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|  **INFORME FINAL MOVILIDAD INDIVIDUAL KA1** |

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| A.1.- DATOS DEL PROGRAMA |  |
| PROGRAMA | Erasmus+ KA1 |
| NÚMERO DE PROYECTO | **2017-ES01-KA104-036972** |
| CURSO | 2017-2018 |
| TIPO DE ACTIVIDAD FORMATIVA | Curso estructurado |

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| A.4.- DESCRIPCIÓN DE LA ACTIVIDAD DE FORMACIÓN |  |
| TÍTULO | Innovative Appraches to Teaching |
| INSTITUCIÓN ORGANIZADORA | ITC International |
| DIRECCIÓN | Frantiska Krizca 1, 17000 Prague 1,  |
| PAÍS | Czech Republic |
| FECHA DE INICIO | 21/05/2018 |
| FECHA DE FINALIZACIÓN  | 25/01/2018 |
| IDIOMA DE LA ACTIVIDAD | Inglés |

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| B.1.- CONTENIDOS DE LA ACTIVIDAD FORMATIVA |
| Describa brevemente el contenido, forma y naturaleza de la actividad realizada :tutoría individual, clases, grupos de trabajo, talleres prácticos/seminarios, buenas prácticas, uso de las TIC, presentaciones, visitas a otros centros, actividades culturales, excursiones, etc… |
| The course Innovative Approaches to Teaching is a practical guide which helps to improve quality and effectivity of educational process in any classroom. Encouraging creativity, organising projects, integrating minority pupils or using ICT as a tool for developing critical thinking are examples of the course modules that broaden teaching potential and motivate students.Modules* Module 01 – Theoretical module – 21st Century Skills
* Module 02 – Critical and creative thinking, how can it be developed?
* Module 03 – Inquiry based learning, Task based learning
* Module 04 – Designing, implementing and assessing a project
* Module 05 – Using ICT tools for assessment
* Module 06 – Dealing with multicultural classes
* Module 07 – Adapting teaching materials to suit the needs of differentiated classes
* Module 08 – Metacognition, teaching students to learn
* Module 09 – ICT as a tool for development of creativity and critical thinking
* Module 10 – Formative vs. summative assessment, rubrics, checklists, peer and self-assessment

Guided City TourLearning outcomes* Enhance skills to use various innovative teaching methods and techniques that are learner-centred, encourage solving of meaningful real-world tasks and develop transversal competencies.
* Boost skills in using open and digital resources, support development of digital skills and media literacy, increase capacity to trigger changes in terms of modernization using ICT.
* Generate ready‐to‐use materials and ideas to support school or organisational development in the field of innovative education with regards to interdisciplinary and holistic approach.
* Gain techniques for working with heterogeneous classrooms, support inclusion of various minorities into mainstream education based on democratic values, promote active participation in society.
* Develop relevant, high-level skills such as creativity, critical thinking, metacognition and other key competences through innovative teaching methods, enhance good quality of mainstream education.
* Learn to motivate, guide and effectively assess to reduce low achievement in basic competences, promote peer exchange and active participation within the education.
* Revise and develop personal and professional competences, build confidence in promoting innovative and active pedagogies that are responsive to social and cultural diversity.
* Meet colleagues of different nationalities within the EU, engage in cross-cultural learning experience, exchange ideas and build a network for future international cooperation.
* Gain broader understanding of practices, policies and systems of education of different countries, cultivate mutual respect, intercultural awareness and embed common educational and training values.
* Enrich communication skills, improve foreign language competencies, broaden professional vocabulary and promote EU’s broad linguistic diversity.
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| B.2.- BUENAS PRÁCTICAS – 2 AL MENOS |
| Incluya una descripción detallada de, al menos, 2 tareas/ ejercicios/ bibliografía/ links/ webs/ vídeos/etc… |
| 1. Cross the river/Cruza el río

Actividad diseñada para minimizar las barreras culturales, haciéndonos conscientes de que aquello en lo que somos semejantes y diferentes no se debe tanto a nuestra procedencia como a nuestra personalidad. Se coloca una cinta en medio del aula. Cada vez que la profesora o el profesor haga una pregunta, aquellos que piensen que se refiere a ellos deben cruzar el río. Por ejemplo: ¿Quién se enfada fácilmente? ¿Quién quiere vivir en paz? ¿Quién tiene mascota?Una vez en el otro lado del “río” los compañeros pueden ahondar con preguntas relacionadas como ¿Por qué te enfadas tú fácilmente?...1. Plickers es una aplicación que te permite hacer preguntas, recoger los resultados y que el alumnado los visualice en clase, en tiempo real, sin apenas tecnología.

<https://www.plickers.com/signin> |
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