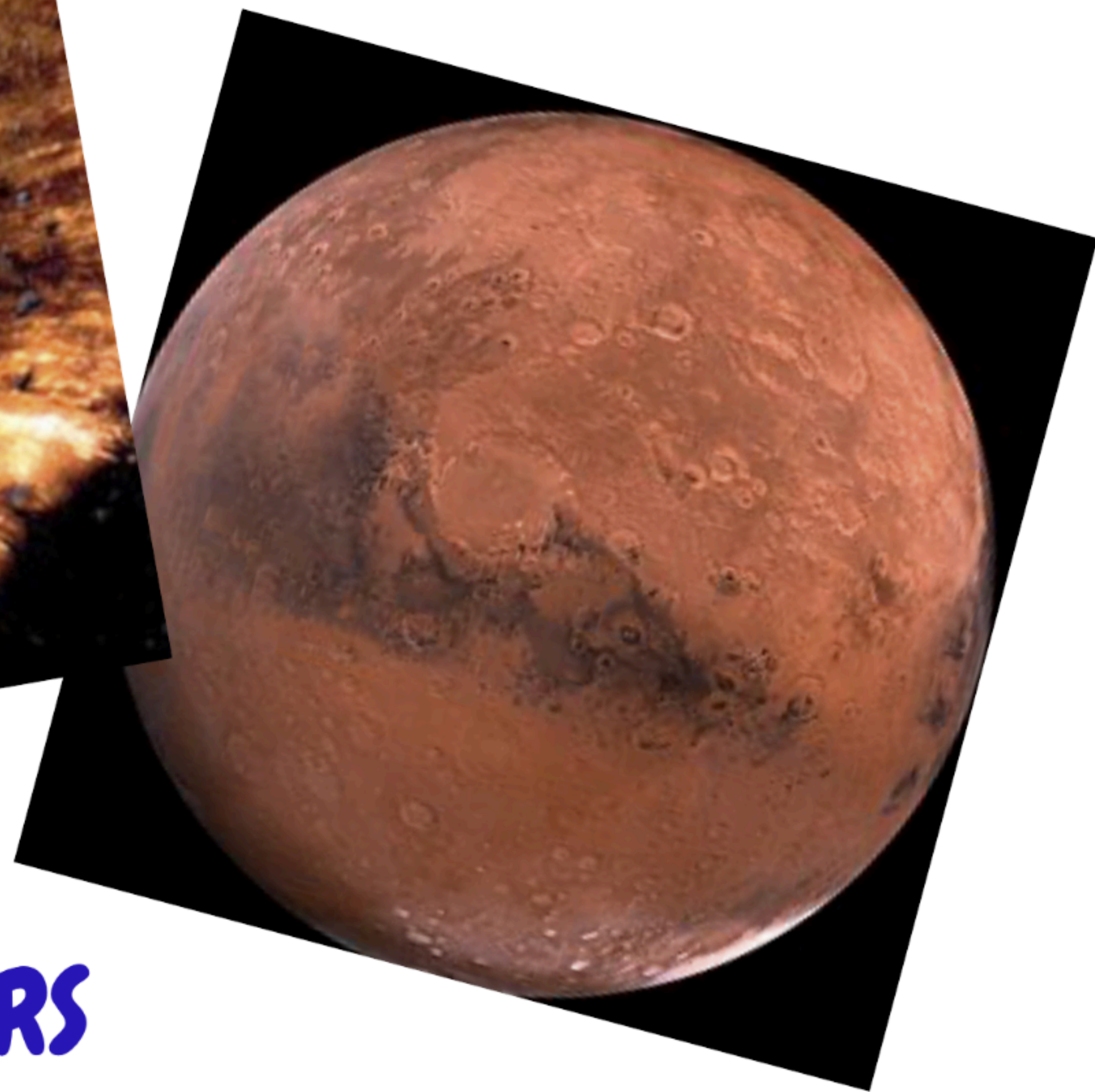


**IN WHICH WAY
ARE THESE
PROJECTS
MOTIVATING?**





**A WORLD WITH
NO BARRIERS**



MISSION TO MARS

DINNER OUT



**IN WHICH WAY
ARE THESE
PROJECTS
CREATIVE?**



CREATIVITY: DEFINITIONS

*The process of
having valuable
original ideas.*

**Ken
Robinson**



*Solving problems
regularly,
elaborating new
products or defining
new solutions for a
specific context.*

**Howard
Gardner**

Fluency
Flexibility
Originality
Elaboration



CREATIVE
OR
NOT CREATIVE?



In the middle of a discussion on plants, 6-year-old Toshio raises his hand. “Do you think the plants would grow taller and stronger if, instead of watering them, we milked them?”



In the middle of a discussion on plants, 6-year-old Toshio raises his hand and says, 'The plants are stronger if, instead of watering them, we milked them?'

FLEXIBILITY



Sam is wearing a baseball cap on hat day. Unbeknown to his teacher, he has installed a mirror under the brim. When the hat is cocked at the correct angle, he can see the desk next to his. This will be handy during the sixth period quiz.



Sam is wearing a baseball cap on hat day. Unbeknown to his teacher, he has installed a brim. When the teacher is at the correct angle, he can see the desk next to his. This will be handy during the sixth period quiz.

ORIGINALITY
ELABORATION



Karin has recently become captivated by the TV series *The Simpsons*. She frequently uses her journal to write new adventures of Bart, Maggie, and Lisa.



Karin has recently become
captivated by the TV series
The Simpsons. She frequently
uses her imagination to write new
adventures of Bart, Maggie,
and Lisa.

NOT KNOWN



- A LOT OF STORIES: FLUENCY**
- NEW STORIES: ORIGINALITY**
- VERY DETAILED STORIES: ELABORATION**



**LET'S BE CREATIVE AS
TEACHERS
AND
LET'S FOSTER STUDENTS'
CREATIVITY
BY DESIGNING CREATIVE
ACTIVITIES**

ENRICHMENT CLUSTERS



CLUSTERS

S
T
U
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S

- From different ages and stages
- Commonality: interest in the topic

- Teachers, families, non teaching staff, students, people not belonging to the educative communitive
- Keen on the topic, expert on content

E
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Teaching – learning process:
inductive learning
Enrichment Triad

PROJECT

- High-end investigation with similar methods to the professional ones
- The project is shaped throughout the cluster, taking into account students' own interests and capacities
- Aim: achievement of a final product to share and celebrate
- Impact on the society

CURRICULUM

- What is done in a cluster is not directly related to the elements of the curriculum
- No assessment process beyond the assessment of the cluster itself
- Although, not being the main aim, curricular elements are worked on

BENEFITS

- They promote cooperation and improve interpersonal relations
- They motivate students
- They promote self-concept and self-esteem
- They foster critical and creative thinking
- They develop the key competences in a real context, favouring individual and collective success

ORGANIZATION

- 8 sessions
- Frequency: weekly
- Duration: around 2 hours
- Experts to act as consultants and collaborators

EXAMPLES

BE A
FASHION
DESIGNER



DIY: READY
TO REPAIR

THE
CHOCOLATE
MUSEUM



EXAMPLES

HOW TO BE A
LEADER

BE A
JOURNALIST



EFFECTIVE
COMMUNICATION
WITH YOUR
PARENTS

EXAMPLES

ROBOT
CHALLENGE

EXPLORING
VOLCANOS

LIGHTS,
CAMERA,
ACTION



Teşekkür
ederim

Diolch

ευχαριστώ

Merci

Kiitos

Mulțumesc

Thanks

Grazas