

Integrating Creativity and Innovation into Teaching

Course Report – Céline Pichot du Mézeray

1. DAY 1

After welcome introductions and course info, we made a warm-up activity to get to know everyone in the group. Our group consisted of 12 people: 4 from Spain, 3 from Sweden, 2 from Germany, 1 from Poland, 1 from Slovakia and 1 from France (me).

1.1. Task 1

Our 1st Task was to find what is special about the region of Trentino (where Tatiana, our teacher, comes from). It aimed at seeing how we work together and to check our search strategies on the internet.

https://www.treccani.it/enciclopedia/trentino-alto-adige_%28Enciclopedia-dei-ragazzi%29/

1.2. Other participants profiles

- Beatriz / Pilar / Marie-Lo: Tomelloso, South of Madrid

Bilingual Primary School (Spanish – French): The students have Biology and Art courses in French.

- Margarita: Toledo, Spain

High School + National College: IES Universidad laboral. Teaching Management and administration.

- Peter / Erik / Asa: Örnköldsvik, Sweden.

Private school Gymnasium, mainly with Social Sciences, Criminology, Economy, Maths, Physics, Biology. Teaching Civics and criminology (Peter), Maths and Physics (Erik), Spanish and Swedish (Asa).

- Olga: Edenkoben: South of the Rhineland Palatinate

Secondary School. Teaching Art and English.

- Hannah: Melle (north Germany) in IGS Melle

School teacher – Comprehensive school (10 to 19 years-old): Comprehensive school takes any students (unlike Gymnasium and realschule) then they differentiate between their level.

Teaches English, maths and PE.

- Agneska (Aga): From Poland, Near Warsaw – Primary school teacher.

- Adela: Ziar nad Hronom in Slovakia

Teaching in high school. High ranking school (need to take an entrance test).

2 possible ways: 11-19 years-old or 15-19 years-old.

1.3. What interactive tools do you use?

Brainstorming with post-its to check what tools we are used to, or would like to use, to adapt the course to our needs:



2. DAY 2

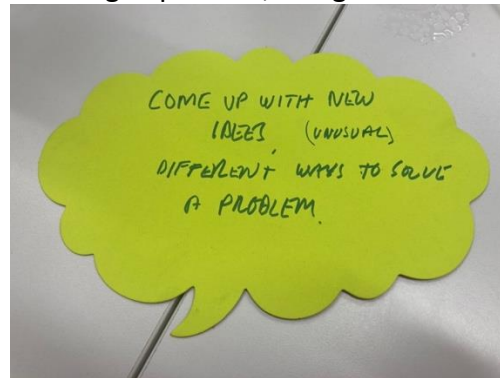
2.1. ICEBREAKER ACTIVITY

Speed dating: 2 min rounds, 2 people talking about a subject – 3 subjects

How to apply that in class: when talking about a new subject, make 3-4 speed-dating where students talk about what they know about the subject for 2 minutes. At the end, each one of them has to state something he learned from someone else he didn't know before.

2.2. WHAT IS CREATIVITY?

Here we used a different way of answering a question, using little clouds to express our ideas.



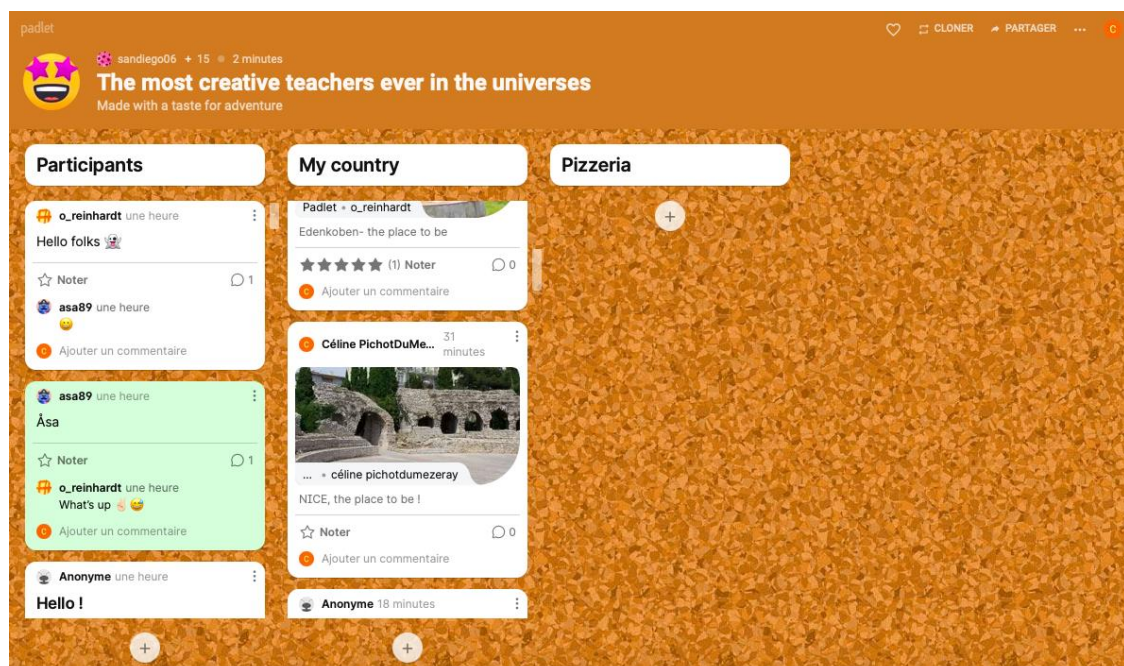
Come up with unusual ideas / think out of the box / different ways to solve a problem.

Why is creativity necessary in the classroom?

- => It's more fun
- => Improves self-esteem
- => Improves memory and motivation
- => Broadens views

2.3. Work with PADLET

Make collaborative work / collaborative wall



3. It's not only about teaching: What to eat in Florence

Antipasti

Tagliere di salumi
Coccoli prosciutto e stracchino



Primo piatto

pappa al pomodoro
Panzanella
pappardelle



Secondo piatto

Peposo



Tagliata alla fiorentina



Carciofi fritti



Desert

Cantucci con vino santo



Sandwich with meat

Lampredotto (with green sauce or tomato sauce)



Recommended place: La Toraia - Lugarno del Tiempo

4. Day 3

4.1. Associate letters with words

Associate the letters of your name with words that could define you.

How can it be used in a class?

Before a lesson

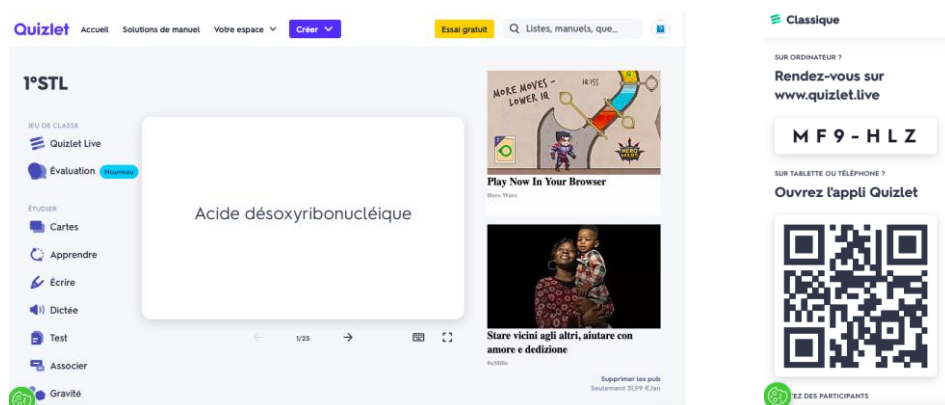
Digestion => state the topic and see how many words they can associate with this topic, starting with the same letters (or that have these letters in them).

At the end of a sequence

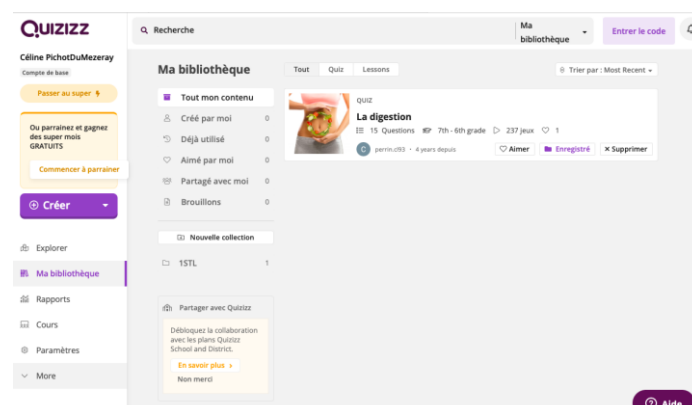
- 2 pupils together: Take the names of each one of them
- Find words from the sequence that they can associate with these letters.
- Make a crosswords grid.
- Find the definition of these words.
- Make the crosswords grid removing all letters except the letters of the original name.
- Then submit the crosswords to another group.

4.2. Quizlet

Create a quiz that students can take (in groups or solo)... and share it (using quizletLive).



4.3. Quizizz



DAY 4

4.4. Goose Chase

Prepare a treasure quest (around Florence).



Use that in a class:

Instead of submitting a written report for practical work, make a timeline with asks and submit the results via Goose Chase.

Problem solving: submit a problem to 3 groups and see how they have solved it.

4.5. Paper throwing

Write a question.

Throw a piece of paper to someone else.

The person has to answer the question.

=> Convenient to get to know people or to revise a lesson.

5. Day 5

5.1. Role playing and problem solving

=> Pictures / problems on a piece of paper.

=> Papers on the floor / benches

=> Pupils walk around and stop at a call / sound in front of a paper

=> discuss the picture

5.2. Easy solutions to create virtual contents for various uses

<https://eu.qwigr.education/welcome/>

QwiQR: qr code generator for audio feedback

=> can be used for giving feedback on a test.

<https://www.popplet.com>

Mind maps and organigrams

<https://www.capcut.net>

Creating videos from photos and other materials

<https://edpuzzle.com>

Cut and edit a youtube video / add your voice on you own video (not possible on youtube video) / add notes and questions on a video. The questions will be embedded in the video.

“Discover” is a function where you can find content created by other teachers. You can save and edit materials created by other teachers.

Then the link can be shared.

<https://fr.lyricstraining.com>

Tool to show and guess lyrics from a youtube song.