

Rapport sur mon expérience de formation

Ce que j'ai appris

- **Un bon entraînement de compréhension et d'expression en langue anglaise :**

Lors de ces demi-journées de cours, j'ai vérifié que j'avais une bonne compréhension orale et écrite de l'anglais.

J'ai constaté que le vocabulaire spécifique à l'enseignement devrait être renforcé, mais que je savais me débrouiller pour me faire comprendre.

J'ai pu mesurer la différence entre produire quelques phrases préparées dans ma tête et devoir discuter en continu sur un sujet. D'autres séjours longs en langue anglaise seraient nécessaires pour retrouver cette aisance !!!

- **Des connaissances sur les systèmes éducatifs des participants des autres pays** (Chypre, Croatie, Espagne, Italie, Portugal, Pologne.)

Les échanges étaient très variés et enrichissants. Ils m'ont permis de prendre du recul sur le système français, plutôt plus en positif qu'en négatif. (notre système est plus égalitaire que dans plusieurs autres pays).

Un bémol : la plupart des participants des autres pays enseignaient dans le secondaire. Les échanges sur certains sujets étaient donc biaisés par le fait que l'âge des élèves était très différent (par exemple, sur l'utilisation des outils numériques, ou encore sur le travail personnel)

- **Des connaissances sur les techniques et outils qui favorisent la collaboration entre les élèves** (plutôt valable dans l'enseignement secondaire)

- **Des ressources intéressantes pour aborder les discriminations :**

- **La course des privilèges** : un outil pour faire prendre conscience des problèmes de discrimination :

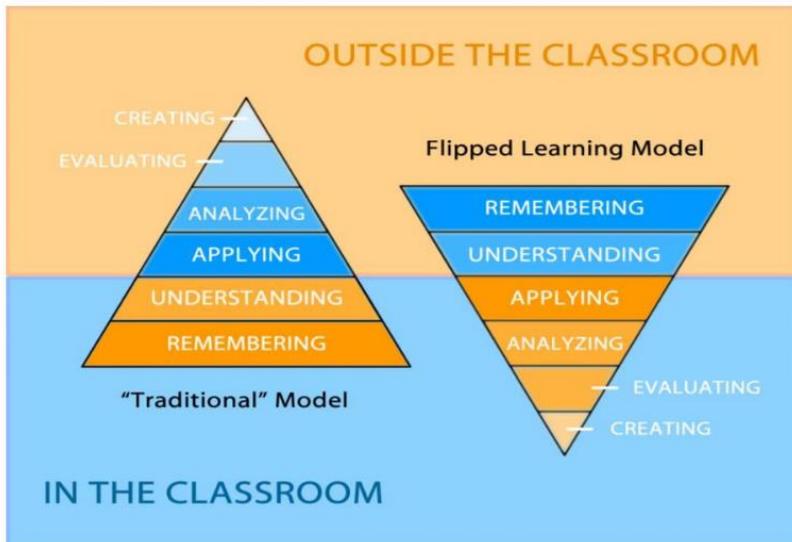
<https://www.youtube.com/watch?v=1I3wJ7pJUjg>

- **Tout ce que nous partageons** : une manière de montrer tout qu'on a en commun, au-delà des différences qui effraient

<https://www.youtube.com/watch?v=jD8tjhVO1Tc>

○ **Des dispositifs pédagogiques innovants :**

- **La classe inversée** (flipped classroom) et son adaptation à l'école primaire, avec des séances de recherche en classe.



- **La pédagogie par le projet**, avec des exemples très intéressants :

IS IT A PROJECT OR IS IT PROJECT-BASED LEARNING?	
PROJECTS	PROJECT-BASED LEARNING
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the "real" learning	Real learning occurs through the project

educationcloset

Tiny house :

<https://Shorturl.at/bLot5>

Revolution :

<https://Shorturl.at/CFKT7>

PBL PROJECT BASED LEARNING

student have a pb to solve, requires to gather information from various resources, and ask them to collaborate and come up with an original solution that ends in a product or

(→ a poster, a video, a performance -
→ a trial, a role play)

→ a short video.

1 question - a real case -

- ↳ sub-questions
- ↳ choice on the final product.

PROJECT	PBL
done alone	requires collaboration
about the product	about the process
teacher directed	student directed
all projects have the same goal.	choice of the student
	project are presented to a real audience
	based on a real experience

(photo)

PBL 6 design elements.

- ↳ pairs feedback and revision steps.
- ↳ voice & choice from the student
- ↳ Public product
- ↳ Authenticity.

TINY HOUSE shoturl.at/blots

- A real pb of real life
- with many solutions
- Real cases examples
- Approx from expert
- with a 3D model and plan to design
- with different feedback

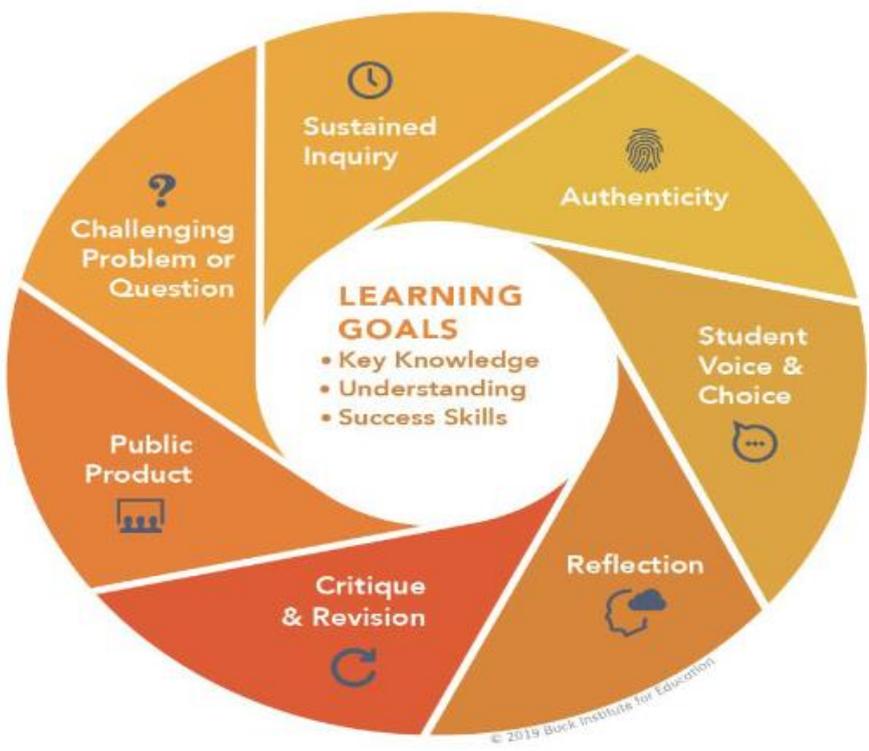
REVOLUTION shoturl.at/cfktz

Was the cuban revolution fair?
Did it help people?

the project is the meaning

formative assessment
self-assessment
peer-assessment } not final assessment!

a winner in a challenge



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Video case "Tiny house" project

Go on this link: shorturl.at/bl0T5

Watch the video case and take notes of the Gold Standard design elements you spot.

You will then be asked to share a summary of the case and its design elements with the class, so make sure you take note of all important information.

Summary of the project: to create and present a tiny house to a client. design plan	
Challenging problem or question ⇒ How can we build a house considering cost,	the population is growing. the place is missing - we need low cost and green house. location and personal preference?
Sustained inquiry/ Reflection "need-to-knows"	First they use Minecraft to try to design their own house and show it to the other children. Then they find what they have to know to build a house for someone else.
Authenticity	- they meet a client and ask him those questions to understand the needs. to appropriate the project to the client. - A architect show them real plans
Student voice and choice	- they learn the vocabulary and the technical constraints with this expert - They work by groups with different documents to learn different skills with different examples
Critique and revision You can't put toilet here because you can't go to the shower!	Their work by pair-work. After they present to another group and discuss about difficulties they do a simulation in front of two teachers and the class. and go back to their group to
Public product	decide how they will do the presentation of their project. They prepare a plan, a little model in 3D and an poster with the budget and on oral presentation also.

- Des techniques et outils d'animation de formation

o Le portrait croisé

 My logo	My name (how I want to be called) + country + what I teach
 My slogan/bio	 What I love about teaching
 My superpower	 What I fear about teaching

Cooperative learning: Agree / Disagree

This allows the class to listen to similar and mainly to different perspectives then their own on the same topic or class dynamic. You can have multiple rounds about different sentences and make sure the person that shares changes in each round.

Agree



Disagree



Continuum

1. The teacher announces a statement, such as, "I feel my opinion matters in this group" "Taxes should be raised" etc.
2. The strongest 'agree' participant stands at one end of the line while the strongest 'disagree' stands at the other. The remaining participants stand between, closer to one end or the other.
3. Through Timed-Pair-Share, participants listen carefully to those with a similar point of view (those standing next to them in the line.)
4. After that, fold the line so they listen to and understand a point of view different from their own or they learn from each other.

o Le jeu de rôle



o La cadavre exquis

