

ERASMUS+

Approaching Multicultural issues and mixed Ability Classes-

Προσέγγιση σε πολυπολιτισμικά θέματα
και σε τάξεις μικτών ικανοτήτων

PRAGA 16-20/10/2017
GKATSA TATIANI – DHR, MSC

ΤΟ ΠΡΟΓΡΑΜΜΑ Erasmus+ / ΠΕΔΙΕΚ Ηπείρου



- Στα πλαίσια προγράμματος «Διαμορφώνοντας ένα σύγχρονο, Συμπεριληπτικό Σχολείο με Ευρωπαϊκό Προσανατολισμό», κατά το 2017-18.
- Κατά το διάστημα από 16-21/10/2017 υλοποιήθηκε η πρώτη επιμόρφωση
- Συμμετείχαν οκτώ εκπαιδευτικοί από περιφερειακά σχολεία της Ηπείρου
- Φορέας επιμόρφωσης ήταν ITC - Praga
- Παρακολούθηση σεμιναρίου επιμόρφωσης



- Θέμα:

Προσέγγιση σε πολυπολιτισμικά θέματα και σε τάξεις μικτών ικανοτήτων (Approaching Multicultural issues and mixed Ability Classes-)



Στόχος: μέσω βιωματικών και άλλων τεχνικών, στρατηγικών, εκπαιδευτικά εργαλεία, ώστε να διευκολυνθεί η αποτελεσματικότητα στις ετερογενείς τάξεις, δημιουργώντας κλίμα εμπιστοσύνης κι αξιοποιώντας τα δυναμικά της ομάδας, αναδεικνύεται η σημασία της:

- Πολιτισμικής ετερότητας, αποφυγής στερεοτύπων, προκαταλήψεων, και
- Μεικτές ικανότητες και ειδικές ανάγκες

16/10/2017



- Μικτές μαθησιακές τάξεις (mixed learning classes)
- Διαφοροποιημένη μάθηση - σε ομάδες

Α) Ποιος είναι ο σκοπός πχ «Πίνουμε όλοι νερό, όπως οι δεινόσαυροι πίνουν»



- Διαμορφωθήκαν τρεις ομάδες με κριτήριο το πως μαθαίνει ο καθένας
- Ενθαρρύνθηκαν οι Διασκεδαστικοί τρόποι μάθησης.
- Κοινό θέμα ήταν «το νερό». Η δική μου ομάδα αποτελούσε την ομάδα οπτικού τύπου μάθησης και εργάστηκε με το project τον «κύκλο του **νερού**».
- Οι ομάδες που δημιουργήθηκαν ήταν οι ακόλουθες:
- Α) Κινησθητική ομάδα-που δημιούργησε μια δραματοποιημένη ιστορία, χωρίς λόγο μόνο με κίνηση (Role play),
- Β) Ακουστική ομάδα- που δημιούργησε ένα ποίημα με θέμα το «Το ταξίδι ενός σταγονιδίου χαρτιού»,
- Γ) Οπτική ομάδα- δημιούργησε μια εργασία κολάζ με ζωγραφική «Χαρτί και κόλλα», με θέμα τον «κύκλο του **νερού**».

Visual group – “the circle of water”



Κάθε εργασία ολοκληρώνεται με την
παρουσίαση!



Β) Χώρες και γνωστικά αντικείμενα



- Αλβανία, Βουλγαρία, Ρουμανία, Συρία
- Ιστορία, Μαθηματικά, Τέχνες, Γεωγραφία, Κουλτούρα, Επιστήμες
- Η δική μας η ομάδα έκανε το χαρτονόμισμα της Κούβας, έπειτα κάθε ομάδα παρουσίαζε το έργο της



Δημιουργήστε το έμβλημα της ομάδας σας



Create your own flag!

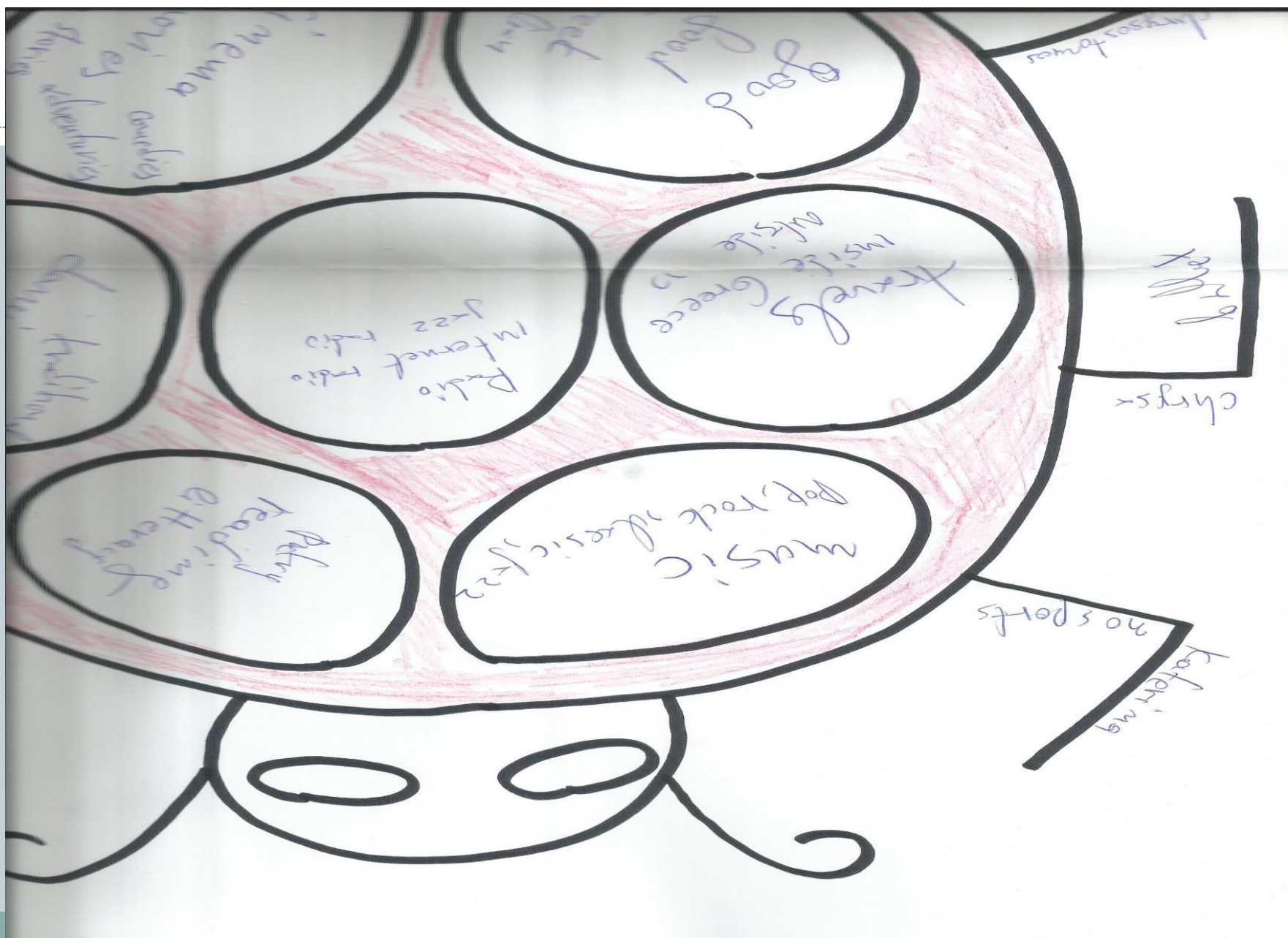
1 Print 2 Color 3 Play

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17/10/2017



- 1.
 - E-nigma
 - Εγκατάσταση e-nigma
-
- Imagery tree
 - Connection
 - Visualing

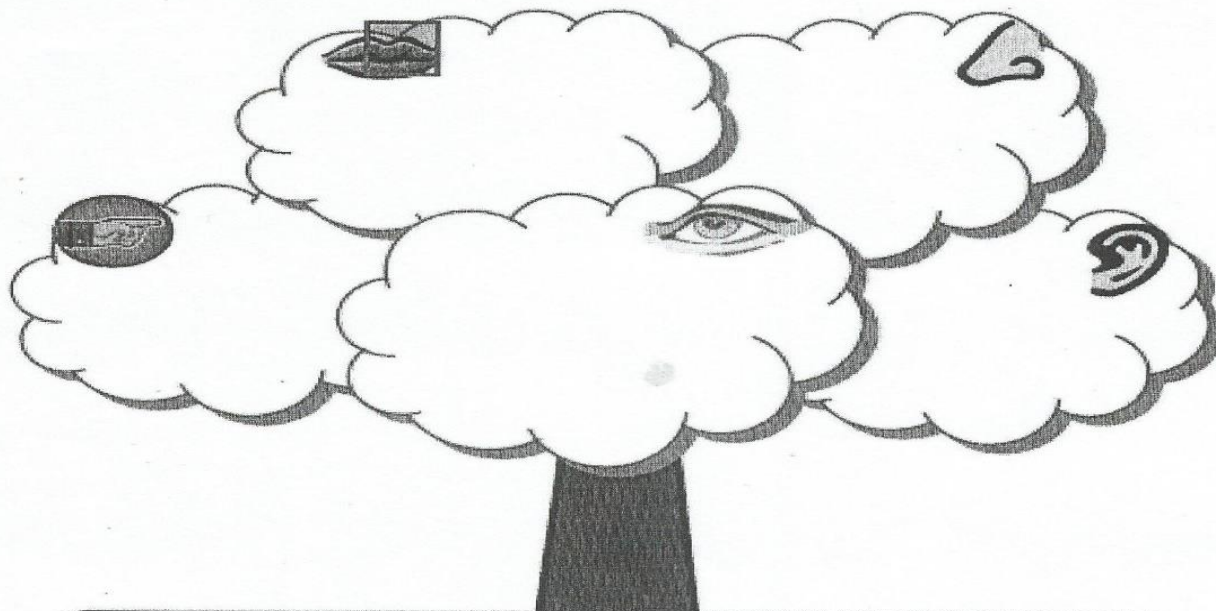
You can use this graphic organizer

Name: _____

Date: _____

Imagery Tree

Directions: Record your observations for each of the five senses.



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Εφαρμογή e-nigma, με την ιστορία του καρχαρία και του δολώματος



- 2a. Shark bait, story (χωριστήκαμε σε δυο ομάδες και σε κάθε ομάδα υπήρχαν τα 1,2,3,4). Κάθε μέλος διάβασε το δικό του απόσπασμα της ίδιας ιστορίας από το κινητό του (εφαρμογή e-nigma) και έλεγε στην ομάδα την περίληψη. Δόθηκαν όλα τα αποσπάσματα σε φωτοτυπία. Ζωγράφισαν στον τροχό τις εικόνες που αντιπροσώπευαν τις σκηνές εξέλιξης.
- 2b. Shark wheel

17/10/2017

Story #3: Shark Bait

During a research experiment a marine biologist placed a shark into a large holding tank and then released several small bait fish into the tank.

As you would expect, the shark quickly swam around the tank, attacked and ate the smaller fish.

The marine biologist then inserted a strong piece of clear fiberglass into the tank, creating two separate partitions. She then put the shark on one side of the fiberglass and a new set of bait fish on the other.

Again, the shark quickly attacked. This time, however, the shark slammed into the fiberglass divider and bounced off. Undeterred, the shark kept repeating this behavior every few minutes to no avail. Meanwhile, the bait fish swam around unharmed in the second partition. Eventually, about an hour into the experiment, the shark gave up.

This experiment was repeated several dozen times over the next few weeks. Each time, the shark got less aggressive and made fewer attempts to attack the bait fish, until eventually the shark got tired of hitting the fiberglass divider and simply stopped attacking altogether.

The marine biologist then removed the fiberglass divider, but the shark didn't attack. The shark was trained to believe a barrier existed between it and the bait fish, so the bait fish swam wherever they wished, free from harm.

every person has a part
in the same story.
side these in items.

12/10/2012

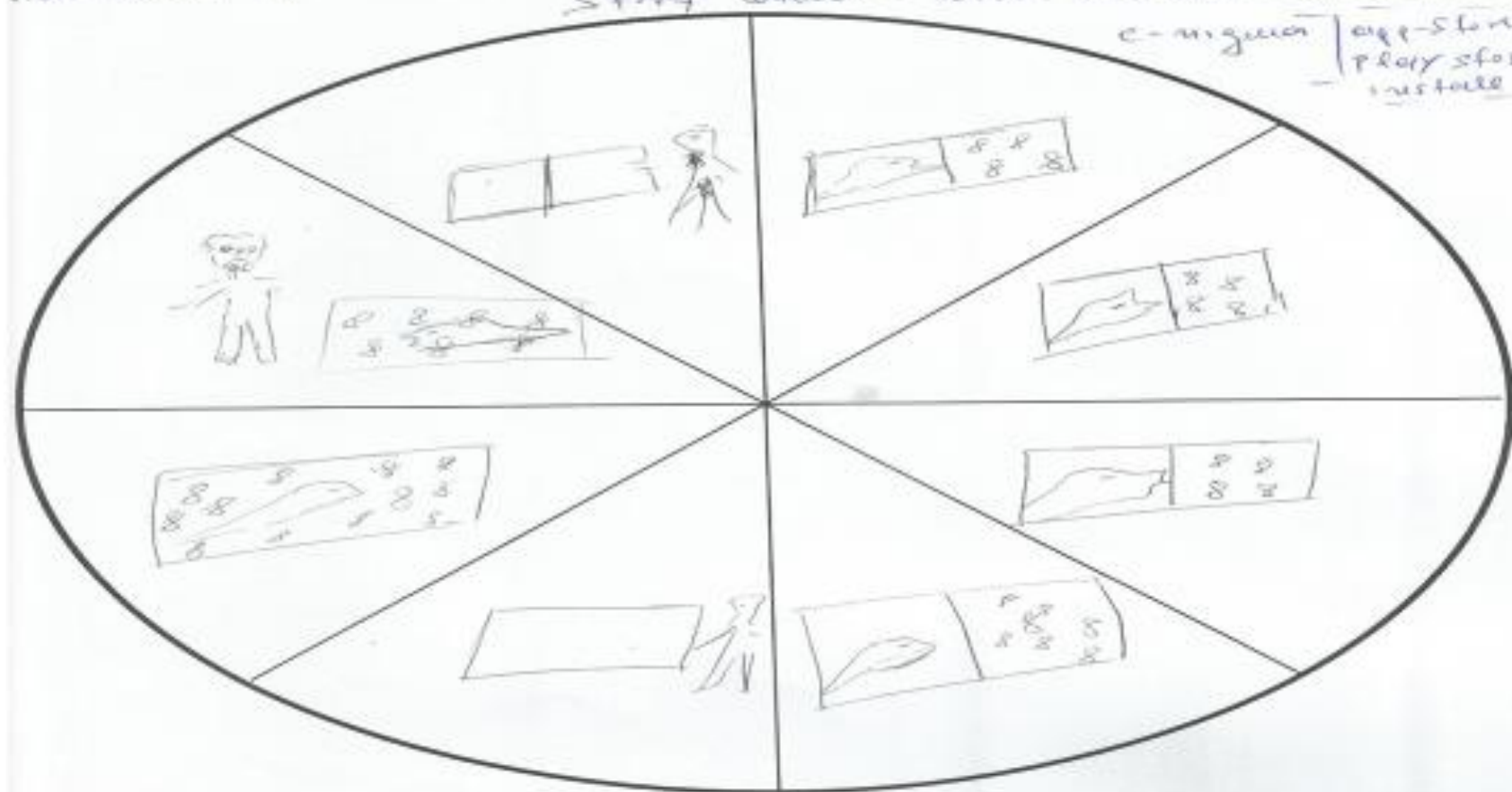
Peer-teaching

Story Wheel

Story wheel - write or draw summarize

Reading
Writing
Communicating

e-niguan | app-store
play store
- install



Into the Book

WISCONSIN
MEDIA LAB

WIMediaLab.org/IntotheBook

Tetiana

The Golem of Prague

Many hundreds of years ago, there lived many Jewish families in the city of Prague. Although they worked hard, many people in Prague didn't like them. Sometimes Jewish businesses were looted. Sometimes their homes were burned. And sometimes they were killed.

In that time there was a wise rabbi, a great teacher, living in Prague. His name was Rabbi Loew. He knew a way to help his people. He would build a man of clay. He would make the Golem.

Rabbi Loew shaped clay into the form of a man's body. And when he was done, he walked around the clay man seven times, chanting, "Shanti, Shanti, Dahat, Dahat." The Golem then opened his eyes and sat up.

"Golem," said Rabbi Loew. "I've made you so you can help and protect my people." The Golem nodded.

"Every day I'll tell you what to do," continued Rabbi Loew.

At first the Golem was a great gift to the Jewish families of Prague. He helped them in their work and protected them. But the Golem wanted more. So Rabbi Loew taught him to read. But reading about people made him want even more. He wanted to be human.

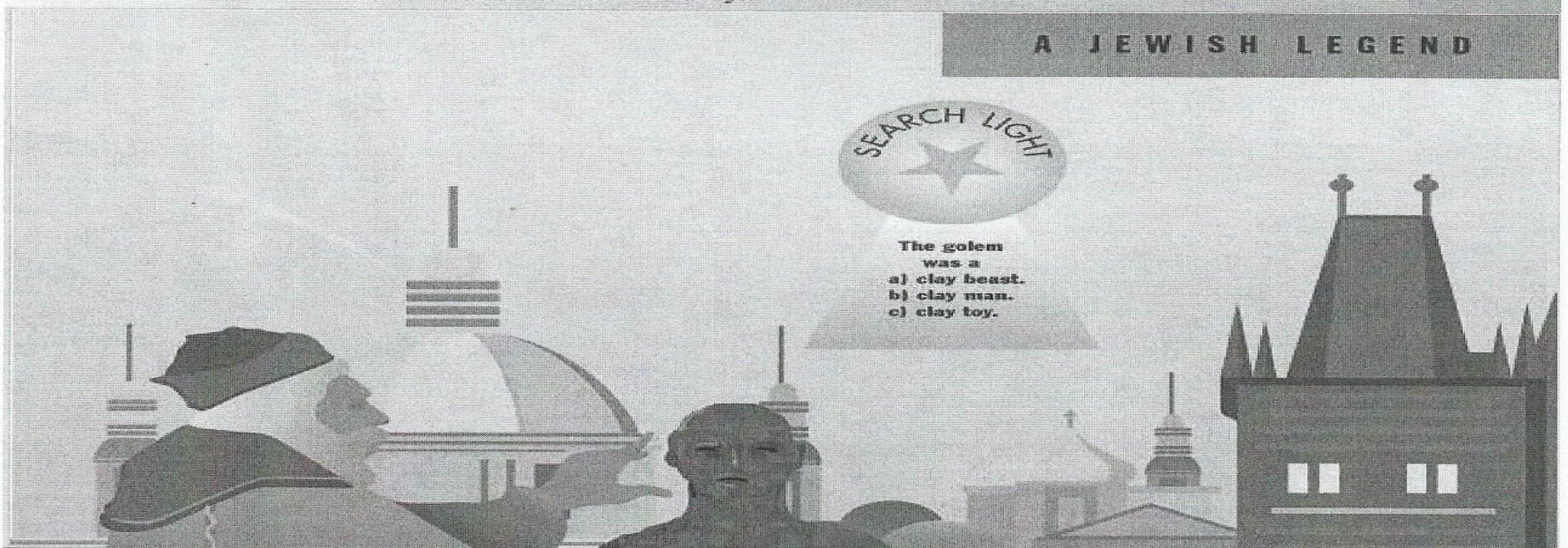
Rabbi Loew couldn't make the Golem human. The Golem became angry and began to attack the people he had earlier helped. He became a monster.

Rabbi Loew had no choice but to chase the Golem from Prague. No one knows what happened to the Golem. And no one knows where he is today.

A JEWISH LEGEND



The golem
was a
a) clay beast.
b) clay man.
c) clay toy.



Skafolding health



My mom always says "Children should ~~always~~ always wash their hands". She believes that dirt leads to illness, so my parents clean everything in the house. All parents though make sure their baby grows up in as much clean environment as possible.

However, a young scientist named Gilbert carried out a research into how dirt affects children. A sterile environment is a bad thing, because it makes immune systems weaker. His research suggests that a variety of microbes strengthen children's immune system. As a result if a dog licks the baby's hands it's fine. It makes babies stronger. Gilbert said the five-second is invalid. If you eat something that has fallen on the floor and the floor isn't really sterile, you will "taste" some microbes as well!!! This makes children's immune system less sensitive.

A non-experienced immune system may cause asthma and lots of allergies.

Ηλεκτρονικές εφαρμογές -Παιχνίδια



- E-nigma
- QR-Code Generator, Γράψαμε ένα μικρό κείμενο, - Save- free text/url/contact
- Quivervision-2^η εφαρμογή
- Join.quiziz.com- 3^η εφαρμογή
- Join.quiziz.com- Signup, 4^η εφαρμογή (πχ Σωκράτης)
- PLICKERS.COM, 6^η εφαρμογή



- PLICKERS.COM, 6^η εφαρμογή
- CLASSES: name..., enter...save
- REPORTS
- CARDS
- Question – add to queue – class name
- INSTALL the app. (app store) (play store)
- Sign in (tablet phone)...yes
- Live view
- Οι απαντήσεις δίνονταν με την επιλέξιμη πλευρά από τα barcode και η καθηγήτρια με το tablet έλεγχε τις σωστές απαντήσεις

18/10/2017



- How to define the “foreign students”
- First name/name-culture

What's in a name?



What can you tell about a new class just from the list of names? Can you predict anything about your future pupils?

CASE STUDY 3: YASMINE

- Strong oral and written skills in first language
- Yasmine has good oral and written skills in Arabic. She has the ability to engage in abstract thinking and has been trained in classical Arabic in Syria.
- Uses L1 at home
- Yasmine speaks in Arabic with all of her family at home.
- Skills in 2 foreign languages
- Yasmine has previously taken Turkish and French through her prior schooling in Turkey and Syria.
- Recently immigrated
- Yasmine immigrated to Edinburgh, Scotland just a few months ago from Syria. She previously lived for 2 years in Turkey while her father was working there.
- No command of Language of Schooling
- Yasmine feels lost in class because she does not speak or understanding English and what is expected of her in class is very different than in her prior experiences of schooling in her home country

Profile 3: Yasmine

Hi! My name is Yasmine, I am nearly 13 and I live in Edinburgh for a few months. I drew myself in 3 colors because I speak Arabic at home and use to learn it at school in Syria (though it was not exactly the same language) and some Turkish and French. I stopped schools during nearly a year when there was war. There was too much trouble in Syria to go to school frequently. I am completely lost now because I do not understand anything in class. I feel stupid here but I used to be very good at school in Syria. In French I understand quite well the lessons but most of the time the teacher speaks English and mostly make us listen to French CD or videos. I do not understand. I can see my teacher does not know what to do to help me but, at the same time, I can notice she does not really like if some students help me with Arabic or even Turkish words.

01 2021 12 12 10:45

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Information Gathering

Find out

*What do people do to
remember things?*



Find out

*What do people do to
celebrate birthdays?*



Find out

*Where do people
go to buy clothes?*



Find out

*What do people do to
help the environment?*



Find out

*What do people do to
relax?*



Find out

*Where do people go to
eat a delicious meal?*



Find out

*What do people do to
improve their English?*



Find out

*Where do people go to
have a good night out?*



Find out

*What do people do
to keep fit?*



Find out

*What do people do to
get rid of a headache?*



Τι χρησιμοποιούν οι εκπαιδευτικοί:



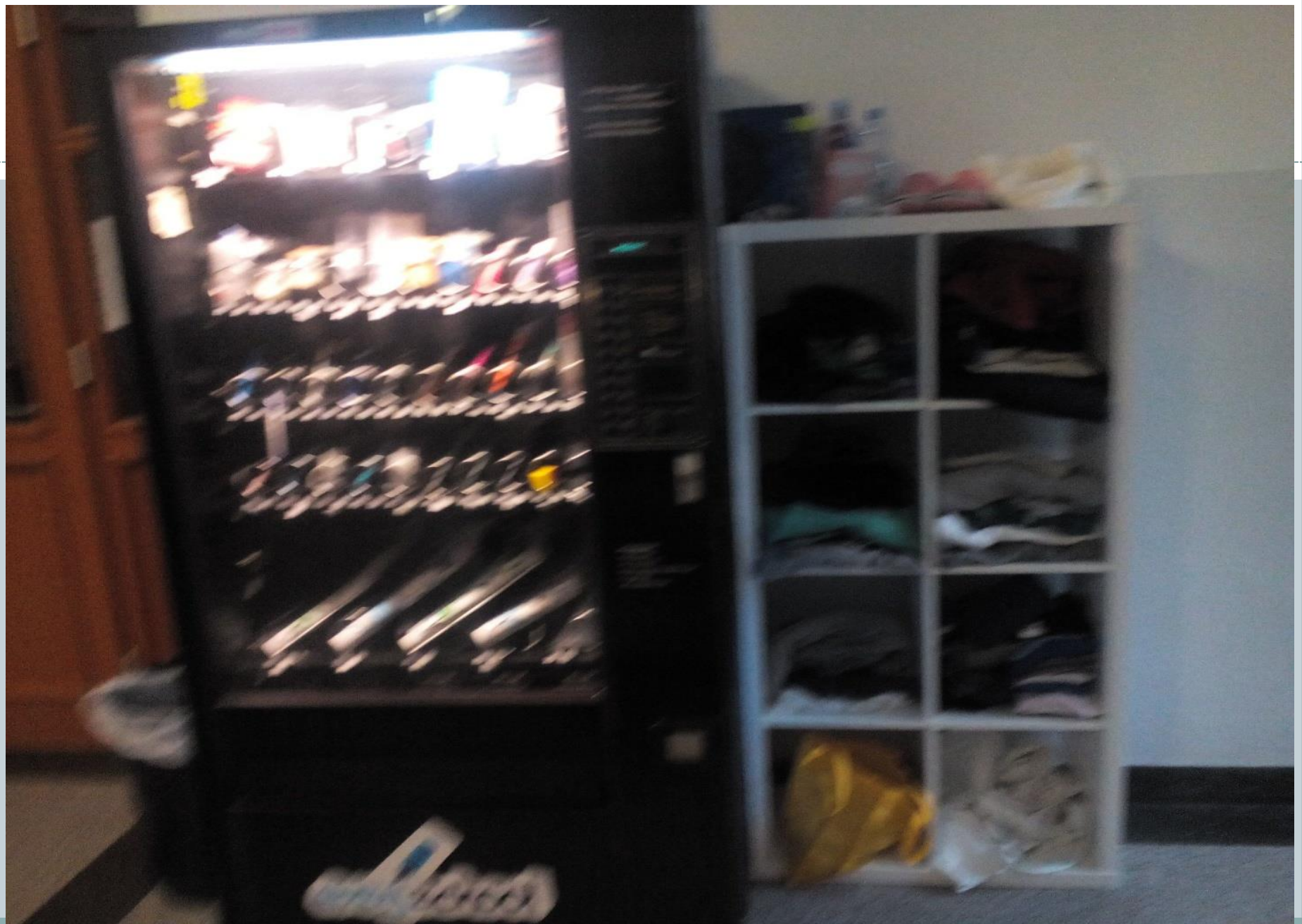
- Προτείνει το ICT: Geogebra στα μαθηματικά
- Worksheet
- Λογοτεχνία και βιβλία
- Ενότητες διδασκαλίας
- Στην εκπαίδευση χρησιμοποιούνται: λεξικά και μαθηματικά σύμβολα στη μητρική τους γλώσσα
- Κείμενα
- Ιστοσελίδες
- Μεταφράσεις





































Präzision:
arabische Welt
Lernziele
Damenkleid
im 19. Jhd.
Wichtiges!

Die Arabische Welt

Präzision - Arabische Welt











- ΕΥΧΑΡΙΣΤΩ ΘΕΡΜΑ ΓΙΑ ΤΗΝ ΠΡΟΣΟΧΗ ΣΑΣ!
- 25/11/2017