

# Course 2 – Day 1

Intermission work – sharing knowledge

## What did we do the last time?

- Compared (Venn-diagram) local communities and school systems
- Group work on 21<sup>st</sup> Century skills (hats)
- Entrepreneurship (narrow and wide concepts)
- Visit from local enterprises

## What have we done since?

- All groups have implemented teaching resources to develop 21<sup>st</sup> Century skills
- All groups have given an extensive description of the teaching resource and implementation of the intermission work
- It seems that the groups succeeded in implementing 21<sup>st</sup> Century skills in the intermission work
- In general: environmental topics related to sustainability

## What were the results?

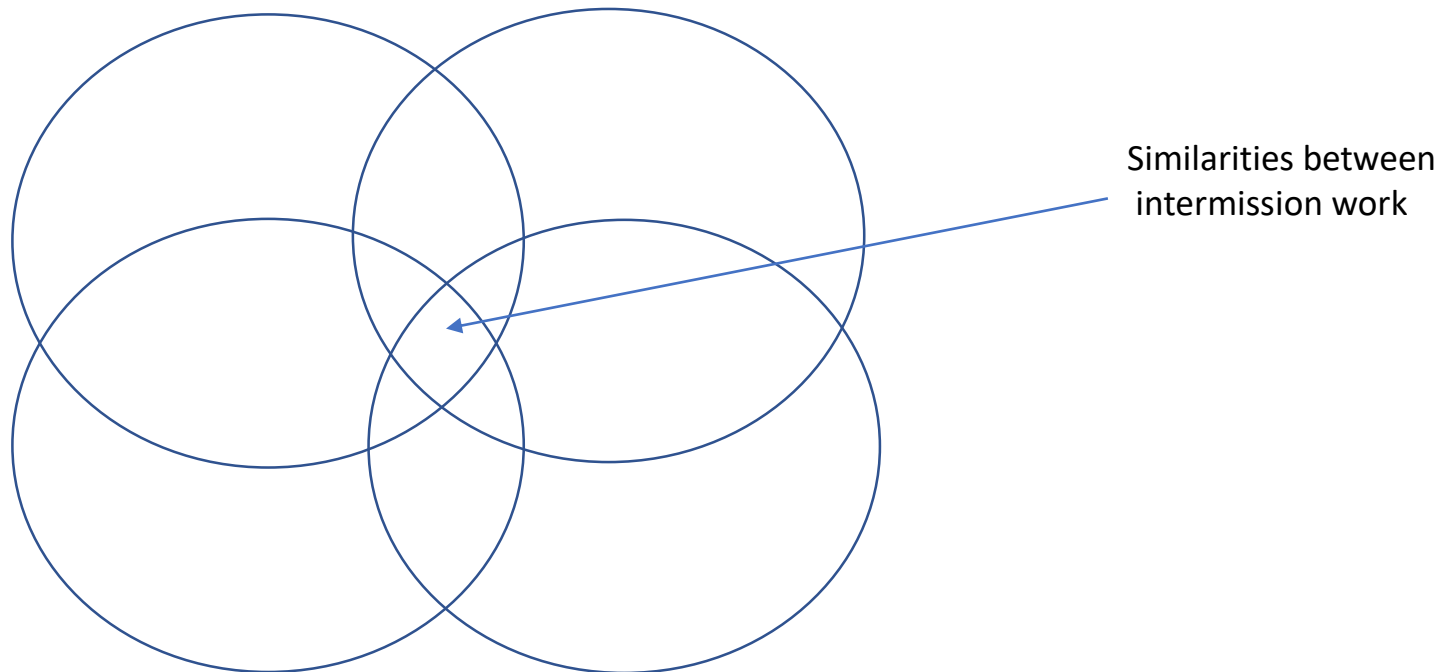
- Use the 21<sup>st</sup> Century skill **critical thinking**: what problems did you encounter in your implementation (if any)? Did you use any new practices as part of your teaching resource? Did your teaching resource lead to positive development of the intended skills for all students?

→ background for the reflective questions

# 1. Group work assignment

- Contrasting localities- differences and similarities in your local communities

- Work in groups
- Using a Venn-diagram, discuss and write down similarities and differences in implementation of your intermission work. Focus on practical implementation and the 6 C's.



# Reflective questions for presentation of the intermission work

- Which similarities and differences in experiences in implementation of the intermission work did you find across countries/schools?
- What did you bring specific from the first seminar into your teaching resource?
- What do you think you have changed in your teaching practice and what is new concepts in old practices?
- Was something perceived as new experiences for the students? Experiences of novelty space linked to the teaching resource?

When discussing and considering the teaching resource the concept below can be used.

Was the teaching resource:

- Interdisciplinary or multidisciplinary
- Inductive or deductive
- Place-based learning or place to learn

# Reflective questions for presentation of the intermission work

Often, we are touching on one or more of the 6 C`s in our teaching resources (varies with depth and positive or negative development of the 6 C`s)

- How do you think your teaching resource, developed as part of the intermission work, lead to development of the 6 C`s? Do you think you developed other C`s than originally planned for?
- What parts of the teaching resource led to development of your chosen C`s and why. Elaborate.
- Did you experience the student achieved the teaching goals as you worked with the 6 C`s.

When discussing and considering the teaching resource the concept below can be used.

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# Presentation of the intermission work

## Presentation

- 10 minutes for each group (intermission work)
- The presentation should involve:
  1. A short presentation of the learning resource/approach (what C`s did you focus on) and practical implementation with focus on similar and different experiences.
  2. Thoughts on the reflective questions.
  3. In addition, reflect on how your work on the intermission work can bring new knowledge and experiences on how to develop the 6 C`s.

Emphasise on point 3 in the presentation.