

RESUMEN PRESENTACIÓN

“INCLUYÉNDONOS EN LA ECUACIÓN DEL CAMBIO.
EMPRENDER HACIA LA EDUCACIÓN DEL FUTURO”

Sonia González Varela 2016

HARVARD GRADUATE SCHOOL OF EDUCATION

CULTURA DE PENSAMENTO

CULTURA DE PENSAMENTO

Comunidades onde se valora a reflexión e a autonomía dos estudantes; o achegamento á aprendizaxe para a **comprensión profunda** (**deep understanding**) e **interdisciplinar**; onde se promove o pensamento crítico e o pensamento creativo.

Nestas comunidades valorase por igual o pensamento do grupo e o pensamento de cada individuo, o pensamento expresase de tal forma que o **pensamento** se fai visible (**visible thinking**) empuxando a profundizar no propio pensamento e na comprensión.

Project Zero

A research group at
Harvard University's
Graduate School of Education

What does learning look like?

*What's worth understanding today
and tomorrow?*

*How and where does
learning thrive?*



PROJECT ZERO

Ensinar para
a compreensão.
Learning
for understanding

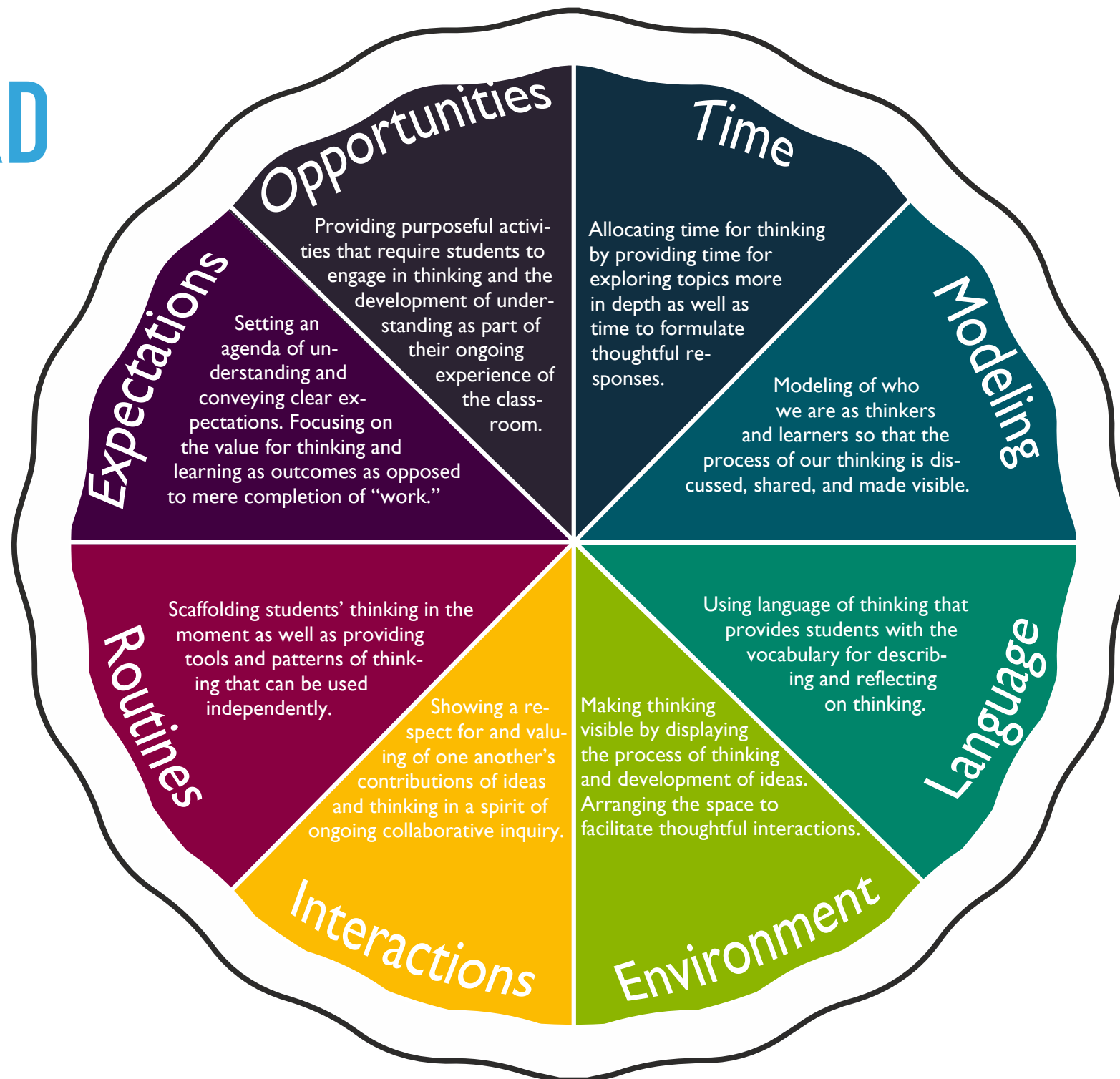


Cultura de
pensamento.
Visualizar
pensamento.
Visible thinking

Educar para a
competência global

RON
RICHTHARD

8 Cultural Forces that define our classrooms

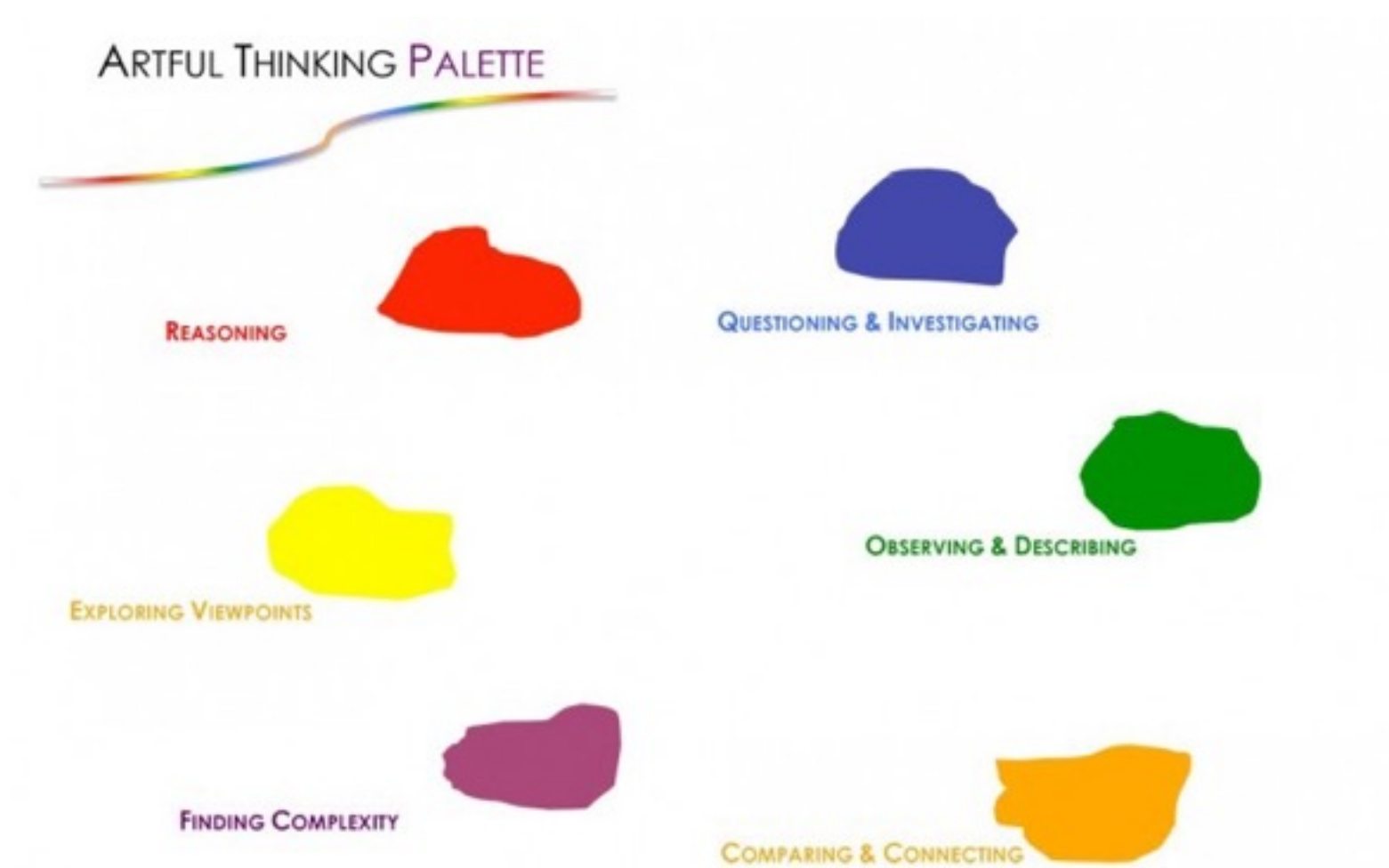


Sourced from: The Cultures of Thinking project at Project Zero, Harvard Graduate School of Education

Graphic by Rachel Mainero
www.rcsthinkfromthemiddle.com

RUTINAS DE PENSAMENTO

Estratégias curtas e sinxelas de aprender que axudan á extender e profundizar no pensamento



Thinking Palette

Comparing & Connecting

- Headlines
- Creative Comparisons
- Connect / Extend / Challenge
- I used to think, ...now I think

Exploring Viewpoints

- Circle of Viewpoints
- Step Inside

Finding Complexity

- The Complexity Scale
- Parts / Purposes / Complexities

Observing & Describing

- The Elaboration Game
- Colors / Shapes / Lines
- Looking: Ten Times Two
- Listening: Ten Times Two
- Beginning / Middle / End

Questioning & Investigating

- See / Think / Wonder
- Creative Questions
- Think / Puzzle / Explore

Reasoning

- What Makes You Say That?
- Claim / Support / Question

PROTOCOLOS

Estructuras que facilitan o pensamento.

Poden utilizarse en conversacións e
permiten ao grupo manterse
claramente enfocado no pensamento
presente no traballo

**AS RUTINAS DE PENSAMENTO E PROTOCOLOS
REPRODUCEN PATRÓNS QUE CANDO SE
INTERIORIZAN CREAN DISPOSICIÓNS OU
HABILIDADES DE PENSAMENTO QUE DESENVOLVEN
TODAS AS COMPETENCIAS DO ALUMNADO**

SLOW LOOKING

Tomarse tempo para percibir máis alá do que o ollo ve a primeira vista

Rutinas de pensamento específicas

OUT OF EDEN

The screenshot shows the homepage of the 'Out of Eden Learn' website. At the top, there is a navigation bar with the 'OUT OF EDEN LEARN' logo, which includes a circular emblem with 'ALL WELCOME' and 'OUT OF EDEN' text, and a rectangular emblem with 'LEARN' and 'OOFEL' text. To the right of the logo, it says 'An initiative of Project Zero at the Harvard Graduate School of Education' and includes social media icons for Instagram, Twitter, YouTube, and Facebook. Further right are 'Login' and 'Educators Register' buttons. Below the navigation bar is a horizontal menu with links: 'About', 'Blog', 'Activities for All', 'Curriculum', 'Community Guidelines & Tools', 'Educator Forum', 'Monthly Feature', and 'Read Our White Paper'. The main content area features a large photograph of two men in a dry, open landscape. One man is standing and looking at a small object in his hands, while the other is sitting on the ground, gesturing with his hands. Overlaid on the bottom right of the photograph is the text: 'Introducing young people to Paul Salopek's amazing walk and "slow journalism" Learn more'. Below the photograph is an orange banner with the text 'How it Works'. At the bottom of the page, there is a four-step process: 1. Educators register, 2. Add your class or classes, 3. Have your students sign up, and 4. Your journey.

ALL WELCOME
OUT OF EDEN
LEARN
OOFEL

An initiative of Project Zero
at the Harvard Graduate School of Education

Login Educators Register

About Blog Activities for All Curriculum Community Guidelines & Tools Educator Forum Monthly Feature Read Our White Paper

Introducing young people to
Paul Salopek's amazing walk and
"slow journalism"
Learn more

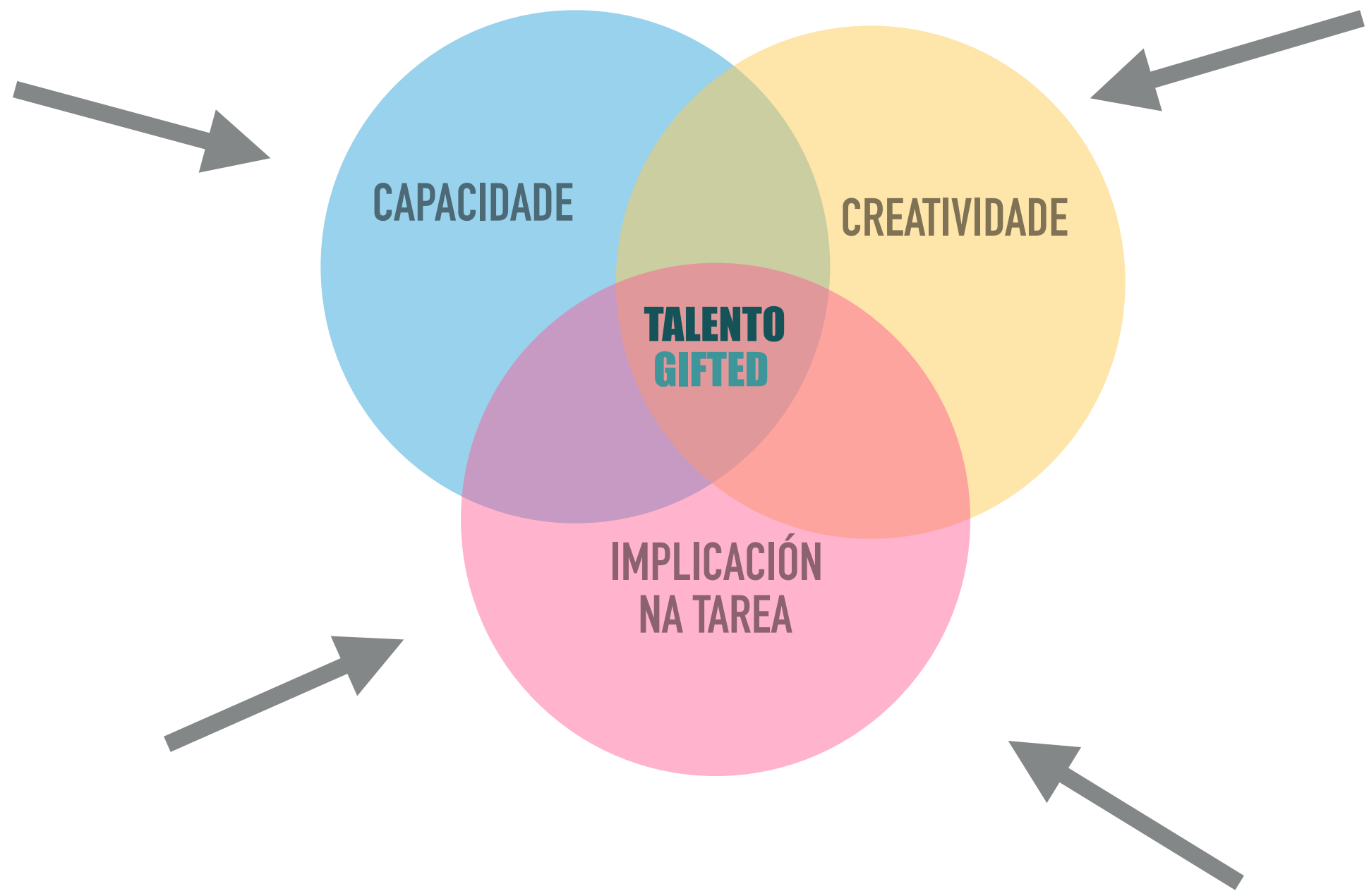
How it Works

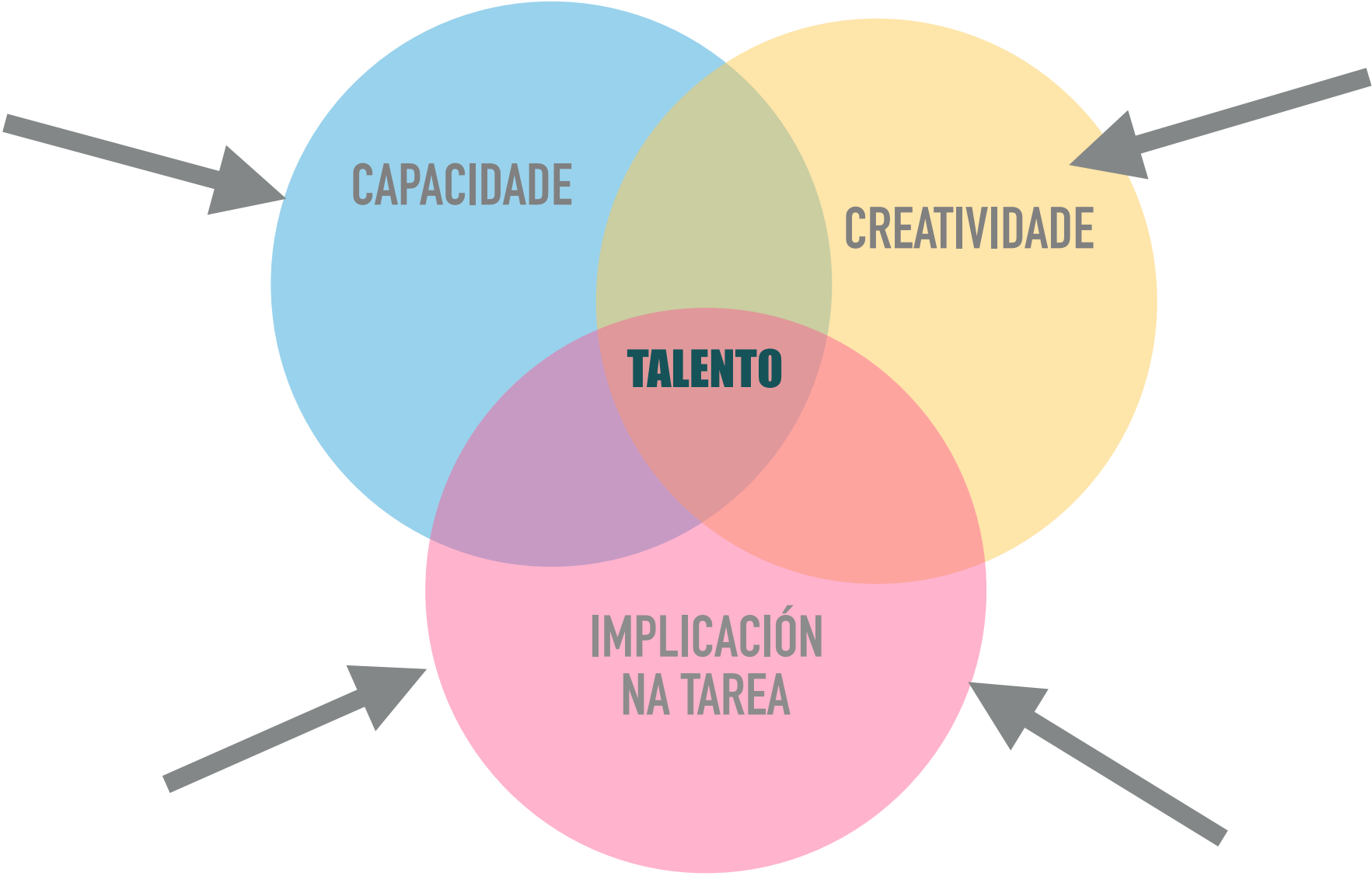
- 1. Educators register**
Educators, [create a free account](#) on our learning platform.
- 2. Add your class or classes**
Register one or more classes through your account via the Dashboard.
Our "walking parties" (learning
- 3. Have your students sign up**
When you register a class, a passcode will appear for that class on your Dashboard. If you have multiple classes, you will get a unique passcode for each
- 4. Your journey**
"Footsteps" will your walking pa weeks. Each foc young people to Paul's journey. (

UNIVERSITY OF CONNECTICUT. NEAG SCHOOL OF EDUCATION.
RENZULLI CENTER FOR CREATIVITY, GIFTED EDUCATION, AND TALENT
DEVELOPMENT
SCHOOL ENRICHMENT MODEL

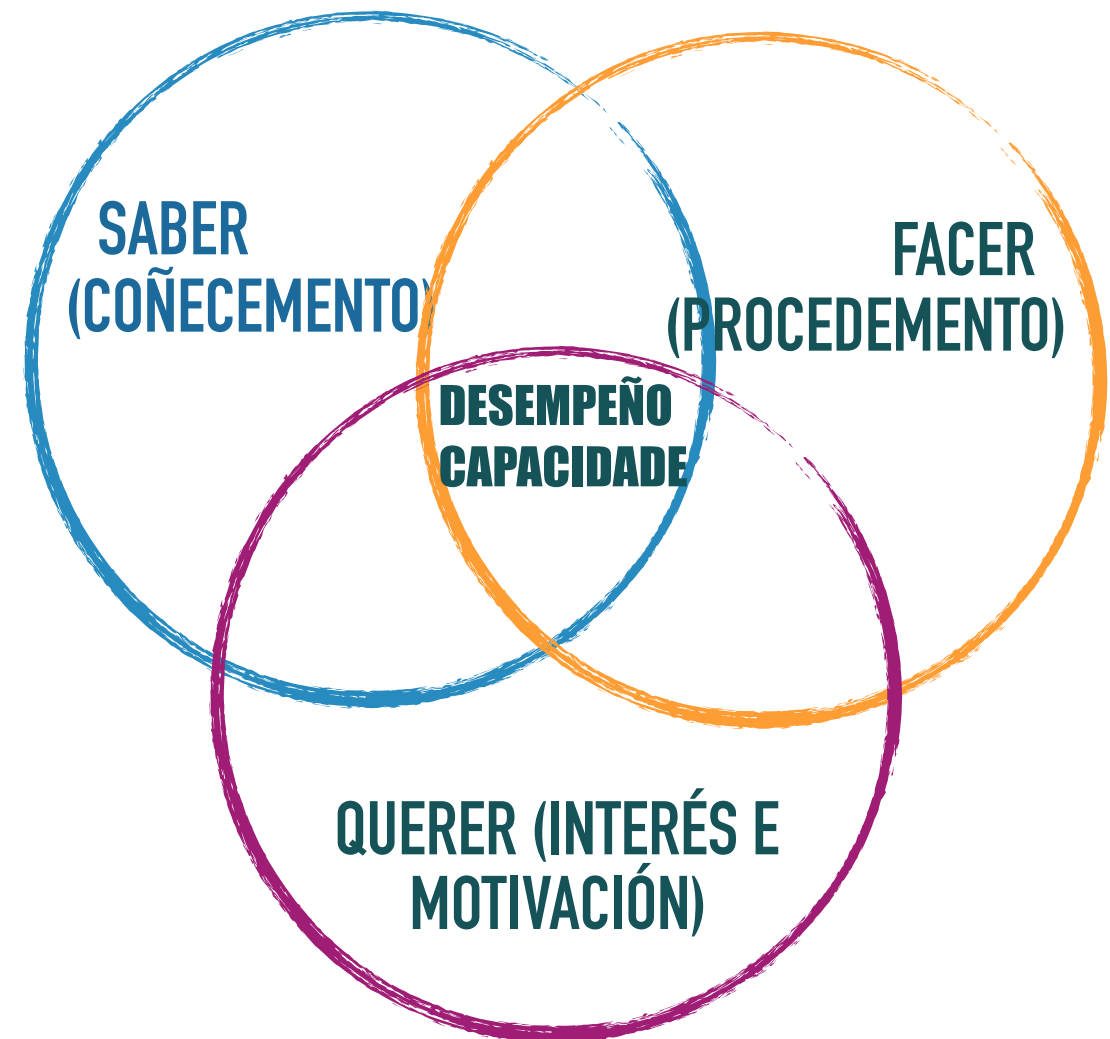
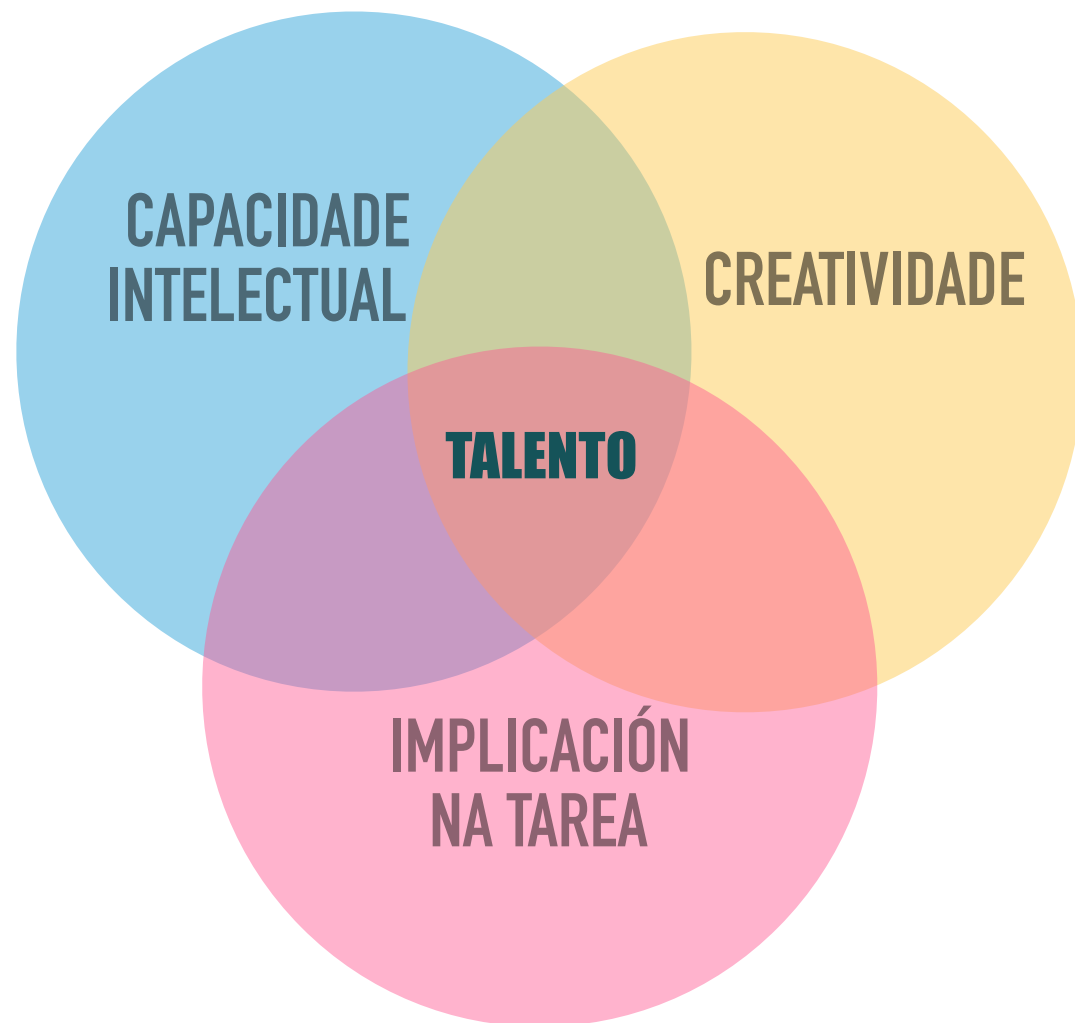
SEM

O **SEM**, MODELO DE ENRIQUECIMENTO ESCOLAR,
PRETENDE OFRECER EXPERIENCIAS RICAS E
MOTIVADORAS QUE DESENVOLVEN OS **INTERESES** DOS
NOSOS ALUMNOS, ATENDEN A SÚA **DIVERSIDADE** E
DESENROLAN OS **TALENTOS** DE **TODOS** OS ALUMNOS





JOE RENZULLI



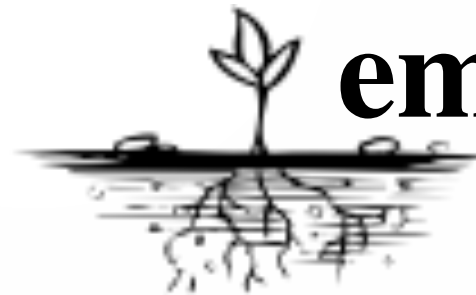
The Stages of Talent Development

Giftedness can be:

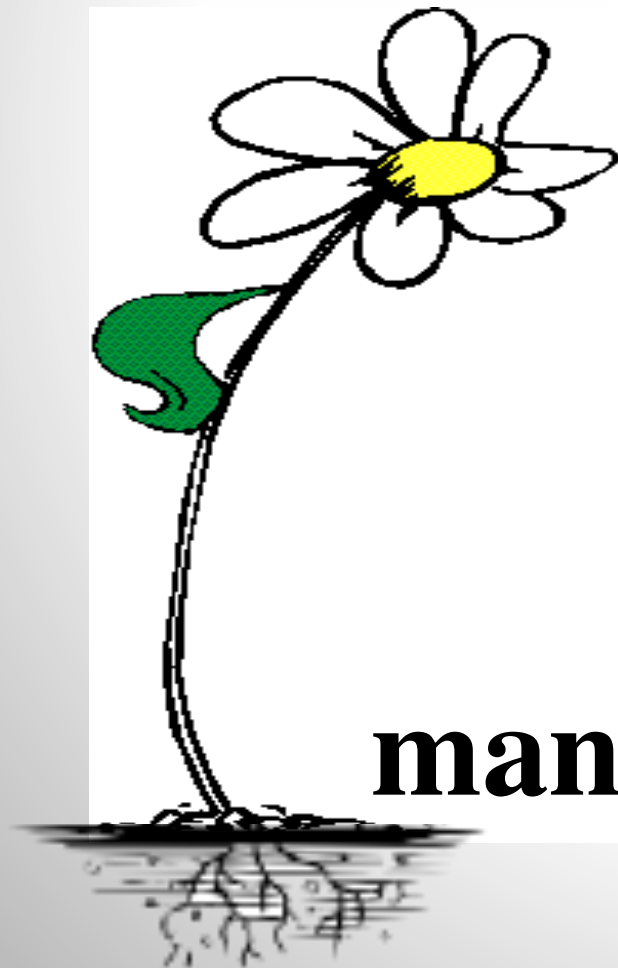
latent

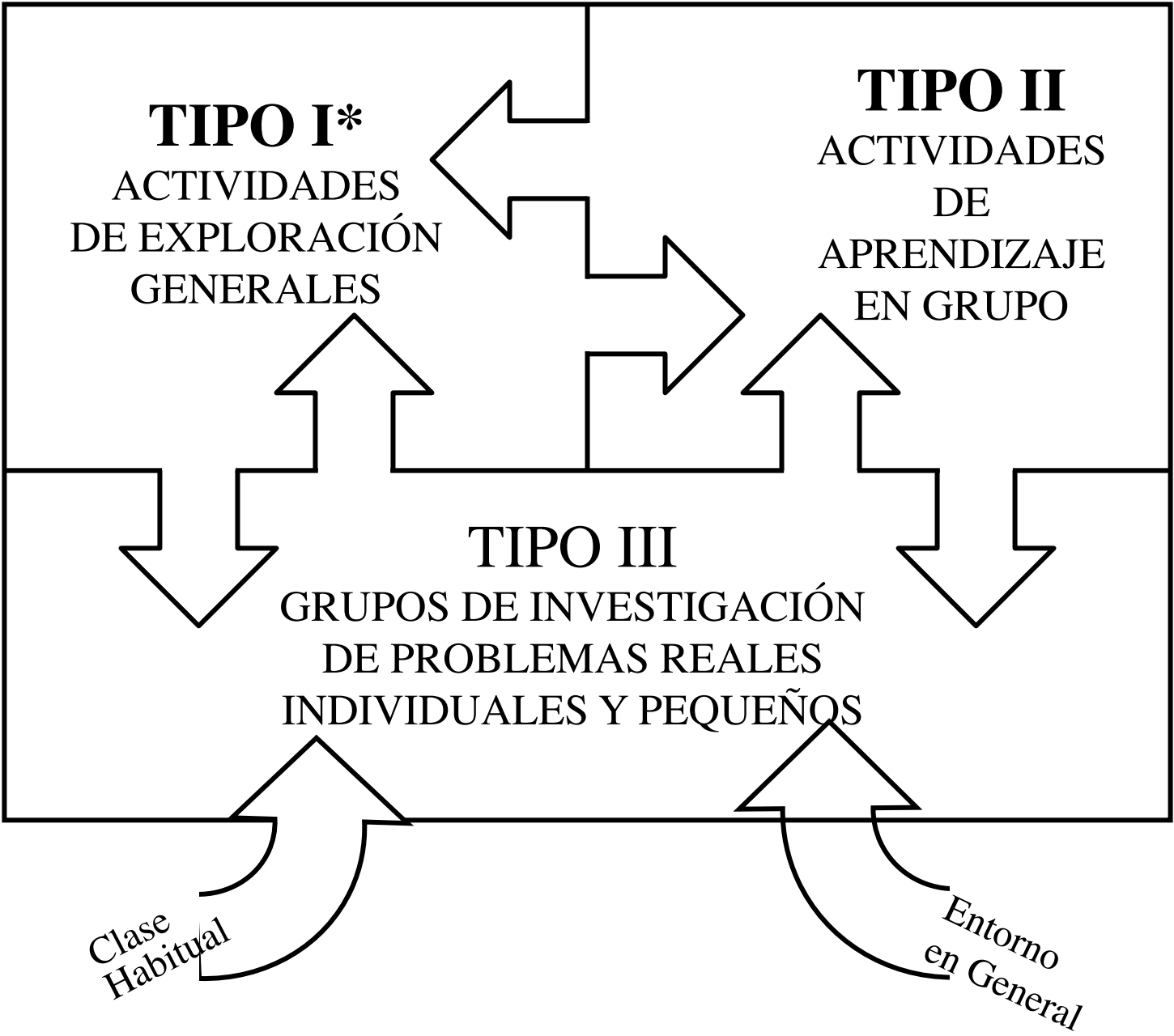


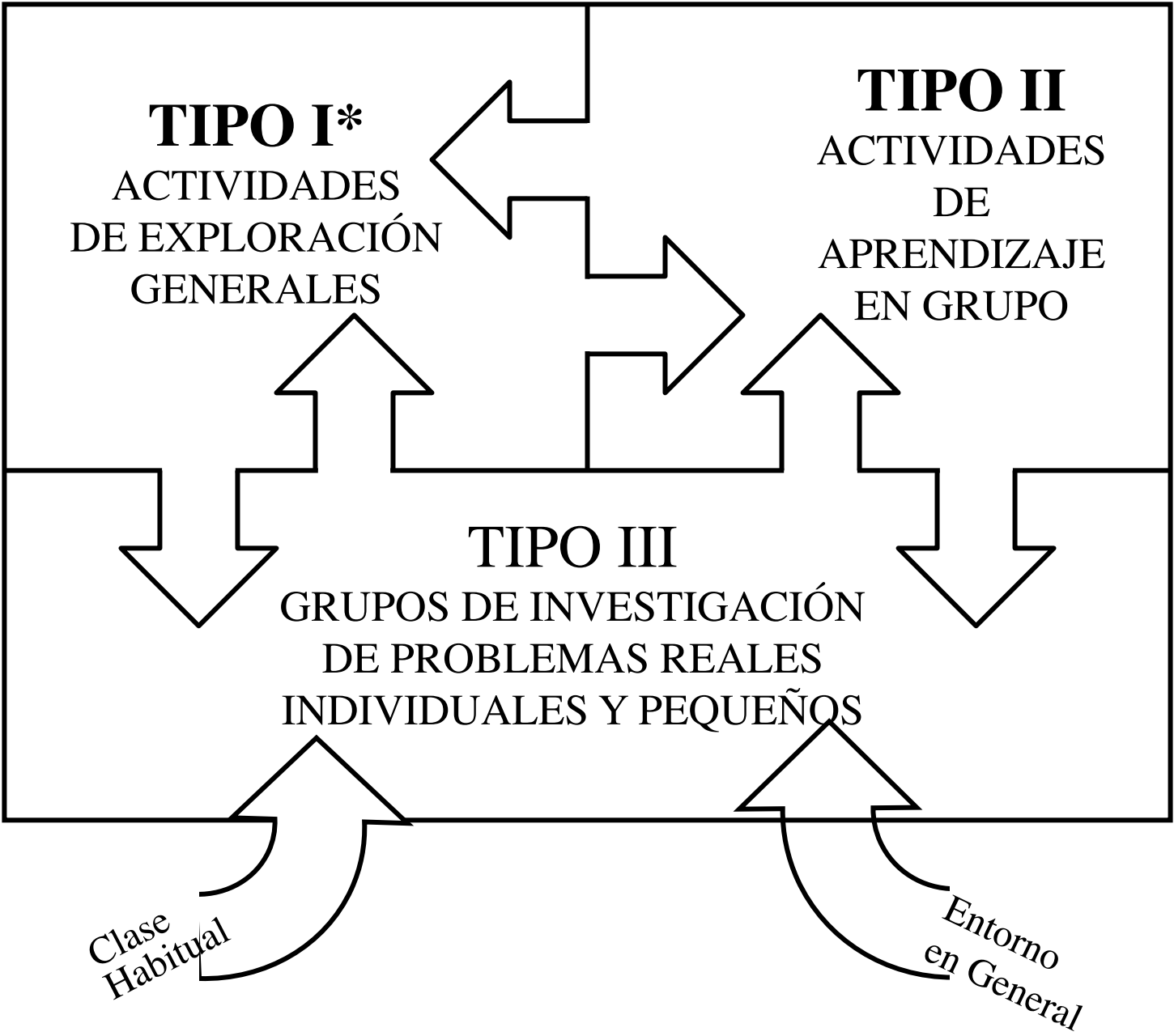
emergent



manifest

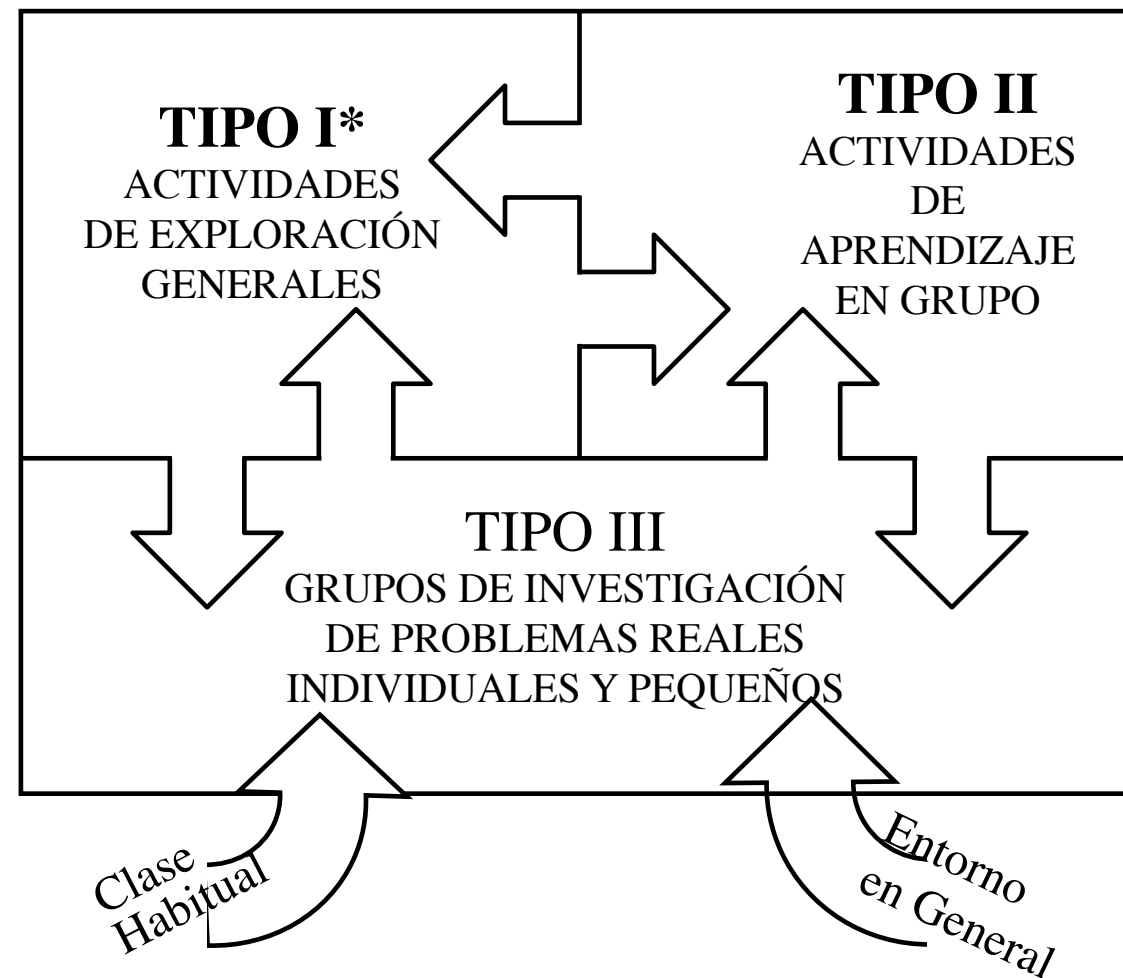






ACTIVIDADES TIPO I.

Están diseñadas para exponer a los estudiantes a una gran variedad de disciplinas, temas, hobbies, personas, lugares, eventos, etc. que normalmente no están incluidas en el currículum.



ACTIVIDADES TIPO II.

Materiales e métodos diseñados para promover e desarrollar el pensamiento y los procesos. Por ejemplo pensamiento creativo y resolución de problemas y desarrollar capacidades.

ACTIVIDADES TIPO III.

Desarrollar experiencias reales y auténticas dirigidas a tener un impacto sobre una audiencia. Oportunidad para aplicar intereses, conocimientos, ideas creativas, capacidades, autoconfianza...

Oportunidad

Recursos

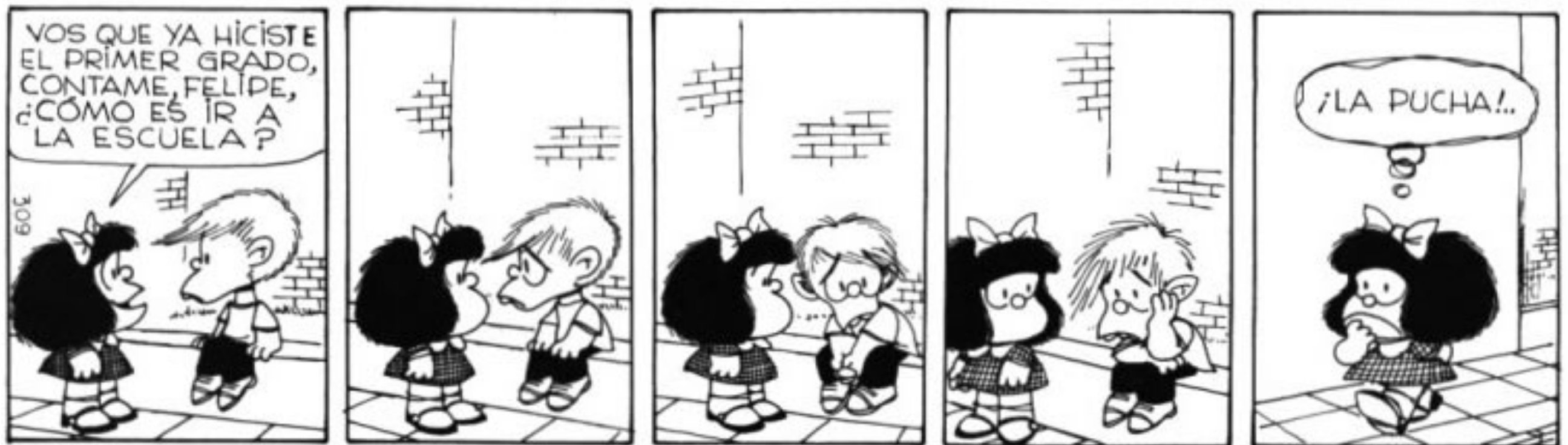
Animo



Que pasaría si cambiáramos...

(Nicole)

- Eso no se puede hacer.
- No te va a salir.
- De ninguna manera!
- Estas loco?
- Es una perdida de tiempo.
- Haces demasiadas preguntas.
- No esta en el curriculum.
- Eso no importa.
- Sal de clase.
- Dime más...
- Me alegro de verte.
- Puedes explicarme más?
- Vamos a fijarnos en...
- Gran imaginación!
- Corre el riesgo!
- Prueba de nuevo
- Como podríamos encontrarlo
- Me gustaría que participaras.



METODOLOGÍA

E

ENJOIMENT, DIVERTIRSE

ENGANCHAR

ENTUSIASMAR



¿Que fai dunha experiencia que sexa auténtica?

ACTIVIDADES NAS QUE:

- O interés está personalizao
- Usáanse metodoloxías auténticas
- Non existe una solución ou solución “correcta”
- Diseñadas para ter un impacto nunha audiencia máis alá da clase ou profesor

Os estudantes se motivan con...

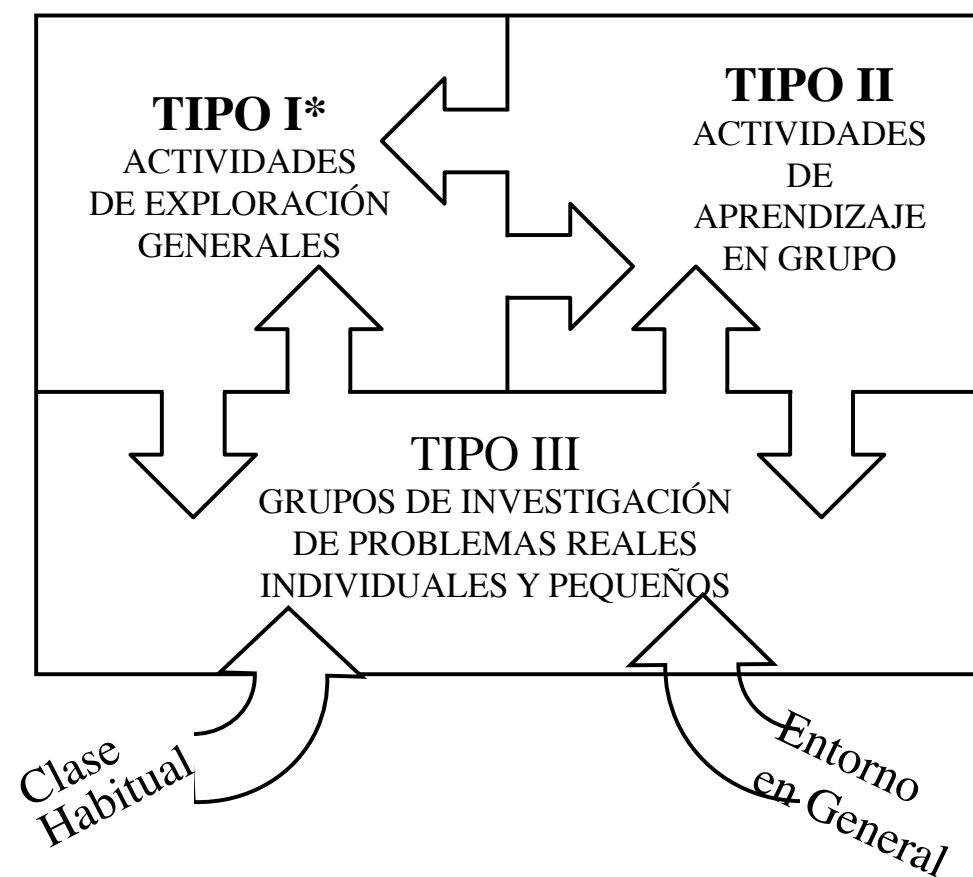
ACTIVIDADES QUE SON:

- Moderadamente novas
- Interesantes
- Divertidas
- Excitantes e óptimamente desafiante

Actividades que son demasiado duras ou fáciles son anti-motivadoras.

Cando o traballo escolar é demasiado fácil, os estudantes aburrense. Cando é demasiado difícil, os estudantes se frustran e estresan.(Deci & Ryan, 1985).

ESTRUCTURAS ORGANIZATIVAS



Infusión dentro da clase.

Extensión dunha actividade ou unidade

Clases especiais, cluster ou actividades extra-escolares

Actividades extracurriculares ou outros eventos especiais

PROGRAMAS DE ENRIQUECEMENTO

¿Que é un Programa de enriquecemento?

- Grupos basados no interés dos estudantes, que traballan xuntos para producir un produto, servicio ou acción basados nos seus intereses comúns.
- Os grupos encóntranse regularmente, unha vez á semana sobre unha hora, de 8 a 10 semanas.
- Os membros do grupo poden diferir en idade ou experiencia, pero traballan xuntos mediante a división do traballo para conseguir os seus obxectivos.
- Os profesores actúan como facilitadores, mentras que os estudantes actúan como profesionais no tema escollido.
- Promover auténtico aprendizaxe inductivo.

PROGRAMAS DE ENRIQUECEMENTO

Inicios

- Os programas de enriquecemento empezan a partir de algo no que o profesor está interesado.
- Non hai planificación das sesións, só é necesaro adquirir recursos potenciais para que usen os estudantes.
- Os estudantes determinan a dirección do programa unha vez que empezou.
- O produto do programa é un reflexo dos membros do grupo.

PROGRAMAS DE ENRIQUECEMENTO

Puntos Clave

Ten en conta estas preguntas para determinar cos estudantes a dirección do programa:

- “¿Qué fai a xente que ten un interés neste área?
- ¿Qué coñecementos, materiais, e outros recursos necesitan para facelo dunha maneira auténtica e excelente?
- En que modos o produto ou o servicio pode ser usado para ter un efecto na nosa audiencia?”

PROGRAMAS DE ENRIQUECEMENTO

Papel do profesor

- O profesor actúa como facilitador, máis que controlar a experiencia educativa.
- O profesor *so* usa instrucións directas cando os estudantes necesitan aprender unha habilidade concreta.
- O profesor traballa o *lado* dos estudantes.
- Responsabilidades potenciais: adquirir recursos potenciais, contactar con mentores potenciais, asegurarse dunha apropiada división do traballo, etc. O profesor non está a cargo da toma de decisións nin é a única fonte de coñecemento.

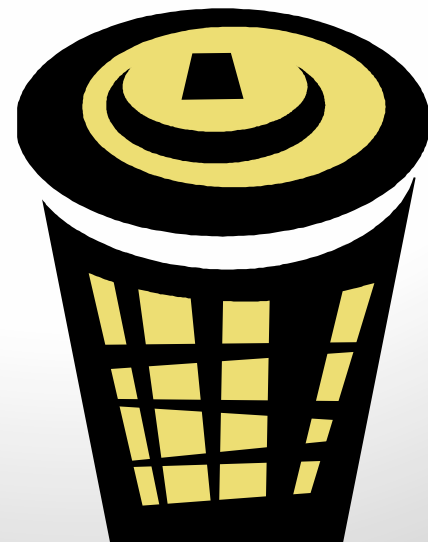
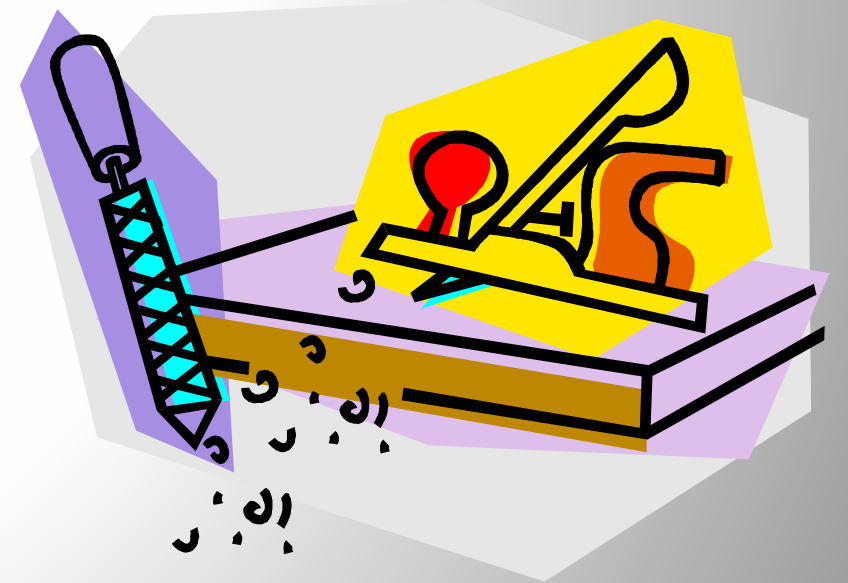
PROGRAMAS DE ENRIQUECEMENTO

Papel do alumno

- Actuar como un profesional nun tema.
 - Facer preguntas, buscar información, participar en actividades manuais, producir coñecemento.
 - As tarefas do estudante e os seus roles determinaos o tema do programa e a división do traballo. (non todo o mundo fará a mesma tarefa).
-
- Exemplo: Un programa de enriquecemento sobre “Producción dunha película” terá un director, produtores, actores, diseñadores de vestuario, etc.

Examples

- Graffiti Art
- Invention Convention
- Extreme Makeover: Room Addition
- Trash to Treasure
- Lights, Camera, Action
- Compassion Counts
- News Crew
- “Wood” it Work?
- Can You Dig It?
- Paint the Town



The Great Debaters



Are you strong willed, with strong opinions and love to express yourself verbally? Do you have views or issues that you think are not being addressed? Then you need to...Debate About It! Come and learn how to effectively have your opinion heard! You are the voice of the future!

Crime Scene Investigation



Want to try to figure out whodunnit? Solve crimes through observation, experiments, and deductive reasoning. Work in groups to collect evidence, analyze it, and eliminate suspects until the culprit is discovered. Come and compete to solve the crime first!

New York, New York!



Can you say Broadway? Come to this cluster to have a chance to take to the big stage while performing a Readers' Theatre production or creating your own production. Don't worry if acting isn't your thing! Perhaps you want to write, direct, work backstage, or create the sets! There is so much to do!

Come and be a part of the show!

Culinary Cuisine



Do you love to eat? Do you want to own your own restaurant? How about creating your own menu or looking at foods from around the world? Well why don't you try your hand at cooking? Students in this enrichment cluster discover, design, plan and cook! We can sample some ourselves, create a school restaurant, and make enough to share with a local shelter!

Sample Enrichment Clusters	
General Areas	Specific Examples of Clusters
Language Arts, Literature, and the Humanities	The Young Authors' Guild The Poets' Workshop The African-American Literary Society The Investigative Journalism Group The Quarterly Review of Children's Literature
Physical and Life Sciences	The Save the Dolphins Society The Physical Science Research Institute The Mansfield Environmental Protection Agency The Experimental Robotics Team
The Arts	The Electronic Music Research Institute The Visual Artists' Workshops The Meriden Theater Company The Native American Dance Institute The Video Production Company The Young Musicians' Ensemble The Photographers' Guild
Social Sciences	The Hispanic Cultural Awareness Association The Junior Historical Society The Social Science Research Team The Torrington Geographic Society The Creative Cartographers' Guild
Mathematics	The Math Materials Publication Company The Math Mentors' Association The Female Mathematicians' Support Group The Mathematics Competitions League The Math Puzzle Challenge Quarterly
Computers	The Computer Graphics Design Team The Computer Games Production Company The Computer Literacy Assistance Association The Creative Software Society The Desktop Publishing Company
Physical Education	The Experimental Games Research Team The Student Council of Games Society