



Reaching Every
Student's Unique
Learning Teaching
Style



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STUDENT - CENTERED EDUCATION: MAKING LEARNING EXCITING AND LONG LASTING



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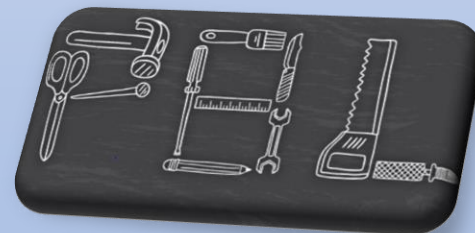


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Project Based Learning

To be able to learn how to implement project-based learning in our classroom





Project-based learning (PBL)

- Project-based learning (PBL) is a strategy to teaching and learning that helps students gain content knowledge and skills by using real-world projects.
- PBL is inquiry-based, student-centered, and involves a central topic, real-world challenge, or issue that needs to be resolved.
- PBL seeks to encourage deeper learning and give students a more engaging educational experience.



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Key Components for Project-Based Learning

- Significant content
- A need to know
- Driving question
- Voice and choice by students
- 21st century skills.
- In depth inquiry and innovation
- Reflection and revision.
- Public presentation.



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Driving Question

Brainstorm Driving Questions

Me

Food

Sports

Weather

My
Neighbourhood

Family

Friends

Religion

Shopping

Relationships



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Types of Driving Questions

History

- How can a group of secondary students organize a one-week trip to Malta to explore archaeological sites of the Stone Age?

Environment

- How can we protect our planet against the different environmental risks?

*specimens provided

Science

- How does the brain work?

Maths

- Is it better to buy or lease a car?



A Driving Question should

- Have multiple correct answers.
- Allow students to approach the question from different viewpoints.
- Require students to be specific.



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Research Project

Activity:

Get students to make a project on how the brain grows as it struggles to learn something new.

- Ask students to create a poster, diorama, painting, video, PowerPoint presentation or simple computer program to showcase how the brain works.
- You can either allow them to choose from the options listed or choose for them - whichever works for your particular class.
- If the students are relatively young and struggle with research the teacher may look up visual aids such as online videos, diagrams, photographs etc.



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Examples of Project Based Learning that was carried out by participants

To provide participants with copies of specimens

Enhancing Learning with Think-Pair-Share Strategy



Engaging Students for Deeper Understanding

Think-Pair-Share is a cooperative learning strategy used in classrooms to promote active engagement, discussion, and collaborative learning among students. The strategy involves three main steps:



Students are given a question, problem, or prompt to consider individually. During this phase, they are encouraged to reflect, analyse, and generate their own thoughts or ideas related to the given topic.



After the individual thinking time, students are paired with a partner or assigned to a small group. In this phase, they share their thoughts, discuss their responses, and explore different perspectives. The pair or group dynamic encourages collaboration and the articulation of ideas.



Following the paired discussion, each pair or group is invited to share their insights, conclusions, or solutions with the entire class. This phase promotes public speaking, active participation, and the synthesis of various perspectives.

When to Use Think-Pair-Share

- Think-Pair-Share is versatile and can be adapted for various subjects and age groups.
- Ideal scenarios for implementation:-
 - Introducing new concepts, reviewing material, problem-solving

Tips for successful implementation

- Set clear expectations for each stage (Think, Pair, Share).
- Provide thought-provoking questions or prompts.
- Monitor and facilitate discussions during the "Pair" phase.
- Allow sufficient time for reflection and sharing.

Benefits of Think-Pair-Share

- **Individual Reflection:** The initial thinking stage allows students to process information independently and develop their thoughts before discussing them with others.
- **Peer Interaction:** The pair and share phases foster peer-to-peer interaction, promoting a supportive learning environment where students can learn from one another.
- **Increased Participation:** Even shy or hesitant students are more likely to participate in small group discussions before sharing with the whole class, increasing overall participation.
- **Critical Thinking:** Students engage in critical thinking as they consider multiple viewpoints and refine their understanding through discussion.
- **Active Learning:** The strategy promotes active participation, making the learning process more dynamic and engaging.

The importance of active student engagement:

- Enhanced Learning retention
- Increased motivation
- Development of Critical Thinking Skills
- Improved Communication Skills
- Social and Emotional Growth
- Preparation for Real-World Challenges
- Personalised Learning Experience
- Reduction of Behavioural Issues
- Cultivation of Intrinsic Motivation
- Preparation for Lifelong Learning

In summary, active student engagement is vital for creating a positive, effective, and inclusive learning environment that supports students' academic, social, and emotional development. It lays the foundation for lifelong learning and success in various aspects of life.



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Critical Thinking

Quotes

“Critical thinking and curiosity are the key to creativity”

Amala Akkineni

“The function of education is to teach one to think intensively and to think critically, intelligence plus character – that is the goal of true education.”

Martin Luther King



Activity: Designing a Car Park

Participants are asked to design the ideal Car Park to fit 12 cars, taking into consideration to allow enough space for the cars to move around the car park.





How it works

1. Groups of 3 or 4 members are formed.
2. 12 car captions and an A3 blank paper are provided.
3. Dimensions of the prospective car park are given.
4. Students are encouraged to brainstorm ideas individually or in small groups.
5. Emphasize thinking beyond the obvious and considering innovative solutions.





6. Students are instructed to sketch their car park design on paper.
7. Students are asked to consider the layout, entrances/exits, pedestrian pathways, and any additional features.
8. Each group presents their final car park design to the class.
9. Conclude with a class discussion on the diversity of designs and critical thinking employed.





Learning Outcomes

- Creates a growth-oriented feedback culture in the classroom by promoting open dialogue, framing feedback as a tool for improvement, and fostering a supportive environment.
- Encourage students to view challenges positively, celebrate effort and consistently revisit goals, reinforcing the idea that learning is an ongoing journey towards improvement.





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Thank you !