

# Course 3 – Day 1

Intermission work and reflections

# Phase 1: share experiences within each group

**Discuss and present to each other within each group (C):**

1. How did you implement the C in teaching and practical exercises?
2. In your teaching, have you gained any new knowledge in implementing 21<sup>st</sup>. century skills? If so, what?

# Phase 2: discussion in groups of implementation of the C.

## **As a group working with a common C:**

Discuss as a group questions in phase 1 and additional questions given under phase 2 and make a presentation that summarizes this discussion. This presentation are to be presented in plenum.

**Objective:** increase the understanding of implementing this C in teaching and towards teaching of 21<sup>st</sup>. century skills.

# Phase 2: discussion in groups of implementation of the C.

## Question to discuss:

1. As a group working with a C:

- Can you outline a common teaching approach?
- Can you find any common aspects across subjects and grades?
- How can this contribute to a higher understanding of implementing this C in teaching and learning?

2. Should implementation of the C be a method (teaching), or a theme and goal of teaching and learning, or both? (Explicit or implicit for the students.)

- Discuss and give arguments for or against these different approaches?

3. How can working with this C influence the understanding of teaching other Cs?

## Phase 2: discussion in groups of implementing the C.

Create a presentation that summarizes the discussion in the group. The presentation should be 5 minutes. **In addition, the group should present a problems/question/issue to be discussed in plenary.**



# Phase 3: understanding of 21<sup>st</sup>. century skills

Presentations of the groups (Cs) and plenary discussions

# Summary of the C`s.

1. Individually based on your subject and grades you teach:
  - Rank the six C`s from most important to least important
  - Rank the six C`s from easiest to hardest to implement in teaching and learning

**You are given cards with the 6 C`s in the groups.**

2. In groups discuss a common ranking of the C`s:
  - Rank the six C`s from most important to least important
  - Rank the six C`s from easiest to hardest to implement in teaching and learning
3. Summary discussion on plenum.