



## SERENI TRAINING UNIT

### 1.4 TEACHER INNOVATORS

1.4.1 New teacher's role to get the educational success

1.4.2 Elements of innovation

1.4.3 Materials

1.4.4 Use of ICT

1.4.5 Conclusion

1.4.6 Multiple choice questions

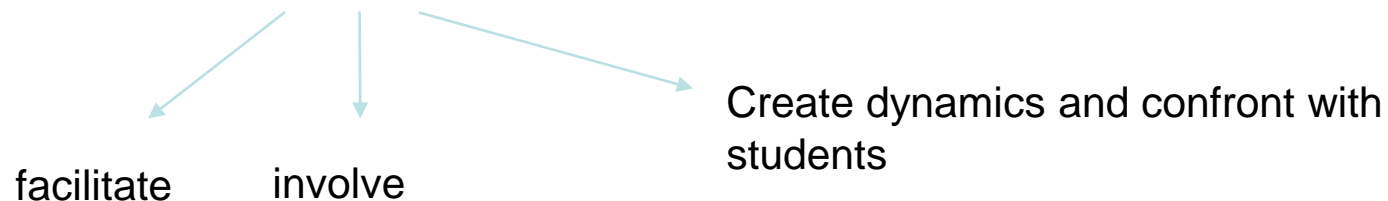


1.4.1.1

## 1.4.1 New teacher's role to get the educational success



Teacher's role has changed



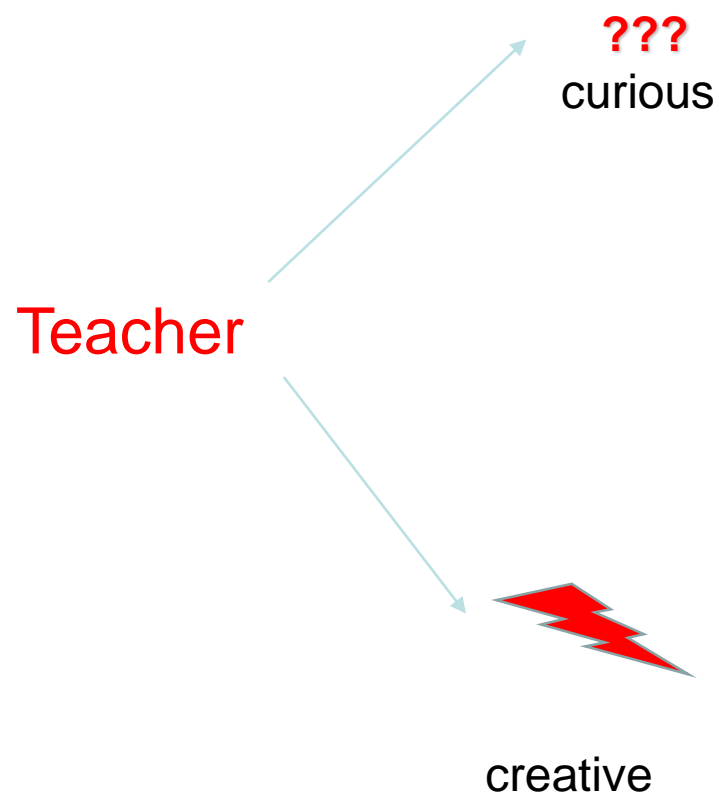


- student needs
- Social context

adapting curriculum

Inclusive paractice

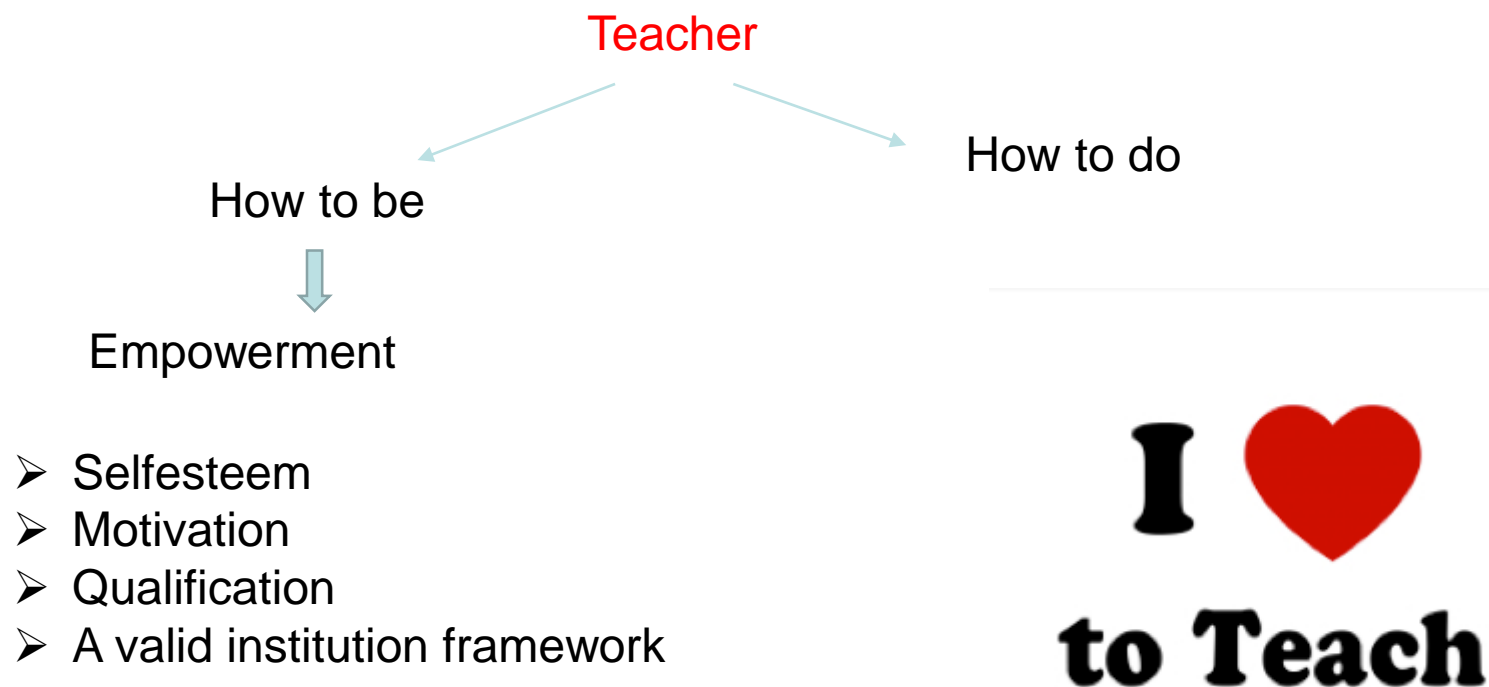




Research new and useful strategies



## 1.4.2 Elements of innovation



Teacher

How to be

How to do

Planning the lesson



**I**  **to Teach**

- Preparation
- First experimentation
- Making arrangements
- Dissemination



## Traditional learning practices



# TRANSFORMATION

New Brightness

New Setting

Modernize

Mutual Confidence

New Agreement  
Students-Teacher



## Teacher = Responsible for the learning.

Key questions:

- What do you want to achieve?
- How do you want to achieve it?
- How can you evaluate it?



- ✓ Production of materials
- ✓ Use of ICT
- ✓ Leading group-discussion



### 1.4.3 : Materials

**Innovative teacher**



**produces educational materials according to:**

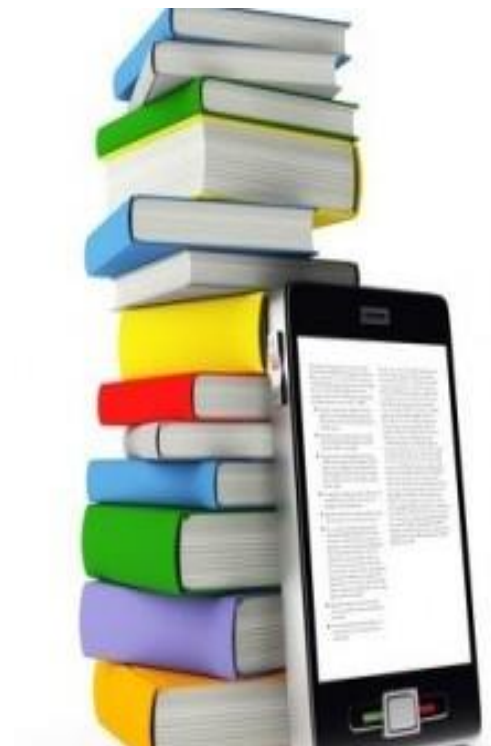
- **the available resources**
- **the students' needs**
- **the educational goals to achieve**

**In order to engage students in their own learning through critical and constructive thinking**



## NEW GENERATION OF SCHOOLBOOKS CREATED BY ALL THE MATERIALS PRODUCED BY THE TEACHERS

- They are not conceived anymore like closed books but like a **continuous work in progress**
- They can be integrated by **video-lessons** and **online teacher's support**



Through collaborative approach teachers have:

- complete autonomy in the selection of the topics and in the choice of times and ways in which to use them
- possibility to take in account also the weaker and less motivate students



## 1.4.4: Use of ICT

Technological resources such as *websites, social networks, softwears, interactive smartbords* can facilitate the learning of all curricular disciplines. Technology allows you to use the classroom in a different way.

**The impact of technology is transformative**



Each innovation has to contribute to a new teaching way allowing students to be:

- protagonist of their learning
- real digital citizens



Technology is not a “special effect”: only its  
“integration”  
in the lesson plan can guarantee the learning  
achievements

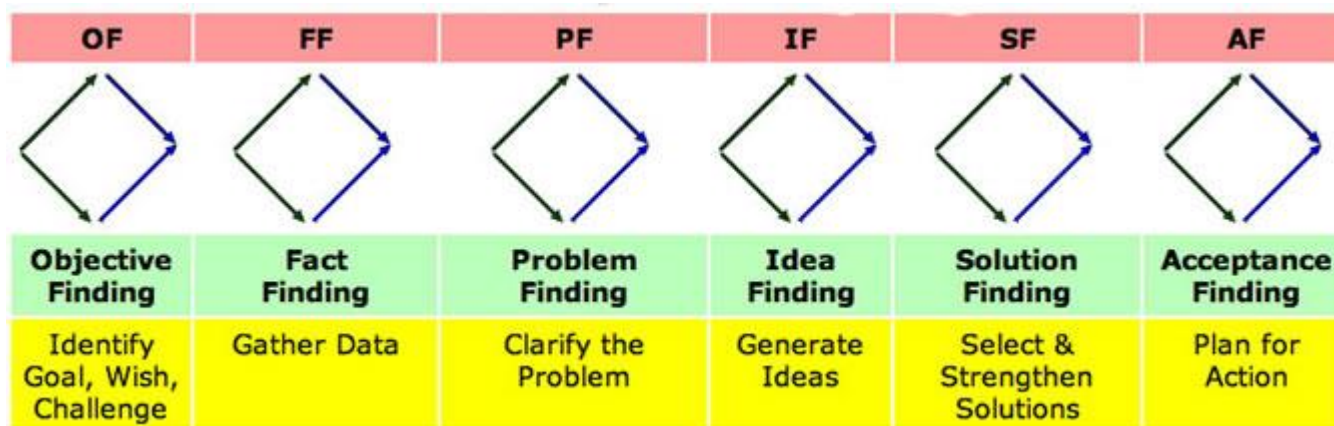


The use of technology can be especially useful in case of students with **learning disorders**.

Still interesting can be the Osborn-Parnes' model (Osborn, 1963), that uses:

divergent thinking → to stimulate ideas,

convergent thinking → to contain exploration.





## Welcome to ICT in the classroom



## STRENGTHS

- to shift the focus from the teacher to the student, from abstract teaching to learning “by doing”, from the individual learning to the collaborative one;
- to increase the students' interest making them "active"
- to allow the creation of multimedia products

## 1.4.5: Conclusion

As we have seen,  
innovation at school is  
not a “to do thing”  
but a  
**WAY OF THINKING**



Typical elements of this approach are:

- 1 - Create conditions for a "congenial environment".
- 2 - Methodological approach, according to Paul Torrence's 3 stages Incubation Model.
- 3 - Encourage student's curiosity and initiative.
- 4 - Find ways to integrate art, music and culture in the lessons.
- 5 - Project multidisciplinary lessons