THE DOVE

...and here is
old Picasso and the dove
and dreams as fragile
as pottery with dove
in white on clay
dark brown as
earth is brown
from our old
battle ground ...

(**Langston Hughes**)

COMPETENCIES IN PROJECT-BASED LEARNING

Isis della Bassa Friulana   Prof.ssa Marilena Beltramini   25 maggio 2017

ERASMUS+. 2015-16 STUDENTS'REFLECTION

"After such knowledge, what forgiveness? Think now
History has many cunning passages, contrived corridors
And issues, deceives with whispering ambitions,
Guides us by vanities."

Gerontion, 1920

"Dopo una tale conoscenza, che perdono? Pensaci ora
la Storia ha molti passaggi nascosti, corridoi tortuosi
E problemi, ci inganna con bisbiglianti ambizioni,
Ci guida con le vanità.»

Gerontion, 1920

«Active studying does not confine itself to seek and keep memory.

It rather implies **'digging deep' into the texts in search for a concrete message**: one useful for life, freedom, peace, mutual understanding and self- fulfilment»

PROJECT- BASED LEARNING

Can be regarded as:

" *Learners' responses to real-world problems* ...
in terms of a longer term, cumulative activity that may take place individually or in groups, and usually requires **a final practical outcome**."

Cook, R. and Weaving, H. (2013)

Key Competence development in school education in Europe

8 KEY COMPETENCES

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

7 TRANSVERSAL SKILLS

- Critical thinking
- Creativity
- Initiative
- Problem-solving
- Risk assessment
- Decision-taking
- Constructive management of feelings

PROJECT- BASED LEARNING

Can be regarded as:

"*a teaching method* in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a **complex question**, **problem,** or **challenge**"

The Buck Institute for Education (BIE), 2014a

Key Competence development in school education in Europe

KEY COMPETENCIES

- Communication in the mother tongue ✓
- Communication in foreign languages ✓
- Mathematical competence and basic competences in science and technology ✓
- Digital competence ✓
- Learning to learn ✓
- Social and civic competences ✓
- Sense of initiative and entrepreneurship ✓
- Cultural awareness and expression ✓

Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

SHARING REFLECTION

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WHAT ?

- is the **added value of the project-based learning**?
- **learning and teaching strategies does it imply**?
- what **competencie**s does it **mobilize?**

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AIM?

- to foster active and meaningful learning
- to promote **Peace Education** to be conceived in terms of
  - listening skills
  - learning about *the alter*
  - mutual respect and understanding
  - negotiation
  - intercultural dialogue
  - learning and knowledge
  - conflict resolution

DIDACTICAL CONSIDERATIONS

- Nature of event to be investigated (tragedy - distance in time – different memories/perspectives, ...)

- Intergenerational perceptions and multicultural dialogue

- Anthropological meaning of memorial, rituals and symbols

- Non isolated experience

- Integrated in ordinary school practices

- Curriculum integrated

- Bottom up and top down methodologies

- Implying formal and formative assessment

- Evidence-based decision making

- Target profile and environment

- Relation with one's territory/nation/Europe/the global world
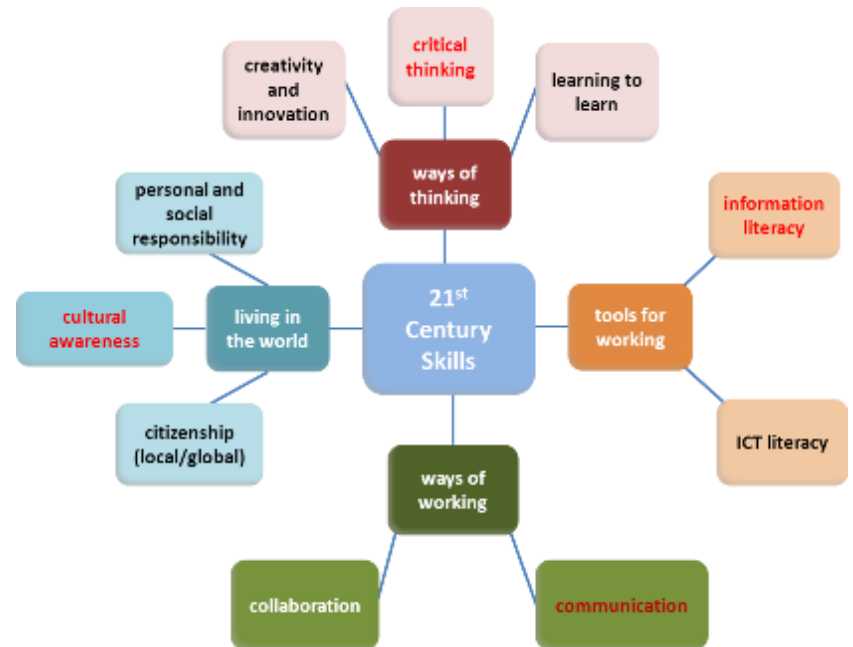
PEDAGOGICAL FRAMEWORK

- Constructivist and humanistic approach
- Inter-subjective learning contexts
- Networked learning
- Listening attitude and skills
- Negotiation skills
- Analysis and synthesis skills
- Interpretative skills
- Critical thinking
- Dialogical attitude
- Life-long learning framework
- Metacognition
- Assessment and self-assessment
- European and 21st century competencies
- Soft and ICT skills

THE LEARNING PROCESS. STEPS

- **Data collection** (interviews, research, textual analysis, images, videos, etc.,)
- **Textual analysis** of articles, pictures, war poetry, fiction and diaries, short essays about war
- **Comparative analysis**
- **Discussion** of different interpretations/points-of-view
- **Selection** of relevant information
- **Data and opinion sharing**
- **Writing production** (argumentative texts)
- **Peer proof reading** in group work activities
- **Documentation** also in multimedia formats
- **Assessment** (formal and informal)
- **Metacognition** and **self assessment**
- **Reflection** (**war and war rituals , ...**) as a mean**s to foster Peace Education**

**transformation of data
into relevant information**

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MEANINGFUL LEARNING

real world practices

ACTIVITIES AND TASKS

Learning process rooted in active and collaborative study experience

ACTIVITIES

- **more engaging for students**

  (real-world relevance for learning)

- **improve SS learning** (more involving/SS apply what they know to new situations)

- **help SS build success skills for school, career, and life** (SS take initiative and responsibility, build confidence, solve problems, work in group, communicate ideas, and manage themselves more effectively)

- **provide opportunities for students to use technology**

- **connect students and schools with communities and the real world**

- **promote educational equity** (a project may have a powerful effect and help SS reach their potential, and even be transformative)
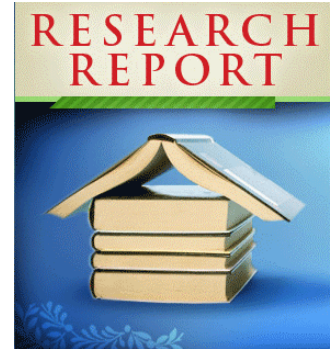
LEARNING CONTEXT

MANAGEMENT   SS/Teacher

Students

- Individual activities
- Cooperative and collaborative activities/practices
- Peer tutoring
- Public speaking
- Flipped classroom
- Using foreign language for oral and written tasks and communication

Teacher :

- encourager, mediator, tutor, interlocutor, offering guidance and feedback

PRODUCT ⇨ RESEARCH REPORT/S - DOCUMENTATIONS

- Writing a collaborative research report
- Generating multimedia presentations and documentations
- Generating pie charts, histograms and
- Oral presentation (public speaking)

LEARNING ADDED VALUE

Student-centred practices	*versus*	trasmissive mode
Constructed learning	*versus*	ready-made content
Listening attitude	*versus*	stereotyped/conventional attitude/s
Multiplicity of viewpoints	*versus*	self-referential reference
Emotional involvement	*versus*	detached attitude
Problematising	*versus*	*passive* acceptance of data

students are committed in

identifying significant links

adopting shared opinions

developing critical thinking

transforming data into meaningful information

developing an attitudinal and methodological pluralism

arguing point of view and judgement

LearningSkills

LEARNING AND LEARNING HOW TO TEACH

Learning and studying with SS

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- Learning together
- Action research
- Education to mutual respect
- Collaborative attitude and behaviour reinforcement
- Monitoring the learning-teaching process
- Definition and re-definition of process and practices

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The teacher as a reflective practitioner

OBSERVED OUTCOMES

- Active and collaborative attitudes
- Competence-based learning
- Informed decisions making
- Emotional involvement
- Situated learning (content – contex – community – participation)
- Interacting with technological environments
- Empowerment
- Improved social and communicative skills
- Rethinking education in the age of technology
- Enhanced motivation
- Foreign language use in real communicative contexts
- Occasions for SS to

SS'LEARNING OCCASIONS

- to adopt a scientific method in the learning process
- to collect, classify and select relevant information in view of carrying out a task
- to report the findings of research both orally and in written forms
- to generate diagrams to illustrate results in nonlinear text formats
- to exchange, compare and negotiate information and points of view
- to reach a shared point of view or argumentation
- to mobilize competences through the creation of a concrete product
- to reflect, revise, evaluate and improve the products of one's learning process
- to improve foreign language skills
- to learn about English culture and literature
- to make comparative analysis between the data collected
- to interpret and explain differences and similarities
- to reach higher awareness of the importance of negotiation and peace education
- to carry out self-assessment

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learning how to learn

TOWARDS A GLOBAL EVALUATION

What are the practical implications of

mobilising knowledge in complex systems?

Six actions to mobilise knowledge in complex systems (1)

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- co-producing knowledge,
- establishing shared goals and measures,
- enabling leadership,
- ensuring adequate resourcing,
- contributing to the science of knowledge-to-action, and
- communicating strategically
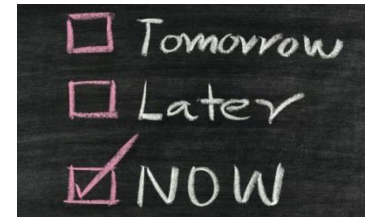
GETTING STARTED IS HALF THE JOB

(1) Bev J. Holmes and Allan Best, Six actions to mobilise knowledge in complex systems, in INTEGRATION AND IMPLEMENTATION INSIGHTS, *Research resources for understanding and acting on complex real-world problems, 2017* in *<https://i2insights.org/2017/01/31/six-actions-to-mobilise-knowledge/>*

OPEN QUESTIONS

- Project work and the school system
- Project work and the school as a learning community
- Ready-made books and Ss' produced studying materials
- Project work dissemination and sharing
- Colleagues'active involvement
- Organisation problems
- …….

Closed Questions
Open Questions
?

THANK YOU
FOR
YOUR ATTENTION