



Erasmus+

September 2021

# 4 Tools of Innovative Education



**BOU**  
CONSULTORES



**Welcome, Bienvenido, Üdvözöljük  
Bine ati venit, Tere tulemast, Sveiki!**

**Innovative  
Education**

# Introductions.

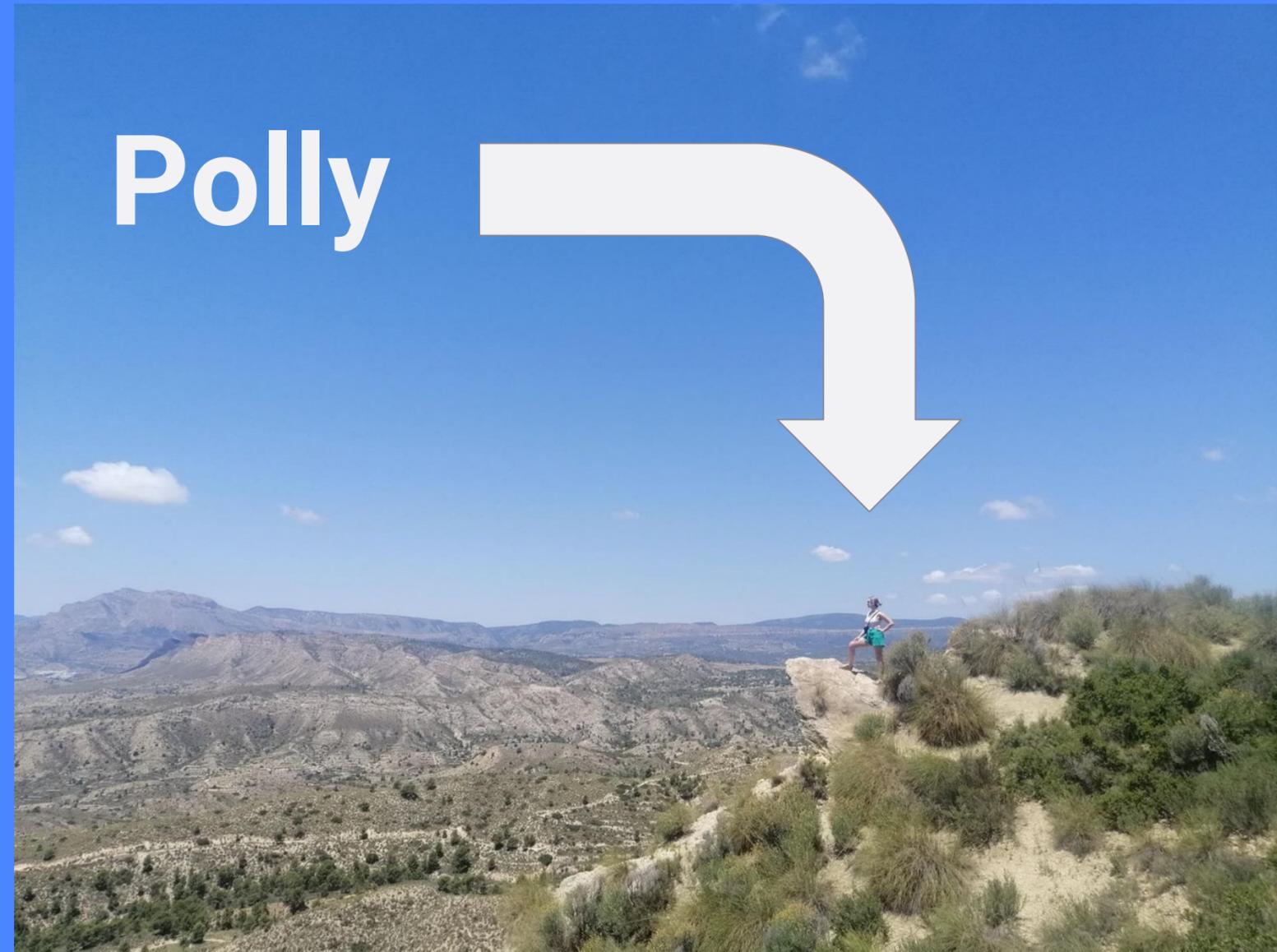
‘We are more alike than unalike’  
- Maya Angelou

‘Feel the fear and do it anyway’  
- Susan Jeffers (and my mum)

‘You’re only human’



Polly



# Your quote

Let's get to know one another!

# Your objectives

What do you need?





# Objectives

Innovative  
Education

# Innovative Education Course 101



**My objectives:**

**1. Educational**

**2. Practical**

**3. Enjoyable**



# Monday September 27<sup>th</sup>, 2021

Course Outline

# Innovative Education Course 101



## 4 Tools:

- 01 – Cooperative learning
- 02 – Design thinking
- 03 – Project-based learning
- 04 – Educative coaching

# Innovative Education Course 101



## Outcomes:

01 – Develop new resources for your students

02 – Understand student needs

03 – Motivate students differently

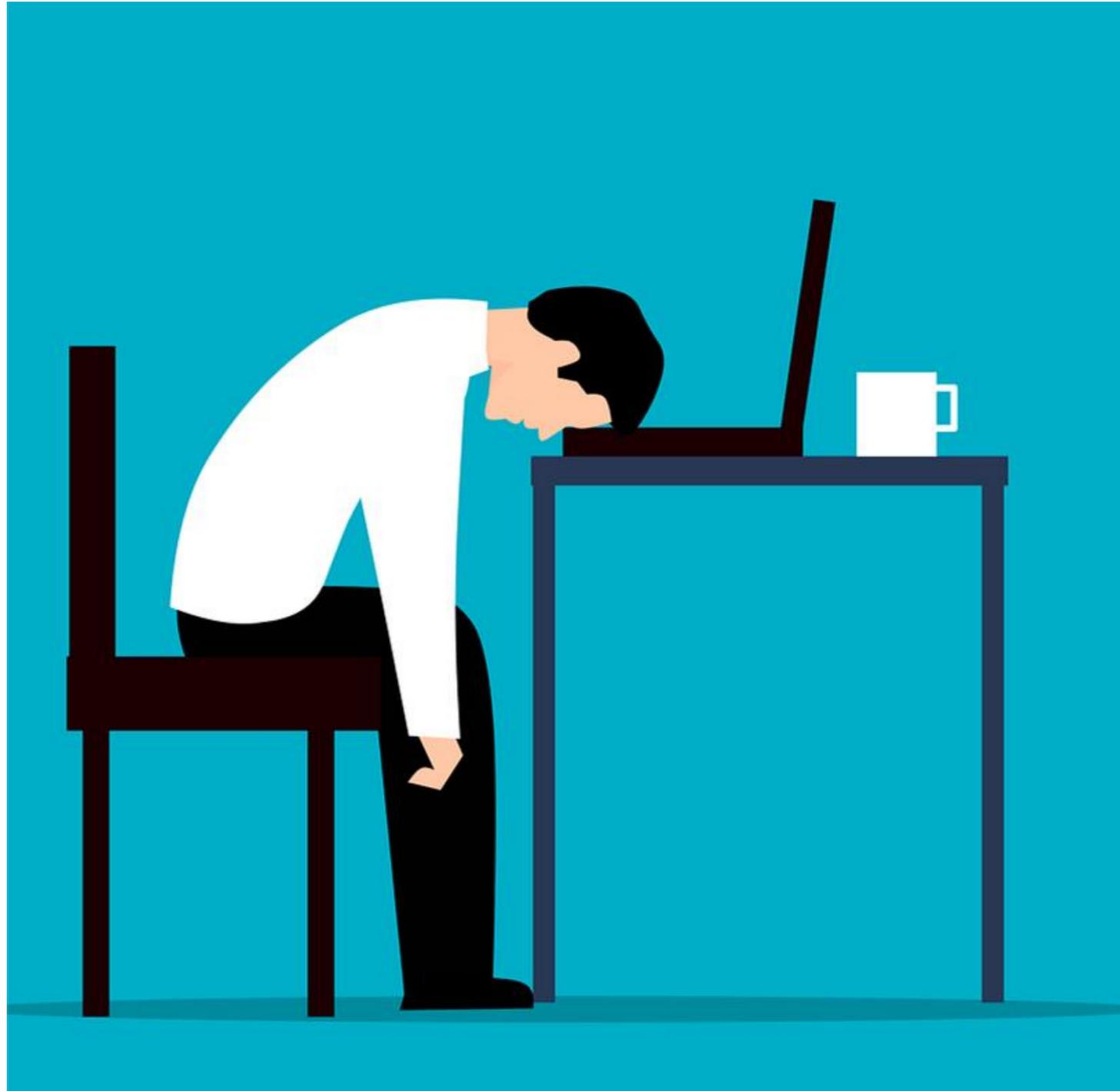
04 – Acquire tools to address classroom challenges

# Innovative Education Course 101

## Skills Strengthened:

- 01 – Educational innovation abilities
- 02 – Team working and team learning
- 03 – Public speaking
- 04 – Socio-emotional
- 05 – Creativity and lateral thinking
- 06 – Conflict resolution

# Crappy/Happy





# Gratitude Jar!

*'What's the best thing someone has taught you?'*

Write your name on the back!





## **coffee break**

30 minutes-whatever time  
is needed!



# AGENDA MONDAY Cooperative learning

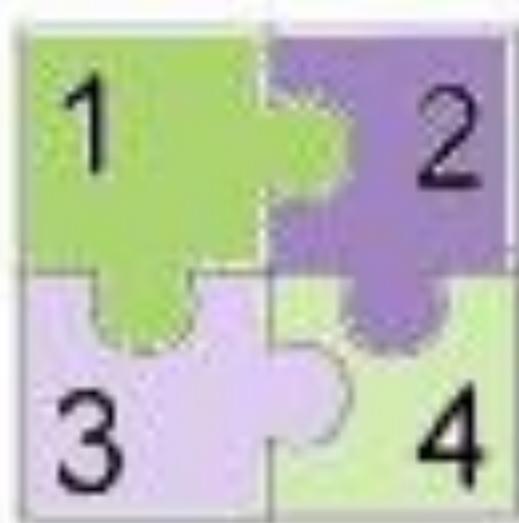
## 01 – The Jigsaw Technique / Aronson's Puzzle

Developed by American psychologist Aronson in the 1970s as a method of addressing racial conflict in the classroom

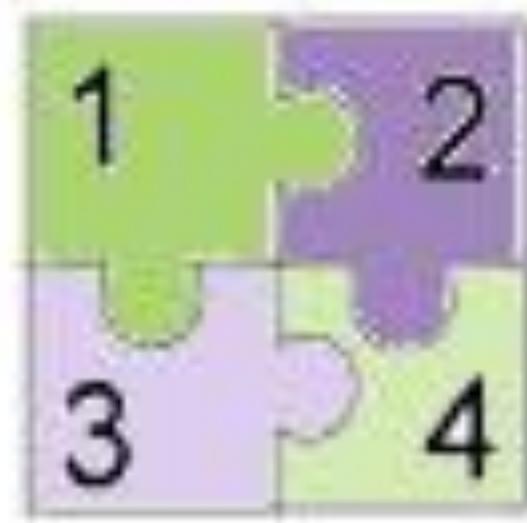
- Active methodology
- Students are the protagonists
- Group collaboration

# Puzzle Method

1. 'Home' groups are formed from 2 to 5 students. Each group must be the same size.
2. Everyone is given the complete subject that must be studied.
3. Each member of the group is given responsibility for a sub-topic of which they will become an "expert". Experts start studying their sub-topic quietly in their home group.
4. Then the students responsible for the same sub-topic meet in groups of "experts" to discuss the topic, analyze it and co-learn.
5. They then return to their home group to teach the group members what they have worked on with their co-experts.
6. Finally, an evaluation of what has been learned is done through a conceptual map, a group presentation, or individual tests contributing to the team's score.



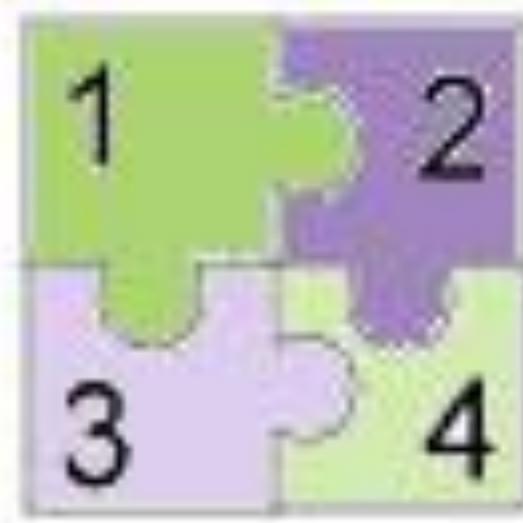
**Home  
Group A**



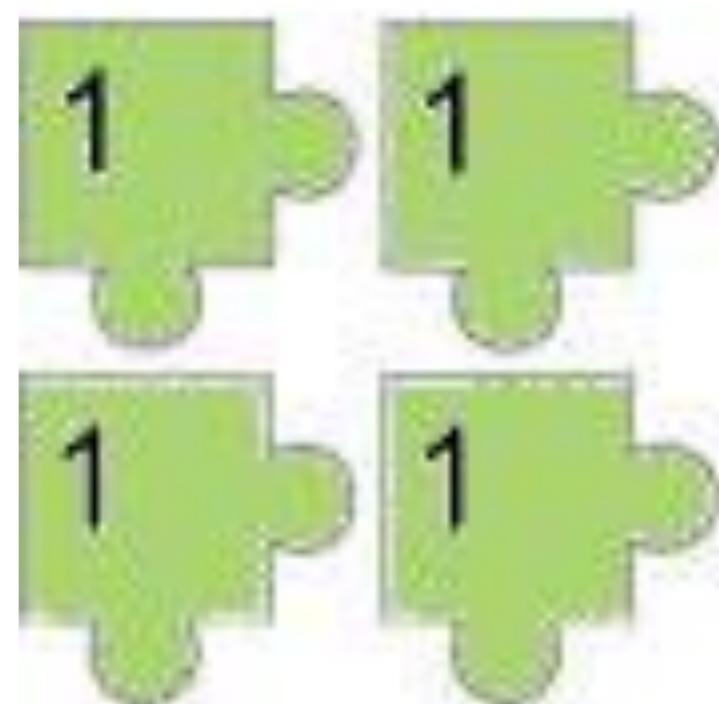
**Home  
Group B**



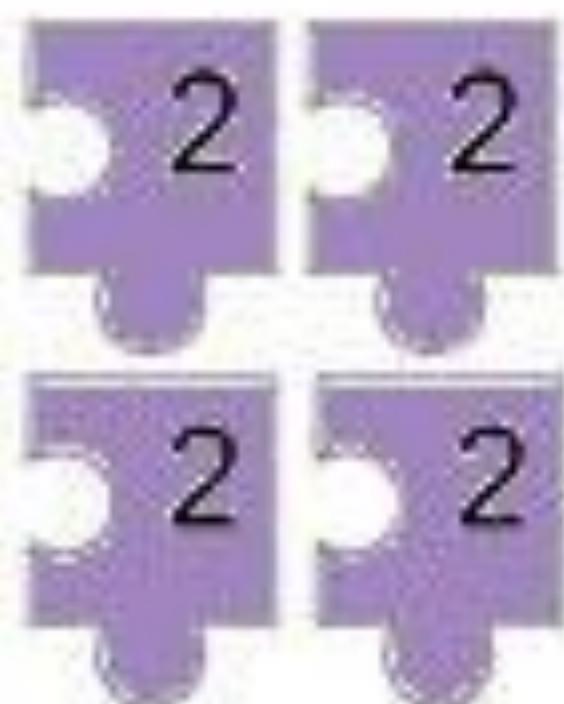
**Home  
Group C**



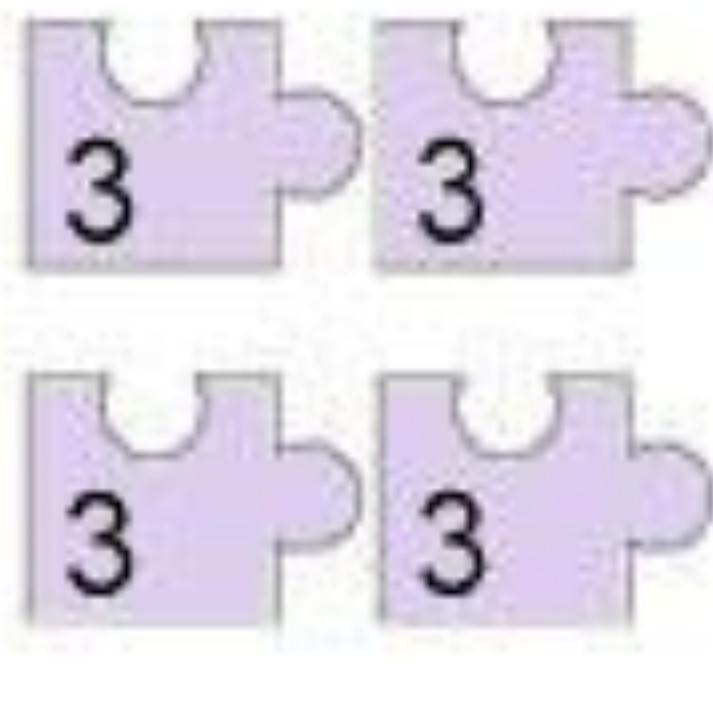
**Home  
Group D**



**Expert  
Group 1**



**Expert  
Group 2**



**Expert  
Group 3**



**Expert  
Group 4**

# All About Valencia!

Expert Group 1: **History**. How and when was Valencia founded? Any interesting facts?

Expert Group 2: **Food and drink**. Which are local to Valencia? How are they made?

Expert Group 3: **Activities**. Which attractions and monuments must tourists visit?

Expert Group 4: **Las Fallas Festival**. What is it? How is it celebrated?

# Let's practice!

Phase 1 - 15 minutes of quiet research in your home group

Phase 2 - 20 minutes sharing and discussing with your expert group

Phase 3 - 25 minutes of teaching within home groups

Phase 4 - Testing and/or group presentation

# Benefits

- Students are actively engaged with the material, instead of having it presented to them
- Students develop accountability, self-teaching, and peer-teaching skills
- Each student develops expertise and has something to contribute
- Each group member's contributions are valued equally
- Develops critical thinking - deciding what questions to ask peers to learn from them
- Studies show students who learn by this method outperform other groups

# THINK-PAIR-SHARE

## Round 1 – Think

Have students think or write about a discussion question.



## Round 2 – Pair

Allow students to turn to a partner and discuss their responses.



## Round 3 – Share

Start a group discussion by having each pair share their responses with the class.



# Collaborative Exam

- At the end of each class, students choose a possible question for the final exam
- The teacher chooses a certain % of these students' questions and puts them on the exam (the % can be between 25 and 50%, never 100%).

# Problem-based Learning

- A problem is introduced for learning to solve
- The teacher chooses a certain % of these students' questions and puts them on the exam (the % can be between 25 and 50%, never 100%).

Thank  
you!

## Feedback

- 1 - What was good
- 2 - What to change

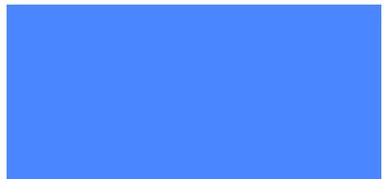
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contact

email

polly0788@gmail.com

phone

mobile +34 643 593 761

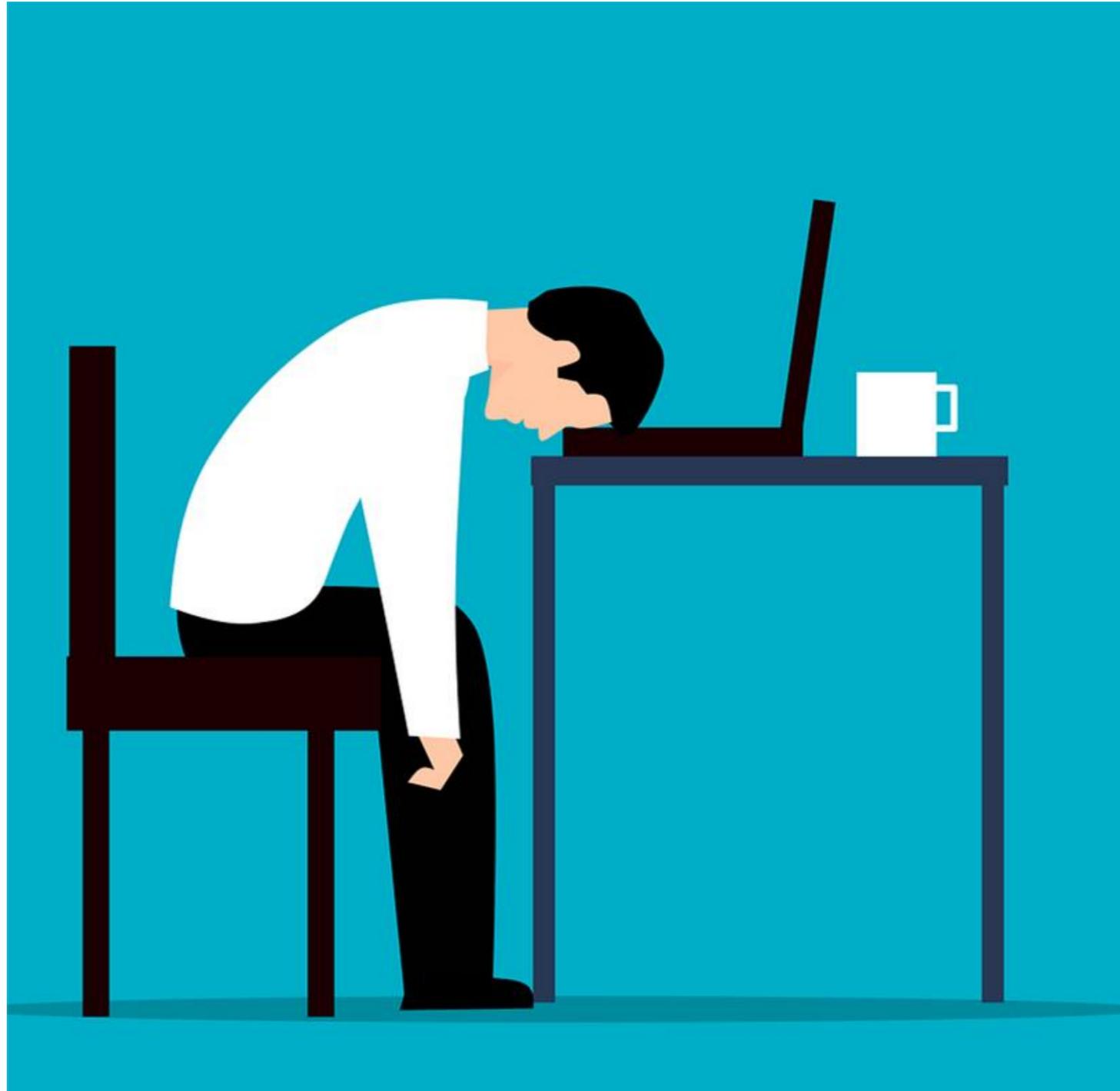




# Tuesday September 28<sup>th</sup>, 2021

Course Outline

# Crappy/Happy





# Gratitude Jar!

*'In which ways are you creative?'*

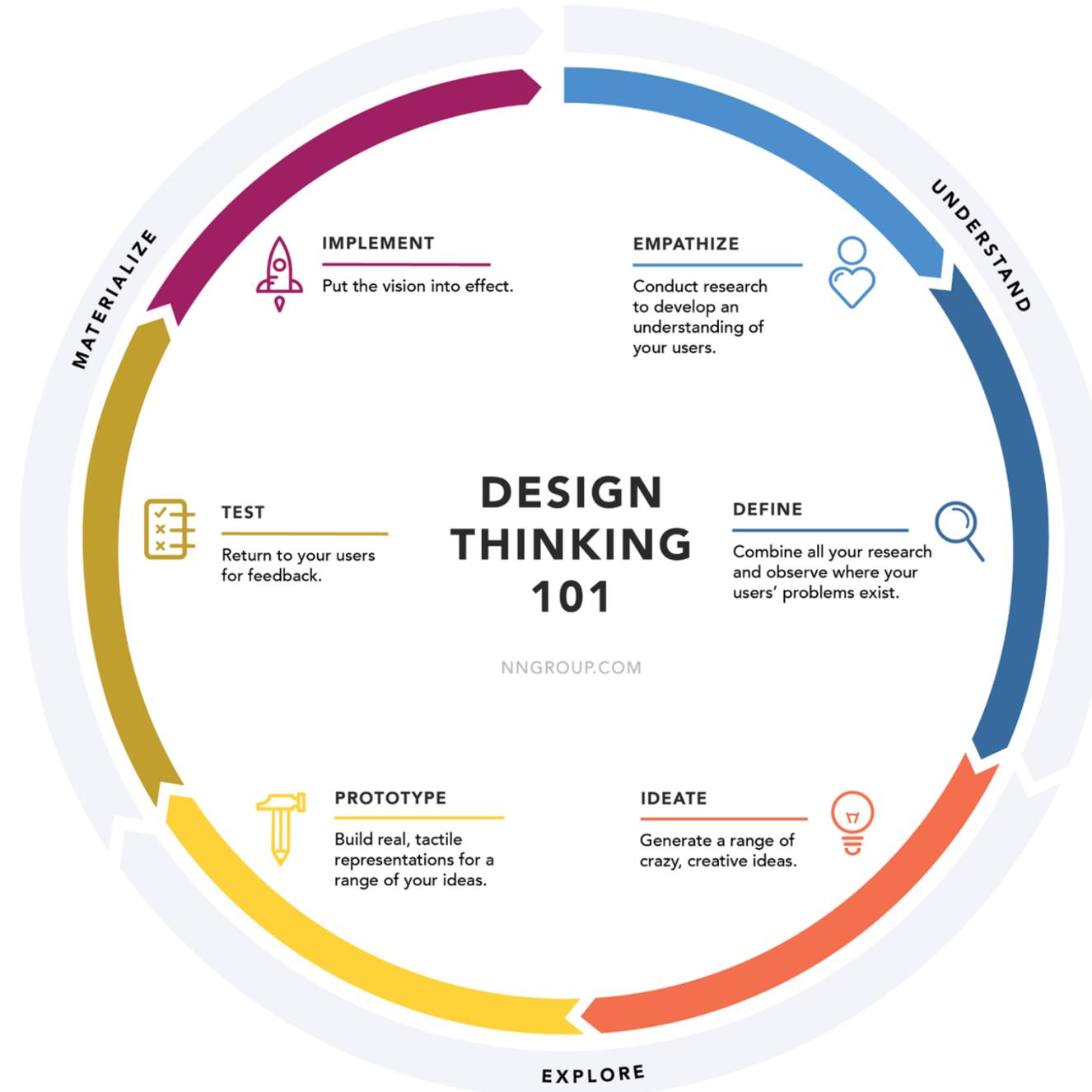
Write your name on the back!

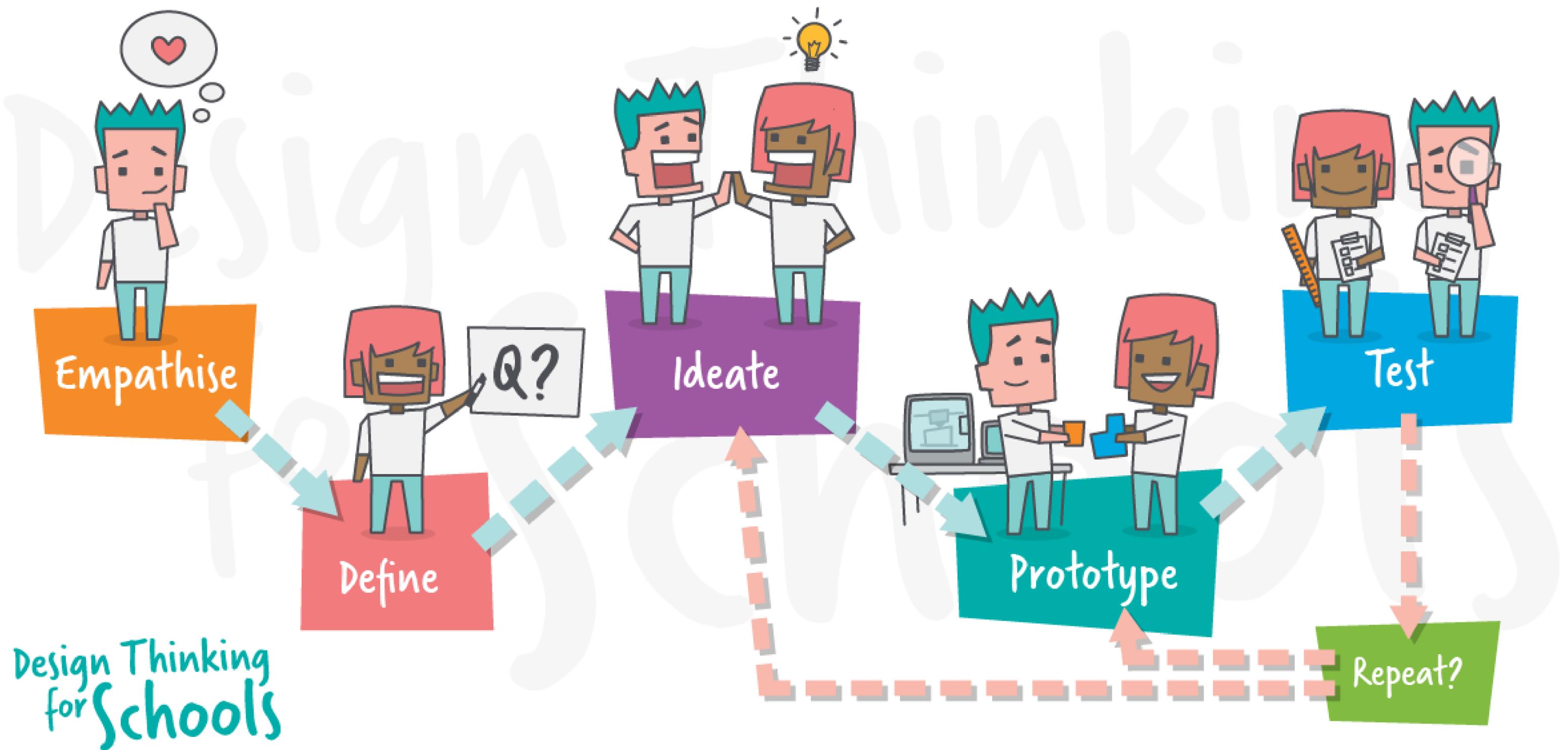




# Design Thinking - Creative, collaborative decision making

A creative process that helps design meaningful solutions in the classroom, at school and in your community.





Design Thinking  
for Schools

# Design Thinking in Education

- 1 - Human-centred thinking - empathy
- 2 - Sharing perspectives - different backgrounds and experiences
- 3 - Discovering values and strengths
- 4 - Considering all options, even those which seem irrelevant
- 5 - Encouraging curiosity
- 6 - Discovering the potential and possibilities of the world
- 7 - Being creative with no judgement



# Values in decision making

What is important to you?





# empathy.



# Three types of empathy

**Cognitive - understand**

**Emotional - feel**

**Compassionate - support**

**Goleman and Eckman 2018**

# Empathy in Design Thinking

## BUYER PERSONA

### PERSONAL INFO

- Age
- Gender
- Hobbies
- Location
- Interests
- Income

### CHALLENGES

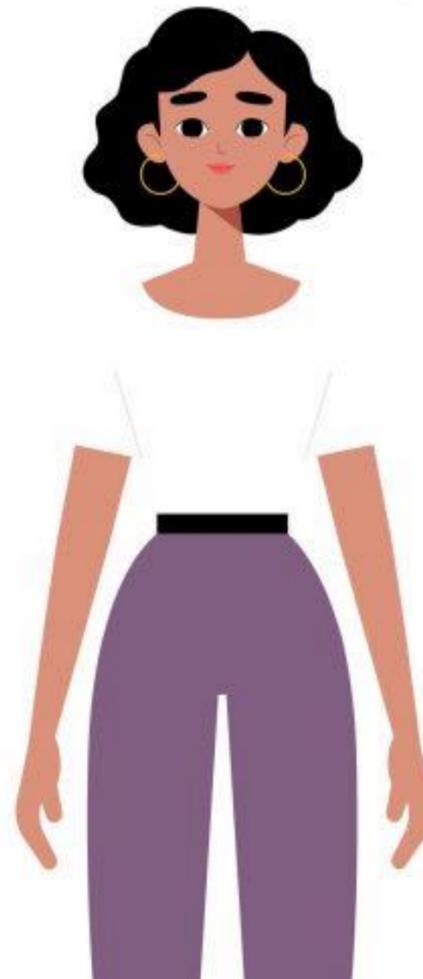
- What problems are they trying to solve?
- What's stopping them from achieving their goal?
- What specific pain points do they have?

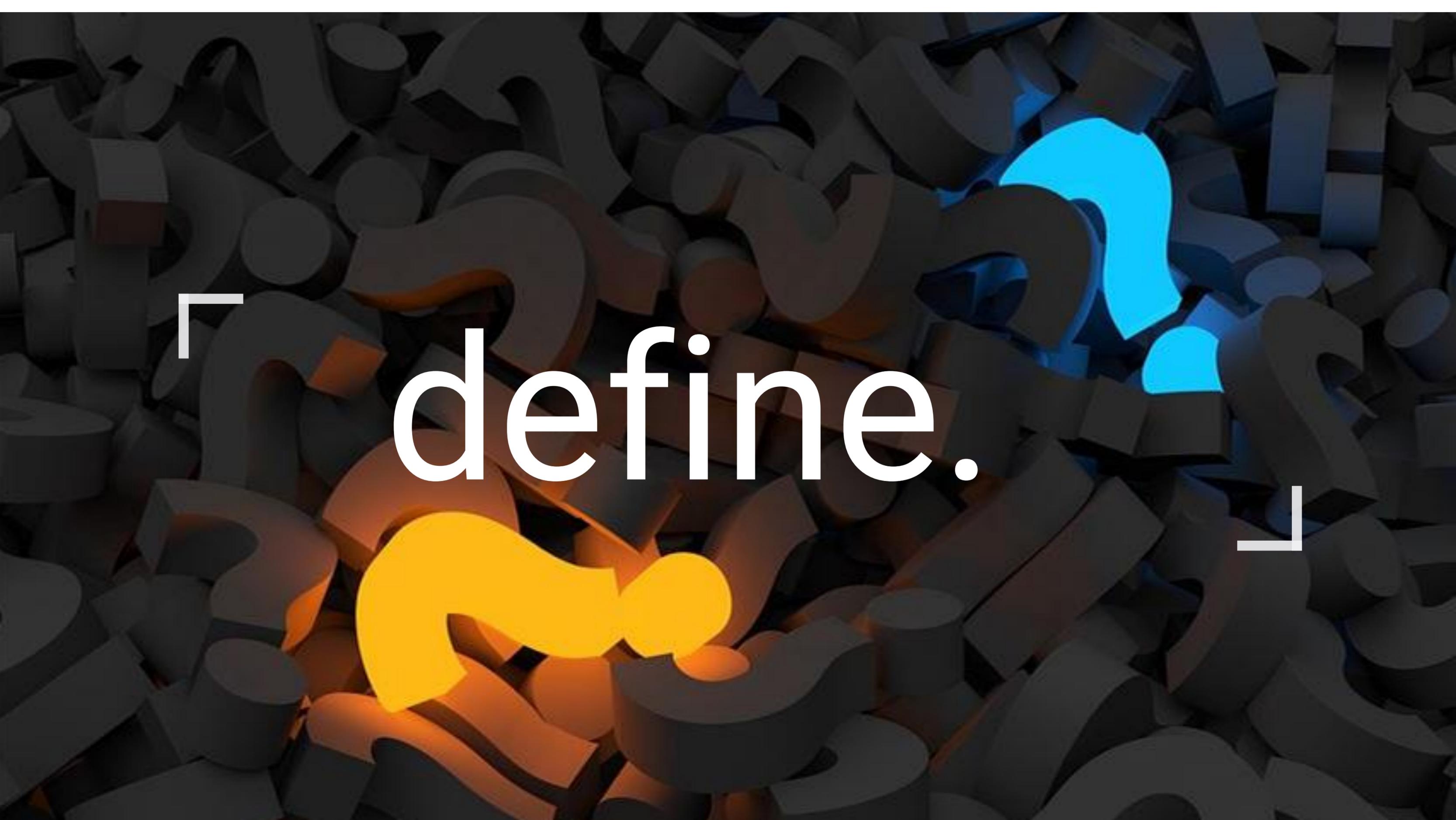
### PROFESSIONAL GOALS

- What are their career goals?
- What does success look like for them?
- What is their "endgame"?

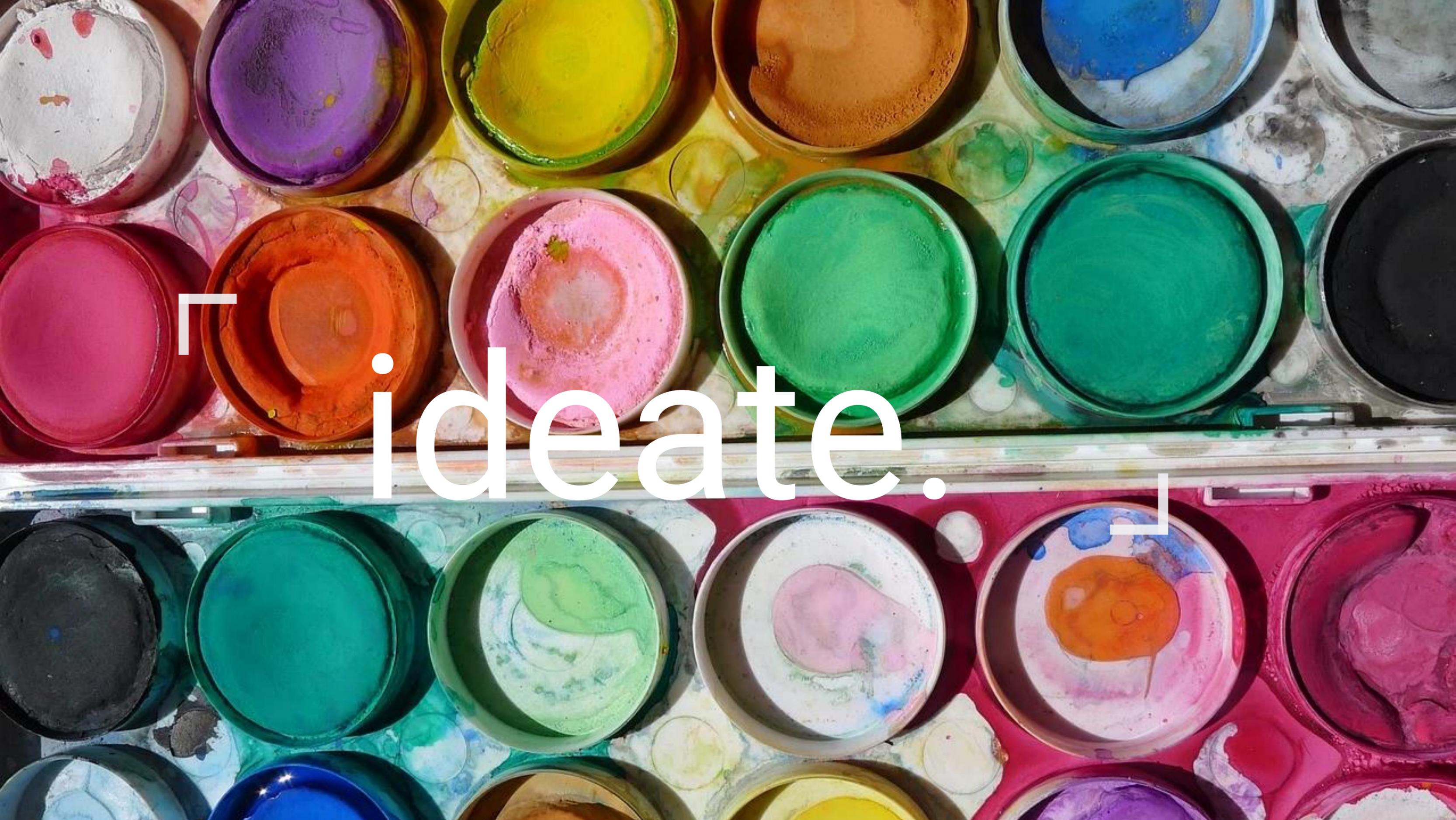
### HOW YOU CAN HELP

- How does your product meet their needs?
- What questions might they ask?
- Does your language, match theirs?





define.

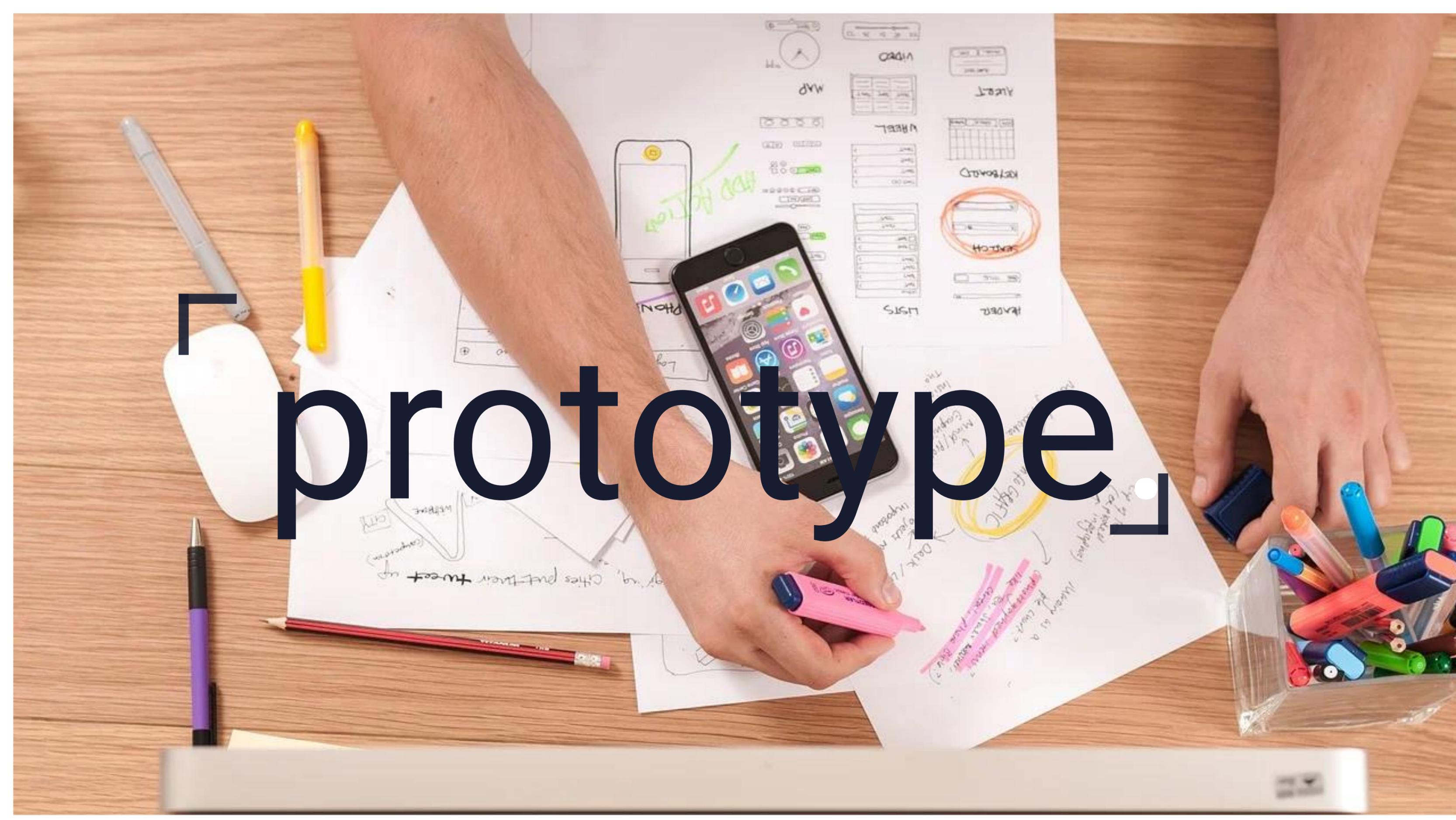


「

ideate.

」

「 prototype 」



A collection of laboratory glassware including a beaker, test tubes, and a graduated cylinder, all containing a clear liquid. The background is a light blue gradient. The text 'test.' is overlaid in the center in a large, bold, black font. Two black L-shaped corner brackets are positioned on the left and right sides of the text.

test.



## coffee break

30 minutes-whatever time  
is needed!



# Let's practice!

1. Write your academic challenges on post-its
2. Share your problems with the group and choose one each
3. Brainstorming together: ideating solutions
4. Differentiate real and practical solutions
5. Action Plan: short, medium and long term.

## DECISION MAKING CHOOSE

OPTIONS: What can I do?


MY OPTION/CHOICE



PROS

What will happen?  
Think about it

CONS

ELECTION/CHOICE

Is it good to do it?

Why?

## MATRIX FOR DECISION MAKING WITH DEXTERITY

OPTIONS: What can I do?


CONSIDERED OPTION



CONSEQUENCES

What will happen if you  
choose this option?

JUSTIFICATION

Why do you think every  
consequence will occur?

VALUE

How important are the  
consequences? Why?

--	--	--



# Negative/reverse brain storming

1. Analyzing a short list of existing ideas or solutions
2. Examining potential failures
3. How could this go wrong? How could I cause this problem? How could I make it worse?
4. Valuable when it's difficult to identify direct solutions

# SCAMPER

SCAMPER is a check list that promotes ways to think about an existing product/issue/problem to create a new way to think about it. The method uses action verbs to stimulate ideas and creative thinking.

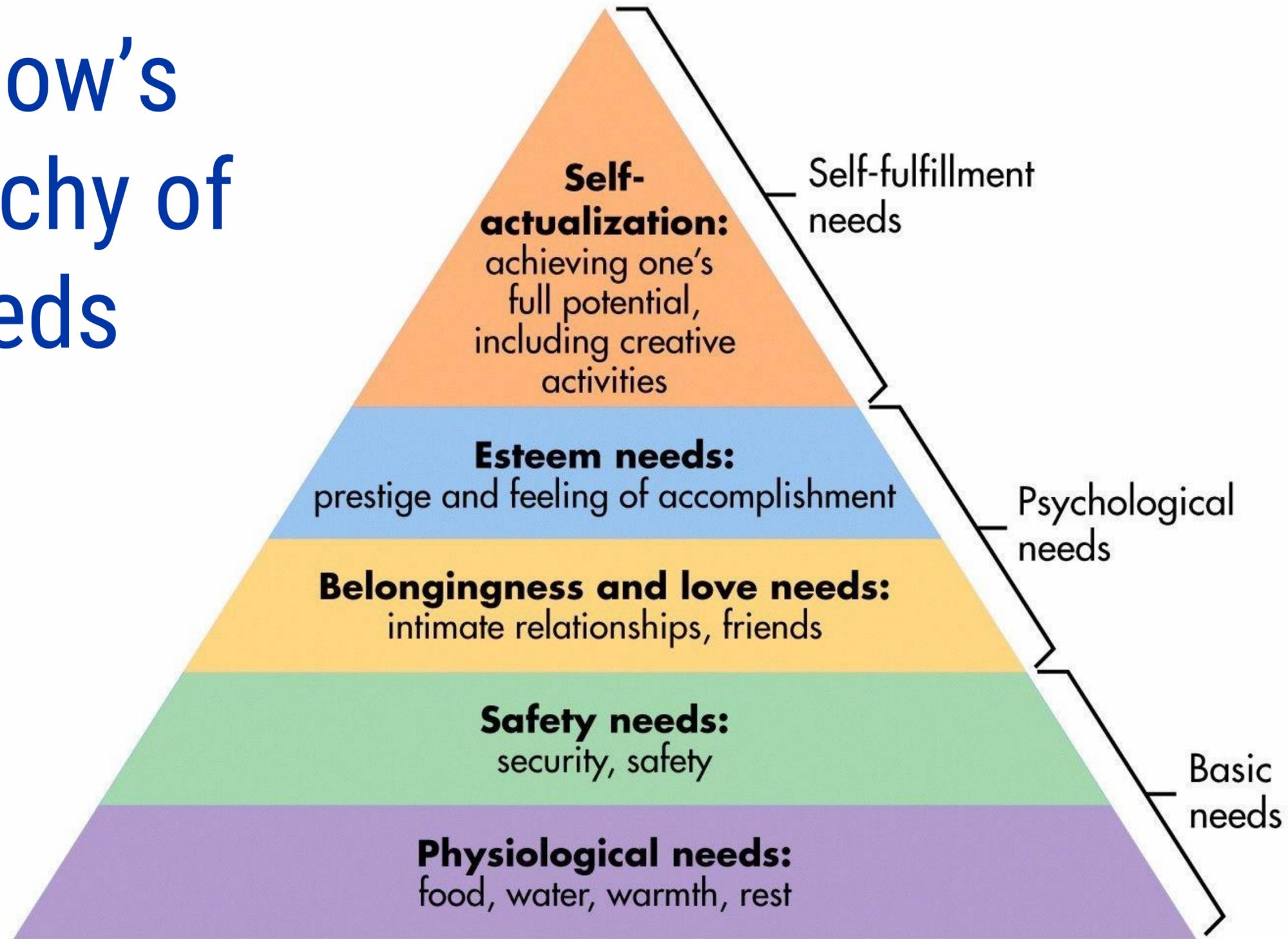
- Substitute: What can you substitute?
- Combine: What can you combine or bring together somehow?
- Adapt: What can you adapt for use as a solution?
- Modify/minify/magnify: Can you change the item in some way? What can you remove? What can you add?
- Put to other uses: How can you put the thing to different or other uses?
- Eliminate: What can you eliminate?
- Rearrange: What can be rearranged in some way?

**Empathy**

# UNDERSTANDING HUMANS



# Maslow's Hierarchy of Needs





# Emotion Wheel

- Choose 8 emotions
- Assign a colour to each one
- Colour your wheel with the proportion of each emotion you feel
- Pasirinkite 8 emocijas
- Kiekvienam priskirkite spalvą
- Spalvokite savo ratą pagal kiekvienos jaučiamos emocijos proporciją
- Scegli 8 emozioni
- Assegna un colore a ciascuno
- Colora la tua ruota con la proporzione di ogni emozione che provi

**Emotional self-awareness**  
**Non-verbal communication**  
**Autoconsapevolezza emotiva**  
**Comunicazione non verbale**  
**Emocinė savimonė**  
**Neverbalinė komunikacija**



# Strengths

**Self-awareness, self-esteem, positive emotions, diversity**

**Savimonė, savigarba, teigiamos emocijos, įvairovė**

**Consapevolezza di sé, autostima, emozioni positive, diversità**

- Introduce the idea of personality strengths (e.g. empathy, honesty, humour)
- Ask students to write their top 5 strengths
- Discuss the value of the diversity of strengths in the class
- Pristatykite asmenybės stipriųjų pusių idėją (pvz., Empatija, sąžiningumas, humoras)
- Paprašykite studentų parašyti 5 svarbiausias savo stipriausias puses
- Aptarkite stipriųjų pusių įvairovės vertę klasėje
- Introdurre l'idea dei punti di forza della personalità (ad esempio empatia, onestà, umorismo)
- Chiedi agli studenti di scrivere i loro 5 principali punti di forza
- Discutere il valore della diversità dei punti



# Self-compassion



Thank  
you!

## Feedback

- 1 - What was good
- 2 - What to change

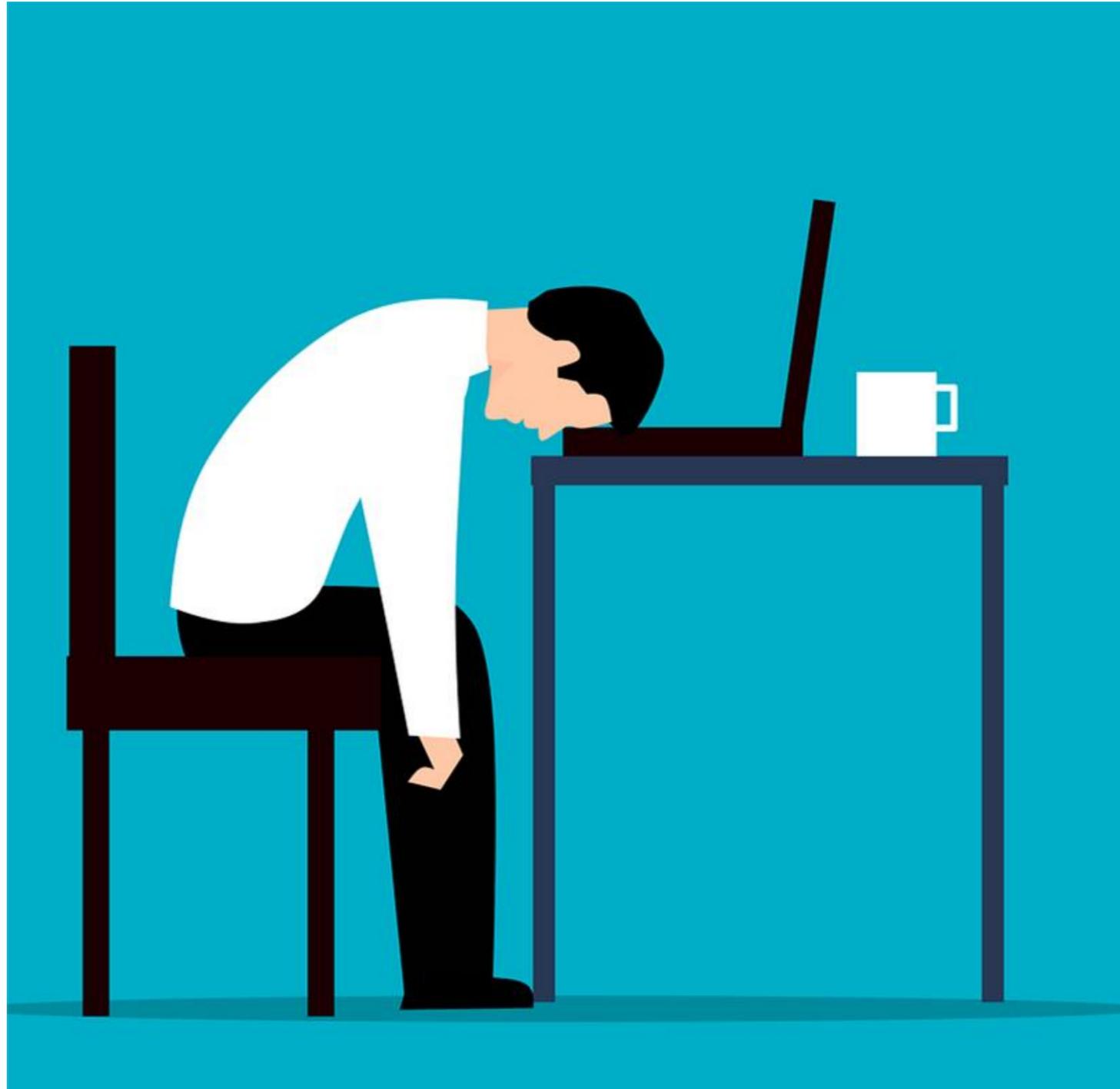


# Wednesday September 29<sup>th</sup>, 2021

Course Outline



# Crappy/Happy





# Gratitude Jar!

*'What's the biggest challenge you've overcome'*

Write your name on the back!





# AGENDA WEDNESDAY

**01 –PROJECT BASED  
LEARNING**

**02 - ACTIVE LISTENING**

**3 - POSITIVE PSYCHOLOGY  
TOOLS FOR  
INTERCULTURALITY AND  
SELF-AWARENESS**

# What is PBL?

**Methodology** that allows students to acquire the key knowledge and skills of the **21st century** by developing projects that respond to **real-life problems.**



**Students** become **protagonists** of their own learning.

Develop their **autonomy** and **responsibility.**

**Teacher's** job is to **guide** and support them.

# How does it work?

- With projects, students work with content they've already learned. In PBL, they learn **through** the project.
- A classic project may take one lesson. PBL can take **several lessons/weeks**.
- PBL addresses a **real world problem**. Questions that can't be Googled and have no single correct answer. e.g. how can we prepare for changing weather?
- **Student voice and choice**. The teacher becomes a luxury companion in this learning process.
- Reflect on learning through **discussions and peer reviews** with other groups. Make revisions and changes accordingly.
- Final project is presented outside of classroom, e.g. professionals in a related field.

# Outcomes

- **Collaboration:** Forming relationships with peers, listening to others, better relationships with teachers and community
- **Problem solving:** Community issues, and also learning from failure in the process
- **Creativity:** Innovating new product designs and possibilities for projects
- **In-depth Understanding:** Beyond facts and memorization
- **Self-confidence:** Students find their voice, take pride in work

# Outcomes

- **Perseverance:** Managing obstacles and making adjustments until they're satisfied
- **Project management:** A start, beginning and end. Skills for time-management
- **Curiosity:** Exploring their curiosities, asking questions, a different approach to learning
- **Empowerment:** Taking ownership, reflecting on process, celebrating success
- **Not unidirectional** (teacher-student).

*'Rigorous PBL can result in higher engagement and deeper content knowledge'*

Strobel & van Barneveld, 2009; Walker & Leary, 2009

# **PBL Methodology.**

- **Topic selection and the guide question**
- **Teams allocation**
- **Explanation of project or final challenge**
- **Planning**
- **Investigation**
- **Analysis and synthesis**
- **Project development**
- **Project presentation**
- **Evaluation and self-evaluation**

# Examples for infants/kindergarden

## Where does water go?

Essential concepts related to the water cycle. Designed for 3- and 4-year-old students, but all kindergarden students can participate.

## The silkworm. Metamorphosis.

Investigate the morphology, feeding, movement, reproduction ... of silkworms, discovering the constant changes that living beings experience, through the observation of the metamorphosis process that these worms go through: egg, worm, cocoon and butterfly. The project is aimed at students of the 2nd stage of infantile (5 years)

## This is my body.

It is based on the knowledge of our own body and healthy habits. . Made for 4-year-olds.

## Animals and the sea.

Project for the knowledge of marine animals and their habitat. Made for 3-year-olds.

<https://procomun.educalab.es/es/articulos/metamorfosis-el-gusano-de-seda>

# Examples for infants/kindergarden

## Little Farm Project: a garden in my school.

Bring children closer to the natural world by understanding the origin of food and the care and growth process of trees, plants and vegetables.

## A trip to the past: PREHISTORY.

The purpose of this project is to bring students closer to history, specifically to Prehistory. We think that it can be a very motivating topic for children since it is an attractive topic in which they show a lot of interest. Caves appear, hunting, fire, cave paintings

## Music in your hands.

The purpose of the project is to bring, enjoy and live music. Starting from the creation of instruments with recycled materials until reaching a concert in the school's auditorium.

# Examples for Primary

## **Where are we going on vacation?**

A project where students must decide where in the world they would go on vacation. To decide this, they must study different ecosystems.

## **British Meals. What do you know about British food?**

Students will cooperatively to collect information and discover more about British foods.

## **We know our city**

Students will have the opportunity to become familiar with their culture and history while learning useful information for daily life.

## **Building an ecological garden**

The center is located in an urban, inland area, dominated by industry as a source of economic income, but without losing the agricultural and livestock tradition.

# Examples for Secondary

## **On a business route through Europe.**

The objective is to analyse the socio-economic characteristics of a European country, to organise a business trip to it, and to be able to develop the sale of a product.

## **Where does the energy we consume at home come from.**

The students should indicate the uses of said energy and, if possible, indicate solutions to reduce energy consumption.

## **I like to invent**

The students divided into teams develop an APP using the AppInventor software from a study on the needs of the people in their environment. Once the application is created, they create murals to present their project to the community.

## **Recovering Roots, Building the Future.**

Interdisciplinary project based on recovering, creating and recreating the knowledge of this locality (folklore, traditional handicraft recipes, popular legends, relevant characters)



# Active Listening

Changing the focus from what's happening in our heads to the words coming from the outside

- Build connections
  - Build trust
- Identify and solve problems
  - Increase knowledge





# Active Listening

How do you know if someone is listening?

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# Active Listening

## Broken Telephone





# Curious Cats

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# A conversation - Find out 3 new things

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# Proust Questionnaire

Self-knowledge  
Sharing & connection  
Active Listening

Savęs pažinimas  
Dalijimasis ir ryšys  
Aktyvus klausymas

Auto conoscenza  
Condivisione e  
connessione  
Ascolto attivo

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**BIENESTARDOM  
COACHING**

Sit in a circle

Take it in turns to take a question

Answer it

Test after - what did X say?

- I feel angry when...
- I feel joyful when...
- I feel unhappy when...
- I feel hopeful when...
- I wish I didn't have to...
- I enjoy...
- I feel afraid when...
- Something I'd like to change is...
- If I were (name the person), I would...
- I know I am loved when...
- I admire (name the person) because...
- I am most interested in....
- The trait I most admire in others is
- My biggest extravagance is
- I sometimes lie if...
- The talent I'd most like to have is...
- My greatest achievement is...
- My most valued possession is...
- I'd most like to live in...
- My favourite writer is...
- My favourite fictional character is...



# Comprehension Checking Methods





# Comprehension Checking Methods

## Post *it*



On your post it note write down one sentence demonstrating what you have learnt so far this lesson, and a question you want to know the answer to.

When you have finished stick this to the board.



## Report *it*



Write a 30 second news report on the topics covered. You can create this either to be presented on TV or radio.



## MCQ *it* abc

Create three multiple-choice questions based on your learning so far ready for a team quiz.

**abc**

## Traffic Light *it*



Where is your learning at?

**Red** – I have understood some of the topic (write down two questions you would like answered)

**Amber** – I have understood most of the topic (write down 1 question and 1 concept you have learnt)

**Green** – I have understood the topic so far (write down two concepts you have learnt)





# Comprehension Checking Methods

## Explain *it*

You had two minutes to chat with the person next to you about the key themes covered so far this lesson, your teacher will choose who will address the whole class.



## Map *it*

Create a concept map of the learning to this point of the lesson. Aim to link together all the concepts to demonstrate your understanding.



## Checkpoint *it*

*Where is your learning at?*

- What do you know?
- What are you unsure about?
- What would you like to find out more about?





# Random Acts of Kindness

Connect with others  
Increase positivity & serotonin  
How did it feel? Emotional awareness  
Daily/weekly challenges

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<https://www.theschoolrun.com/random-acts-of-kindness-for-kids>



# Interculturality

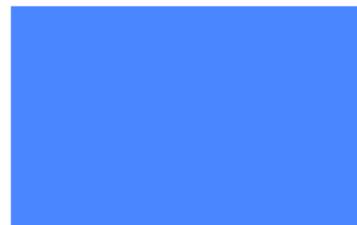




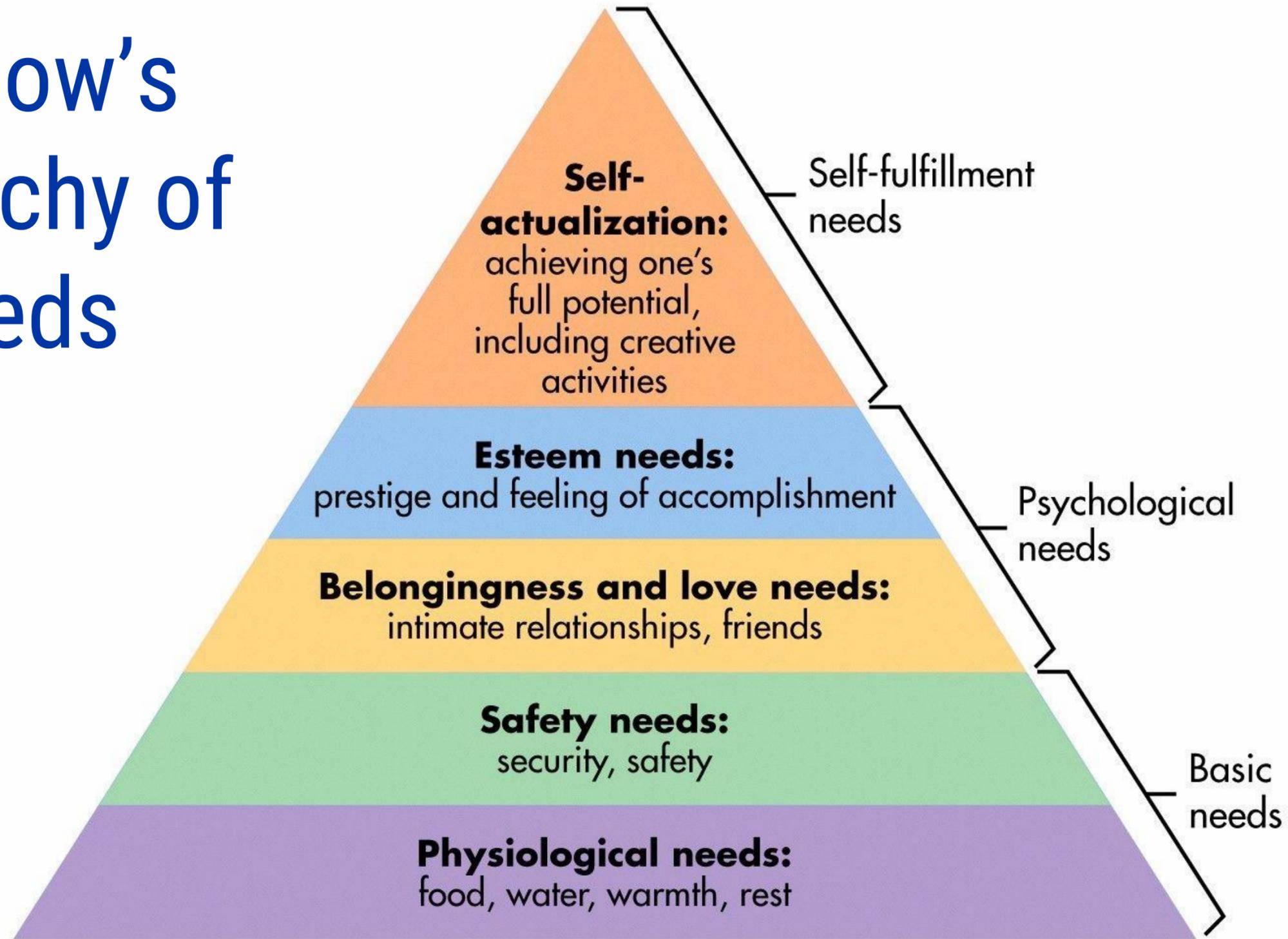
# LET'S SHARE EXPERIENCES

**globalization/migration**

# **UNDERSTANDING HUMANS**



# Maslow's Hierarchy of Needs





# How do we categorise humans?





# **Advantages + Disadvantages**

**How do these  
traits help & hinder  
our progress?**



**Across cultures...  
what is the impact?**

**SELF REFLECTION**

**SELF  
OBSERVATION**

# Barriers to Intercultural Communication

- anxiety
- assuming similarities instead of differences
- ethnocentrism
- stereotypes and prejudice
- nonverbal misinterpretations
- language problems



# Ethnocentrism

The belief that your own culture is superior



# Ethnocentrism

Who is your favourite sports team?

Are you religious?

Do you eat meat?

What is your favourite music?

Etc...

## WHY?



# Diversity in action

Are you aware of your  
privilege?



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# Creative task

Create a beautiful poster advertising Esmovia using only the items provided to you! You have 10 minutes.

How did you feel when you noticed that some people had more materials than you did?

How did you feel when you noticed that some people had fewer materials than you did?

In what ways did resources affect your project?

How would you have felt if I had judged your final products for a prize or for a grade? Would that be fair? Why or why not?

If other people saw your posters and were asked to pick the most talented students in the room, whom would they say? Would these posters necessarily be a fair assessment of what all of you can do?

Why do you think I set up this activity this way?

In what other situations do people have advantages over others? (Provide some examples to prompt the class.)

Is it important to consider individual circumstances and opportunities before judging a person's capabilities? Why or why not?

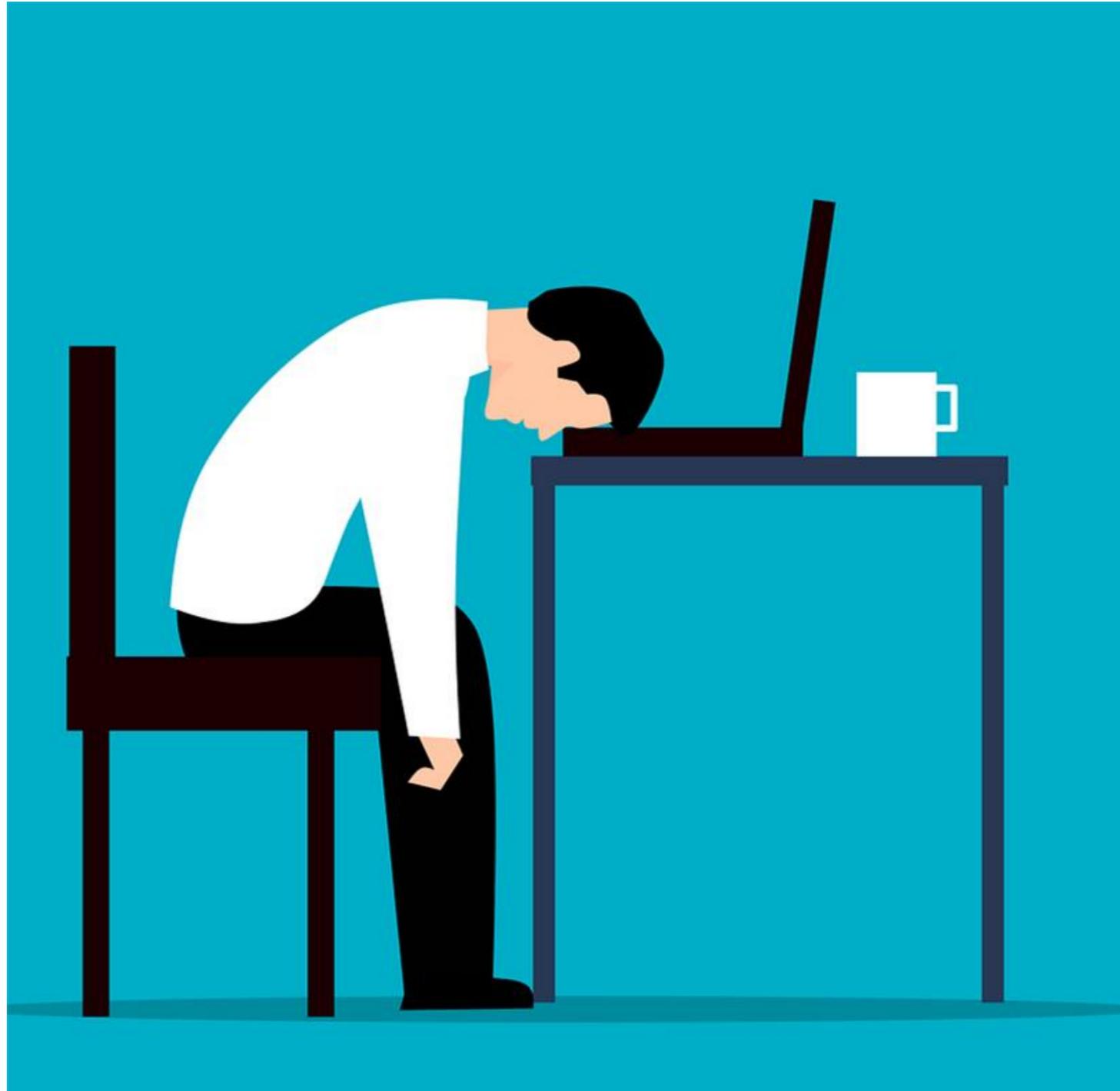


# Wednesday September 29<sup>th</sup>, 2021

Course Outline



# Crappy/Happy





# Gratitude Jar!

*'What's the biggest challenge you've overcome'*

Write your name on the back!





# AGENDA THURSDAY

01 – Introduction to Mandala  
method

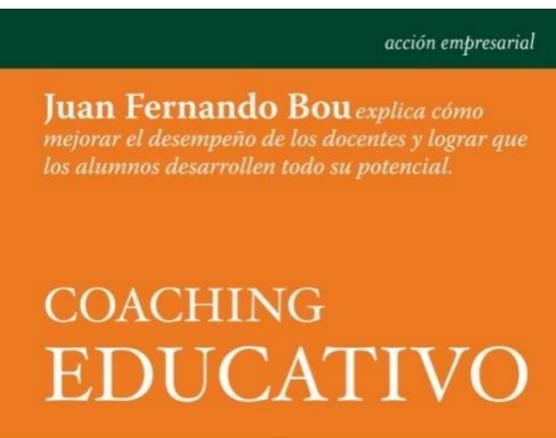
02 - Getting lost in the  
creative process (3 hours  
total)

03 - Presentations of  
Mandalas

04 - Additional tools

# Educational Coaching.

‘Educational coaching is a unique philosophy that **initiates professional development and personal change through open-ended questioning and reflection**, looking specifically at how teachers plan to challenge their own ideas and methods’ - [positivepsychology.com](http://positivepsychology.com)



***"We want to transform society, through the improvement of the Quality of the Educational System with the main focus on the Education of the Being".***

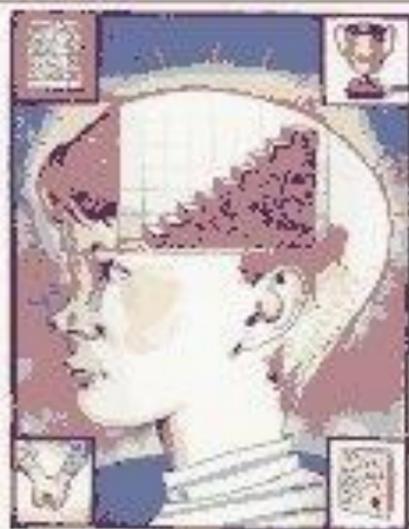
***Juan Fernando Bou, 2013.***

***"Educational Coaching"***





# THE Optimistic Child



How Learned Optimism  
Protects Children from  
Depression

MARTIN E. P. SELIGMAN, Ph.D.

*Author of Learned Optimism*

with Karen Reivich, M.A., Lisa Jaycox, Ph.D., & Jane Gillham, Ph.D.



Life inflicts the same setbacks and tragedies on the optimist as on the pessimist, but the optimist weathers them better.

— Martin Seligman —

850 × 400

AR QUOTE

# FOURTH TOOL

## MANDALA



# Definition Mandala

- Graphic or **visual representation** in **collage** format
- **Photographs** from different **magazines**
- **Sticks** them in the different **quadrants** according to the function of each of them.
- Compose a **mosaic** whose meaning marks the **vision of their future**, what the student wants **to be**, **study or achieve**.

- Create an opportunity for **reflection** and **introspection** about our **future** and that of our students.
- Design our **personal, academic** and / or **professional vision**.
- Identify those **personal traits** that we project towards the future and those that we choose to modify.
- Guide the student in **making decisions**.
- Help students in their **academic** and **professional orientation**.

# Mandala Structure

## 1. VISION

Objectives, goals, wishes,..  
How am I, what am I studying,  
where, who do I relate with?

## 2. LEARNING

Competences, habilities,  
attitudes, tools, resources,  
techniques... I have to learn to  
achieve my goals.

## 3. UNLEARNING

Things that limit me. My liabilities.  
What exhausts me, wears me  
down and takes my energy away.  
What I have to unlearn. Possible  
obstacles to overcome.

## 4. SOCIO-EMOTIONAL

What makes me happy. What fills  
me with energy. The people who  
support me. Activities and hobbies I  
enjoy.

# EXAMPLE

## MANDALA 1 (INDIVIDUAL)

- **Computer teacher**
- 20 students: 12, 13, 15, 16 and 17 years old.
- **Vulnerable** students, at risk of abandoning education.

### **Objectives:**

- Learn image processing software.
- Motivation and attention
- Teach curricular content

**Time:** 2h

### **Procedure:**

Software design explanation: 30 mins.

1st Mandala tool explanation: 15 minutes.

Mandala design with internet images: 30 mins

Manda student's explanation: 45 mins.

# Let's practice!

Create your mandala using the materials provided and four areas.

We'll take approximately 2 hours to make them, and each present at the end.

Immerse yourself in this process and reflect on it as you do it.



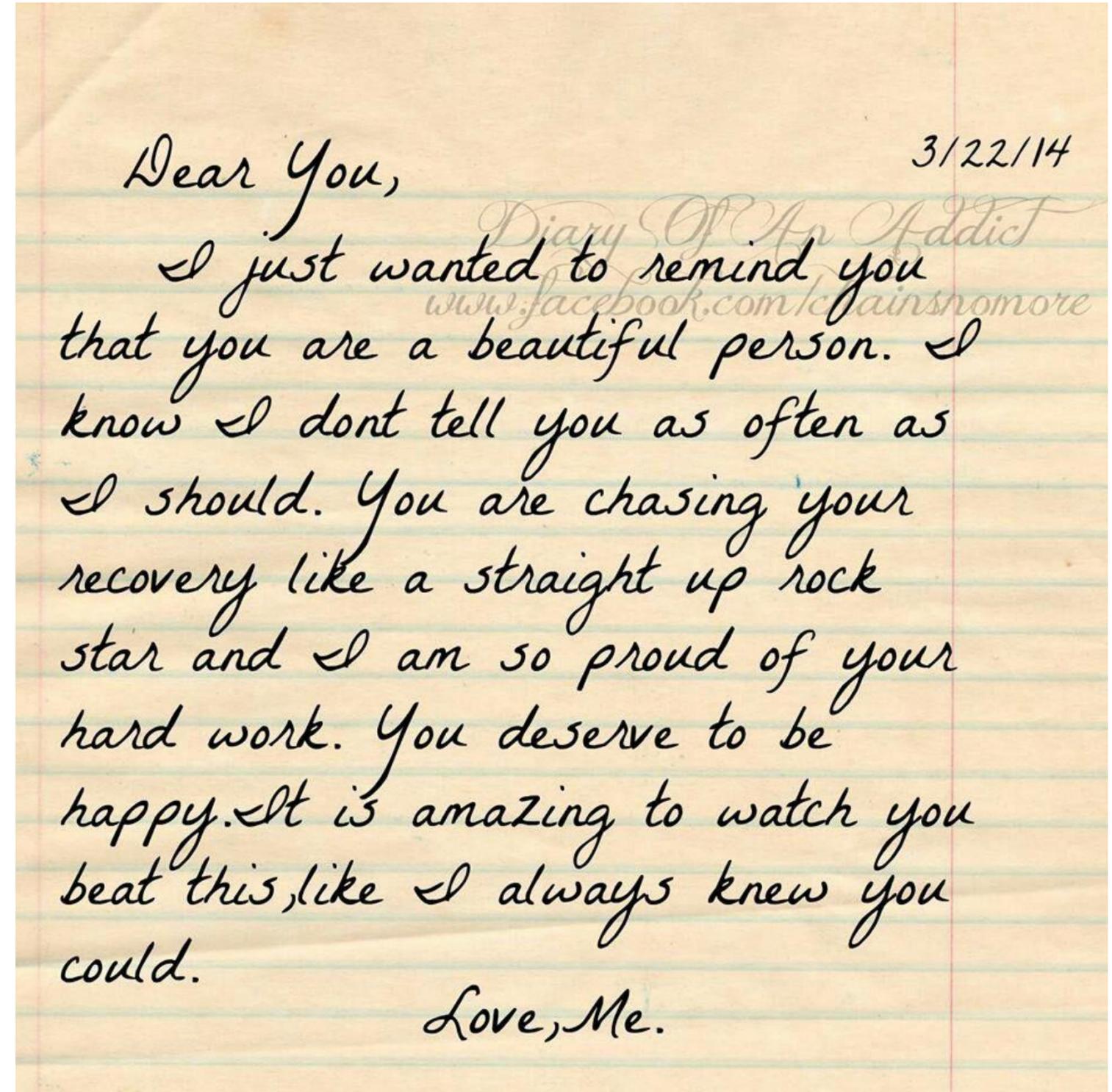


# Affirmation letter

A letter to yourself affirming what you want and who you are.

Variations include 'letter to my future self' or 'letter to my younger self'.

Recommended for older students but can be adapted for younger ones as well.





# Timeline Activity

“We need a global context of goals in order for the events of daily life to have meaning.”  
positivepsychology.com



# Timeline Activity

**PAST:** achievement we have accomplished/what specific skills we needed to pull from/implement to get there

**PRESENT:** achievement you are currently working on/the specific skills you put into play to do this

**FUTURE:** achievement you WANT to reach/the skills that will be necessary for you to learn to get there



# Plan of action

Tomorrow  
This week  
This month  
Three months  
This months





# Gratitude Journal

Write 3 things you're grateful for each day.  
An easy method for practicing daily  
mindfulness.

Practicing creates an attitude of gratitude,  
and can adapt your long-term outlook.



Thank  
you!

## Feedback

- 1 - What was good
- 2 - What to change